**SCERTs,**

- Expectation: 1989 & 2012

- Organogram standard Vs. actual : some narratives

- Vacancy

- Infrastructure

- Fund flow

- Function & activities : What is mandate, What are they doing : major work

- Innovations

- Identified Challenge

- Vision & alternatives from Fields

The National Policy on Education 1986 and 1992 recommended the creation of State Council of Educational Research and Training (SCERT) in each State as a measure of decentralization of functions of quality education, research and training. More Specifically, SCERTs were created under the centrally sponsored scheme of teacher Education to provide more focussed leadership and support to educational endeavours in States as partner institutions of the NCERT at the national level. Henceforth a large number of SCERTs were created between 1988 through the early 1990s in different States and Union Territories. At present, there are 20 SCERTs and 9 State Institute of Education (SIEs).

After enactment of RTE act 2009, SCERT has declared as academic authority of the states , in most cases ,

The SCERTs were originally visualized to become a key academic institute in the field of school education at State Level As envisaged, other major functions of the SCERT includes development of curriculum, instructional material, textbooks, supplementary materials as well as undertaking research programme guidance, support and assistance to the state department of education functioning as state resource institutions to provide academic support at all stages of education co-ordination of all academic matters relating to school education and to maintain appropriate linkages with other educational organizations and supervision and support to the district and sub-district level institutions. In addition, SCERTs are also expected to perform a variety of roles for NCERT, NUEPA and NCTE in the conduction of state studies and surveys, as well as some other activities for the state governments.

covering all its significant aspects i.e., perform the function of organizing in-service education and extension programmes for all categories of educational personnel.

In following pages we will try to develop an outline of existing scenario through selected field evidence

Under the Right to Education (RTE 2009), SCERTs have been designated the academic authority in a majority of the States. Other funds are made available by SSA and the state governments on activity-to-activity basis.

Though the SCERT structures in different states are very diverse, but nearly all are committed to planning, implementation, evaluation of academic programs and teacher education at all levels of school education.

Bihar :

SIERT Director, Udaipur shared her concerns regarding quality of teacher training. She admits that the numbers are huge when it comes to training, but streamlining is necessary to have output orientation. Avoiding repetition and transmission loss are key to use resources efficiently and improve quality. As of now, same teachers get training multiple times and from multiple agencies. It depends on principal secretary to what extent they bring these institutions together. Otherwise SSA works on its own, RMSA its own. There is lack of ownership. SIERT is linked with director, elementary education and working in coordination. But coordination should not be personal, it should get systematized. It should not be choice based.

Also, the three tier process of training from SIERT to Key Resource Persons (KRP’s), from KRP’s to Master Teachers (MT’s) and MT’s teaching block level teachers has been reduced to two tiers. ‘Even small issues like having projector or power backup becomes a challenge at block level so that tier is eliminated now. If the training is residential, sometimes there are no washrooms for women, if they are there is no bathing facility. All these things impact the quality of Teacher training. When trainings are happening only at SIERT or DIET level, we can ensure a uniform system. This is something new that has come up in Rajasthan’ she said.

She emphasized that there is centralization in the approach to teacher education. ‘Instead of training everybody every year, we should cater to the needs of specific teachers in specific districts’ she remarked. Instead of only producing modules and guidelines, NCERT must take up the task of demonstrating how trainings are to be conducted to their best potential. For this, states can be chosen on rotation basis and let NCERT conduct trainings as per their guidelines and let state bodies learn. She feels that Teacher training is now more activity based and effective. Focus is shifting from content in textbooks to methodology of teaching. It has definitely impacted state level, but not district level or block levels as of now. Taking anonymous feedback from teachers is also something new SIERT, Rajasthan have begun. Taking biometric attendance has enhanced attendance at in service training. Talking about collaboration with NGO’s, director shared that she looks at NGO’s very positively, personally. ‘It is good to have people from different field, different frame of mind and different viewpoints coming together. NGO has their set of ideas, which become restrictive after a point. Lets say X organization want to focus on TLM. As an administrator, you have to ensure that there is sync of TLM with say child pedagogy or quality teaching, orientation of teachers or say leadership. But sometimes NGO gets stuck with their ideas. They say, this is what we have identified and this is what we will work for. This is the only area we can support you. That becomes restrictive. So we bring all of them, we listen to them’ she said.  
  
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