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Preface

It gives us great pleasure to share with you the present study “Status of DIETs in India (A Study of DIETs from Maharashtra, Bihar and Delhi)”. Though we could only cover three states but the magnitude of the problem is almost same in all the states.

‘The Right of children to Free and Compulsory Education Act 2009 (RtE)’ has already completed its six years and most of the commitment and activities are being discharged through teachers. Hence building the capacity of teacher and keeping them informed about the RtE commitments, norms and standards is major role of DIET.

In preparing this report our beloved colleague Ms. Noopur worked tirelessly from pillar to post. She deserves our all-round appreciation. We hope this report will be used by our partners, well-wishers, researchers and academicians for further betterment of the function of school system under RTE.

We finally express our sincere thanks to all the DIET officials’ teachers and CSO partners who made a valuable contribution to this report.

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Abbreviations

AE	Adult Education
BE	Budget Estimate
BRC	Block Resource Centre
CABE	Central Advisory Board of Education
CRC	Cluster Resource Centre
CTE	Colleges of Teacher Education
DIET	District Institute of Teacher Education
DISE	District Information on School Education
FYP	Five Year Plan
GMR	Global Monitoring Report
IAE	Institutes for Advanced Study in Education
JRM	Joint Review Mission
NCFTE	National Curriculum Framework for Teacher Education
NER	North Eastern Region
NEUPA	National University on Educational Planning and Administration
NFE	Non Formal Education
NGO	Non Governmental Organisations
RIE	Regional Institutes of Education
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SCERT	State Council for Educational Research and Training
SDG	Sustainable Development Goals
UNESCO	United Nations Educational Scientific and Cultural Organisation

Executive Summary

The present study was conducted by National Coalition for Education (NCE), India to find out the status of District Institute of Teacher Education (DIET) in three states of India.

The research was conducted with an objective to find out the status of District Institute of Teacher Education infrastructure and its functioning in terms of its abidance to the existing rules. The study also intended to find out the problems that DIET faces in its functioning. It further tries to compare the status of DIETs in better performing states to a bad performing state in teacher education and to come up with suggestions and recommendations for strengthening of the institutes.

Study was conducted in a total of fifteen DIETs in three states of India namely Maharashtra, Delhi and Bihar. Interview with the principals of DIETs were undertaken using an interview schedule in all the DIETs. One focussed discussion in each of the sampled college was undertaken with the students, each group constituting of five to six people.

Study brought out various issues that the DIETs face. Few of the major findings from the study are:

- 1) Lack of financial resources and untimely transfer of money becomes an impediment in the proper functioning of the DIETs. Even if there are various plans which need to be executed, it becomes very difficult due to the untimely budget transfer. It was found that since the delay in transfer of money, the activities which otherwise should be spread throughout the year, gets accumulated and has to be executed in limited time of two to three months. This not only overburdens the staff but also leads to decrease in efficiency.
- 2) Another important findings from the study is that there exists a huge number of posts lying vacant in the institutes which not only increases the burden on the staff but also leads to less attention paid on the academic improvements, which in turn effects the performance of student as well.
- 3) It was also found that many of the institutes have not established all the required departments which either is due to the lack of funds or due to the lack of human resources.

- 4) There is lack of motivation amongst teachers due to various factors including untimely pay of salary as well as no appreciation from any concerned departments.
- 5) Research activities are undertaken in few institutes of Delhi and in Maharashtra (though not as regular as Delhi. Bihar lags behind with huge difference. None of the colleges from Bihar under the present study had undertaken any research work in last two years.
- 6) Infrastructure of the institutes is in abysmal state and needs serious attention.
- 7) Use of technology needs to be strengthened in the institutes. There is lack of skills amongst the teachers and staff to use technology which otherwise could improve their effectiveness.
- 8) DIETs are very much dependent on SCERTs, with varying degree in all the three states under study. There is a requirement for strengthening DIETs as independent institutes.
- 9) DIETs have been able to maintain linkages with CRC and BRC to some extent, but there has no linkage been developed with higher education institutes.

Study brings out the issues that the DIETs face in its proper functioning. It would also be important here to mention that these institutions can be developed as well function with better efficiency if strategies, both short term and long term are put in place.

There is a need to increase the institutional capacity of DIETs in terms of human resources as well as financial resources. If paid attention, these institutes can be revived as institutes of excellence and produce number of well-trained teacher which in turn will impact the education system positively.

Chapter 1

Introduction

Background

Article 26 of the Universal Declaration of human rights makes Education a right for everyone. It not just states it to be free till elementary level but also makes it compulsory. As a signatory to the declaration, countries, including India have taken steps to translate it into the life of its citizens through various laws and policies.

India has witnessed enormous changes in the field of Elementary education in the last decade. The enactment of the Right of Child to Free and Compulsory Education Act in 2009 changed the policy landscape and opened up possibilities for different stakeholders to have a series of opportunities to strengthen the quality dimensions of primary education in India. However, given the immensity of the task much remains to be done to improve the quality of education in India.

Quality has become a centre point for various debates concerning Education and to achieve quality, there are several inputs which serve as prerequisites. To achieve quality in education, one of the most vital inputs is that of qualified elementary school teachers. Over the past decade, access to education has been the major concern of the Government of India. However, increasingly the shortcomings of what actually takes place inside a classroom has come to the forefront of the national debate on education. Questions are being raised on whether the teachers are being trained properly to meet the ever-increasing demands of better educators, both by national as well as global community. Most of the discourse about in-service teacher training taking place in India has shown severe inadequacy where teachers feel incompetent to conduct their classes as the trainings provided are insufficient or ineffective or irrelevant. (The study of in-service teacher training in public primary schools in Morigaon (Assam) and Medak (AP))

The new global education goal, Sustainable Development Goal 4, which is at the heart of the Education 2030 Agenda, calls for “inclusive and equitable quality education and promote lifelong learning opportunities for all”. Realising this goal is critical to achieving all the global development goals and to fulfil this goal, it is required that focus on teacher education is treated with utmost importance. UNESCO in 1966 did throw some light on the importance of teacher and teacher education for achieving goals of education and hence provided with recommendations and guiding principles related to it. Several agencies and organisations have been raising the issue of

teacher education time and again but a concerted effort somehow seems to have been missing and it's high time that the issue is seen as pertinent to achieving goals of quality education for all.

Goal 4 of the Sustainable development goals (SDG) has also sets indicators to measure the development related to teachers. Section 4.c.1 mentions few indicator such as 'Percentage of teachers in (i) pre-primary (ii) primary, (iii) lower secondary and (iv) upper secondary education who have received at least the minimum organized teacher (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country. This clearly denotes that there is an urgent need to strengthen our teachers' training for being able to realize the goal that India is obliged to fulfill as a signatory to the international commitments. Hence, it would be vital to evaluate the teacher education and restructure the existing system in order to be able to meet the set goals.

Question of trained teachers as an imperative:

Teachers are the greatest assets of Education system. About teachers, the Education Commission (1964-66) had observed, 'Of all factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavour must ultimately depend', they stand at the interface of transmission of knowledge, skills and values (Singh, 2012) and therefore teacher education plays a pivotal role in reforming and strengthening of education system in any country. When the general consensus is that teachers are the most important in-school factor influencing the quality of their pupils' learning, it seems appropriate to assume that teacher educators are an important factor influencing the quality of the learning of student teachers. The issue of the quality of the teacher educator then becomes an issue of paramount importance." (Snoek et al 2010). McKinsey, which conducted a research on the 'how the world's best school system stays on top', it found the quality of an education system cannot exceeds quality of its teachers'. Research has shown that of all the controllable factors in an education system, the most important by far is the effectiveness of the classroom teacher (McKinsey, 2010).

However, as Poonam Batra rightly mentions that though access to schooling, an adequate teaching learning environment, an appropriate school curricula and an empowered an inclusive teaching community are the four crucial prerequisites of the school system that seeks to enable social transformation: educational reforms since 80's have focussed more on the first two aspects, late 90's brought the role of curriculum in the national focus while the agency of teachers remains to be case aside (Batra,2009).

Teachers' Education in India

Until the adoption of the National Policy on Education, 1986, teachers training in the area of elementary education were being provided largely at the National and State levels only by institutions like NCERT, NIEPA and SCERTs. Likewise in the area of adult education, this support was being provided by the Central Directorate of Adult Education at the national level, and by State Resource Centres (SRCs) at the State level. Below the State level, there were elementary teacher education institutions but their activities were confined mostly to pre-service teacher education. The physical, human and academic resources of most of the institutions were inadequate even for this limited role. They also tended to adopt teaching practices, which were not in consonance with the ones they prescribed to prospective teachers. There were certain larger problems as well e.g. courses of study being out-dated.

By the time of adoption of the National Policy on Education, elementary and adult education systems were already too vast to be adequately supported by National and State level agencies alone. The NPE implied their further expansion as also considerable qualitative improvement. Provision of support to them in a decentralized manner had therefore become imperative (Restructuring and reorganisation of centrally sponsored scheme on teacher education, 2012). The National Policy on Education and Plan of Action accordingly envisaged addition of a third-district level-tier to the support system in the shape of District Institute of Education and Training (DIETs). With this, expectation would be of wider quantitative coverage as well as qualitatively better support as these Institutes would be closer to the field, and therefore more alive to its problems and needs.

To fulfil the provisions of NPE on teacher education, a centrally sponsored Scheme of Restructuring and Reorganization of Teacher Education was approved in October 1987. In its original form, the scheme comprised of five components, namely (a) setting up 400 DIETs (b) strengthening 250 CTEs, and development of 50 of them as IASEs (c) strengthening of SCERTs (d) orientation of five lakh school teachers every year (e) establishment and strengthening of Departments of Education in Universities. The Scheme has been continued with modifications in the 8th, 9th and 10th FYP periods. It was last revised in 2002 and currently comprises the following components (a) establishment of DIETs, (b) upgradation of Secondary Teacher Education Institutions into CTEs and IASEs and (c) strengthening of SCERTs.

One of the five components of the scheme was establishment of DIETs. District Institutes of Education and Training (DIETs), founded during the late 1980s and early 1990s, and are expected to play a key role within India's current drives to achieve Universal Elementary Education of quality. Block Resource Centres/Urban Resource Centres/Cluster Resource Centres were also established

to provide academic support to schools on a continuous basis through teacher training, monthly meetings for academic consultations, etc. These sub-district academic support institutions are expected to work in close collaboration with DIETs to render support to schools to improve the quality of elementary education.

Further, a curriculum framework for Teachers Education was introduced in 1998 which served as a document of guidance and dealt with various aspect of teacher education including context, concerns and social philosophy of teacher education in society. This framework was further discussed and revised in NCFTE, 2009.

The Scheme for Restructuring and Reorganization of Teacher Education was again revised in March, 2012 and envisaged integration of teacher education with the overall education development in the states in keeping with the mandate of RTE Act. It further emphasised to help in the expansion of the capacity of the Teacher Education Institutions especially in some of the deficit states of East and North-Eastern Region (NER) and also address the problem of large number of un-trained teachers. The Scheme also intended to help in expanding the institutional capacity so as to provide in-service training for Secondary School Teachers in the light of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and help in linking Elementary Teacher Education with the Higher Education System (Centre for Civil Society, 2015).

As we may agree, teacher education institutions are the backbone of the quality education, particularly at elementary school level. Elementary teacher education institutes (DIETs) serving as nodal resource centres at district level, are expected to be exemplary service providers to the schools. The functioning of DIETs reflects a wider spectrum of quality across the country. They function as centres of academic excellence for the professional development of teachers and there are also certain institutes whose functioning leaves much to be desired (Govinda, 2000).

DIETs, which have been set up under the centrally sponsored scheme, are a part of a larger strategy to achieve national goals in the areas of Elementary and Adult Education. Various components of the strategy are inter-dependent and mutually reinforcing. DIETs cannot therefore afford to view themselves in isolation, and must faithfully discharge their role of supplementing and complementing other parallel initiatives.

Three main focuses of the DIETs are:

1. Training (both of induction level as well as continuing varieties)
2. Resource support (extension/guidance, development of materials, aids, evaluation tools, etc.) and
3. Action research.

It was further mentioned that DIETs were supposed to not only establish a close and continuing dialogue with 'the field' (i.e. with elementary schools, school complexes, teachers, head masters, school supervisors, Instructors/Supervisors/Project Officers of AE and NFE, and with District level officers in these three sectors), but also establish close linkages with organizations and Institutions at the National, State, Divisional and District levels whose objectives and interests converge with its own. These institutions could be NGOs, institutions of higher education, secondary teacher education institutions, DRDA and local Radio Station.

Currently the DIET's focus is elementary education. The Colleges of Teacher Education and 'IASEs' were supposed to address the needs of secondary school teacher professional development and curriculum work. Whether DIETs should retain their focus on elementary schools or they should extend their scope to secondary school also, is a question that would influence the institutional focus and scope.

'At the National Level, the National Council of Educational Research and Training (NCERT), along with its 6 Regional Institutes of Education (RIEs) prepares a host of training modules and undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). At the state level, the State Councils of Educational Research and Training (SCERTs) prepare modules for teacher training and conduct specialised courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Study in Education (IASEs) provide in-service training to secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers.

Further, financial support for in-service training is provided by the Central Government through the SSA and the Centrally Sponsored Scheme on Teacher Education. Under the SSA, 20 days' in-service training is provided to school teachers, 60 days training for untrained teachers and 30 days orientation for freshly trained recruits.'

Source: *Report of The Committee on Implementation of The Right of Children to Free and Compulsory Education Act, 2009 and the Resultant Revamp of Sarva Shiksha Abhiyan, 2010*

Framework for teachers training in India

While articulating the vision of teacher education, the draft framework has some important dimensions of the new approach to teacher education, as under-

- Reflective practice to be the central aim of teacher education;
- Teacher-trainees should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;
- Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
- Providing opportunities to teacher-trainees to observe and engage with children, communicate with and relate to children.

Status of Teacher Education in India

A lack of attention to education quality and a failure to reach the marginalized have contributed to a learning crisis that needs urgent attention. To solve the learning crisis, all children must have teachers who are trained, motivated and enjoy teaching, who can identify and support weak learners, and who are backed by well-managed education systems (UNESCO, GMR,2014).

Number of Trained Teachers

The given table depicts the number of teachers available in different states of India. There are 26, 70,396 teachers in primary and 19,99,475 teachers in primary and upper primary respectively of which 86.28 per cent are regular while 13.72 per cent are contractual teachers. Respectively of the total primary teachers 73.18 per cent while 78.66 per cent of primary and upper primary teachers are professionally trained.

Table: Teachers in India

States	Primary Only	Primary with Upper Primary
A & N Islands	961	1039
Andhra Pradesh	108287	61830
Arunachal Pradesh	5475	9034
Assam	134790	18999
Bihar	144392	263436
Chandigarh	190	575
Chhattisgarh	103808	20701
Dadra & Nagar Haveli	403	1078
Daman & Diu	344	58

States	Primary Only	Primary with Upper Primary
Delhi	27759	10543
Goa	2784	579
Gujarat	34657	234769
Haryana	41138	19204
Himachal Pradesh	28677	6782
Jammu & Kashmir	35670	65806
Jharkhand	56084	79069
Karnataka	63825	189034
Kerala	49176	48513
Lakshadweep	221	219
Madhya Pradesh	228837	118314
Maharashtra	158125	215584
Manipur	12246	8088
Meghalaya	23234	1259
Mizoram	6127	4519
Nagaland	8279	7867
Odisha	93224	113251
Puducherry	1567	1113
Punjab	49597	24699
Rajasthan	89491	235499
Sikkim	4005	3964
Tamil Nadu	144656	79149
Telangana	84472	46029
Tripura	10608	12841
Uttar Pradesh	570674	72788
Uttarakhand	42732	10484
West Bengal	303881	13029

Source: DISE 2014

Teachers training colleges and DIETs

The demand far exceeding supply, market forces have taken over causing unprecedented rise in the number of teacher education institutions in most parts of the country.

District Institute of Education and Training (DIETs)

In India, while the sanctioned number of DIETs is five hundred and seventy one, currently there are a total of five hundred and fifty five functional DIETs across thirty five states and union territories in India.

Table: Number of Sanctioned and Functional DIETs in India

Sl.No	States/ UTs	DIETs/DRC sanctioned	Functional
1	Andhra Pradesh	23	23
2	Arunachal Pradesh	11	11
3	Assam	23	18
4	Bihar	24	24
5	Chhattisgarh	16	16
6	Goa	1	1
7	Gujarat	26	26
8	Haryana	19	19
9	Himachal Pradesh	12	12
10	J and K	14	14
11	Jharkhand	22	19
12	Karnataka	27	27
13	Kerala	14	14
14	Madhya Pradesh	45	45
15	Maharashtra	34	34
16	Manipur	9	9
17	Meghalaya	7	7
18	Mizoram	8	8
19	Nagaland	8	6
20	Odisha	30	30
21	Punjab	17	17
22	Rajasthan	32	30
23	Sikkim	3	1
24	Tamil Nadu	29	29
25	Tripura	4	4
26	Uttar Pradesh	70	70
27	Uttarakhand	13	13
28	West Bengal	18	16
29	A and N Islands	1	1

Sl.No	States/ UTs	DIETs/DRC sanctioned	Functional
30	Delhi	9	9
31	Pondicherry	1	1
32	Lakshadweep	1	1
33	Daman and Due	0	0
34	Dadra and Nagar Haveli	0	0
35	Chandigarh	0	0
Total		571	555

Source: Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education, guidelines for implementation, 2012

The escalating demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to large scale mushrooming of substandard teacher education institutions. Pre-service teacher education programmes are provided by 7567 self-financing institutions across the country (Bordia committee).

Financial constraints:

Justice Verma commission, which was formed in year 2012 to study the issues of quality of teacher education and to facilitate identification of deficiencies and recommend for rectifying the defects and improving quality of teacher education, emphasised the importance of financial resources available for teachers training colleges and recommends that the Government should increase its investment for establishing Teacher Education Institutions (TEIs) and also for improving the institutional capacity of teacher preparation (Justice Verma committee report, 2012).

To align the training with norms that has been laid down in the Right to Education Act. 2010, the Central Government will have to play a supportive role in enabling the State Governments to build and expand the capacity for teacher preparation. Bordia report further emphasises that the Centrally Sponsored Scheme on Teacher Education would need to be revised providing, inter alia, for (a) greater financial support to the State Governments for establishment of teacher training institutions; (b) allowing larger states like Uttar Pradesh to establish more than one DIET in districts having high teacher requirement; (c) providing greater financial support for improvement of infrastructure and other facilities in the existing DIETs(Bordia committee,2010).

However, reports suggest that there are various constraints that DIETs face in terms of financial support. This year too, in spite of shortage of trained and qualified teachers at school level, the allocation of budget for teachers' training is Rs. 510 crore in 2016-17(BE), which was Rs. 558 crore in earlier Budget estimate.

Chapter 2

Methodology

Present chapter deals with the methodology that was followed for the collection of data and writing the report of this study. The section discusses the scope of the study, the sampling, tools for data collection and the process involved for conducting the study.

Scope of the study:

The quality of teachers and their continuing professional education and training remain central to the achievement of quality education. Yet today, the number and quality of teachers, teaching practice and teacher education are facing serious systemic challenges across the world (UNESCO). Under such circumstances reviewing the status of one of the most important institution established with the sole motive to improve quality of teachers training, DIET, is of vital importance. The present study was conducted with an objective to find out the status of DIETs in three states of India, namely Bihar, Maharashtra and Delhi. Findings from the study will further be used to provide suggestions and recommendations for the improvement in the functioning and quality delivery of these district level training institutions.

Objectives of the study were:

- To find out the status of District Institute of Teacher Education in terms of infrastructure and its abidance to the existing rules. The study also intends to find out the problems that DIET faces in its functioning.
- To compare the status of DIET's in better performing states to a bad performing state in terms of teacher training.
- To come up with suggestions and recommendations for strengthening of the institutes.

Sampling:

To conduct the study, three states namely Bihar, Delhi and Maharashtra were chosen. Bihar was chosen as one of the worst performing states in terms of percentage of trained teacher in primary level with 39.08 per cent of trained teachers as per DISE- 2014-15 in primary education. Delhi was chosen as having the highest number of trained teachers (100 per cent as per DISE- 2014-15)

and also as a national capital while Maharashtra too stand amongst the top five ranks in terms of highest number of trained teachers in primary schools. Maharashtra was also chosen on the basis of its being the economic capital of India.

From each of the states, five districts were chosen at random to study in District Institute of Education and Training for those districts.

Table: List of States and Districts sampled

Sl.No	States	Districts
1.	Maharashtra	Mumbai
		Thane
		Kalbhor
		Nashik
		Panvel
2.	Bihar	Vaishali
		Muzaffarpur
		Patna
		Samastipur
		Chappara
3.	Delhi	R K puram
		Moti Bagh
		Keshav Puram
		Pritampura
		Daryaganj

Tools:

Two tools were used for the purpose of data collection.

Interview Schedule: an interview schedule was used for the collection of data from the sampled DIETs. This tool was used for interviewing the Principals of the DIETs.

Guidelines for Focussed Group Discussion: A semi structured guidelines was used for conducting focussed group discussion with the students of DIETs.

Observation: Observations were also made for gathering information for the report.

Process of data collection: The data was collected from 15 DIETs of three states namely Bihar, Delhi and Maharashtra. Random selection of the five DIETs from each state was undertaken from all the three states. Interviews were conducted with the principals of the 15 DIETs under the study using the structured interview schedule. The schedule covered questions related to infrastructure, courses offered, administration and functioning of the institution. Further, 15 focussed group discussion were undertaken with the students of the DIETs under sample. The group size ranged from 5 to 7 members in each group. The discussions were undertaken with a semi structured guidelines.

The data was collected with the help of NGO partners in the chosen districts while accompanied by the members from the core team for data collection. Data was further compiled in and analysis on the basis of data was done.

Writing the report: The present report is based on the findings from the primary data that has been collected from various DIETs. A lot of secondary sources including DISE data, evaluation studies conducted by various government and non-government organisations, commission reports and other studies which have been conducted on the issue, have also been used for the purpose of analysis and supporting the findings from the primary data.

Chapter 3

Analysis and Discussion

Present chapter discusses the status of the 15 selected DIETs from Maharashtra, Delhi and Bihar. The chapter not only uses primary data for its analysis but also discusses important points that have been raised in several reports and evaluations of teacher training institutes in past few years.

Teacher's training capacity of DIETs

While there have been discussions on increasing the institutional capacity of DIETs and also increase in intake or number of teachers receiving training, it was found during the study that except one DIET, in Delhi, none of the DIETs have number of students exceeding 100. Also, it was found that there are no trainings for pre-primary and secondary education which has been time and again suggested by various committees and reports as to be strongly included in the area of DIET interventions. While none of the DIETs offer training for secondary education, DIET at Moti Bagh was the only one which responded to have started training for secondary education as well. However, none of the DIETs responded that they have training for pre-primary level.

There are two conflicting opinion about having DIETs extended to secondary level as well. The advocates of extending DIETs to secondary level argue that this would provide the institutional arrangement for the systematic academic support, monitoring and review for quality required at all the levels of schooling while other against it argue that this would lead to the side lining of elementary education and more focus on secondary. It also argues that DIETs currently do not have the expertise and capabilities especially in terms of academic disciplines. A strong case can also be made for the need to include pre-school education also within DIET.

Infrastructure:

Owned/Rented Buildings: All the DIETs, except one at Chembur, under the present study have their own building. DIET at Chembur send their students to DIET, Panvel as they have a rented building and do not have enough space to conduct trainings. However, data from other sources reveal that 20 percent of the DIETs still do not have their own building and function's from a rented space.

Condition of the buildings: DIETs in Bihar are only partially functional and the condition in DIETs is far from satisfactory. They lack infrastructure and the buildings are in dilapidated

condition in the absence of repair and maintenance (JRM, 2013). Study also brings out that the condition of the buildings of DIET is not satisfactory. There lies a significant difference in the condition of buildings of DIETs at Bihar and Delhi. While situation in Bihar is appalling, it was observed that buildings in Delhi and Maharashtra are much better as compared to Bihar, however, the condition in Maharashtra and Delhi are also not very encouraging.

Library: As Library is a vital part of the learning process of the students and it is necessary to have enriched Library with quality books. Exposure and access to quality books can lead to the quality of teacher which will affect the Quality education. It was a dismaying situation to observe that all institutions seem to be struggling with the quality of their libraries in all the three states.

Study found out that in Bihar, just one out of five DIETs have library that too is not well equipped. Books in the library are mostly old publication and study materials provided in the library are very limited. It was observed during the interview with the principal that library is not a matter of concern for them. In Maharashtra too, only two out of five DIETs had library. It was also observed that there were no sitting arrangements in the libraries. In Nasik, there exists a post for Librarian but there isn't any library as it's under construction since year 2005. Similarly, in Delhi too, the libraries aren't functioning properly because of the improper infrastructure as well as inadequate number of books. Few students shared that they hardly get time to visit the library as they are already overburdened with other assignments. It was also shared that the books are not organised properly and therefore makes it difficult for students to issue. In Bihar as well students expressed their concern on lack of books in library which becomes an impediment in them acquiring updated skills, knowledge and teaching pedagogy.

Departments in DIETs:

In the 'Pink book, 1989' of government of India, DIETs are prescribed to establish seven departments. There has been on-going discussion about whether DIETs should be given the flexibility to establish departments as per their requirement and local context. The departments which need to be established in every DIETs are :

PSTE	WE	DRU	IFIC	CMDE	ET	P&M
(Pre Service Teacher Education)	(Work Experience)	(District Resource Unit)	(In Service Program, Field Interaction And Innovation Coordination)	(Curriculum, Material Development)	(Educational Technology)	(Planning And Management)

In Maharashtra, DIETs have to establish just four departments namely pre and in service teacher education, Curriculum, Material Development and Evaluation, Education Technology and Planning management and administration while in Bihar and Delhi, all the seven departments have to be established.

Study brought out that all the institutes in Maharashtra have established the four departments as mentioned above. While Delhi and Bihar are supposed to establish all the departments, not all institutes have been able to do so, lack of funds and faculty being the primary reason for it. However, allowing the flexibility might lead to more relevance, for example, having a wing to focus on education of children whose parents migrate seasonally in the DIET which is situated in a migrant area, or a wing to focus on concerns of educating children from tribal communities in a DIET located in a tribal dominated area.

Linkages with other institutions

Linkages with BRCs/CRCs: The DIETs have been instructed to build close linkages with the CRCs and BRCs and other Institutions such as SCERT, State Board of Examination, Universities and other similar bodies (Justice Verma Recommendation).

The present study tried to find out the linkages that the DIETs have tried to establish with the institutions mentioned above. Study reveals that thirteen out of fifteen colleges have linkages with CRC and BRC while two colleges, one Maharashtra and other from Bihar responded that they do not have strong linkages with CRCs and BRCs. Two of the institutes from Delhi also responded that the linkages are established through DRUs.

There is a need to revive the linkages and strengthen it to be able to make an impact for betterment of academic performance. Several studies, including an independent study commissioned by MHRD to determine the effectiveness of BRCs and CRCs in discharging their designated functions and responsibilities have observed that BRCs and CRCs are by and large working sub-optimally and have limited or no impact in improving academic performance in primary and upper primary schools.

It would be important here to mention that there are arguments in favour of having strong linkages with the BRC and CRCs. It is argued that for overall implementation of the plan to bring about quality education BRC and CRC should be in direct linkage with DIETs, including the channelization of salary of BRC and CRC through DIET which would enable to monitor and execute the plan better. However, the argument against the direct linkage argues that strengthening the linkage will lead to no academic improvement but only increase the administrative burden of DIET.

Linkages with the higher education institutions and NGOs: There is a need to removing the isolation of Teacher Training for which several committees have been recommending to establish linkages of DIET with institute of higher education. It has been suggested that in order to make the professional preparation of teachers effective, teacher education must be brought into the mainstream of the academic life of the universities on the one hand and of school life and educational developments on the other. There are strong recommendations for teacher education must be a part of the higher education system. The study reveals that four out of fifteen institutions have absolutely no linkages with the institutions of higher education. Study also brought out that ten out of fifteen institutes have linkages with NGOs/INGOs. Few of the NGOs which have established linkages with DIETs are Save the Children, UNICEF, YMCA, Azim Premji Foundation and Teach for India.

Curriculum taught

As per the norms, every DIET is supposed to offer the mentioned subjects and the present study brought out that all the colleges under study had foundations of pedagogy, language, maths, environment and social science, environment and science, work experience and art education as subjects in which training are offered. One college in Bihar responded as not having art education taught in DIET. Further it was found that two of five Institutes in Maharashtra do not have non-formal education. Situation in Bihar is worst as not a single college having non-formal education training while one out of five institutes in Delhi responded to not have non-formal education.

Eleven out of fifteen colleges have physical and health education while four of the institutes do not offer the subject. On being asked about the reason behind not offering the subject, three out of five colleges in Bihar, which do not have the subject, explains lack of faculty as the major reason.

For non-formal education, it was observed that two out of five institutions in Maharashtra do not offer non-formal education while none of the institutions in Bihar offers the course. One in Delhi does not have non-formal education. Situation is worst for adult education.

Three out of five in Maharashtra, all the colleges in Bihar and one college in Delhi under the study do not have any intervention for Adult Education.

Information and Communication Technology

Institutes were also asked about the ICTs being used for the purpose of training. Most of the institutes responded that they have computers. Maharashtra and Delhi responded that they have computers and use it frequently; however, all the institutes of Bihar responded that they do have computer but is not in use as no one is trained to use it. It was also shared that since there is no internet availability, it limits the use of technology.

An interesting finding from the study was that in one of the colleges of Maharashtra, IIT Powai supports the technical development of DIET once in a month. This has helped in strengthening use of technology in the Institutes. In rest of the colleges, there is a limited use of technology as the computers are used majorly for power point presentations for the lecture.

Institutes in Delhi too responded similarly. It was found that though all the colleges have computers and projector, they still lacked the ability to use it. One of the principals shared that there are no human resources to train the teacher educators in using the technology which restricts them from using technology for improving the learning capacity of students.

Awareness about RTE Act

As we believe RTE Act to be a strong instrument to improve education scenario in India, it was important for us to know if our teachers were aware about it. It was found that all the interviewers were well aware about Right to Education Act and shared that they also aware their students with this important Act. In the focussed group discussion which were conducted with the students, it was found that few students were not aware about the Act while few responded that they have a little idea but are not totally aware about it. However, majority of them responded that they are aware about it.

Demographic analysis by DIETs

While every DIET is supposed to undertake a demographic analysis which helps in finding out the status of education in the area and needs to be able to improve the situation. It is supposed to map the number of children who are out of school, status of girl child education, training requirements of the teachers etc. to be able to plan out the field interventions. Study found out that only one of the institutes in Maharashtra has undertaken the analysis and this helps them in conducting better field interventions. In Bihar, none of the Institutes have prepared any demographic analysis. Even in Delhi, three of the five Institutes do not have demographic plans.

Research interventions

Education commission report mentions that the academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.

UNESCO writes that research and experimentation in education and in the teaching of particular subjects should be promoted through the provision of research facilities in teacher-preparation institutions and research work by their staff and students. All staff concerned with teacher

education should be aware of the findings of research in the field with which they are concerned and endeavour to pass on its results to students. (UNESCO, 1966)

Under this pretext, DIETs were endowed with the responsibility of conducting research. The study brings out that three out of five institutes in Maharashtra have conducted two to three researches while two institutes have not undertaken any research work. It was also found that two of the colleges which undertook research in Maharashtra, were mostly guided by SCERT and lack the independence to decide on their own.

In Bihar, none of the institutes under study are involved in any research work.

In terms of research interventions, Delhi's performance is better as compared to Maharashtra and Bihar. All the institutes under study conduct research in their geographical area. One of the DIET in Delhi responded that they undertake research study before every intervention that they plan for being able to make the intervention more efficient.

While with the establishment of DIET's it was envisaged that these institute will experiment, innovate and research on the new methodology of teaching these institutes are lying dormant in lack of proper funding , trained and skilled educators.

Problems faced by students in DIETs

With an objective to understand the problems that students face in DIETs, focussed group discussions were organised in all the DIETs. One of the discussions that were undertaken was about the problems they face in DIETs.

Accessibility was shared as one of the major problems faced by students in institutes. Many of the respondents said that the campus is far from the main town which makes it difficult for them to reach. This problem has also been identified by Joint Review Mission as one of the major problem that students and teachers face.

Further, discussion brought out that lack of skill of teachers to use technology becomes an impediment in improving the teaching learning experience. It was also shared by the students that even when there are certain technologies which are used by teachers like power point; it is used in a manner which doesn't allow students to get acquainted with it. In Bihar, situation is worse. Students shared that though they have computers in the college, there is no use of technology in any teaching learning activity.

Lack of creative way of teaching was also shared as one of the major issue. Students shared that teachers are not trained in any creative way of teaching and follow the same lecture method in the

classroom. This was shared in all the three states. Students shared that teachers need to be trained in using different teaching learning process for better results. Students also added that teachers need to be more trained in child psychology for better results in the classroom.

Classroom Pedagogy

Studying the classroom pedagogy was not in the scope of this study, however, other review reports have pointed out on the need to review it in order to create a better learning environment.

The joint review mission report of the DIETs of Maharashtra suggests that there is a need to change the traditional ways of teaching and introduce more creative learning technique used. Extract from the report is given below in the box.

Classroom teaching in many DIETs takes place in mostly impoverished physical environments, worn out furniture and slow moving fans, with very little access to a good library or worthwhile laboratories. Teacher educators mostly follow the lecture method, encouraging students to be passive learners who neither contribute in the class through discussion nor are engaged in thinking. The nature of teacher-student interaction is indicative of teacher educators' beliefs about what is valued in education, what methods are effective and how students learn their subject best. All this points to the need for DIETs to experiment with different teaching strategies examine what is effective in teaching and guide the faculty towards slow and thoughtful transitions.

The proforma for the unit and lesson plans is modelled on traditional lesson planning in behaviouristic mode, focusing on lecture method.

The feedback on practice lessons offers little scope for genuine improvement and is prescriptive in nature. During the internship, the student teachers' engagement with children in arts, crafts, physical education appears limited.

Observations and reflections of experiences in school/classrooms do not seem to be part of activities. During informal discussions with student teachers, the JRM team found many of them full of questions on issues like no detention, corporal punishment, equity in classrooms – it seemed as though discussing these issues in an open fashion was a rare opportunity for them.

While all the student teachers were involved in 'welcoming' the JRM team and 'performing' for us, nobody had explained to them what the JRM team was visiting their institution for – it seemed to be another example of following instructions and not being involved in any processes.

Source: Joint Review Mission, Maharashtra, 2014

Teacher motivation

A system of education can be only as good as its teachers. Indeed, it is said that a nation's future depends on the motivation and professional conduct of teachers. While principals were asked about the factors leading to teacher's motivation, most of them replied timely payment of salary is one of the major factors that motivate teachers. They also shared the need to appreciate teachers for their good work. Principals responded that education officers should reward and appreciate teachers who perform well in their task.

Another factor that was shared by the respondent was the job security for teachers. It was informed that there are contractual teachers in DIETs and they are under the constant threat of losing their job.

Vacant posts in DIETs

Clearly, this constitutes a major stumbling block in capacity expansion. While it may not be prudent to relax the minimum qualifications for teacher educators, some other solutions need to be found. These would include (a) relaxing the retirement age; (b) hiring retired persons with requisite qualification; and (c) making the qualification more flexible to allow a wider set of persons to work as teacher educators. In the medium term these States will have to expand the capacity of preparing teacher educators (JRM 2014).

It was found in the present study that none of the colleges in all the three states have requisite number of teacher educators. This has led to improper functioning of various wings in colleges. This also increases the work burden and pressure which in turn decrease in efficiency of teachers.

There is an urgent need of increasing the number of teacher educators for better performance of the training in the DIETs.

Private training institutions

The study also asked the students to comment on the difference between private teacher training college and a government college. The most significant difference that came out through the focussed group discussions were the amount of fee charged. The fees in Government College are affordable for students coming from any background while private institutions charge enormous fee. Students also commented on the quality of teacher educators. It was also shared that teachers in government institutes like DIET are well qualified as their selection procedure is strong while private institutes lack that as there is no strong monitoring system. There is undoubtedly need to create a strong monitoring mechanism coupled with a mechanism whereby all institutions are subjected

to a transparent accreditation process for quality assurance by which services and operations of 66 educational institution offering teacher education are evaluated by an external body to determine if applicable standards are met. Students also mentioned that there are few private colleges which provide better technology than government colleges and that is an area where government colleges need to improve.

Centre and State point of view on the functioning of DIETs

Having discussed various aspects, it would be interesting to have a look at the point of view that the centre and the state have on the underperformance of DIETs.

Sl.No	Centre's point of view	States' point of view
1	Centrally sponsored schemes are frequently not owned by the states; In the case of DIETs, with few exceptions, states have not taken much responsibility for DIETs nor integrated them into their education systems.	Although DIET support has been extended for 3 plan periods, states are not assured of continuation of funds for DIETs. Given the fiscal situation of most states and uncertainty, it is difficult to plan assuming that these institutions are permanent.
2	The states tend to maintain the overall accountability of DIET towards the Centre rather than towards itself, and farther this is further oriented towards financial accountability only.	States experience irregular flow of funds (delays) and also sporadic utilisation and management of funds at the District level.
3	States have used a mechanical 'pro-rata' basis of disbursing fund to all DIETs (maximum of 18 lakhs per DIET), regardless of whether the district is large or small.	Deviation from the 'pink book' norms creates problems and delays in getting accounts passed; hence the preference to work within the prescribed norms and structures.
4	The Centre, although it has provided the funding, does not monitor or audit the effectiveness of these institutions. It has urged states to create a cadre of professionals for the DIET, but the funding is not tied to meeting such requirements. The only accountability to the Centre is for the funds that it provides.	The only relationship between the centre and the state, regarding the DIET, is for the purposes of budgets and accounting. The Centre has promoted the scheme but has not taken any interest in ensuring that this institution plays a significant role in achieving UEE.
5	States do not enhance the central DIET budget allocation with any funds of their own.	The Central allocations are not sufficient to build up the infrastructure that such an institution requires.

Chapter 4

Findings and Recommendations

The District Institutes of Education and Training are positioned to play a key role in universalizing quality education. The study was carried out with an objective to study the status of District Institute of Teacher Education (DIETs) in terms of infrastructure and its functioning in terms of its abidance to the existing rules. Findings from the study reveal that serious restructuring and reviving of these institutes are required. Few of the major findings of the study and recommendations to improve are mentioned below:

1. Intake capacity of DIETs is very limited in the DIETs under study. It was found in the study that fourteen of the fifteen DIETs did not exceed the capacity of hundred students. While there is a huge demand for the trained teachers for improving the educational scenario of India, DIETs lack tremendously when it comes to the number of teachers being trained from these institutes. DIETs need to increase its capacity in terms of intake and produce more trained teachers to meet the demands.
2. In terms of infrastructure, DIETs need serious attention. It was found that though fourteen of the DIETs had their own building (except for one which was a rented space), the buildings were in desolate condition. In addition to it, even the chairs and the tables that are being used are obsolete. Libraries too were not very impressive and seem to require more spending for offering better environment for children to study. The libraries in the institutes are not well equipped and doesn't provide with any pleasant environment to study.
3. All the institutes have not been able to establish the suggested departments, and even if established, it's not functioning properly. This is due to the lack of funds as well as faculty available. Funds need to be made available for improving the infrastructure of the institutes.
4. DIETs in Delhi have been able to establish linkages with CRCs, BRCs, NGOs and institute of higher education to some extent but the linkages are missing in Bihar and Maharashtra. There is a need to establish this link with the institutes of higher education and NGOs for achieving better results.

5. Information and communication technology are not properly utilised in the institutes. Most of the institutes have computers available but due to lack of technical knowledge, it is not being utilised for any meaningful purpose. In Bihar the computers are not in use at all. Teacher educators are not even trained to be able to use the available technology. There is a need to train the educators to be able to use technology.
6. Demographic analysis, which can have its impact on the effective planning, are not undertaken in institutes. There is a need to encourage institutes to undertake this activity for being able to understand the situation in their respective geographical area, which would further help in planning the interventions for better results.
7. It was found that most of the institutes under the study are not actively involved in conducting action research. It was also found that institutes which are actively undertaking researches find it easier to plan their interventions. It is very important that institutes engages in field researches as this would improve their understanding of the prevailing issues in their functional area and also would help in coming up with effective solution to those issues.
8. A core requirement, which emerges as an essential and non-negotiable, is for the DIET to emerge as an autonomous institution at the district level with flexibility to function and be structured to meet district-specific needs. This has been lacking in various DIETs visited and also has been pointed out in various other reports which review the functioning of these institutes.
9. There is also a need for DIETs to establish as independent institutions. The study very strongly brings out the fact that most of these institutes are largely dependent on SCERTs, which needs to be set right as being more independent.
10. Study points out that many of the problems that the DIETs are facing are largely due to the lack of teacher educators and the existing vacant posts in the institutes. There is an urgent need to fill these posts as per the prescribed numbers for DIETs.
11. Teacher motivation also needs attention and more innovative ways to encourage and motivate teachers need to be adapted. Timely transfer of salary is an important for motivation of teachers and should be taken care of. However, salary should not be treated as the only way to motivate teachers.
12. New and innovative methods should be developed and introduced for classroom teaching to be able to improve involvement of students in the classroom.

13. Timely transfer of funds has to be ensured for smooth functioning of DIETs and both centre and state has to take the responsibility of improving the situation existing in these institutes.

Teaching and teacher education are intimately related. Commissions and Committees have consistently pointed out that teacher education institutions have become far removed from the reality of the system they are to serve. Teacher education institutions should in reality function as dynamic centres of progressive education movements, thus facilitating the whole task of educational reconstruction, apart from enhancing quality of classroom teaching. They have to be active centres not only of research but also of practical experiments directed to the improvement of educational methods, curricula and organizational dynamics of the educational institutions. The current scenario, however, leaves much to be desired and there is an urgent need to recast the teacher education system in order to impact quality of education, in general and of teaching, in particular. (CABE, 2013).

Conclusion:

Teacher education is a pressing issue and requires attention for improving the quality of education being offered in schools. Even today, if we want to evolve a systemic approach to ensure universal education of a quality that is reflected in the National Curriculum Framework 2005, the idea of the DIET continues to be central – now DIET, taken along with the BRC and CRC structure. Academic reform of school education, academic support to teachers and schools, all these require strong academic capability and leadership in areas of training, planning, research and monitoring/supervision at more localized levels, the district being the first key decentralized level of this work. It's imperative that government shifts its focus towards these teacher training institutes and provides it with all the possible support for making it more effectively functioning institutes towards achieving its objective which was envisaged while being established. Government introduced The National Mission on Teachers and Teaching which envisages addressing comprehensively all issues related to teachers, teaching, teacher preparation and professional development of teachers (CABE, 2013). In addition to various strategies that it proposes, it does mention about filling the vacant posts in DIETs and also revitalising the DIETs and other teacher training institutes. However, results are yet to be realised and it's high time for government to act in order to improve the situation of education in India.

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ABOUT NATIONAL COALITION FOR EDUCATION (NCE)

Vision

All children up to 18 years of age are in schools and are getting quality education driven by human values to become empowered and productive citizen.

Mission

NCE strives to advocate the right to education, a justiciable right for every child on the basis of equal opportunity, gender equity, in a child friendly environment.

Genesis

The creation of national coalition for education in India was highly influenced by the global political atmosphere on right to education. Beginning in 1990 with the Jomtien Conference and the adoption of the World Declaration on Education for All there has been a continued push to get every child into school. However, there was very little progress being made and ten years later, in 2000, the World Education Forum was held in Dakar, Senegal, and an agreement was made on the objective of having EFA by 2015. Six targets were set up stating that quality education should be available for free for everyone. One of the biggest players present at the forum was the Global Campaign for Education (GCE) that was created from the efforts of INGO's Action Aid, Oxfam GB, and Education International that wanted to set up a global coordinated funding initiative. The GCE promised to mobilize and create public pressure on governments to follow up on their promises to provide free high quality education for all people, especially for children and women (GCE 2009).

The NCE was formed as a product of the prolonged struggle of like-minded organizations, groups and individuals on the issues of education in India. The idea of establishing a national coalition in India initially began in 1996 when several of the current members began working together on the issue of EFA.

Composition

Since its official inception in 2002, the NCE has brought together a varied group of member organizations, uniting teachers unions, non-governmental organizations, and other social movements. At this time, the NCE has seven member organizations:

- All India Primary Teachers Federation (AIPTF), a union of more than 3 million primary teachers,
- All India Federation of Teachers Organization (AIFTO), a union of 1.2 million teachers,
- All India Secondary Teachers Federation (AISTF), a union of 0.85 million teachers,
- All India Association for Christian Higher Education (AIACHE), an association of 300 college principals,
- World Vision India, a foundation working for child rights, education and development,
- Parliamentary Forum for ensuring right to Education, a group of existing and newly elected Parliamentarians.
- People's Campaign for Common School System (PCCSS) an organisation working for common school system.
- Besides these partners NCE has around 150 NGOs, individuals, networks and fellow travellers from community as well as at national level.

The NCE initiative extends to many regions of India, covering northern, central, north-eastern, eastern and southern regions. While the NCE is the official representative of the GCE in India and is part of other regional organizations such as Asian South Pacific Bureau of Adult Education (ASPBAE), the majority of its activities are focused internally. Its international presence plays a secondary role for its members and for the most part is only a representative one intended to bring recognition and acknowledgement of India's challenges and values to the global education community.



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