

Brief report on

*Various activities undertaken through
EUSPP in Chhattisgarh*

October, 2010 to February, 2011

By

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Government of Chhattisgarh*

Introduction: Chhattisgarh at a Glance

Chhattisgarh has a total geographical area of 1,35,194 sq. km. out of which 59,000 sq. km. is covered with dense forests. It has rich mineral reserves (limestone, quartzite, iron, bauxite, alexandrite, etc.) and a large tribal population. Chhattisgarh has, at present 18 districts, 146 tehsils and 146 community development blocks (including 85 Tribal development blocks). Chhattisgarh has three tier Panchayati Raj Institutions from the time of Madhya Pradesh.

Demographic Profile: The total population of the State is 2,12,92,439 (1,07,14,020 Male, 1,05,78,419 Female). The density of population of the State is 177 people per sq. km. But this goes down to a mere lowest of 33 people per sq. km. in Dantewara. Male population in the State is about 50.32% where as female population comes to 49.68%. The sex ratio for the State is 987 female per thousand male. This ratio is lowest in Dantewada district (916) and highest in Raipur (1019).

The majority of the urban population is concentrated around Durg and Raipur. The total percentage of urban population in the State is 20%. In urban area the total population is 42,62,989. The sex ratio for urban population is 951 female per 1000 male.

Chhattisgarh vs. India: General statistics at a glance

Particulars	Chhattisgarh	India	
Per capita Income (2004-05) at current prices (in Rs.)	15,073	23,222	
Population in lacs (2001)	2.12	10286	
Sex Ratio (number of females per thousand males) (2001)	987	933	
Percentage of Urban Population (2001)	25.67 %	27.78 %	
Decadal growth rate of population (1991-2001)	18.06 %	21.34 %	
Density of population per Sq. Km (2001).	154	325	
Birth rate per thousand (2002)	25	25	
Death rate per thousand (2002)	8.7	8.1	
Infant mortality rate per thousand (2002)	73	63	
Infant mortality rate per thousand (2004)	60	58	
Population below poverty line in % (1999-2000)			
	Rural	45.09 %	27.09 %
	Urban	36.27 %	23.62 %
Literacy rate in percent (2001)	64.7 %		64.8 %
	Male	77.4 %	75.3 %
	Female	51.9 %	53.7 %
Share of ST population in total (2001)	32.82 %		8.2 %
Share of SC population in total (2001)	12.51 %		16.2 %
Other communities including backward classes	55.67 %		

Literacy Profile: The literacy rate in the State is 65.12% (77.86% male, 52.28% female). The lowest literate district in the State is in Dantewara (11.00%) and highest is in Rajnandgaon (77.58%).

Availability of Schooling facilities: Primary level

Category	District	Govt. including local bodies	Aided	Private unaided	Total
Primary	Bastar	2914	25	52	2991
	Bijapur	839	11	18	868
	Bilaspur	2535	30	420	2985
	Dantewada	1450	9	7	1466
	Dhamtari	919	5	167	1091
	Durg	2310	10	397	2717
	Janjgir	1626	6	316	1948
	Jashpur	1793	79	142	2014
	Kanker	1624	4	102	1730
	kawardha	1075	7	133	1215
	Korba	1598	0	239	1837
	Korea	1002	8	0	1010
	Mahasamund	1328	16	156	1500
	Narayanpur	404	13	12	429
	Raigarh	2093	17	232	2342
	Raipur	3079	73	618	3770
	Rajnandgaon	1894	5	251	2150
	Sarguja	4301	37	330	4668
	State		32784	355	3592

Availability of Schooling facilities: Upper Primary level

Category	District	Govt. including local bodies	Aided	Private unaided	Total
Upper Primary	Bastar	1291	10	10	1311
	Bijapur	188	5	11	204
	Bilaspur	1057	15	317	1389
	Dantewada	463	7	11	481
	Dhamtari	448	4	120	572
	Durg	1149	10	383	1542
	Janjgir	790	2	247	1039
	Jashpur	484	40	103	627
	Kanker	601	1	69	671
	kawardha	527	1	66	594
	Korba	539	4	22	565
	Korea	427	0	0	427
	Mahasamund	485	5	60	550
	Narayanpur	112	7	6	125
	Raigarh	921	10	150	1081
	Raipur	1555	22	436	2013
	Rajnandgaon	779	2	174	955
	Sarguja	1719	20	227	1966
	State	13535	165	2412	16112

Strategies for Out of School Children

Steps taken for preparations and building capacities required for teachers/ trainers' who would impart Special trainings.

At present 10 days training is organized for EVs who provide special training. The content of the training is mainly focused on micro-planning exercise to help the EVs:

- To identify the Out Of school children
- To understand the needs and context of such children
- Devise appropriate learning strategies for such children

How the HM/regular teacher/EV/ are oriented/ trained regarding special training.

The state has decided in principle to orient the HM regular teachers and other educational functionaries through the 10 days cluster level trainings organized under SSA. The main content/theme of the training covered would be:

Primary Level:

- MLE (2 days)
- General Topics (1day)
- Co curricular activities (1 day)
- ADEPTS plus SIP (2 day)
- Hard Spots (subject specific) (2 days)
- Sensitize on issues on community (1 day)
- CCE plus MGML (1 day)
- Upper primary level:
- General Topics (1day)

- Co curricular activities (1 day)
- ADEPTS plus SIP (2 day)
- Hard Spots (subject specific) (4 days)
- Sensitize on issues on community (1 day)
- CCE (1 day)

This would also focus on

- Sensitizing the teachers about the psychology of such children
- Methods to address the variability to be found in the classroom after integration of such children with regular children
- Methods to identify the learning gaps and ways to address them
- The EVs would be given special training of 10 days which would covers micro planning exercise along with academic contents. This training would be conducted phase-wise at cluster level with the help of RPs.

How the role of BRCs/CRCs is envisaged to provide support in STCs.

The BRC and CRCs play a major role in providing support in STCs. They are the major source of academic support to be provided to children enrolled in STC. Their role would be to:

- Identify out of school children in the block/Cluster
- Organizing appropriate Special Training Centers (Residential and Non Residential)
- Providing regular in time financial assistance to run such centres effectively
- Periodic monitoring of all such centres
- Help formulate innovative techniques and practices for the class
- Provide academic and resource support to teachers / EVs to design and implement activities taking into consideration the individual differences of each child.
- Provide environment for stress free learning
- Help the EVs in using local resources for designing class activities
- Provide reference materials to EVs for updating their knowledge.
- Give tasks and instructions based on his own experiences to enhance the learning capability of children.
- Elicits regular feedback from EVs about the learning progress
- Ensure maintenance of records
- Takes up classroom problems as part of research.
- Organize academic discussions with the EVs and Teachers for improvement and addressing the divergent needs of the children
- Collective planning with SMC and teachers for overall improvement in STC

How will it be determined by the state that a child has been able to reach his/her age appropriate level and is ready to be mainstreamed into his/her age appropriate class?

Once a child has been enrolled in age appropriate class, an evaluation will be done at entry level to know about the current academic level of the child. The evaluation will not be based on the mere questions from the book but on the experience gained from his/her own environment. Special training would be provided to address the academic gap that would be the difference of what the child knows and what a child of his /her age is supposed to know. The duration of special training would vary child wise based on his /her previously gained knowledge and pace of learning. Monthly evaluation, both formative and summative would be done in a non threatening manner so as to locate the gaps. Feedback based on continuous assessment along with continuous and comprehensive evaluation of the student at the end of a specified period, if the EVs/Teacher feel and are satisfied that the child has attained the desired competencies and has sustained interest for schooling, he can either be mainstreamed in age appropriate classes or in class in accordance to his/her learning level

What kind of support would the state be offering for such Children once they get into age appropriate classes after their training is completed?

- Once the children are admitted to age appropriate classes, following support would be provided to these children
- Admission in appropriate schools / hostels
- Working Children/ children drop out due to lack of access / children provided Special training in residential mode would be admitted in hostel/ ashrams to prevent drop out.
- Increasing residential capacity of existing hostels for such children by providing infrastructure and other facilities
- Help teacher formulate learning strategies to address their needs and pace of learning through trainings
- Continuous monitoring for attendance and retention.
- Strengthen school based bodies to monitor the attendance / retention of such children
- Class wise evaluation and quality development committee: for improving attainment level
- Parents Teacher Association: for retention and attendance
- School Management and Development Committee: For educational development of schools
- Computerized Child tracking system to monitor the progress of such children
- Monitor teacher attendance
- Ensure timely availability of all incentives to such children

Migratory Children

There are few pockets in the state which share interstate borders with Andhra and Orissa. These districts face the problem of interstate migration (out bound). There is also the problem of intra-district (in bound). The migration in the state is both in bound and out bound.

Status of migration mapping.

The state has not taken up the process of Migration mapping. But the household survey conducted by the state in the month of July in Format 4.1 contained information about 6-11 and 11-14 age group children of the village/ward who have migrated to another place. Based on the data obtained, the education of inbound children are taken care by various strategies like

- Dormitories (seasonal hostel) for migrant children like Mahasamund
- Pota cabin schools for areas affected by LWE like Bijapur and Dantewada
- Residential bridge course
- Residential hostels and ashrams managed by TWD

State's mechanism for inter-district and inter-state sharing of information on migrant children.

At present the status of inter-district migration information is shared by the district during the quarterly review meetings organized at the state. But as such there is no formal mechanism for information sharing between districts as such. Similarly the information related to interstate migration needs to be addressed properly. At present there is no coordination between the sending state and the receiving state. Whatever work has been on this matter has an adhoc approach.

Plan to provide education to migrant children.

This year state will address the issue of seasonal migration for varying periods of those children who migrate with family for:

- Work in brick kilns,
- Agriculture and construction,
- Stone quarrying etc

The state will undertake district wise identification of all districts blocks and villages/cities or towns from where or to which there is a high incidence of migration. The state will undertake migration exercise in the month of June, 2011-12 based on the household survey. Once the data is

obtained for in bound and out bound migration the data would be classified into following categories

- Migration within the district (between habitations ,between blocks)
- Migration between district
- Migration between state
- Plan to address migration

Action Plan for Migration within the district (between habitations, between blocks), the process of identification will start from the month of October, 2011. The District office will get the data of migrating children on the following heads:

- Socio-economic profile of children migrated
- Number of children migrated
- Place of migration
- Period of migration

The District Office will then take steps to address the problem. The initiative could be as follows:

- Stopping the migration of children by enrolling children in vacant seats of seasonal hostel, ashrams, hostels
- Arrange/organize special training centers residential or non residential during the period of migration between blocks.

Action Plan for inter-district migration

It would be necessary for sending and receiving districts to collaborate with each other to ensure continuity of education of migrating children.

For inter-district migration a “coordination committee” at the district level and state level will be constituted which will review the migration of children from migration affected district. The DPO of the sending district (from where the child has migrated) will give the name wise list of migrating children and places of migration to the DPO of the receiving district (where they have migrated) in the month of October.

The receiving district where migrant families are located for some period shall have responsibility for ensuring that education to the children in age appropriate classes continues during the period of migration.

The receiving district would then organize special training centre residential or non residential based on the need for the entire duration of migration.

The sending district shall provide appropriate textbooks and other incentives to children receiving education.

Once the families go back these special training centers would be closed down and the children would again go back to their respective schools.

Action Plan for Interstate migration

The problem of interstate migration is quite complex and involves a lot of factors. Most of the migration has occurred in the LWE affected district of Dantewada and Bijapur. The children have migrated to bordering area of Andhra Pradesh like the district of Khammam, Venketapur and Bhadrachalam. Last year a team from MHRD under the leadership of Mr Sushil Kumar and Mr Tarun Gupta visited these areas. The number of such children according to rough estimate is 1100. Last year the district provided free text books to all such children. The state of Andhra Pradesh is taking care of the educational needs of such children.

The broad strategies adopted by the state to address the problem of migration would be:

- Constitution of a task force at state level under the chairmanship of MD,SSA
- Interstate coordination meeting to exchange data and location of sending and receiving district regarding migratory children
- Modalities of providing education such as opening of special training centre or any other initiative in receiving district and provision of incentives to children.
- Ensuring continuing education

Strategy to address social and linguistic diversity with regard to migrant children

- The problem of social and linguistic diversity with regard to migration within the district is nil as the habitations within the blocks do not have much variations. Children with Inter-district migration face the problem of social and linguistic diversity as various there are various dialects spoken across the state. The strategy to address the social and linguistic diversity is as follows:
- Sensitization of the teachers about the socio-culture profile of the migrant children who would be involved in the teaching learning process of the migrants. The sending district would make available to the receiving district a socio-cultural profile of the migrant children.
- Bridge language inventories BLIs have been developed in 6 prominent dialects which would be used by the receiving district. The SCERT is presently working on MLE.
- Services of teacher aware of the local dialect would be used.
- Keeping track of the important events of the community and celebrating it.

For addressing the diversity of interstate migration, the strategy would be to:

- Motivate teachers of sending district by providing extra incentives to go to the receiving state to conduct special training centres preferably from the schools of the habitations from which migration has taken place.
- Sending additional educational materials for both teacher and children.
- Orientation of the teachers of receiving district to make them aware of the divergent cultural practices of the migrant children
- Time to time visit of local community members to motivate and influence the parent for sending their wards regularly to school

Urban Deprived Children

Quality education for all 6-14 year children is the primary objective of SSA be it in rural or urban area. The fact remains that rural and urban scenario as well as their set of challenges are different. The challenge begins when identification of children out of mainstream schooling is done. The State Project Office of RGSM in Chhattisgarh has issued detailed guidelines in this direction. A detailed survey by teachers was carried out during 20-31 July 2010 with assistance from SMC, parents, representatives from village panchayat and municipal bodies. Formats in this regard were distributed by the state office to all districts. Teachers posted in each ward were trained in identifying the families and children and in filling up the formats. Special efforts were taken to motivate the parents of these children to encourage schooling. After survey, special gram sabha and ward meetings were conducted to approve the survey formats. The presence of HM and survey incharge during such meetings is made mandatory.

Any measures taken for identification and coverage of children without shelter/ adult protection: Department of Panchayat and Social welfare in Chhattisgarh runs observation homes (50 seater) in each district where such children are taken care of. As far as there education is concerned, SSA provides academic support, uniform as well as training to instructors who teach these children.

Data on no. of out of school children in urban areas (Please specify marginalised categories such as child labour, children of sex workers, children without shelter, and adult protection etc). No such data has been collected. However, plans are on the way to conduct a survey that would render these data.

Analysis of Learning Achievement Results

A measure learning achievement survey of the students studying in class 3rd to class 8th was conducted in the state in January 2009. A well known educational research company Educational Initiative conducted this evaluation with financial support from UNICHEF. Under this study, 500 students from each class of 3 to 8 and from each block of every district were tested on a set pattern of question paper conceptualized and prepared by Educational Initiative. Their submission is as follows-

MAIN FINDINGS

1. Students did not perform well on certain basic concepts and competencies that are expected at their respective class level.
2. Much of the learning taking place is found to be drawn from memory, rote or a simple understanding of procedures/process rather than a deeper grasp of the concepts and procedures.
3. It appears that many practical competencies, important in real life, are not being developed very well. Students' performance on questions based on measurement, estimation, problem solving, and day to-day language use was not very good.
4. Students are learning and understanding certain concepts at class levels later than they are expected to.
5. Students found it difficult to infer/conclude logically from implicit information in stories, passages, notices, tables etc.
6. Several plausible students' misconceptions were identified related to Maths and Hindi.
7. There are some broad patterns in the performance of different districts. Students from Surguja performed better than the state average in all classes in both Maths and Language. Students from Bastar underperformed in the state in all classes in both Maths and Language.
8. Boys outperformed girls in Maths and Language across classes in many districts. However, these differences are too small to be of much practical value.

RECOMMENDATIONS

1. Recommendations for improving students' learning: This study has highlighted the lower than expected performance of Chhattisgarh students. Students' learning levels are below expectation at their respective class levels. Dissemination of findings of this study is the logical next step that would help teachers be appraised of the areas where student learning need to be improved. Additionally, findings on common misconceptions should be used to inform in-service teachers to emphasize on these topics in classes. Findings related to districts' comparisons with state averages could help in raising the learning levels of students in the districts that performed below state average.
2. Dissemination of results/findings with all stake holders like schools, teachers and parents: Starting with wide dissemination of the findings of this report among teachers and others, we think there is a need and an opportunity to initiate a debate on issues like rote learning and learning with understanding so that teachers and gradually parents understand these issues and recognise the importance of learning with understanding.
3. Mindspark for students: Mindspark is an adaptive learning programme developed by EI, which gives an opportunity to the student to understand the concepts himself/herself with the help of computers and a digital adaptive learning software. The interactive interface of Mindspark ensures that the student is not learning passively by listening to someone, or viewing ready-made solutions, but learning by answering questions of progressively increasing complexity.
4. Interviews on students' misconceptions: The analysis of the assessment data showed that the students have misconceptions and common errors in Language and Maths. Conducting student interviews on misconceptions is usually an effective strategy both for qualitative analysis of

learning and capacity building in teachers/resource personnel in understanding student outcomes. It is a structured process of conducting interviews with groups of students and carefully listening to their answers which reveal gaps in students' thinking.

5. Testing of students' achievement at regular intervals: the study represents the power of information, when it is available to multiple stakeholders in a system, to drive positive change. It should be conducted every year and its findings placed in the public domain.

6. Students' progress tracking system: Government could be encouraged to implement the student

Tracking system which will make it possible to retrieve data at the individual student level instead of having aggregate performance at school, mandal and state or national level. It will allow extremely reliable tracking of improvements in learning, issues like dropping out and whether learning is happening in weaker

The state has taken note of the findings and appropriate measures are being considered .The result has been circulated to all stake holders and actions on part of every ones is being decided. At the executive committees meeting actions to be taken will be finalized

Learning achievement as per DISE

DISE refer. Year	Class V		Class VIII	
	Passed	Passed with >60%	Passed	Passed with >60%
DISE 2003 - 04	86.342	33.216	76.342	32.549
DISE 2004 - 05	81.645	36.332	71.645	27.443
DISE 2005 - 06	77.364	35.453	77.364	31.334
DISE 2006 - 07	83.223	36.886	73.223	33.664
DISE 2007 - 08	87.342	37.497	77.342	25.765
DISE 2008 - 09	82.342	38.978	72.342	35.144
DISE 2009 - 10	78.239	33.616	68.239	29.549

Findings of NCERT study on learning achievement (Round I, Round II & Round III)

The NCERT study shows the following picture about the State: (For Class V, Round I was done in 2001-02 and Round II was done in 2005-06. For class III, Round I was done in 2003-04 and Round II was done in 2007-08 and round III in 2010)

	Language		Maths		EVS		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
Class III	50.69	56.57	41.96	48.98				
National Average	63.12	67.84	58.25	61.89				
Class V	49.69	50.30	38.36	39.18	43.15	46.44		
National Average	58.87	60.31	46.51	48.46	50.30	52.19		
Class VIII	43.13	50.46	28.92	35.93	34.91	39.21	39.51	45.56
National Average	53.86	56.49	39.17	42.57	41.30	42.71	46.19	47.89

Source : NCERT's Round I and Round II

Feedback from Quality Monitoring Tools:

Percentage of students scoring less than 50% (i.e. in D and E categories)

	Language			Maths			English		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I	46	45	39	67	63	56	69	65	62
Class II	43	41	40	58	56	51	53	51	48
Class III	37	33	30	45	41	40	46	45	45
Class IV	34	33	33	45	43	42	43	42	39
Class V	31	30	28	42	39	38	37	36	33
Class VI	32	30	25	40	38	36	35	33	32
Class VII	33	31	27	37	37	35	36	34	33
Class VIII	30	28	25	35	34	30	37	35	34

Percentage of students scoring less than 50% (i.e. in D and E categories)

	EVS/ Science			Social Science		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I	27	23	22	~	~	~
Class II	26	23	22	~	~	~
Class III	19	18	15	~	~	~
Class IV	20	19	16	~	~	~
Class V	19	17	17	~	~	~
Class VI	30	29	28	20	19	18
Class VII	29	27	26	19	18	16
Class VIII	29	28	26	20	18	17

Textbooks: Renewal, quality, and timely delivery

Information about Textbooks

Class	Textbooks developed by	Year of Publication	Year of renewal	No. of Books	Cost of total set of textbooks *	Plans for renewal
Class I	Bhasha Maths English (Extra)	2005	2007	2	74.40	2012
Class II	Bhasha Maths English (Extra)	2006	2008	2	83.40	2013
Class III	Bhasha Maths EVS 4. English (Extra)	2005	2007	4	120.40	2012
Class IV	Bhasha Maths EVS Soc.Sc English (Extra)	2006	2008	4	112.40	2013
Class V	Bhasha 2. Maths 3. EVS 4. Soc.Sc . English (Extra)	2005	2007	4	139.40	2012

Class VI	1.Hindi 2. English 3. Sanskriti 4 Maths 5. Soc.Sc 6. Science	2007	2009	6	201.40	2014
Class VII	1.Hindi 2. English 3. Sanskriti 4 Maths 5. Soc.Sc 6. Science	2006	2008	6	217.40	2013
Class VIII	1.Hindi 2. English 3. Sanskriti 4 Maths 5. Soc.Sc 6. Science	2007	2009	6	217.40	2014

Source: AWP & B 2011-12

* includes workbooks.

Languages in which textbooks are published:

Hindi is the medium of instructions for all the classed from I-VIII. Books are also published in English medium for English medium schools.

Process by which textbook development is undertaken

SCERT organizes work shop of teachers for text book development and modifications and after finalization by a committee, it is sent for publications.

The state has already developed its curriculum and textbooks based on NCF 2005 and the textbooks are already in use since 2008-09. The main focus of the vision framework regarding class room practices is on active learning methodology using only 30% of teaching time on lecture and rest of the time on learning through activities . Since 2009-10 teachers training have been modeled on the same pattern and TLMs have been identified and developed through workshops and through kits being provided under LEP. A comprehensive and continuous assessment system has already been applied which is being modified to include overall development aspect of the children as envisaged in the RTE.

Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution in 2010-11	Proposed date for distribution in 2011-12	Monitoring mechanisms	Issues related to timely distribution	Strategies to address issues
PS	15 June	From 1-4-2010	From 1-4-2011	Distribution Through Postal Department	Whether Postmen will be able to deliver	CRCs have been asked to monitor and report daily
UPS	15 June	From 1-4-2010	From 1-4-2011	do	do	do

Source: AWP & B 2011-12

Long-term plan for Teacher Training in 2010-2013

Teachers training for next 3 years has been planned according to the visioning exercise done at the National Workshop on Equitable Educational Quality (EEQ). Keeping in view the targets set by the state for its children to achieve at the end of class 5 and class 8 and the kind of skills which will be required by the teachers to have, both the formats of training at Block level and Cluster level have been designed with the help of SCERT. The program is as follows-

A. Teachers training for Primary Level

10 day residential at block level

Six out comes ~ 4 days

Outcome 1: Improved teacher availability and time on task. (teacher to be more present in class and actually teaching)

Outcome 2: A warm and encouraging atmosphere in the school.

Outcome 3: Learning through activity, discovery and exploration [Increased visibility of active learning]

Outcome 4: More inclusive classroom participation (visible and continuous reduction in discriminatory classroom practices classroom – identify these, and then work on them)

Outcome 5: Focus on higher order learning with objectives and building of child knowledge, potential & talent.

Outcome 6- A greater degree of deliberation on quality aspects in SMCs

Multi Grade Multi Level Teaching ~ 4 days

Jeevan Vidya (Attitudinal Change) ~ 2 days

10 days non residential training at cluster level

Multi-lingual teaching ~ 2 days

General issues ~ 1 day

Sports and cultural activity ~ 1 day

ADEPTS and SIP ~ 2 day

Hard point subject wise ~ 2 day

Community participation ~ 1 day

CCE ~ 1 day

B. Teachers training for Upper Primary School

10 days residential at block level

Six out comes ~ 4 days

Outcome 1: Improved teacher availability and time on task. (teacher to be more present in class and actually teaching)

Outcome 2: A warm and encouraging atmosphere in the school.

Outcome 3: Learning through activity, discovery and exploration [Increased visibility of active learning]

Outcome 4: More inclusive classroom participation (visible and continuous reduction in discriminatory classroom practices classroom – identify these, and then work on them)

Outcome 5: Focus on higher order learning with objectives and building of child knowledge, potential & talent.

Outcome 6- A greater degree of deliberation on quality aspects in SMCs

Active Learning Methodology 4 days

iii Jeevan Vidya (Attitudinal Change) 2 days

10 days at cluster level

Special coaching to weak students 1 day

General issues ~ 1 day

Sports and cultural activity ~ 1 day

ADEPTS and SIP ~ 2 day

Hard point subject wise ~ 2 day
 Community participation ~ 1 day
 CCE ~ 2 day

Norms for teachers training

10 days residential training - Rs. 200 /- Per head per day

10 days cluster level training - Rs. 100/- per head per

Maximum days of training to be covered during summer vacation. Field based training in real context and follow up. Decentralization of training material(TLM) development process.

Time keepers in each & every training for maintaining time on task. Observation of training and support, hand holding by expert RPs. Proper use of technology. Inclusion of YOGA & Discipline.

Induction Training:-

In the state 30 days induction training will be given to newly appointed trained and untrained teachers both. In this training newly appointed teachers could learn the on going education program, maintaining of records, school administration and structure which will enable them to run the school easily.

Progress of Induction Teacher Training (during 2010-11)

Stage	Target for Induction Training in 10-11	Teachers recruited (up to end March 2010)	Teachers trained (up to end March 2010)	Percentage of Achievement	Duration of training (detailed break up)
Primary	14463	13987	11236	77.68	30 days
Upper Primary	7026	6654	4192	59.66	30 days

Source: AWP & B 2011-12

Details about induction training in 2010-11 (content, processes, follow up, and emerging issues):

The content of induction training 2010-11 -

PART-1

1. Enrollment and retention
2. Maintenance of records
3. Science teaching
4. Gender determination in Hindi
5. Grammar teaching
6. Idioms
7. Concept of addition and subtraction in Maths
8. Concept of percentage and proportion
9. Concept of area
10. Concept of decimal
11. Meaning and History of map
12. Longitude and latitude
13. Effective communication
14. Introduction group work

PART-2

1. RTE
2. Curriculum
3. Job chart for elementary teachers
4. Team work and leadership
5. Educational planning at school level
6. Vision introspection
7. MGML
8. ADEPTS at schools
9. Community participation

Most of the residential teachers training programs will be conducted during summer vacations and at a stretch. Looking at the availability of the resource persons all the training will be conducted in a group of 50 persons. SCERT has been asked to prepare the modules of the training

and they will be ready by April 15. Training of Resource Persons will be conducted by SCERT and it will start from April 20 and will be over by May 7. Teachers training at the district and block level will start from May 15 2011. All the training is being designed to be conducted in participatory /workshop mode.

Untrained teachers

Progress of Training of Untrained Teachers (during 2010-11)

Stage	No. of Untrained teachers as of Mar 2010	Target for 60 days training in 2010-11	Teachers trained during 2010-11	Percentage of achievement	Present number of untrained teachers (Mar 2011)
Primary	14354	7354	00	00	27297
Upper Primary	8450	6450	00	00	13386

Source: AWP & B 2011-12

So far state had only one source of training untrained teachers that was through IGNOU's correspondence course DPE. This was a two year diploma course conducted through correspondence. 7951 teachers were trained through this course in the year 2009-10. 13407 teachers were to be trained in 2010-11, but NCTE withdrew recognition of this course as teachers training course hence none of the teachers could be trained in 2010-11. Now SCERT of the state has applied to the NCTE for the recognition on the 2 year diploma course designed by it and to be taught through correspondence mode. This recognition is expected shortly and will be for 7500 seats. If approved state will be able to train its all, about 37500 untrained teachers in 5 years time.

State still has a backlog of around 35000 untrained teachers while around 5000 new teachers will be recruited this year of which around 2000 are likely to be untrained. To train these many untrained teachers new capacity for in-service teachers training are being created in the state. SCERT has applied to NCTE for starting a diploma course through correspondence to be conducted through 16 DIETs and 2 BTCs creating a capacity for training around 7000 untrained teachers in the state. Similarly Pt. Sundarlal Sharma Patrakarita Vishwavidyalaya has been granted to accommodate 2400 students through correspondence in its B.Ed. course. Thus there will be a Capacity to train around 94000 untrained teachers every year. Hence the backlog of about 37000 untrained teachers will be cleared in four years time.

Brief report of the various activities organized under EUSPP

1. Strengthening cultural issues

As per Right to Education, schools are supposed to be the place where issues related to arts and culture needs to get strengthened. SCERT being the academic authority in the state, has taken initiatives to improve this aspect in school education. The first task done in SCERT was to establish a campus for arts & vocation. The backyard of SCERT campus was identified for this purpose and a beautiful campus with local influence was developed with an open stage for about 500 audience. SCERT started a series of programs in this open theatre inviting teachers and students from different districts to show their performance on local arts. Many art forms like Pandwani, Kuchipuri, Bharatnatyam, dance drama, street plays were performed. Lectures of various famous personalities were also arranged for staff and students. Now this has become a routine part of SCERT activities.

SCERT also invited famous personalities working in the field of performing arts like the Principal of sangeet vishwavidyalay & famous kathak artists to discuss about the scope of collaboration and getting teachers for our schools to teach various performing arts.

SCERT also organized a meeting cum workshop of teachers from different districts who received training from CCRT, New Delhi as a strategy to develop a pool

of resource persons in the state who could take lead in spreading the message through arts and culture. Based on this workshop, a detailed guideline for schools was issued from SCERT on how to incorporate arts and culture.

Based on the suggestions from Hon'ble Education Minister, SCERT started the task of developing data base on Chhattisgarh. SCERT is collecting various relevant information on state's rich cultural heritage & important information about the state which every child must know to feel proud of.

DIETs were also given the task of spreading arts & culture education in schools. They were given projects and were asked to identify five different streams and with the help of some local artists, provide training to the students in 25 schools in the district as pilot project. Students are getting training on various performing arts under this program. The learning from this experience will help the state to introduce state-wide program to improve arts & culture education.

2. New materials for Diploma in Education:

There was a long felt need to revise the curriculum for Teacher education. This has been realized through the EUSPP and some external agencies like ICICI, Vidya Bhawan, Eklavya, APF & CERC. Course materials for D.Ed. I year and II year has been developed and introduced in teacher training institutes. These materials are in line with the recommendations by NCFTE 2009. This year, all these materials were printed from the budget available under EUSPP and being distributed to the D.Ed. students free of cost.

Now the second activity in continuation is to design these materials to suit the needs of distance education candidates. A series of workshop has been organized to convert these materials in distance mode. SCERT has got permission to organize teacher education training through distance mode and these course materials will be used for such programs after approval from NCTE. This will help the state in reducing the number of untrained teachers working in schools as per the instructions in RtE within the stipulated time.

3. Continuous and Comprehensive Evaluation:

SCERT has developed guidelines for implementing continuous and comprehensive evaluation system in schools. In order to finalize the strategies, SCERT organized a series of workshops inviting teachers, parents and various educationists. DIETs were asked to do some experiments in the area of CCE and share their experiences to have a better idea for CCE implementation. Lot of brainstorming sessions were arranged and after all such exercise, state has evolved a guideline which will be implemented once approved from the govt. (See appendix -)

4. Multi-lingual education in tribal areas:

State introduced multi-lingual education for children belonging to tribal areas. In the beginning, it was introduced in classes one and two only. Different materials like big books, small books, picture cards, story books, dictionaries etc. were developed in different tribal languages. In continuation to this, SCERT took the initiative to develop some lessons in tribal languages for classes 3 onwards. In these classes, 4-5 lessons were developed in tribal languages in their language textbooks. It was decided that about 25% of the materials will be added in regional languages from class 3 to 8th. These lessons contained local contextual materials, folk tales, songs, local stories and life sketches of local popular personalities. Mainly this type of work is being done in Gondi, halbi, Surgujia, Kudukh, Sadri and chhattisgarhiya. Dictionaries are also being developed in different tribal languages.

SCERT is also seeking support from Bhasha Research and publication centre, Gujarat for documentation of tribal languages. This centre has provided resource person support to document some of the tribal languages.

The main objectives behind developing such lessons were:

- To improve enrolment and retention in tribal areas
- To develop a link with local language and use the maxim from known to unknown in a better way
- To introduce effective, interesting and joyful learning in classrooms
- To have a basic understanding of the inter-relation among different languages
- To imbibe the feeling of self-concept & glory about ones' own language

SCERT will do some research to know the impact of such initiatives in the state.

5. Solar panels for training institutes

In order to popularize the non-conventional energy sources, state Govt. is promoting the use of solar energy in Govt. sector by providing subsidy and concessions. SCERT has ordered to have solar panels in the following five training Institutes for this financial year and the work is in progress:

SCERT/ CTE, Raipur/ DIET, Raipur/DIET Kanker, DIET, Nagri

An assessment will be made to find out the benefit enjoyed by the institutes by having solar panels in these institutes.

6. MGML:

State has introduced the new pedagogy in primary classes, especially in classes one and two in the name of Srijan. This program was introduced in 80 blocks of the state and now Sarva Shiksha Abhiyan is expanding this program throughout the state. The State team visited Tamil Nadu and Rishi Valley before introducing this program. After the basic understanding of the concepts and realizing the effectiveness of the program, a small team was formulated consisting of primary school teachers who developed the whole design and materials of the program. Various activities organized from October, 2010 to March, 2011 are as follows:

1. Work book development for classes 1 & 2: SCERT organized a series of workshop to develop workbook for children in Hindi, English, math and environment education. Computerization of all work is being done.
2. State has developed a series of 50 graded readers for children studying class one. In the same pattern, graded reader series for class 2 Hindi and class 1 & 2 English readers are also developed. Computerization work is under progress.
3. Teachers need to get training on the use of MGML pedagogy. SCERT organized a six days residential training program for District Resource Group members in two phases. These trained resource persons will later train the teachers at block level.
4. In order to identify the field realities and problems related to the MGML in schools, a series of teacher feedback mechanism is being undertaken. The feedback report will help SCERT to improve the situation in schools.

7. Value education:

EUSPP is supporting the state in the implementation of Chetna Vikas Moolya Shiksha. Following activities were undertaken during the period mentioned earlier:

- 7 days introductory camp of D.Ed./B.Ed. students in their institutes
- One year study camp of teachers interested to do such course. In this program, teachers get orientation for 20 days in a month. The lady teachers get orientation of 6 days every month. The interested officials and educational administrators get three days orientation per month.
- 2 days orientation cum review meeting of expert prabodhaks
- Field trailing of text books developed for classes 1 to 5 on chetna vikas moolya shiksha
- Training module development for teachers teaching Chetna Vikas moolya shiksha for first period in schools
- Review and improvements in the textbooks developed for classes 1 to 5 and making the final copies to be printed for all teachers
- Exposure visit of expert Prabodhaks to Pondichery

8. Active Learning:

Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning, on learners. SCERT has developed a set of ideas to make the class active. This methodology is being used at Upper Primary level. Funds from EUSPP were used to develop the design, orient the resource persons and try out in selected schools. Based on the learning from this pilot, state has introduced this approach in all the Upper Primary Schools through Sarva Shiksha Abhiyan budget. DIETs are also doing continuous research by taking 20-20 Upper Primary schools for Active Learning and doing all efforts to make these schools model schools for ALM.

This approach believes that an efficient instructional strategy that mixes guidance with active learning is "Learning by teaching". This strategy allows students to teach the new content to each other. Of course they must be accurately guided by instructors. State has popularized Learning Station and jigsaw approach of collaborative learning and this approach are so popular that different teachers training programs have also started introducing this method.

9. Research activities:

Activity one:

Orientation programme for teacher educators for conducting action researches.

Objectives –

- To empower teacher educators to solve their day today problems by doing action researches.
- Making teacher educators capable to generate resources for themselves.

Strategies -

Programme was organized in following steps –

- Development of Research proposal.
- Development of Research tools.
- Analysis of data and writing of Research Reports.

Target GP- Teacher educators of DIETs, BTIs, CTE & IASE

Out come -

- (1) Teacher educators are empowered to solve their problems independently.
- (2) All the participants are engaged in action research activity.

Budget – 100000 /- approx

Activity two:

Publication of abstracts of selected research work of M.Ed. students. - 55 research abstracts are published.

Budget- 22000/- approx

Activity three:

16 studies are being done by SCERT faculty members

Budget- 325000/- approx

#	Title of the study	By
1	Utility and educational needs of the residential and non-residential bridge courses run for children with special needs	Mr. N.K. Pradhan Dr. Sudhir Srivastava
2	Impact and suggestions for improvements of the ICT program being implemented in KGBVs.	Mr. R.K. Tiwari
3	Information about the various activities organized for cognitive development of children enrolled in anganbadi centres and suggestions for various effective cognitive activities	Mrs. Jyoti chakravorty Dr. Neelam Arora
4	Suggestions to reduce gender and social disparities occurring during classroom processes	Mrs jessy Kurian Mrs Anupama Nalgundwar Mrs. Jyoti Chakravorty
5	Impact of various efforts made to improve the teaching-learning of English and suggestions for improvement with different project proposals	Ms. Deepa Das Ms. Sandhya Rani
6	A study on the differences made in students' achievements and participation in classroom activities in MGML classrooms	Mr. B.R. Sahu Mr. Dekeshwar Verma
7	Documentation of success stories regarding various classroom management related issues at primary/ upper primary classes	Mr. Alok Sharma Mr. S.N. Shastri
8	A study of the attendance pattern of students and teachers of Primary/ upper primary schools	Dr. M. Sudhish
9	Impact of the teaching being organized in local language to children belonging to Tribal communities	Mrs. Vidya Dange
10	A study of the impact of the new areas introduced for the first period in schools and their awareness about the environment	Dr. Neelam Arora Mrs. Jyoti chakravorty
11	Study of the artistic and creative development of children studying in rural areas based on their traditional culture and environment	Mr. S.K. Verma
12	Impact of Chetna Moolya vikas moolya shiksha shivirs among the D.Ed. students	Mr. K.K. Sahu
13	Effectiveness of the materials developed by SCERT for anganbadi centres in Chhattisgarh	Mrs. Anupama Nalgundwar Mrs. Madhu Dani
14	Effectiveness of MGML being implemented in primary schools of Chhattisgarh	Mrs. Anupama Nalgundwar Mr. Sunil Mishra
15	A study of the problems faced by geography students in reading maps	Ms. Khristina Bakhla

10. Seven habits:

Aim of the workshop--- To enhance the skills needed to improve personal and professional effectiveness of the officials and help them to increase the sense of involvement and greater accountability in their work area.

Objectives—

- Breaking common ineffective behaviors and habits,
- Creating high levels of trust, and developing strong interdependent relationships
 - To develop synergy in the educational officials of education department
 - To develop learning and team building attitude amongst the people of the Organization.
- Effective Time Management
- Accountability
- Leadership Skill.
- Synergy—Conflict Resolution
- Enhancing Performance

Methodology— Interactive

Sample & Area of work—State.

Personnel Involved--Faculty members of SCERT, DIET, IASE, CTE, Secondary School Principals, DPI faculty and Rajeev Gandhi Siksha Mission Faculty.

Key Resource Person – Trained Master Trainers on 7 Habit

Number of Participants --2000

- **Issues Covered-**
- **Habit 1:**
- **Be Proactive.**
 - **Take responsibility for your life.**
- **Habit 2: Begin with the End in Mind.**
 - **Define your mission and goals in life.**
- **Habit 3: Put First Things First.**
 - **Prioritize, and do the most important things first.**
- **Habit 4: Think Win-Win.**
 - **Have an everyone-can-win attitude.**
- **Habit 5: Seek First to Understand, Then to Be Understood.**
 - **Listen to people sincerely.**
- **Habit 6: Synergize.**
 - **Work together to achieve more.**
- **Habit 7: Sharpen the Saw.**
 - **Renew yourself regularly**
 -

Expected Outcomes of the 7-Habits Program are:

- Improve results at the personal and professional level
- Develop more meaningful relationships and productive collaboration
- Increase productivity by focusing on the most important things
- Reduce conflict by focusing on the things they can influence
- Work with increased trust and teamwork
- Bring projects to completion and unites teams and organizations under a shared vision, mission and purpose
- Higher Performance in work area

In this year to enhance the organizational (SCHOOLS) and personal effectiveness the program on "Seven Habits of Highly Effective People" was conducted in the academic year 2010-2011.

For this we chose 2000 participants, 117 from 14 district and 150 from two district and 60 participants through Scert was the target group.

The program was appreciated at all level. The training was provided to Principals /Headmaster teachers and SMC member of the chosen school.

11. School libraries:

School libraries are being used in schools to improve the reading habits and reading skills of students.

12. Exposure visits:

EUSFP organized an exposure visit of the state team consisting of elected panchayat representatives, panchayat department officials, planning, forest, finance and education department nodal officers. The team visited Kerala Institute of Local Administration (KILA) and different levels of panchayats and their functioning. It was a good opportunity for the team to interact with their members and have a basic understanding of decentralization mechanism.

13. First period:

This year, state has planned to introduce some new topics to be dealt during the first period in schools. SCERT was assigned this task to develop course materials for teachers to make the first period more interactive, lively and useful for students. Main topics introduced for first period are: Our health/ water is precious/ our environment/ our community/ traffic rules/ education for peace/ our great leaders/ Chetna Vikas Moolya Shiksha/ Yoga etc.

14. Human Resource Management:

The HRM policy draft has been submitted by the consultancing agency XLRI, Jamshedpur. The final draft is ready for submission to Government of Chhattisgarh.

Human Resource Management Policy (HRM Policy)

Human Resource Management (HRM) is one of the key areas of management through which organizations make attempt to bring competence and commitment among the employees in the organization and the HRM practices bring a unique culture in the organization. The implementation of the State's development vision in education sector calls for massive deployment of resources in planned areas, which would depend to a great extent on the availability of the right kind of human resources in Education Department. Based on the data collected the report is presented in six chapters.

Chapter 1 looks at the educational scenario in the state. Some of the observations that the team made based on the data include the following:

- Infrastructure facilities in most of the school are not adequate,
- Teacher shortage in schools and over-crowded classroom are the main problems,
- School environment should be improved to make schools more attractive for the children,
- Disparity on the scale, promotion and other benefits of teachers

- Training schedule of teachers during the academic sessions,
- Teacher shortage is the main problem in tribal districts
- Lack of adequate attention to DIETs,
- Mid-day meal scheme, its success and associate problems, etc.,

The second chapter takes a critical look at the Education department in terms of its structure and processes and identifies key issues that have direct bearing on the HR Policy.

- Lack of Planning and Coordination,
- Lack of effective monitoring,
- Structural Deficiencies in the department,
- Political Interference and lack of transparency,
- Lack of uniform manpower availability,
- Ineffective Recruitment Process
- Lack of recognition and reward for performance,
- Lack of performance management system in schools,
- Less than effective Training System, Community Involvement

Political Interference, Corruption, and Bureaucracy

Political Interference and Corruption were two issues consistently highlighted in the vision workshop. Some of the points they specifically mentioned include the following:

- Corruption is at the extreme level in the department.
- Work environment is not user friendly.
- Increase in chances of interference (Political).
- Increase in tendency of not allowing to work freely.
- Interference of non education related people in educational institutions
- Complexity of rules & sub rules, etc.,
- Lack of transparency.
- Non educational work,
- Not allowed to work,

Education department should be freed from political interference, Unwanted interference & torture by administrative officers in education department should be stopped, Attack/ encroachment by education mafias from outside state/ local education mafias, Fatal impact of politics on education plans/arrangements, Increase in level of damage & interference, Teachers are asked to do non educational work. They felt the situation is destroying the education system, and that Education department should be freed from corruption and NGOs should be kept away.

Suggestions are being made for improving attendance rate of children are-

1. Facilities in school and school environment should be improved to make schools more attractive for the children. It should be ensured that there is no teacher shortage in schools and classrooms are not over-crowded.
* The teacher –pupil ratio is good in Chhattisgarh, but the deployment may not be proper.
2. The quality of education in schools should improve so that parents feel that the child is learning something worthwhile in school and they no longer remain indifferent about the child's education and unconcerned about whether he/she attends school regularly or not.
3. Teachers in school should be more child friendly and classrooms should be attractive so that children feel enthusiastic about going to school instead of being reluctant or unwilling.
4. To reduce the absence rate because of illness or poor health, regular health check up of students should be carried out and arrangements should be made to enhance medical facilities for school going children.
5. The community members should assume greater responsibility for ensuring regularity of children is going to school.

Chapter 4 evaluates the various components of performance management system in the education department. The chapter also looks at the need for creating a performance management culture in the education department. The chapter details the proposed Performance Appraisal Scheme, (Job Chart of Primary Teachers, Upper Primary Teachers, Principals, Head Masters, Cluster academic coordinator, Academic Faculty of SCERT. (Post like assistant Director, (DPI staff) District Project coordinator, Assistant Project Coordinator ,Block coordinator, etc not provided.)

Rewards and Incentives

- Teacher of the year and Great Subject Teacher awards
- By contrast, an incentive system based on teachers' value-added can create higher career pay for successful teachers.
- Teacher Welfare Society—Government should contribute 50% or 25 lacs (whichever is less) to the Teacher Welfare Society.
- Books can be provided for rs. 100 to 1000 .
- Administrative and non-scholastic awards should also be given.

Observations & Issues

- Disparity on the scale, promotion and other benefits of teachers from education department and teachers recruited in SSA affects the system.
- Teacher shortage is the main problem in tribal districts. Though GoCG have done many things much more have to be done to improve the education in Tribal districts.
- The presence of tribal teachers, especially from the same community, has shown and improved school participation of ST children.
- Though there are divergent views on this, it is a fair assumption to make that the coordination issues between different departments, is clearly hampering the speedy completion of activities. Convergence between the tribal welfare department, the education department and SSA is critical for enhancing school education.
- DIETs can play a very crucial role in improving the quality of education in the districts, but adequate importance is not given.
- Mid Day Meal programme is a success in Chhattisgarh, leading to improved enrolments but teachers have concern that it is affecting teaching-learning time in schools.
- There is no officer/staff dedicated full time for MDM work at State, district or block levels. A programme of the size and magnitude of the MDM requires a professional management structure and system to ensure efficient service delivery.
- Availability of various facilities that are provided to BEO, ABEO, BRC and CRC for their functioning are not adequate to do justice to the monitoring work. Selection procedure of BEO, ABEO, BRC and CRC coordinators can be improved to make the Availability of various facilities that are provided to BEO, ABEO, BRC and CRC for their functioning are not adequate to do justice to the monitoring work.
- Selection procedure of BEO, ABEO, BRC and CRC coordinators can be improved to make the monitoring system more effective.
- There is no integrated approach to Information collection and dissemination.
- Chhattisgarh being a newly formed state the administration spends enough time to collect the information. An Education Management Information System can be developed for systematic flow of information from block to district and from districts to state.
- BRCs and CRCs have been playing significant role in improvement of the quality of elementary education, it is important to get a feedback on their effectiveness in providing the required academic support to teachers and in supervision of elementary schools.

Chapter 5 highlights the Training and Development policy. Based on the study the chapter discusses the training needs identified.

- Induction Programme for teachers
- Mentoring of new teachers
- Professional standards -performance appraisal
- system that would include Competency Evaluation and Annual Learning Plan
- Formal opportunities -performance appraisal system that would include Competency Evaluation and Annual Learning Plan
- Teacher appraisal program and its relationship to development
- Too constitute a Learning and Development Center (LDC)
- Include national level training to be imparted to the teachers in that 10 days training , which is apart from the in-service training.
- Fresh B.Ed teachers should be given induction training.

Chapter 6 details the Education Management Information System that is proposed to be set up as par to the education department with an explicit objective of accessing up-to-date information for enabling policy decision as well as day to day data operational use.

- Planning of the education system
- Monitoring and evaluation of the education system
- Resources for EMIS
- Indicators for the monitoring of plans
- Structures to be set up to develop a system of indicators
- Information Systems Department (ISD)
- Successful implementation, subsequent operation and maintenance of the enterprise wide integrated application systems necessitate that data or information should be managed as department ‘resource’ as opposed to being “owned” by users.

STRENGTHS of School Education Department

- 1) Availability of adequate teacher training
- 2) Adequate availability of schools
- 3) Scholarship for SC/ST/OBC students
- 4) Hostels for SC/ST students
- 5) Books available for all primary and middle school students & for high school girl students
- 6) Distribution of cycles among girl students of far flung areas
- 7) Availability of monitoring facility in schools

Descriptive comments provided by the administrators, teachers, and students. The top ten areas identified by each stakeholders.

No.	Top 10 Suggestions by Administrators	Frequency
1	Administrative work shouldn't be assigned to teachers	88
2	Performance should be the basis of promotion	82
3	Proper training for increasing the quality and efficiency	77
4	Vocational training need to be emphasized	70

5	Refresher training required	63
6	Proper inspection and monitoring required	62
7	Sufficient no of teachers should be recruited .	55
8	The infrastructure of the schools should be improved.	55
9	Student and teacher ratio should be maintained.	53
10	Political interference should be stopped.	49

No.	Top 10 Suggestions by Teachers	Frequency
1	Promotion based on performance of teacher	97
2	Stop Non educational activities for teachers	90
3	Infrastructure development for all school	83
4	Priority on vocational education in school	82
5	Proper teacher student ratio should be maintained	77
6	Training of teacher's during school vacation	72
7	Frequent monitoring of schools	72
8	Stop political intervention	69
9	Syllabus improvement	63
10	Fix accountability monitoring and responsibility	58

No.	Top 10 Suggestions by Students	Frequency
1	Pleasant educational environment with neat and clean premises	16
2	Regular attendance of teachers, better infrastructure of schools	12
3	Discipline should be maintained in the school	12
4	Scholarship for all poor students	11
5	Student should not absent. Better sitting arrangement	10
6	Teacher should be more affectionate towards students	10
7	Teacher should concentrate on every student equally	9
8	Computer education should be given in school	9
9	Study materials should be more interesting	8
10	Course of study should be improved and should	8

	be finished on time	
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15. Classroom Managements

A five day workshop was conducted on Classroom Management at SCERT, in which two faculties from each Diet (16) , two faculties from IASE and CTE and few members from SCERT.

Objectives of the program

- Establishing classroom rules and procedures for enhancing classroom learning
- Maintaining effective teacher-student relationships,
- Maintaining an appropriate mental set
- General classroom behavior
- Beginning day or period
- Transitions and interruptions
- Group work
- Seatwork
- Carrying out disciplinary actions
- Identify Individual Differences
- The topics dealt in it were-
- Classroom management
- Functions of Left Brain and Right Brain
- Arts and creativity in Classroom
- Learning style
- Multiple Intelligence
- Emotional Intelligence
- Individual and peer learning.

The DIET faculties were asked to provide the training input in the various training conducted by DIET and work with 10 schools in the DIET periphery. Lots of exercises bases in creativity and self assessment on Learning style Multiple Intelligence & Emotional Intelligence were highlights of the program.

16. Education for PEACE.

Education for peace was introduced this year and a module for teacher was developed. PEACE, as an integrative perspective for the school curriculum, is an idea whose time has come .Education for peace, as distinguished from peace education, acknowledges the goal of promoting a culture of peace as the purpose shaping the enterprise of education. If implemented with vigor and vision, education for peace can make learning a joyful and meaningful experience. Peace offers a contextually appropriate and pedagogically gainful point of coherence for all values. The complementarity of peace and justice is underlined. In the event of a conflict of interests, the claims of justice must take precedence over the dynamics of peace in the interests of peace in the long run, lest peace becomes a repressive or retrograde ideology.

In Dantewara teachers were trained on the ideology of peace and the activities proposed related to peace .- The major frontiers of education for peace are: (a) bringing about peace-orientation in individuals through education; (b) nurturing in students the social skills and outlook needed to live together in harmony; (c) reinforcing social justice, as envisaged in the

Constitution; (d) the need and duty to propagate a secular culture; (e) education as a catalyst for activating a democratic culture; (f) the scope for promoting national integration through education; and (g) education for peace as a lifestyle movement.

Curriculum contents are as follows:

(i) The primary school years will focus on laying the value foundations for personality formation and the development of the social skills necessary to live together in harmony. Focus could then shift gradually to a perspective on peace, especially to enable students to understand the value-foundations of peace. The area of special emphasis here is the need to promote skills for the peaceful resolution of conflicts.

(ii) In the upper primary years, students could be enabled to view the culture of peace from the perspective of Indian history, philosophy, and culture.

(iii) Thereafter, education for peace could focus more on citizenship education. A brief introduction to the basic features and ethos of the Constitution is what is envisaged here. The emphasis may shift, thereafter, to 'peace as a lifestyle movement'. Students can be made aware of the need to for lifestyles conducive to the integrity of creation and stability of society. The various challenges to national unity can be the focus thereafter. The main emphasis here must be on promoting an attitude of respect for diversity and difference. Students also need to be made aware of the various hindrances to unity.

17. Environmental Education

A workshop was conducted on Environment Education on the topic ENVIRONMENTAL EDUCATION-WHAT, WHY AND HOW ? at SCERT. 50 schools were selected and the principals of higher secondary schools were trained on that.They were assigned few specific duties for the program.

Strategies adopted for implementation

- USE OF EFFICIENT AND ECO-FRIENDLY TECHNOLOGY
- SUSTAINABLE USE OF RESOURCES AND LIFE SUPPORT SYSTEM
- COMMUNITY PARTICIPATION FOR ECOLOGICAL RESTORATION
- AWARENESS CAMPAIGN FOR GLOBAL WARMING
- DEVELOPED BROSHURES ON ENVIRONMENTAL EDUACTION
- ENCOURAGE BAN ON POLYTHENE
- ENCOURAGE PLANTATION
- ENCOURAGE USE OF PAPER BAGS, ENVIRONMENT FRIENDLY

19. INTERNATIONAL EDUCATION

International Exposure Visit is one of the activities kept under the component of Capacity building of Scert and its Educational Functionaries. (PIP- EUSPP) .

The objective of the program is to learn and share the best educational practices of all over the world so that the children, teacher and other members of academic fraternity can be at par with the global knowledge and the education practices.

It also aims to develop quality human resource by providing International exposure so that the teachers , educators and adminstrators of education department can learn and develop understanding about the new knowledge, teaching process, pedagogy ,research and training across the world and bring them back home to improve the educational practices of School Education Department of Chhattisgarh.

It is in this context and understanding a High power Committee from School Education Department is proposed to make visit of few countries of Europe and also the Head Quarter of European Union –Brussels, Germany and Netherlands. The program is under process.

20. Programs Under RTE

A workshop was conducted on the RTE Act Section 12 and 17 was conducted. Ms. Nalini Juneja Professor NUEPA and member of NCPCR was called as resource person.

The SCERT officials, Administrative officers from Directorate of Public Instruction, few District Education Officers, and SSA and RMSA officials were present in the orientation and brainstorm program.

The social objective of inclusion of children of Economically Weaker Sections in private schools.

The text of S/ 12 states that(1) For the purposes of this Act, a school, -

(a) specified in sub-clause (i) of clause (n) of section 2 shall provide free and compulsory elementary education to all children admitted therein

(b) specified in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five per cent.;

(c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent. of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion School to be reimbursed

@ what it costs the state to educate child in its own schools

@ what the school charges whichever is less

UNLESS- the school is already under obligation to provide free education as per condition of grant of land, building, etc

As the implementation part is to be done by DPI, therefore the suggestion were given to DPI.

The text of S/ 17 states that The State government/local authority shall ensure that no child is subjected to physical punishment and mental abuse of any kind in the school. In this regard a brainstorming exercise was done and the alternative measures of physical punishment were discussed about.

The idea of positive reinforcement was Positive reinforcement can be defined as:

Positive reinforcement has a stimulus that can be anything that is to be added to the classroom environment. Positive reinforcement must be presented with a stimulus to be contingent on behavior. Rewards may not affect behavior and positive reinforcement does have a positive impact on behavior.

The final draft is being prepared and guidelines have already been circulated on the ban on physical punishment.

21. Training program on Inclusive Education

A two day introductory workshop was conducted on Inclusive education at SCERT. Providing inclusive education to all children with special needs in general schools is a mandate under RTE Act. SCERT is planning to have the following tasks done:

- Age Appropriate learning based on Curriculum, Developmental Milestones, and Readiness
- Learning Disabilities- Assessment and Remediation
- Training of Teachers on Inclusive Education (Special Needs)
- Developing a Model Support Service & Training Centre.

22. Activities though DIETs:

This year, DIETs are given the following tasks to be done by March 31st, under the Centrally Sponsored Scheme.

#	Activity	Brief of the activity
1	State level seminar	Each DIET is given a topic based on their interest and expertise and asked to conduct a state level seminar inviting other DIETs and experts
2	Research, evaluation and surveys	Each DIET is asked to do 10 Jhatpat sureys @ Rs. 5000/- each and an error analysis of students of particular class as well as students' achievement study
3	Training	Each DIET is asked to give training on (i)health & hygiene especially for adolescent girls (ii)Training on MGML (iii)Training on Active Learning (iv) training on selected subjects
4	Monitoring and follow up	Funds for block level monitoring and follow up
5	Material development	TLM development class-wise, documentation of success stories, making DIETs barrier-free
6	Projects	Coaching classes for Novodaya, School Improvement Plan, arts & Vocational education, Multiple Intelligence Teaching Approach (MITA)

Various Topics given for State level seminar:

	Name	Topic for seminar
1	Ambikapur	Teaching math through play way method खेल खेल में गणित की शिक्षा
2	Bastar	Nurturing talents among school children using multiple-intelligence बहु-बुद्धि पद्धति का इस्तेमाल कर बच्चों में छिपी प्रतिभा का विकास
3	Bemetara	Minimizing learning gaps-strategic planning अधिगम विभिन्नताओं को कम करना- ठोस कार्ययोजना
4	Dantewara	Using local games & other activities for peace education शांति के लिए शिक्षा हेतु स्थानीय खेल एवं गतिविधियों का उपयोग
5	Dhamtari	Innovative ways for parental involvement for seeking classroom support कक्षागत प्रक्रियाओं में पालकों को शामिल करने हेतु नवाचारी उपाय
6	Dharmajaigarh	Constructivism and learner-centred approaches in Education सृजनात्मकता एवं शिक्षा में विद्यार्थी-केन्द्रित उपागम
7	janjgir-Champa	Indiscipline among students- how to overcome this problem विद्यार्थियों में अनुशासनहीनता की समस्या- कैसे इस समस्या से निपटा जाए?
8	Jashpur	Child-right awareness among school children as per RtE विद्यार्थियों में बाल-अधिकारों की जानकारी- शिक्षा के अधिकार के संदर्भ में
9	kanker	Innovative & stress-free assessment practices as per RtE guidelines शिक्षा के अधिकार के दिशानिर्देश अनुरूप तनाव-रहित नवाचारी आंकलन प्रक्रियाएँ
10	Kawardha	Environmental awareness among school students-

		guidelines वातावरण के प्रति विद्यार्थियों की जागरूकता- दिशानिर्देश
11	Khairagarh	Inculcating values through Education-possible areas & strategies शिक्षा के माध्यम से मूल्यों की जानकारी- संभावित क्षेत्र एवं तरीके
12	Korba	Language games in teaching English अंग्रेजी अध्यापन में भाषाई खेल
13	Koriya	Guidelines for different models of remedial teaching & its impact documentation उपचारात्मक शिक्षण हेतु अलग अलग मॉडल और उनकी प्रभाविता का अभिलेखीकरण
14	Mahasamund	Ensuring the use of TLM in classrooms & some essential multi-purpose TLM कक्षा में सहायक शिक्षण सामग्री का निश्चित उपयोग और कुछ बहु-उद्देश्यीय सहायक सामग्री के उदाहरण
15	Pendra	Mis-conceptions in learning & their remediation सीखने के संबंध में भ्रान्तियाँ और उनका उपचार
16	Raipur	Ice-breaking activities for teachers training शिक्षक प्रशिक्षण के दौरान वातावरण निर्माण एवं सभी को सक्रिय रखने हेतु कुछ गतिविधियाँ

Topics for Jhatpat Surveys:

#	झटपट सर्वे हेतु विषय	न्यूनतम सैम्पल
1	शालाओं में शिक्षकों एवं बच्चों की उपस्थिति	40 शालाएँ
2	शाला स्तरीय समितियों की बैठकों का कार्यवाही विवरण	30 शालाएँ
3	प्राथमिक शालाओं में रेडियो का नियमित उपयोग	50 प्राथमिक शालाएँ
4	शिक्षक अनुदान की राशि का कक्षा शिक्षण में उपयोग और उसकी प्रभाविता की समीक्षा	15 प्राथमिक एवं 15 उच्च प्राथमिक शालाएँ
5	उपचारात्मक शिक्षण हेतु कक्षाओं का संचालन	30 उपचारात्मक केन्द्र
6	शाला-त्यागी बच्चों का सर्वे	10 ग्रामीण एवं 2 शहरी क्षेत्र
7	बच्चों के पास पाठ्य-पुस्तकों, बस्ता एवं अन्य शैक्षणिक सामग्री की उपलब्धता	10 शालाओं के बच्चों पर सर्वे
8	प्रार्थना के दौरान होने वाली गतिविधियाँ	30 शालाएँ
9	आदिवासी बच्चों को उनकी मातृभाषा में शिक्षण की स्थिति	10 शालाएँ जहाँ यह कार्य किया जा रहा है।
10	शालाओं में विज्ञान शिक्षण के दौरान किए जाने वाले प्रयोगों की जानकारी	15 प्राथमिक/ 15 उच्च प्राथमिक शालाएँ
11	शालाओं में बच्चों द्वारा अखबारों के उपयोग की जानकारी	40 शालाएँ
12	शालाओं में नियमित वॉल मैगज़ीन का उपयोग	40 शालाएँ
13	शालाओं में शुद्ध पेयजल एवं शौचालय की व्यवस्था	40 शालाएँ
14	बच्चों को सक्रिय रखने के लिए किए जाने वाले विभिन्न	100 शिक्षकों से जानकारी

	उपाय	
15	शिक्षकों द्वारा शाला से बाहर रहने के विभिन्न कारण एवं औसत दिनों की संख्या जब वे शाला से बाहर रहते हैं	100 शिक्षकों से जानकारी
16	शिक्षकों द्वारा पालकों से मिलने के विभिन्न कारण और औसत संख्या	100 शिक्षकों से जानकारी
17	मुख्यालय में न रहने वाले शिक्षकों की शाला स्थल से रहने की दूरी और उनके शाला आने जाने के साधन	50 शिक्षकों से जानकारी
18	बचपन-बालमित्र की उपलब्धता एवं कक्षा में उपयोग	40 शालाएँ
19	शालाओं को संकुल समन्वयकों से दिया जाने वाला अकादमिक सहयोग कुछ उदाहरणों के साथ	25 शालाएँ
20	शालाओं में सतत और समग्र मूल्यांकन- अपनाई जा रही प्रक्रियाएँ	15 प्राथमिक/ 15 उच्च प्राथमिक शालाएँ
21	समुदाय की शालाओं से अपेक्षाएँ	10 प्राथमिक/ 50 पालकों से
22	शालाओं में नवाचारी गतिविधियाँ	20 प्राथमिक/ 20 उच्च प्राथमिक

Different training program given to DIETs

DIETs were asked to design some training programs keeping the Return on Training Investment (ROTI) in mind. Following topics were suggested:

Arts education	Simple application of Vedic math
School Improvement Plan based on ADEPTS	Capacity building of BRCs/ CACs
Education of tribal children	Training of Hostel Superintendents
Computer assisted learning for UPS	Training of children with special needs
Continuous and comprehensive evaluation	Projects to improve teaching-learning
Use of first period	Community participation
Training of newly recruited Head Masters	Classroom interaction in the context of MGML
Collaborative Learning/ groups learning	Sports and games