



Strengthening and Empowering of State Education Resource Centers in Karnataka

A Study commissioned by the

Karnataka Jnana Aayoga
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Preface

In an endeavour to take forward the recommendation to strengthen and empower the key educational (school) resource centres in the state, Karnataka Jnana Aayoga commissioned a study in early 2012. The report presented here is an outcome of this study.

The report captures the present structure and functioning of the key resource centres- Department of State Education Research and Training (DSERT), District Institute of Education and Training (DIET), College for Teacher Education (CTE) and newly instituted State Institute of School Leadership Educational Planning and Management (SISLEP). The report clearly brings out the stated mandate of these centres and actual role being played by them in enhancing the quality of school education through a gap analysis.

Based on the gap analysis, the report proposes a time-bound roadmap to revitalise these resource centres. The recommended roadmap includes strategies evolved from an organisational development (OD) perspective without compromising the visions envisaged in the Right to Education Act (RtE), National Curriculum Framework (NCF), National Curriculum Framework for Teacher Education (NCFTE), 12 Five Year Plan and MHRD guidelines. To enable hurdle-free implementation, the roadmap presents phase-wise implementation strategies.

The report emphasise on the need for capacity building, of the institutions and of human resources, to efficiently carry out the challenging tasks which are integral to promising quality universal education to which the Government of Karnataka is committed to.

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I also thank the administration staff of KJA for having rendered necessary help to carry out this study.



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Chapter 1

Context for the Study

The school lies at the center of most educational policies, reforms and discussions. However, the school needs a strong support and resource mechanism to improve quality. The creation of education resource centers which provide academic leadership to the state, connect the vision of the centre to that of the state (and the district) and support the school in tangible and concrete ways, therefore becomes important. Among others, these institutions include the SCERT, DPI, SIEMAT, DIET, CTE, various examination boards and IASE.

These institutions are expected to play the following critical roles:

- Provide opportunities to reflect on the purpose and goals of schooling and education
- Regulate and supervise the functioning of schools
- Provide pre-service and in-service teacher education
- Provide administrative support in terms of payments of salaries, conducting transfers, collecting data about attendance and enrollment, mid-day meal schemes and so on
- Study, publish and revise curriculum and textbooks
- Create learning materials
- Research and develop innovations in education
- Provide mechanisms to integrate technology into teaching-learning
- Co-ordinate the various schemes and special projects of MHRD, UNICEF, NCERT, UNESCO, NGOs – eg education for all, inclusive education, environmental education, state -specific initiatives like nali-kali etc

- Provide academic guidance, orientation and mentoring to teachers and Head Masters

These institutions have been set up and later modified under various acts and policy measures like the Education Commission(1964), NPE(1986 and 1992), scheme for Strengthening and Reorganization of Teacher Education and the Kothari Commission (1964-66).

The Right of Children to Free and Compulsory Education Act (RTE), 2009 re-asserts the commitment of the state for universalising school education for which the contribution of all these institutions to provide comprehensive school support is recognised to be central.

1.1 Changing context of Resource Institutions in India

Although these institutions were envisioned to provide systemic and systematic support to schools, their performance in various states has not been consistent. Poor academic vision, lack of clarity of institutional objectives and poor implementation have not allowed these institutions to perform at their optimum levels. Further, their very closeness to schools and strong influence on what gets taught, by whom and how also makes them susceptible to influence from various agencies.

It might be useful to understand the growth and performance of these institutions.

SCERT: Having been in existence for over 2 decades, it is pertinent to reflect on the progress of SCERTs since the 1990s. Most States created SCERTs not as new institutions but amalgamated pre-existing institutions such as the State Institute of Education, Science Centres, non-formal institutions, adult education etc.

Understandably, it took around 5-10 years for the SCERTs to become fully functional with the identity as envisaged by policy. Personnel issues arising out of the amalgamation has persisted right through to superannuation (Delhi SCERT, 2002). Several studies have pointed out that despite guidelines to the effect, very few states envisaged SCERTs as a distinct institution and cadre. There was also lack of clarity in terms of positioning SCERT Faculty vis-a-vis the various levels in the state directorate of education leading to uneasy relationship between the school teachers, principals and SCERT faculty.

SCERT faculty saw themselves as post-secondary educators, and hence a level above senior secondary teachers. States, however, under pressure from directorate of education, viewed SCERT faculty as interchangeable with the school teaching

cadre. Although the original guidelines made the parity between DIET Principal with the district education officer, no similar equivalence was made for SCERT faculty with educators with equivalent level in higher education. This ambiguity extends to MHRD level, as teacher education is attached to the Department of School Education and Literacy and not the Department of Higher Education.

The NCERT Review (2009) points out that there is also wide variation in the status of SCERTs in different states. In some states the SIEs are continued. In Karnataka, SIE has been given the status of a directorate within the state department of education and its functions are visualized as an administrative wing of the directorate. In Assam and Uttar Pradesh both SIE and SCERT function alongside SCERTs whereas the Union Territories of Puducherry, Daman and Diu, Dadra and Nagar Haveli and Lakshadweep have neither SCERT nor SIE.

DIET: The District Institutes of Education and Training (henceforth DIETs) were envisioned in the National Policy of Education, 1986, and were created by the Government of India, Ministry of Human Resource Development in the early 1990s to strengthen elementary education and support the decentralization of education to the district level. They were created through a centrally supported scheme and following the guidelines suggested in the ‘pink book’ (Government of India, 1989).

Although the DIET is located at an important level of decentralization (the district), yet in very few states has it actually succeeded in playing a meaningful role. By and large, DIETs have remained marginal to the key activities of the states in teacher professional development and school improvement; they are poorly integrated into the States systems. The multiple tasks linked to departmental programmes with different foci draw the DIET in different directions and produce divergent institutional goals. Furthermore, outdated institutional structures also create expectations regarding work which are not realized or realizable, and contribute to a sense of dys-functionality.

Administrative tasks assigned to the DIET, although they keep the DIET connected to the wider state machinery, take away institutional time and energy in routinised work that lack academic purpose.

IASE/CTE ‘Draft Guidelines’ for implementing the CTEs and IASE were prepared through EdCIL and were circulated by the Central Government to all states and UTs in October 1987. The EdCIL document together with certain subsequent circulars, formed the basis for its implementation of the CTE and IASE scheme. The first lot of CTEs and IASE were sanctioned in February-March, 1988.

The CTEs and IASE were established primarily as pace setting and innovative institutions to lift secondary teacher education from its low status and put it on the

high pedestal of professionalism. They were expected to provide support in areas from Foundations of Education to pedagogy to supporting secondary schools, school complexes and individual teachers.

As part of an NCERT evaluation in 2009, the IASEs did not have proper infrastructure in terms of physical space and other facilities for conducting in-service training programmes, research and extension activities keeping in view the future needs. Even a room for inservice education was not available in nearly 36 per cent of the IASEs. Further, a shortage of both academic and technical staff in all the IASEs was observed. Most of these institutions had received only a one-time grant, and after that no funds were received for the recurring expenditure. Therefore, the institutes were understaffed and no new faculty was appointed for IASE after up-gradation. Majority of the IASEs had no linkages with CTEs. As far as the academic linkage is concerned, the role of IASEs was found to be minimal.

As part of the same evaluation of CTEs, variations were reported among these institutions in respect of the availability of infrastructure facilities. Some CTEs had adequate facilities, while a number of upgraded CTEs did not fulfil the criteria given in the guidelines. Other CTEs also lacked adequate infrastructure facilities. Only a few CTEs have hostel facilities for pre-service and in-service teachers. Eighty-seven percent of CTEs sampled do not have the mandatory requirement of 17 faculty members. Most of the CTEs had less than 50 per cent of the academic faculty and technical staff. There were also variations in the nature of posts of faculty members and while some faculty members are employed as permanent faculty, others were working on temporary or part time basis.

1.2 Education Resource Centers in Karnataka

In Karnataka too, education resource centers perform a variety of functions linked to school improvement, such as providing teacher education programs, educational planning and administration at the district level, running resource centers and conducting research activities including action research.

At present, there are 30 DIETs, 6 Government CTEs, and 2 Private aided CTEs, 1 IASE and Department of State Educational Research and Training (DSERT) which form the educational resource institutions for the school and teacher education system in Karnataka. (see Figure 1.1 on page 5).

In Karnataka, District Primary Education Programme (DPEP) played a key role in enhancing the quality of school education. It introduced the Nali-Kali program, an activity based learning to shift from the traditional teacher-centric rote learning methods to participative and child-centric learning. SSA has continued its

Type of Course offered	Type of the Institution offering TE courses in the state	Present Number
Diploma in Education (D.Ed.)	District Institutes of Education Training (DIET)	30
	Government Teacher Training Institutes (GTTIs)	15
	Private Aided Teacher Training Institutes	40
	Private unaided Teacher Training Institutes	880
	Government D.Ed. Colleges	01
	Aided D.Ed. colleges	02
	Unaided D.Ed. colleges	39
Bachelor Degree in Education (B.Ed.)	College of Teacher Education (CTEs)	6
	Government B.Ed. college	1
	Private Colleges of Teacher Education (Private CTEs)	4
	Aided B.Ed. colleges	22+22 (new)
	Unaided B.Ed. colleges	375
	University B.Ed. colleges	02
	Government B.PEd. Colleges	01
Unaided B.PEd. colleges	04	
Master Degree in Education (M.Ed.)	CTE -(Regular university degree course)	1
	IASE -(Distance Education program conducted by Karnataka State Open University)	1

Figure 1.1: Institutions in Karnataka- Source:DSERT

focus by actively encouraging enrollment and taking interest in in-service teacher training programs in the state. RMSA continues to follow the tradition and works towards ensuring that school retention ratios do not fall and the quality of school education continues to be good. It also provides in-service training to secondary school teachers to build their capacity. The focus has been on content knowledge in various curricular subjects such as English and Kannada language, mathematics, science; topics related to changes occurring in the system such as NCF, 2005; RTE, 2009; and NPE, 1986 to enable teachers to develop States perspective and situate their work to ensure equitable quality education for all children.

At present, in Karnataka, more than 90 percent of teachers are trained before recruitment into the government system. In 2011-12, 45000 schools were covered under Nali-Kali including Urdu medium schools. In all DIETs, help line cells have been set up to assist teachers teaching through Nali Kali. In-service trainings are also given on issues of exclusion practices and inclusive policies. The state also works on gender sensitization, has Samanvya Shikshana to include Children with Special Needs (CWSN), and attempts to reach out to out of school children through residential school programs. Information, Communication and Technology(ICT) is also gaining increasing importance to make education process faster, easier and more interesting. Web based induction training programs for elementary school

teachers have been organised and given by DSERT to impart new skills in using internet, and other ICT skills to improve their professional skills to teach students. (Swamy and Geetha, 2012).

With the emphasis on universalising secondary education, CTEs have begun to get more attention and RMSA is playing an important role. Both CTEs and DIETs work with DSERT in Karnataka to provide in-service and pre-service training to prospective teachers. IASE has not been very active in providing academic inputs to education system in the state due to lack of funds and faculty. There are also private CTEs in the state whose functioning is perceived as below par. Private CTEs also suffer from lack of funds and faculty to function efficiently and lend their support for school system in the state.

These factors have led to a genuine need for a study to understand and strengthen the education resource centers in the state.

1.3 Need for the Study

A key problem in the present system of education is the inadequate preparation of and support to schools and teachers. The Sarva Siksha Abhiyan(SSA) as the vehicle for the RTE places the onus of school support and improvement on resource institutions. The creation of these Resource Institutions on a large scale throughout the country represents an ambitious effort to provide academic structures that support and improve the quality of education in schools. These structures need to be continually assessed to see if they are fulfilling their role effectively.

Despite the efforts by the state for strengthening and development of institutions in terms of capacity building for teachers and various programs and interventions, learning levels of students have not improved significantly. Proliferation of sub-standard and un-regulated schools in the private sector as well as Teacher Education Institutions (TEIs) has stressed the importance of maintaining a check on the quality of education in the state.

The earlier section brought out the need to strengthen existing education resource centers to meet the exceptional challenges for the school education system arising from the massive spatial and numerical expansion of schooling facilities at the elementary and secondary levels and the corresponding increase in the demand for teachers. (MHRD, 2011 pp.13).

Improving education resource centers is guided by several factors in the 12th Five Year Plan by MHRD (referred to as the 12th plan throughout this document). The integration of teacher education with overall education development in the States has been emphasized. Expanding the capacity of these institutions; addressing the

problem of untrained teachers; expanding the capacity of DIETs to cater to the needs of secondary education in the light of RMSA; linking elementary education with higher education system, and to develop and use mechanisms to monitor and implement schemes on physical and financial parameters with pre-defined outcomes of TEIs (ibid).

Based on the above , a study was envisaged by Karnataka Jnana Aayoga (KJA) aimed towards providing universal quality education in Karnataka. The study aims to enhance the quality of school education in Karnataka by focusing on Strengthening and empowering resource centers in the state.

In addition, Karnataka has a plan to take up accreditation of schools towards improvement of quality through the Karnataka State Quality Accreditation Council. Pilots are being planned through the DIETs with support from external agencies. This has implications on the role that these resource centers could be playing. The setting up of SISLEPM has readied the state to take up education leadership development programmes. Finally, the recommendations by the R. Govinda Committee regarding including Class 8 with HPS, converting PUC into higher secondary and the need to have graduate teachers as per RTE will not only be difficult¹ but also impact the role that the resource centers/institutions will be expected to play in the coming years.

1.4 Objectives of the Study

The study has the following aims as per the Terms of Reference:

1. Study of the present structure, functions and functioning of State Resource Centres - Department of State Education Research and Training (DSERT), District Institutes of Education and Training (DIETs), Colleges for Teacher education (CTE) and State Institute of School Leadership Education Planning and Management (SISLEPM).
2. Gap Analysis to understand the stated mandate or objectives and actual output or contributions being made by the above Resource Centers/ Institutions.
3. Evolve Change Management strategies to address the existing gaps.
4. Suggest a time-bound road map with Organizational Development perspective for strengthening and empowering the resource institutes. The road map should align with the vision envisaged in the RTE, NCF, NCFTE and MHRD guidelines from time to time.

¹<http://articles.timesofindia.indiatimes.com/2012-08-19/bangalore/33272097-1-primary-schools-unaided-schools-r-govinda-committee>

The Change management strategies need to evolve from an OD framework and domain that would be appropriate to the study. Hence, the following framework has been used to suggest the strategies.

- Vision/Objectives
- Structure
- Systems and activities
- People
- Inter-linkages
- Culture

The framework, it is expected, would provide a more holistic approach to organization development. It would help highlight interventions to strengthen Leadership and performance through a change in Structure, System and Process – built around the core of organizations - Culture.

1.5 Organization of the Chapters

The present chapter sets the context for the research undertaken giving national perspective and state scenario. It also highlights the need along with the rationale and objectives set forth for the study. The second chapter discusses the methodology for the study with a detailed discussion about the sampling and sample chosen for the study, methods and processes adopted for constructing the tools for data collection. The third chapter deals with analysis of data and a discussion of the findings derived from the analysis. It also includes a framework for data analysis, performance of institutions against the objectives, interpretation and findings from the study in term of identification of gaps and causes for such gaps. The fourth chapter gives recommendations that follow from analysis and findings of the study. The recommendations are explained mainly using organisational development framework with a view to develop each of these institutions along with time lines.

We have drawn from key national level documents like NCFTE(2009), NCF(2005), MHRD (12th plan), various reports published by NCERT and the documents published by the state and publicly available.

Chapter 2

Methodology for the Study

In the previous chapter, the context for the study was explained with the help of national level discussions and perspectives, scenario in Karnataka, the need, rationale and objectives for the study. In this chapter, the methodology used for the study is explained: sample and sampling process, construction of tools, framework for data analysis and inferences, discussions and feedback obtained from Mission Group on Teacher Development (MGTD).

Based on discussions with Karnataka Jnana Aayoga (KJA), a team was identified in April 2012 which comprised people with expertise in education policy, education research, educational management, leadership, organization development and change management. An initial discussion was held on 18th and 19th April, 2012 and then 11th and 12th May, 2012 with people from TISS, Center for Leadership and Management in Public Services (C-LAMPS), Akshara Foundation and Azim Premji Foundation. The meeting discussed various kinds of Organizational Development and Assessment frameworks and finally evolved one which would capture the essential characteristics of the institutions and give directions on how they could be restructured if required. This framework for analysis has been described in more detail on page 15.

2.1 Selection of Sample

Discussions were held with the State Project Director (SSA), Department of Education (GoK), Director of DSERT, and a team from Karnataka Jnana Ayoga to select and finalize the sample and the process of studying these institutions. Accordingly, institutions were selected based on DSERT, Director's suggestions on region wise representation covering all the four educational divisions of Karnataka

viz., Bangalore, Gulbarga, Mangalore and Mysore. Nearly one fourth of the number of DIETs, one third of the number of Government CTEs were found to be suitable sample size. As there was only one IASE, DSERT and SISLEPM, there was no need for following a sample selection procedure. The final sample was:

DIETs- 8- Bangalore (Rural), Ilkal, Mysore, Raichur, Kumta, Shimoga, Belgaum and Chamrajanagar.

CTEs- 2-Belgaum, Mangalore

IASE- 1- Bangalore (R.V. Teachers' College)

DSERT- 1-Bangalore

SISLEPM- 1- Dharwad.

2.2 Selection of Tools

The nature and scope of the objectives for the present research required the study of processes in education resource centers. It was decided that institutional processes could be studied by collecting the expressed opinions and perceptions, validating those opinions and perceptions through direct and indirect observation with the help of secondary data in the public domain and data collected through discussions. Semi-structured interview schedules, Unobtrusive observations and Focus Group Discussions (FGDs) were chosen to record the primary data and field notes. These have been appended separately.

In case of DIETs, CTEs, IASEs and SISLEPM, a duration of 2 days each for data collection was decided while In case of DSERT, as the scope and functions of institution is larger, 8 days were allotted to study and collect data.

2.3 Construction and Use of Tools

Steps undertaken to construct, use the tools and share findings may be detailed as follows.

2.3.1 Constructing the tools

April-May, 2012

State documents which were in the public domain such as DSERT website and national documents on MHRD's 12th five year plan and documents obtained from

institutions (DSERT, 2004; SISLEPM – GOK, 2011; MHRD, 2012) were studied to construct the tools.

It was observed that at times, the objectives given by the state were modified and prioritized by the institution and its members to address the current needs of the state and align them with the perceived capacity of the institution. Further, although the objectives given by the 12th plan are largely in line with those determined by the state, there is a sharper focus on the role each institution must play and higher thrust on flexibility and autonomy within the institutions as per the 12th plan. A comprehensive list of objectives was therefore drawn which included those stated by the government and those added or modified by the institution. Those objectives, norms and processes which were exclusively as per the 12th Five Year plan formed the basis of the Focus Group Discussions.

Questionnaires were then developed for each institution separately. Each questionnaire was semi-structured with open questions to allow the interviewer to probe into areas which could be useful for the study. A checklist was also added to make sure that data pertaining to key questions could be validated by requesting for official records and artifacts. Finally, an Unobtrusive Observation Data Report format was developed so that the interviewer could capture a more complete picture of the institution. All these formats are being submitted separately.

2.3.2 Piloting and Finalisation of Tools for Data Collection

May-June, 2012

The DIET tool was piloted in two DIETs to address diverse contexts, viz., Bangalore (urban) DIET and Tumkur DIET. Based on the feedback obtained from piloting in both DIETs, the tool was revised and finalised. CTE tool was piloted in CTE- Vijaya Teachers' College, Bangalore and finalised based on discussions and observations with the Principal. Since there is only one IASE, it was felt that the pilot might change the data collected later, so an indirect way of drawing the lessons from piloting the CTE tool was used. In the case of tool for data collection in DSERT, the tool was shared with the Director who helped ascertain the aptness of the tool to collect data. As in the case of IASE, there is only one SISLEPM, so the team went directly with the constructed tool to collect the data.

Tools for data collection for all institution were designed in such a way that interviewee and interviewer could discuss in a structured, yet explorative way so that the conversation leads to uncovering information regarding the processes within the institution, its challenges to achieve the objectives, and other relevant information.

For conducting FGDs in DIETs and CTEs, a note was prepared on the proposed restructuring according to 12th FY plan and shared among the members before the FGD or presented to them through power point presentations. The key points were sometimes explained briefly. A set of questions was prepared and used to guide the FGD. The duration was approximated to 2 hours. The pilot FGD held at Bangalore DIET (Rural) and the format and questions were found appropriate. For IASE, the data collection was using semi-structured questionnaire alone.

During the period of data collection, DSERT began the process of restructuring all the Teacher Education Institutions (TEIs) by holding series of workshops and inviting selected education functionaries from DIETs, CTEs and DSERT to discuss, plan and undertake the process of restructuring as per the MHRD12th five year plan. It provided the team a good opportunity to observe, participate, contribute and collect data about the readiness of all institutions including DSERT. These rich discussions, it was felt, were an extended form of FGD and hence conducting another FGD was considered redundant.

2.3.3 Data Collection

June-July, 2012

In the DIETs, four individual interviews were planned to be held with the faculty. Out of them, 2 senior lecturer, one from PSTE wing, one junior lecturer and the Principal were to be included. In the IASE, 4 of the 8 faculty were to be interviewed based on seniority and knowledge of IASE. In DSERT, discussions were planned to be held with director and JDPI. Interviews were to be conducted with two DDPIs and four SADPIs.

For an FGD, the group usually consisted of 7-10 members and included both who were interviewed and those who were not. The data collected from the institutions were filled in the questionnaire. Later, based on the interview response sheets and the unstructured observation data, the interviewers also filled a short summary format which analyzed and highlighted the key points during the visit.

Overall, more than 20 DIET faculty were interviewed with four DIET Principals in the 7 DIETs¹ which were visited. Six faculty were interviewed in the 2 CTEs visited. The visit to IASE led to interviews with 3 faculty and an interaction with the Principal. In DSERT, more than 10 officials were interviewed over a longer period of interaction and observation.² FGDs were conducted in all DIETs and CTEs.

¹Due to time constraints and scheduling, DIET Ilkal could not be visited

²The interviews at DSERT spread over a period of 8 days between 18th June and 30th June. In addition, the state level workshop on restructuring according to 12th plan was held during the same time.

2.3.4 Data Analysis

June-August, 2012 This study used the lens of Organisational Development (OD) and focuses on individual institutions in terms of understanding the objectives of the institution, institutional structure, its systems and activities, its people and the nature of networking and inter-linkages with other institutions and organisations. This analysis later fed into the plans for change management and took into account the state context and socio-cultural, political and economic contexts in which the resource institutions function in the state by capturing current functioning, readiness for 12th plan implementation, needs expressed by its people, and challenges in enabling these institutions to function effectively. The next chapter provides a more detailed description of the steps undertaken. As it might be noted, these discussions began during the phase of data collection as the data from various resource centers began to be gathered.

Meanwhile, meetings were held in the months of May, July, and August 2012 to present the progress of the work. These discussion held with MGTD helped to validate the work in progress on various aspects such as research design, process of collecting data and field work, analysis of data and findings and a road map in terms of recommendation for future action.

Several DIET lecturers, CTE lecturers, JDPIs and DDPIs from different districts attended. NGOs and independent researchers also participated in the planning process for restructuring. Hence, the data collected includes information collected from the workshop. Participating with various groups working on all institutions was found immensely helpful in validating the correctness of the information collected in all other institutions selected for the study as well as with respect to readiness for implementing 12th FY plan restructuring plans and processes.

Chapter 3

Data Analysis and Findings

3.1 Framework for Data Analysis

An Organisational Development (OD) approach was used as the focus to study and analyse the processes, and readiness for change within these centers. The forms were developed to capture all information which would help understand the state education resource centers from an OD lens. This lens was then used to analyse the data and suggest findings. This process for analysis of data and recommendations is the focus of this chapter and may be graphically represented is represented with the figure 3.1.

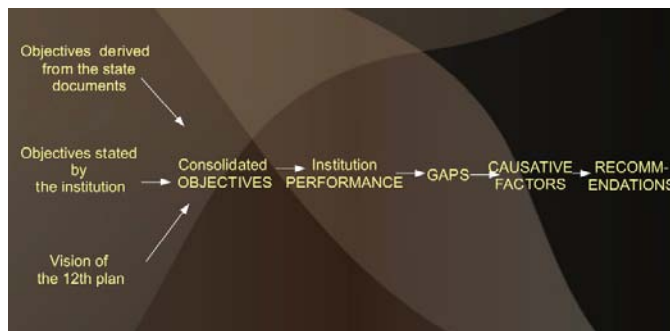


Figure 3.1: Process of Data Analysis and Study Adopted for the Study

1. The objectives for the centers were first consolidated from:
 - publicly available state documents,
 - those stated by the institution

- the vision of the 12th Five Year Plan recommendations proposed by the Ministry of Human Resource Development, Government of India.
- 2. Data was collected and analyzed to determine the performance of the centers. The questionnaires and the unobtrusive observation were more direct methods. Previous reports on the performance of these centers were studied to get a more comprehensive picture of these institutions.
- 3. The Performance of the centers was measured against the objectives arrived at earlier to arrive at Gaps.
- 4. The probable "Causative Factors" which led to these Gaps were identified. This involved a process of long discussions wherein the experience of the team with these institutions was consistently brought up to make sense of the data, the gaps and what could be leading to such gaps.
- 5. Finally, recommendations were made to address these Causative Factors and a process road map was suggested on how different stakeholders could work together to discuss these recommendations and implement them appropriately.

The study systematically examines the performance of the following State Education Resource Institutions/Centers:

1. District Institutes of Education and Training (DIETs)
2. Department of State Education Research and Training (DSERT)
3. College for Teacher Education (CTE)
4. Institute for Advanced Studies in Education (IASE)
5. State Institute of School Leadership Education Planning and Management (SISLEPM)

The next section is an institution-wise analysis of each of the five institutions. This analysis pertains to the institutions visited for data collection is not "necessarily" representative of all centers in the state. Also, any quantitative analysis and percentages mentioned during the analysis of data is only indicative and any conclusions from it have not been tested for validity or generalisations.

3.2 Institution-wise Analysis

As part of the presentation of such analysis, first the objectives of each institution are highlighted. This is followed by quotes gathered during the interviews

and the FGD with respect to each objective. These quotes and publicly available data and reports are then used to describe key findings. Finally, the key gaps and their causative factors are highlighted in a table at the end of analysis for each institution.

3.2.1 District Institutes of Education and Training (DIETs)

The vision of DIETs in Karnataka is to be

“an autonomous resource and research institution for enhancing the abilities of the learning community and developing educational leadership in the district”. (Vision statement prepared by DIETs during a joint exercise in June 2010)

The Objectives of DIETs in the State of Karnataka are:

- (a) Academic leadership for the district
- (b) Resource support at the grass-roots level for Universalisation of Elementary Education (and now Universalisation of Secondary Education as well) in the district
- (c) Create dedicated and competent teachers through pre-service and in-service education
- (d) Conduct district-specific research and studies, including action research
- (e) School improvement through assessment and support
- (f) School supervision through inspections
- (g) Supervision of D.Ed. (Diploma in Education) Colleges in the district

Observations on the performance

- (a) Role as an Academic Leader

The interviews and the FGDs brought forth the following perspectives from various DIET officials:

”DIET should be a resource centre...it involves team management, leadership and supervision. It also means looking into daily emails and clearing correspondence on day to day basis and clearing all the files on the table. For example, sharing tasks/work among the lecturers. On the basis of the capability of lecturers, 82 to 90 percent of academic work are given. There is very less time for academic work for the principal..Our work is about meeting of nodal officers..follow up of SSA training..Inspections of D.Ed

colleges...being part of D.Ed co-ordination committee...B.Ed. Colleges which has to monitored by DIET. DIET has to en-role students based on CET rankings and collect, distribute and conduct examinations for D.Ed and evaluate.”[-a DIET Principal]

”It would be useful to have a 5-year perspective plan for DIET, which should be constant and not change. Now the AWP that is done itself, constantly keeps changing in the course of the year, which is very problematic and hinders focus.”

”DIET work is very challenging and people who has the notions that DIETs are sleeping and not working, which is not true. DIET has lot of responsibility, many has not understood the system. ”

”... inter-linkage with CTE is good. We work together sometimes, when the need be, for trainings, etc., and use each other’s resource persons. There is a DRAC (District Resource Advisory Committee) for which the CTE Principal is the Chairman.”

”... Interaction among the different wings happens well here. As a practice here, it is ensured that lecturers are rotated among the different wings every year, and all lecturers have to interact with D.Ed. students and take some class, based on their topic of specialisation/interest.”

”Even though we have wings we work in groups. There are 5 blocks and 6 wings there are 6 nodal officers. Chamarajnagar block is divided into two as north and south as it a big block. Two nodal officer take these two parts. Hence all the six wings personnel are head of one block they are responsible in all the aspects to that particular block, whatever wings they are from. Hence work is shared.”

- (i) As an academic leader for primary education in the district, it was found that while all the 23 people interviewed in the DIETs studied were clear about their roles and responsibilities, there is **no explicitly articulated and shared academic vision for the district** that guided all educational activity.
- (ii) Academic leadership could be defined in terms of building a shared vision for the district and achieving clarity in the roles of resource persons, teachers, principals and community. It would translate into district-level, site-based support and effective mentoring and induction programs for new and existing teachers to improve their self efficacy, attitude, knowledge and skills. It would include efforts to continuously provide opportunities and context for educators to build their capacity, conducting educational discourses and discussions and promoting collaborative learning experiences. The **DIET task list is quite long** and is often taken as a representation of the vision of the institution. Besides, it perhaps leaves **very little time to reflect on it**. This also seems to frustrate DIET officials who are then perceived as not working hard

ಕ್ರ.ಸಂ	ಪ್ರಾಂಶುಪಾಲರ ಹೆಸರು	ಶಿಂಧ	ವರೆಗೆ
01	ಶ್ರೀ. ಬಿ. ಜಂದ್ರಶೇಖರ್ (ಆಧಾರ)	26-09-1994	04-01-1995
02	ಶ್ರೀ. ಜಮೀಲ್ ಅಹಮದ್.	05-01-1995	04-05-1995
03	ಶ್ರೀ. ಜಯಶಂಕರಮೂರ್ತಿ. ಹೆಚ್ ಎಸ್	05-05-1995	01-08-1996
04	ಶ್ರೀ. ಜಮೀಲ್ ಅಹಮದ್.	02-08-1996	15-09-1997
05	ಶ್ರೀಮತಿ. ಪಿ.ಸಿ.ವಿಮಲ.	16-09-1997	07-07-2000
06	ಶ್ರೀ. ದೇವಿಪ್ರಸಾದ್. (ಆಧಾರ)	08-07-2000	20-08-2000
07	ಶ್ರೀ ಜಮೀಲ್ ಅಹಮದ್	21-08-2000	28-02-2002
08	ಶ್ರೀ ಎಂ.ಎಂ.ರಮೇಶ್ (ಆಧಾರ)	01-03-2002	20-08-2002
09	ಶ್ರೀ ವಿ.ಎಸ್.ರಾಮಪ್ಪ	21-08-2002	31-07-2003
10	ಶ್ರೀಮತಿ ರಹಮತ್ ಉಸ್ತೀನಾ	01-08-2003	30-04-2007
11	ಶ್ರೀಮತಿ ಗುಲ್ಶಾಜ್ ಅದೀಬ.	03-05-2007	7-06-2010
12	ಶ್ರೀ ಚನ್ನಬಸಪ್ಪ.ಎಸ್.ಕೆ	7-06-2010	

Figure 3.2: List of Principals and their tenure at a DIET

enough.

- (iii) Further, the Perspective plan was supported, in principle, by most interviewees and during the FGD. The DIET officials suggested that **people need to stay longer in the DIET to make such plans work**, something which was usually not the case (see Figure 3.2)!
- (iv) However, although not explicitly mentioned by the interviewees, it was observed that there were cases where the institution was performing some of the functions of an academic leader. **Some of the DIETs were developing and nurturing active District Resource Groups** and forming inter-linkages with Universities and the Colleges of Teacher Edu-

cation. For instance, Mysore DIET works closely with University of Mysore, RIE, Mysore, CTE, Mysore as well as Chamarajnagar DRG (District Resource Group) and similarly, DIET Belgaum also works closely with the CTE.

- (v) In terms of its own work and using innovative methods, it was observed that **some of the DIETs had innovatively formed cross-functional teams** to address/work on a particular task/area. For example, a number of DIETs have formed teams consisting of representatives from different wings to support and monitor the implementation of the Nali-Kali programme in the district.
- (vi) However, there were **no examples of contextualisation in the activities of DIETs**, according to the district's specific issues and needs. Also, DIETs played **a minimal role in conducting or documenting educational discourses in the district** and encouraging public debate and engagement in current educational issues.

(b) As a Resource Center

Here are some responses from the interviews:

"In language text books lessons needs to be different for different regions so in text book preparation all region people should be involved. Each district has got their own resources.... DIET's role is to identify and utilize it. "

"CRPs and BRPs conduct most of the training programs. However, the academic support required to be given to them and enable them to plan the training programs is not sufficient as more time goes into logistic support etc. While most of the school related modules on content enrichment are dealt by ourselves, for general topics such as adolescent problems, etc.we call experts from outside. "

"We should develop district level modules. These can be developed by the teachers themselves with some support from us. The teachers can be the RPs. For some modules we need support from external resource persons. There are some areas in which we do not have expertise. For example, the Kishori training is for adolescent girls. We contacted a few NGOs that are working in this area for their guidance. The DIET can be developed as a resource centre. However, we need to support the BRCs to be developed as resource centres since teachers find it difficult to access the DIET because of distance."

"We have to play the role of administrative and as Resource persons. These two roles has to be played but some times becomes a challenge."

"...the existing RPs, though good, are few in number, and therefore, end up being over-burdened."

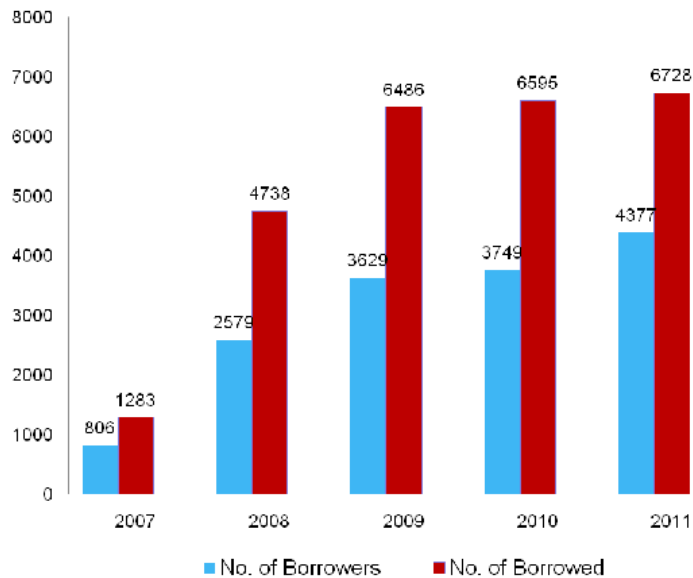


Figure 3.3: Usage pattern at DERC Chamrajanagar- Source:DERC

- (i) It was observed that the extent of **realisation of this objective differed from one DIET to another** and seemed to be highly dependent on the quality of leadership in a particular DIET, the number of faculty, the distance of the DIETs from the BRCs and the conceptualization of the resource center itself. Further, the DIET officials seem to be **playing the role of administrators and co-ordinators**.
- (ii) DIETs were found to meet the requirement of organising and making available translated materials and having a workable database of experts who could be called as Resource Persons.
- (iii) In terms of good exemplars, DIET, Shimoga has introduced several innovative programmes and also undertaken several research activities, with the help of University faculty, during the tenure of the present Principal. Also DIET Chamrajanagar has an active District Education Resource Center (DERC) which allows open access to students-teachers, teachers, teacher educators and other educators across the district. It also tracks the usage of the resource center (see figure 3.3). Interestingly, the idea of the resource center came during 2003-04 and” the initial concept note developed was widely shared, discussed and debated to make the concept practically feasible, locally relevant and inclusive of experiences of other experiments within and the outside the state: (from a presentation shared by the DERC).

(c) Conducting Pre-Service Teacher Education (PSTE) programs

Here are some responses from the interviews and the discussions about this aspect of DIET functioning:

”PSTE is the most important wing as it is directly linked to quality education in schools. PSTE wing is responsible in developing quality teachers. This responsibility of the wing keeps the faculty on constant alert because new horizons arises with new students.”

”I would like to make the D.Ed programme so effective, that there should be no need for repeated training at all!”

”There is no prescribed format to assess our course. The main indicators are students’ feedback. Coordinating Board members share their experiences of their visits to D.Ed colleges. This interaction with the DIET members who are part of the coordinating board gives an idea on the happenings in other colleges and in DIET-PSTE-D.Ed course....students have been directly exposed to the concept of practical experience in the field rather than teaching in the classrooms. All these are possible because of the fact that the Principal motivates the faculty to pursue new ideas and to think differently. I also try to share year plan with the D.Ed students and allows them to modify the plan”

”When PSTE team is not involved in the curriculum development/revision workshops the wing is deprived of the opportunity of sharing, learning and contributing in the large forum. Added to this the members who participate in different programmes do not share the new trend or discussion. Major concern is isolation of members from the dominant who are ignored by not even considering/asking the issues that need proper address by the core committees. Weak collaborative efforts has affected the team in not knowing important discussions and new dimensions.”

”Lecturers should be posted in the PSTE wing, according to their qualifications, specifically for each subject (English, Kannada, Mathematics, Science, Social Science, Physical Education and Computer Science). It should not be done randomly, as is being done currently. There is shortage of lecturers specialised in English and Computer Science in particular.”

”Work is vast, the schedule is tight, 40 days, practice teaching and 3 months theory, 2nd year is difficult and in first year three months of content inputs. The content and 42 practices lessons and 10 multigrade classes have done, students find it difficult to plan for 3 lessons, and they have problems in preparing TLM, practice teaching they do not get time to spend on quality and they go for meeting the target of classes and quality gets compromised.....”

- (i) The interviewees from the DIET considered **the PSTE wing as one of the most critical**. People working in the PSTE wing seemed quite ambitious and willing to make their program as one of the best in the district-

through greater participation and involvement. They were, however, aware of the immense work involved in such an endeavour - and had the feeling that **they were usually not involved in critical processes of the educational importance.**

- (ii) However, it was observed that there is **no process existing for periodic evaluation of the D.Ed. course**, in terms of curriculum, syllabus, or quality of teaching in the classroom. Further, there seems to be **an assumption that all faculty are equally capable of teaching any subject** in the D.Ed. course which may not necessarily be correct.
- (iii) An important aspect of the D.Ed. course is the practice sessions. It was found that DIET faculty find it **difficult to provide adequate mentoring to student teachers** during this stage. This is partly due to inadequate funds provided to Teacher Educators for travel to such institutions and partly due to the lack of mentoring support that needs to be given to Teacher Educators to help them understand effective mentoring.

(d) In-service Training in DIETs

Here are some responses from the interviews:

”Training package are given from DSERT and SSA, no new initiatives....training program planned at B.R. Hills. Instead of thinking of quality in the training program; more time was given to financial part – adjusting the allotted money for TA/DA, Accommodation Food and Resource persons fees.”

”We conduct trainings on topics such as Micro teaching, Action Research, Lesson Planning, Hard Spots in various subjects, NCFTE, RtE, Nali-Kali, etc., for concerned lecturers and representatives from each college. About 10-15 days of training is conducted in a year, with the help of the State funds. The norm is an extremely nominal amount of Rs. 20/- per day per person.”

”SSA trainings: everything prescribed from the top; so nothing to design...”

”There is no proper planning done for training. Therefore, a lot of unnecessary trainings end up being given, even when there is no actual need. The particular training needs of teachers are not being able to be identified. The process of need analysis, as it is done currently, is not done systematically/scientifically. It is done randomly and based just on an overall perception. It should be streamlined and done like a focussed research..”

”.....there is no time to follow-up in the classroom to see effectiveness of the training.”

”The priorities on top are constantly changing. As a result, there are numerous new schemes coming in and different trainings that are sup-

posed to be given. Consequently, there is no time or focus given to proper follow-up of any programme done. Therefore, implementation is not effective, in spite of a lot of money being poured into training....Currently, all directions about topics, number of days, etc. are fed from the top. While some of the topics suggested are good, many times, they are not necessary or relevant for a particular district. The training needs of teachers that we collect from the CRCs and BRCs, and include in our AWP, then gets sidelined.”

- (i) Providing periodic training to teachers working in all government schools in the district is the responsibility of DIETs. These in-service training programmes are usually implemented in a cascade model, through a team of master resource persons. It was found that the trainings are organised efficiently and the coverage is wide. However, DIETs have very little autonomy in deciding the areas and content of training. **Their basic role is in organising and co-ordinating the training programmes.**
 - (ii) It was found that training needs are assessed based on informal interactions and usually not a structured process or research – often such trainings being mandated by SSA (Sarva Shiksha Abhiyan) or RMSA (Rashtriya Madhyamik Shiksha Abhiyan). While a Quality Monitoring Tool exists which is filled in by the CRPs, it is used more as a tool for reporting, rather than for Training Needs Analysis. The analysis it seems is done by SSA or DSERT without the involvement of the DIETs.
 - (iii) Implementation of training is focussed on meeting targets in terms of number of persons trained, and the set target of every teacher in the district getting 20 days of training. The actual needs of a teacher getting addressed through the trainings often ends up getting lower preference. Further content for **only 2 out of these 20 days of training are left to the DIET’s discretion.**
 - (iv) Although there exists a process to decide training needs and conduct training programs (see Figure 3.4 on page 25) but usually such needs are not looked into when the training programs are being designed from the top.
 - (v) It was observed that while feedback is collected from participants after the training, there is **no system for using the same to influence and guide future trainings** that are organised, or take necessary action, based on the feedback. Follow-ups after trainings and indicators to evaluate the quality of training given were found to be absent.
- (e) DIET as a research center
- When talking about research, this is what emerged from the interviews:

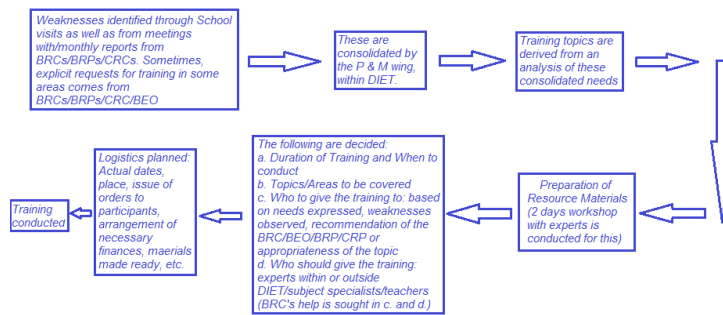


Figure 3.4: Analyzing training needs-a DIET lecturer’s perspective

”The DIET took up a multi-centric study to understand the cluster level sharing meeting and the perception of the stakeholders...and we mainly impart trainings to Master Resource Persons with regard to action research.”

”We did 3rd , 5th and 7th standard baseline survey – to understand the competency of the children.”

”There is no fund allocated for Action Research by teachers. This is a problem, as we are therefore not able to encourage teachers to take up research.”

”As part of research we have a news letter publication – Koustuba magazine. This work is being done by the higher order and not voluntarily.”

”Reports of Action Researches go only to higher ups and not the people below who really need them. To disseminate the results to lower levels such as BRPs etc. is very important. ”

”There is no proper mechanism in place for sharing researches done with other DIETs or with DSERT. We present a research in DSERT, only if and when DSERT invites us to. Action researches done are shared with teachers in the cluster level meetings.”

”Action research are happening but capability of the staffs needs to be updated.”

”Teachers are conducting action research but there is no speciality in it. Without any plan they conduct the research activities.”

- (i) As an apex institution in the district to provide academic guidance, support, direction and leadership to schools and teachers, research is a vital activity that DIETs are expected to engage in. It was observed that **action research is the most-mentioned form of research** being done by the DIETs which were visited.
- (ii) Training and guidance on action research is usually given by DIETs to teachers in schools, who are encouraged to undertake action research. However,

their own research projects seem to be lagging behind, because of lack of funds, poor conceptualization and lack of autonomy in deciding topics and areas of research. Focus on research of any other kind, including evaluation/impact studies, were found to be largely absent. Also, such research is rarely made available to institutions within the district.

(f) Inspections of schools and colleges

Here are some responses from the interviews:

”We have to visit a minimum of 20 schools per month for every lecturer..and inspect a minimum of 20 per year for every team.”

”We visit schools, understand educational level of children and teacher. (tour programme) and tour diary please see. So we go the schools and check they if children learnt maths or not - school inspections, we do it....school visit we follow and fill the format and share.”

”School visits....they help in identifying gaps for subsequent training, and for giving guidance for problems that they express. In school visits, the DIET faculty are respected more by teachers, since they go with the intention of giving guidance/supporting and not to inspect/reprimand/take any negative action.”

”Difference in school visit : school personnel take EO,BRP,CRP seriously than DIET lecturers. The status of DIET lecturer is low comparative to other supportive mechanism.”

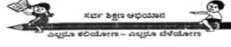
”There are no vehicles available to us for school visits. We have to travel long distances so we are unabel to spend too much qualitative time in the school.”

Such inspections are conducted by DIET faculty in an elaborate manner, with systematic though not really reflective formats (see Figure 3.5 on page 27) developed to guide and record the same. The visit comprises observing the classroom sessions and providing feedback to the teachers. While comprehensive reports are generated based on this- usually to be sent higher up the hierarchy, there was a lacuna observed in necessary follow-up action to ensure school improvement/development. Further, the **DIET faculty feels that they are not respected and listened to, during such inspections.**

(g) Supervision of D.Ed. (Diploma in Education) Colleges

Here are some responses from the interviews:

”The private D.Ed colleges are facing the problems of faculty turnover and the minimal staffs those are in the colleges are also shared to the other sections like primary and high school as per the management orders. So the quality of the teaching is not good in the private colleges when compare to DIET. ”



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KARNATAKA GOVT

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ಶಾಲೆಯ ಹೆಸರು/ವಿಳಾಸ: _____ ಶಾಲೆಯ ಮುಖ್ಯಸ್ಥನ/ವಿಳಾಸ: _____

ಸಂದರ್ಶನದ ದಿನಾಂಕ: _____

<ul style="list-style-type: none"> • ಹಿಂದಿನ ಸಂದರ್ಶನದ ಅವಧಿಯಲ್ಲಿ ನೀಡಿದ ಸಲಹೆಗಳ ಅನುಷ್ಠಾನವನ್ನು ವಿವರ ಹಾಗೂ ನೀಡಿದ ಸಲಹೆ. 	
<ul style="list-style-type: none"> • ಶಾಲೆಯ ಅವರಣ, ತರಗತಿ ಕೋಣೆಗಳು, ಕುಡಿಯುವ ನೀರು, ಶೌಚಾಲಯ, ಆಡುಗೆ ಕೋಣೆ ಇವುಗಳ ಸ್ವಚ್ಛತೆ ಮತ್ತು ಬಳಕೆಯ ಕುರಿತು. 	
<ul style="list-style-type: none"> • ಶಾಲೆಯಲ್ಲಿ ಇರುವ ಸೌಲಭ್ಯಗಳಾದ ಗ್ರಂಥಾಲಯ, ಗಣಕ (ಯಂತ್ರಗಳು, ಟಿ.ವಿ, ರೇಡಿಯೋ, ವಿಜ್ಞಾನ ಉಪಕರಣಗಳು, ಕ್ರೀಡೆ ಮತ್ತು ಸಂಗೀತಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಉಪಕರಣಗಳ ಸುತ್ತಿ ಮತ್ತು ಬಳಕೆಯ ಕುರಿತು. 	
<ul style="list-style-type: none"> • ಶಾಲಾ ಪಂಚದಲ್ಲಿ ಮತ್ತು ಕ್ಲಸ್ಟರ್ ಪಂಚದಲ್ಲಿ ಸಹವೃದ್ಧ ಚಟುವಟಿಕೆಯ ಸಂಘಟನೆ ಮತ್ತು ಭಾಗವಹಿಸುವಿಕೆ ಕುರಿತು. 	
<ul style="list-style-type: none"> • ಮಕ್ಕಳ ದಾಖಲಾತಿ, ಹಾಜರಾತಿ, ಮಕ್ಕಳ ಕಲಿಕೆ, ಗೈರುಹಾಜರಿ ಮತ್ತು ಈ ಕುರಿತು ಅಧ್ಯಾಪಕರು ಮತ್ತು ಎಸ್.ಡಿ.ಎಂ.ಸಿ.ಯವರು ಕೈಗೊಂಡಿರುವ ಕ್ರಮಗಳು. ಅಧ್ಯಾಪಕರ ಹಾಜರಾತಿ ಕುರಿತು ಎಸ್.ಡಿ.ಎಂ.ಸಿ.ಯವರು ನಡೆಸಿದ ಕ್ರಮಗಳು. 	
<ul style="list-style-type: none"> • ಪ್ಲಾನಲ್ ಡೋರ್ಸ್, ತರಗತಿಗೊಂದು ಕೆಲಸೋತ್ಪನ್ನ, ಮಕ್ಕಳ ಅಭಿವ್ಯಕ್ತಿಗೆ ಕಲ್ಪಿಸಿರುವ ಅವಕಾಶಗಳ ಅವಲೋಕನ/ಹಿಮ್ಮಾಟಿ. 	
<ul style="list-style-type: none"> • ಅಧ್ಯಾಪಕರು/ವಿದ್ಯಾರ್ಥಿಗಳು ತಯಾರಿಸಿರುವ ಕಲಿಕಾ-ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು ಮತ್ತು ಅವುಗಳ ಬಳಕೆ. 	
<ul style="list-style-type: none"> • ಮುಖ್ಯಸ್ಥನ/ವಿಳಾಸಿಯರು ನಡೆಸುತ್ತಿರುವ ತ್ರೈಮಾಸಿಕ ಮೇಲ್ಮಾಪನ, (ವ್ಯವಸ್ಥೆಯ ವಿಳಿ-ಶೇಕೆಯಲ್ಲಿನ ಹಿರಿಯ ಅಧಿಕಾರಿ/ಮೇಲ್ಮಾಪಕರು ಈ ಮಾಹಿತಿಯನ್ನು ಅವಲೋಕಿಸಿ ಹಿಮ್ಮಾಟಿ ನೀಡಬೇಕು). 	
<ul style="list-style-type: none"> ✓ ಸಹೋಪಾಧ್ಯಾಯರ ತರಗತಿ ಸಿದ್ಧತೆ. 	
<ul style="list-style-type: none"> ✓ ಸಹೋಪಾಧ್ಯಾಯರು ನಡೆಸುತ್ತಿರುವ ಮೌಲ್ಯಮಾಪನ ಮತ್ತು ನೀಡುತ್ತಿರುವ ಹಿಮ್ಮಾಟಿ. 	
<ul style="list-style-type: none"> ✓ ತಿಂಗಳೊಮ್ಮೆ ಎಲ್ಲಾ ತರಗತಿಗಳಿಗೆ ಭೇಟಿ ಮಾಡಿ ಮಕ್ಕಳ ಕಲಿಕೆಯ ಪ್ರಗತಿ ಪರಿಶೀಲನೆ ಮತ್ತು ನೀಡಲಾದ ಹಿಮ್ಮಾಟಿ. 	
<ul style="list-style-type: none"> ✓ ತಿಂಗಳೊಮ್ಮೆ ಅಧ್ಯಾಪಕರ ಪಾಠ ವಿಶ್ಲೇಷಣೆ ಮಾಡಿ ನೀಡಿದ ಹಿಮ್ಮಾಟಿ. 	

Figure 3.5: School Inspection format does not promote reflection

”We visit D.Ed colleges as coordination committee members, mostly administrative work.”

”D.Ed college visit – do not have any knowledge or orientation for this job.”

”The quality of some of the private D.Ed. colleges is very poor in terms of facilities, faculty, etc. The fees are not put to the right use. DIET reports such cases for proper action and closure of the college sometimes, to DSERT. However, DSERT is very slow in taking action. There is also a lot of political interference as well which comes in the way of taking appropriate timely action.”

- (i) The faculty visit and inspect these institutions through a Co-ordination Board structure, consisting of one senior lecturer, two lecturers, one clerk and one aided-college Principal. They do a comprehensive evaluation of the infrastructure, the faculty, classroom teaching, Teaching-Learning Materials (TLMs), and performance of students.
- (ii) Such inspections tend to be oriented towards the aesthetics of teaching and the materials prepared. The DIET faculty also expressed that do not really have a specific orientation for such visits.
- (iii) They pointed out the presence of pressure or systemic issues which they feel subverts their work.

These key findings were discussed to identify the Gaps in performance of the DIETs. The table 3.1 on page 29 describes these Key Gaps and presents a list of Causative Factors which could be responsible for them.

3.2.2 Department of State Education Research and Training

The Department of State Educational Research and Training (DSERT) is the academic wing of the Department of Public Instruction. It aims at providing academic leadership in school education as well as improving the quality of education provided in primary and secondary schools in the State.

DSERT consists of two main wings, Teacher Education and Education technology headed by DDPIs. Within teacher education wing, separate sub wings such as DIET and CTE, Education and Vocational Guidance (EVG), School Education Evaluation Unit (SEEU), National Talent Search Examination (NTSE), SSA, NPEP and PE. In Education Technology wing, there are 6 wings. In the organogram of DSERT, Director heads the institution. Under him there are 1 JDPI, 2 DDPIs, and 13 SADPIs.

The Objectives of DSERT are:

Key Gaps	Key Causative Factors
<ol style="list-style-type: none"> 1. Training Needs Analysis is highly person-dependent and unsystematic. 2. Inadequate evaluation, follow-up and support on classroom processes as well as learning outcomes after training secondary school teachers 3. Mismatch in the schedule of in-service training programmes planned and the school calendar 4. Absence of a database of high school teachers in the district and the trainings they have received: same teacher receiving multiple trainings 5. Development of very few context-specific secondary school teachers' handbooks and training modules 6. Few research studies done on issue related to secondary school education. 7. School inspections are not usually thought through in DIET work. They are often looked at as visits to improve teaching in the classroom. No systematic follow-up on feedback given 	<p>Inadequate inter-linkages with the University and IASE</p> <p>Limited exposure of faculty to different research paradigms and methodology</p> <p>Absence of a Training Management System</p> <p>Shortage of faculty with specific subject competence, especially Science and Mathematics</p> <p>Existence of an organisation culture that highly regards hierarchical lines of control and where action is extremely dependent on decision and directions from 'above'</p> <p>Lack of autonomy and funding to design and conduct context-specific training programmes</p> <p>Poor conceptualization of school visits and inspection</p>

Table 3.1: DIET: Analysis of Performance

1. To provide academic leadership for school education in the State
2. To achieve qualitative improvement in school education through innovative programs
3. To strengthen pre-service and in-service teacher training, including action research
4. To undertake academic reforms in the light of policy changes by the state
5. To co-ordinate at the state level, schemes of various state, central and international agencies – NCERT (National Council of Educational Research and Training), NUEPA (National University of Educational Planning and Administration), UNICEF (United Nations Children’s Fund), SSA, RIE (Regional Institute of Education, Mysore), IISc (Indian Institute of Science) and so on.
6. To undertake projects in the field of education in collaboration with various agencies working in the field of education including NGOs.
7. To administer teacher education in the State
8. To conduct research and studies to enhance the quality of teaching-learning process
9. To act as a nodal agency in providing in-service training to both primary and secondary school teachers
10. To improve teaching-learning processes through ICT (Information Communication Technology)

Observations on Performance

1. Academic Leadership

This is what the interviewees shared about Academic leadership of DSERT:

”We are engaged in syllabus formation and revision, give in-service training, prepares modules, etc., - all this is academic...”

”“we are doing academic work only– writing modules for training, giving training to teachers, syllabus revision, curriculum revision, conducting NTSE exams, etc”.

“Even though what we do is more of co-ordinating work for academic activity, it is also academics and not administration. We should know what to chose, whom to identify as experts to do the right work, to articulate the work happening among different groups, etc. Our work is also administrative”.

“University research is very narrow for example “Relationship between teacher motivation to teach science classes and student participation. We have larger problems to address which when taken care, will

allow classroom processes to take place smoothly. They are far removed from the reality. While tackling such things and yet making educational process happen is the challenge in front of us today”

”In DSERT, co-ordinating for academic activities is going on. We should not be depending on them (experts from outside the system) fully. We can take them for giving suggestions, feedback, etc. Our people from within the department must carry out these works”. For example, in developing D.Ed. curriculum DSERT is only co-ordinating the activity and it is being given to outside experts”

”The knowledge sharing is in the form of cluster sharing meetings for school teachers; in DIETs it is usually in the form of discussions with principal and rest of the staff. Sometimes, when there are exhibitions in the districts on entire work of the districts, it will be flex, charts, documents, etc.”

”There is no direct role of DSERT with respect to school effectiveness. Rather it is for DIETs to play a direct role. In this regard, DSERT acts more like a implementing body using cascade model ...”

- (i) Conceptualisation of academic leadership was limited and was found to be largely understood as co-ordination, administration, and conduct of academic program. There was also a need felt to be totally dependent within the DSERT for all the work.
- (ii) Also, the meaning and kind of research projects conceptualized for DSERT was perceived as different from those done by the university. There were also **no forums created by DSERT for regular educational dialogues, debates and discussions.**
- (iii) There are no attempts to capture and review the academic discussions being held at the CRP offices or by the teachers. **The role of DSERT is seen by some as far removed from that of improving quality in schools.** This might seem strange since the textbooks are developed by the DSERT as per an exhaustive process.¹

2. Teacher Professional Development

Some of the comments pertaining to this area were:

”Every year, the need is collected using bottom up approach – CRPs collect the needs from teachers and in turn share it with BRPs and BRPs in

¹For the development of a textbook for each subject under each class, a committee consisting of 1 Chairperson (Experts from the Universities), 5 Writers (Classroom Teachers), 1 Scrutinizer (College Lecturers) and 1 Artist is formed. A first-cut of the textbook is usually developed over 5 to 6 sittings, one each month at DSERT, where the committee meets up. This is then sent to DIETs and CTEs for review by a team of practising teachers, educational experts and interested parents. Feedback from them is incorporated by the team, and then sent to the State Editorial Board, comprised of 2 to 3 experts (a combination of teachers and writers) for each subject.

turn give it to DDPI, DIET. Likewise needs collected for the entire district is studied and consolidated.”

”Training designed is uniform across the four divisions. No contextualisation happens.”

”Assessment of the effectiveness of these training is not usually taken up in a scientific way. The feedback generally is a weak process of seeking opinion. ”

”There is no specific formal process for feedback on trainings.”

”There are no forums for teachers to come together for their professional development...”

- (i) DSERT has encouraged teachers to pursue higher studies by sponsoring the same. It was gathered that 278 teachers, in total, have availed of this opportunity.
- (ii) In the area of pre-service training, DSERT has initiated revision of the D.Ed. course curriculum, in line with the NCF 2005 (National Curriculum Framework) and NCFTE (National Curriculum Framework for Teacher Education). This is due for completion by September this year. The needs of the teachers are collected using a bottoms-up approach which is later used to design training programs. However, these programs follow a **one-size-fits all approach**. Further, there is no assessment of trainings and **no structured feedback mechanism to flow back into training design**.

3. Co-ordination of schemes

- (i) Interactions with DSERT officials, in the course of the study, clearly reflected **adeptness and comfort of the institution in undertaking co-ordination and administrative management of programs** mandated to them. Funds are managed very systematically, in accordance with the specified norms and necessary reports sent on time.
- (ii) It was observed that programmes are undertaken by DSERT usually upon directions from higher authorities - Department of Public Instruction or Central government. Very Few new and innovative programmes seem to have been initiated by DSERT in the last five years.
- (iii) DSERT has been installing computers in schools. Around 7500 high schools have been covered in three phases under the program called Mahiti Sindhu. It is being implemented in PPP mode collaborating with EDUCOM and NIIT.

4. Inter-linkages with Non-governmental organisations as well as Universities

The discussions brought out the following perspectives:

”These collaborations are usually based on MOUs except in case of government assignments wherein MHRD, NCERT, NUEPA are involved. Major challenge is that it is not possible to strictly adhere to agreed upon conditions in MoUs. All these collaborations are time bound. ”

”Usually technology wing collaborates with agencies outside and works to implement programs having to use technology extensively.”

”We do training, monitoring the fund flow, administration, and curriculum development for preservice training for teachers at D.Ed level.”

- (i) It is a key state-level function to initiate, facilitate and spearhead collaborations for academic development. However, such collaborations were few and mostly with the Technology wing.
- (ii) There are few research projects which have spanned across institutions. While DSERT has allowed external organisations to conduct research and evaluation studies on their programmes, there was **less focus and support provided towards building in-house subject-matter expertise and directly undertaking academic activities.**

5. Academic Review

The observations revealed that DSERT regularly conducts academic reviews of educational institutions in the State (schools, D.Ed. colleges, etc.). However, the understanding of what is ‘academic’ is limited to checking Lesson Plans, presence of ‘good-looking’ Teaching-Learning Materials (TLMs), etc.

6. Nodal ICT agency

The conceptualisation of education technology is largely restricted to the use of computers. This has prompted DSERT to ensure that computers are provided to all government educational institutions, including schools, in the State. However, corresponding efforts to build teachers’ capacities to use the same and its integration in the classroom to improve teaching-learning processes, are not present.

These key findings were discussed to identify the Gaps in performance of the DSERT. The table 3.2 describes these Key Gaps and presents a list of Causative Factors which could be responsible for them.

Key Gaps	Key Causative Factors
<p>1. DSERT largely performs the role of an administrative authority in the State, instead of that of an academic leader. Consequently, there is only limited focus given to monitor and guide the academic role being played by DIETs and CTEs at the district-level, throughout the State.</p> <p>2. There are few mechanisms in place, neither in the structure nor processes within DSERT, to directly understand schooling processes and classroom interactions and issues, both contextual and otherwise.</p> <p>3. Few instances of DSERT having undertaken new and innovative projects linked to development and progress in school education.</p> <p>4. Absence of in-house evaluation or research studies having been undertaken directly by DSERT faculty. DSERT's role has largely been limited to, at the most, organising and managing studies undertaken by outside agencies.</p>	<p>Most faculty in DSERT perceive their role as administrative officials for the implementation of pre-planned and prescribed programmes, rather than as academic leaders who initiate and guide academic development in school education in the State.</p> <p>Faculty are not sufficiently exposed to new possibilities and innovations/best practices in the field of school education and academic development. This constrains their imagination and limits initiative and drive/motivation necessary to take on new challenges.</p> <p>Limited availability of resources and facilities.</p> <p>Little administrative support is provided to faculty. This hinders their engagement in academic activities and leaves them with almost no choice but to spend most of their valuable time and energy in administrative and managerial activity.</p>
<i>continued on next page</i>	

Key Gaps	Key Causative Factors
<p>5. Inter-linkages with other organisations/institutions are largely hierarchical, based on reporting structures, or involve flow of data. They are usually not collaborative or initiated by the institution towards ensuring more effective development of school education in the State. DSERT and CTE work as per the guidelines and instructions from DSERT communicated through circulars.</p> <p>6. Limited initiatives in the field of ICT, leaving the immense potential of ICT, to facilitate advancement in teaching-learning processes, largely unexplored.</p>	<p>Existence of an organisation culture that highly regards hierarchical lines of control and where action is extremely dependent on decision and directions from 'above'.</p> <p>There is overlap and clash in the roles and responsibilities of DSERT with those of SSA as well as SISLEPM. Many of the works that were being performed by DSERT some time ago such as decision making in terms of deciding the course content for in-service programs, teacher need analysis, and such other matters are largely handled by SSA in the recent times.</p>

Table 3.2: DSERT: Analysis of Performance

3.2.3 College for Teacher Education (CTE)

There are six government Colleges for Teacher Education (CTEs) in Karnataka, spread across four divisions of the State, namely, Mysore, Mangalore, Gulbarga and Bangalore. Their primary responsibility is to provide pre-service as well as in-service training and support to secondary school teachers in the region.

The Objectives of CTEs are:

1. To strengthen pre-service and in-service teacher education/training for secondary schools
2. To provide resource support to secondary school teachers

3. To prepare context-specific secondary school teacher hand-books and training modules for quality training
4. To evaluate training programmes on classroom processes and learning outcomes
5. To conduct research on issues linked to secondary school education

Observations on the performance

1. Pre-service training for secondary school teachers

Here is what was shared during the interviews:

”Curriculum and Syllabus is designed by the University. CTE has absolutely no say in this. After it is all done, CTE faculty are called for orientation about it.... No academic/course inspection is done by anyone. There are occasional, random visits by the DSERT Director/Commissioner. But not systematic and usually far and few. Only a financial audit happens annually.”

”The university decides the curriculum. They call one of our faculty after the curriculum and syllabus for a feedback . But it is not serious about it. They sometimes call teachers from pvt B.Ed colleges for deciding curriculum and syllabus.”

”...Only a small number of persons truly interested in teaching come here.”

”University does not involve CTE lecturers. We find lot of lacunae and bring it to the notice of the Principal. Voluntarily we bring changes in the classroom though it is not prescribed example: revised Blooms Taxonomy”

- (i) The role of CTE faculty in designing the syllabus and curriculum is **limited to providing feedback which the University may choose to incorporate**. Despite that, there were examples of **innovatively adding changes to the curriculum** during its transaction in the classroom.
- (ii) Also, there is no recognizable efforts to inspect and improve quality of the courses being taught. **The CTE faculty often felt left out within the system.**

2. In-service training for secondary school teachers

Here is what emerged during the discussions:

”To design the program for the 270 Govt and Aided school teachers....We share the design with the Principal and all the staff members, then we assign blocks and responsibilities to team members...we meet

with BEOs and BRCs to share the timetable and discussion on deputation...and then conduct the training programme as per the resource book and work book given during state training with some downloaded clippings from envid.com)....”

”We are now planning on merging of blocks considering the number of teachers and geographical area.”

”Well...for needs-analysis ,most of the times, we ask the teachers orally when we go to schools.”

”We call them (resource persons) and meet for a day and work on the design, schedule etc. It is not very difficult.....All this is directed by DSERT. ”

”Nothing formal (for feedback). We ask them when we go to schools. There is no formal process for evaluating. ”

”A team of 15 teachers developed a ‘Training Module’ for science centres (1 high school per MLA constituency) . This activity involved 10 interaction days (1+3+3+2+1). Only TA and DA was provided. There was no provision for honorarium. Materials for Chaitanya Maths and Chaitanya English were developed. In 2009-2010 Question bank for Maths and Science was prepared...”

- (i) Hence, there are **no formal structures or system in place for the needs analysis or for getting formal feedback**. It can also be inferred that post-training visits to schools, for follow-up and necessary teacher support might have been useful if it were frequent. However, under the present system, the faculty are only able to go to the same school once a year, hence follow up is difficult.
- (ii) The training system is driven from the top and is perceived as easy - often a short one day affair. This is unlikely to be enough to plan for a new topic in significant depth. The number of such design projects is extremely limited (say, once a year) as compared to the geographical area and number of teachers which the CTE is supposed to be accountable for.

3. Resource support to secondary school teachers

The CTE faculty shared the following points:

”There is no existing database in CTE of high school teachers in the district. No record is kept about who receives what training. As a result, many-a-time, overlap occurs and the same teacher may be getting much training, while another teacher may not be receiving any. There is need for a good database management system.”

”...guiding school teachers in their classroom activity, guiding them in case they want to do action research.”

”At CTE, training was given to DIET faculty and secondary school teachers on Action Research.”

”Teachers require constant help for their doubts in subjects, computer training . We should be able to help them on a day to day basis for their problems, doubts etc. We should not have too many training for them.”

”We help teachers In selecting a topic. Look at their questionnaires, give suggestions help them in analysis and in writing. Analysis is easy as we do not use complex statistical methods...”

CTE faculty develop context-specific secondary teachers’ hand-books and question banks. While there have been instances of having developed TLMs as well, in most cases, these are prepared and readily provided by DSERT. It was also gathered that **training modules are usually prescribed and provided by DSERT**. The role of CTE faculty is therefore usually limited to dispensing the training. This has limited their exposure to designing training modules.

4. School visits

This is what the faculty shared during the interviews:

”I have to visit. 20 schools in a month. And five schools per year for evaluation with a team . Both do not happen as planned as the schools are too far we do not have transport facility, pre service related work as well as in service training. In fact we hardly do follow up visits after a training. Some remote schools are barely visited...”

”Only Principal and Readers visit schools. Lecturers do not visit schools...”

”School visits are only a secondary objective; main objective in CTE is PSTE.... 20 primary and high schools per month + 5 CRC/BRC per month are to be visited.... Aspects such as how teaching and learning is happening is observed. Guidance is given to teachers if need be. The visit is purely for academic purpose. (eg., how effectively Nali-Kali is being implemented is observed). This Visit Report is given to the Principal. It is not fed higher up to anyone from there. Each lecturer is responsible for one taluk. Perhaps, one lecturer should be given the responsibility to cover about 15 schools over a period of 6 months. This lessens the burden of school visits while ensuring that all faculty do not lose touch with field realities. Too many visits by too many people is also disturbing to the teachers and comes in the way of their classroom teaching. It would be annoying for them to be constantly observed and told what/how to teach and not to teach.”

During the study, it was noted that about 4 of the 6 faculty interviewed, **felt that regular visits to schools is not mandatory for CTE faculty**. The prescribed guideline of having to do 20 school visits in a month was viewed as a secondary responsibility, which was done only if time was available,

after fulfilling their perceived primary responsibility of pre- and in-service teacher training.

5. Research

”Doing Research is not compulsory for faculty. Sometimes there is a directive from DSERT to do research and specific funding for it is given. It is mostly only then that research is undertaken by faculty. For example, Last year a study was done on Implementation of Nali-Kali in the district and Use of laboratories in high schools. These research reports are submitted to DSERT, but no follow-up is done...”

”We know about action research but do not have capacity for carrying out a full fledged research. We need capacity building in this. Many staff want to do Phd but whom should they go to for help. There should be incentive for research...”

”...Teachers take up Action Research. In the span of 3 months for AR a couple of clarification meetings are conducted. However there is no record of the topics or report in the form of findings.”

- (i) The responses pointed out that this research is usually **limited to Action Research**.
- (ii) However, not all faculty are involved in this process. It was also noted that there have been very few research studies undertaken by CTE faculty themselves. The few research studies done were mostly small evaluation studies looking at areas such as computer education or use of science laboratories, etc., in a limited sample. 5 of the 6 CTE faculty interviewed perceived a lack of the necessary knowledge, skills and capacities to undertake research.

These key findings were discussed to identify the Gaps in performance of the CTE. Table 3.3 describes these Key Gaps and presents a list of Causative Factors which could be responsible for them.

Key Gaps	Key Causative Factors
1. Informal process of Training Needs Analysis makes it highly person-dependent, and therefore unsystematic.	Absence of a Training Management System.
<i>continued on next page</i>	

Key Gaps	Key Causative Factors
2. Inadequate evaluation, follow-up and support post training that is conducted for secondary school teachers.	Poor conceptualization of school visits and inspection.
3. Mismatch in the schedule of in-service training programmes planned and the school calendar. This leads to either non-availability of teachers for training or absence of the teacher in the classroom for teaching, due to engagement in training.	Inadequate inter-linkages with the schools, University and IASE.
4. Absence of a database of high school teachers in the district and the trainings they have received. This many times, leads to the same teacher receiving multiple trainings.	Lack of autonomy and funding to design and conduct context-specific training programmes.
5. Development of very few context-specific secondary school teachers' handbooks and training modules.	Shortage of faculty with specific subject competence, especially Science and Mathematics.
6. Very few researches done on issue related to secondary school education.	Limited exposure of faculty to different research paradigms and methodology.
7. School inspections are not considered an integral part of CTE work. Further, they are often looked at as visits to improve teaching in the classroom. There is no systematic follow-up on feedback given.	Existence of an organisation culture that highly regards hierarchical lines of control and where action is extremely dependent on decision and directions from those in the higher chain of command.

Table 3.3: CTE: Analysis of Performance

3.2.4 Institute for Advanced Studies in Education (IASE)

The Objectives of IASE are:

1. To prepare elementary and secondary teacher educators through pre-service and in-service TE programs
2. To set up Regional Resource Centres

3. To undertake in-depth work in specific areas including Research and Material development in Curriculum Studies, Pedagogic Studies, Assessment and Evaluation towards Quality Education
4. To provide academic guidance to DIETs and resource support to CTEs, including provision for forums to share, learn and grow
5. To establish linkages between higher education institutes and DSERT/DIETs

Observations on the performance

1. Pre-service training

The interviews brought forth the following:

”We are the study centre for M.Ed. We have also submitted to start our own M.Ed. We are waiting for approval. Now 5 teachers are involved in M.Ed..”

”Syllabus for M.Ed syllabus is decided by KSOU and we do not have any role in it”

”From Bangalore university.. we know all the Teacher Educators. No needs of such sort....”(when answering about needs analysis)

- (i) The role of IASE is limited to providing physical space and faculty for teaching the course, and implementing the curriculum.
- (ii) The curriculum, teaching schedules and plans are all prepared and readily provided by KSOU. The faculty has accepted this way of working.

2. In-service training

Some of the comments which came up when discussing this objective of IASE were:

”It depends on change in policy/ or change in curriculum and requirements of the participants. We have done programs for head teachers, CTEs, DIET etc. After 2005, funds flow stopped and hence not much of training. Also we were 10 (IASE) faculty and now we are only 3. Building, infrastructure and all provisions we got. But now mgmt is only maintaining everything.”

”Nothing for school heads. In 2010, there was a one day training / workshop on NAAC.....NAAC organized it....”

”Our training are usually lectures using ppt. we don’t use any audio/ videos...”

IASE has not been providing in-service training to teacher educators. This has been due to the no funding and absence of faculty.

3. Academic guidance, resource support and inter-linkages

The comments which were shared were:

”University Departments.....I am not sure of linkages. Principal would know. She tells us what the programs we coordinate are. She only discusses with DSERT. We are not involved in any discussion...”

IASE is not involved in providing academic guidance to DIETs and resource support to CTEs. They were found to work largely in isolation and linkages with DSERT, DIETs and CTEs is mostly non-existent. Few workshops (on developing instructional material for secondary school teachers) and orientation programmes (for teacher educators, school teachers and principals of B.Ed. colleges) have been organised.

As may be inferred, the faculty is not aware of any efforts towards establishing inter-linkages between higher education institutions and DSERT/DIETs.

4. Research

The comments about this role of IASE were:

”So far we have done training on action research, usage of technology(computer), workshop on HIV/AIDS.”

”Research details...hmmm... I have no idea. I am not involved. Principal would know better. You may ask her...”

- (i) It was gathered that **no significant research work is being undertaken at IASE**. Review of a few secondary school textbooks has been undertaken. These however, were not initiated by IASE, but taken up and organised based on directions either from DSERT or University Grants Commission (UGC). Also, these studies were not shared even within the institution.
- (ii) Interestingly, it was not possible to look at the titles of the studies done or their scope because the librarian wanted a formal authorization from the IASE Principal before sharing the abstracts. The library, therefore, instead of being an open and vibrant academic space becomes limited to a documentation center with limited access.

These key findings were discussed to identify the Gaps in performance of the IASE. Table 3.4 describes these Key Gaps and presents a list of Causative Factors which could be responsible for them.

Key Gaps	Key Causative Factors
1. Most of the objectives of IASE are not being addressed.	Inadequate number of faculty.
2. Very sporadic preparation (pre- and in-service training) being provided for teacher educators.	Lack of expertise and clarity on vision of the institution among existing faculty to perform their roles; No funding support from MHRD since 2007.
3. Poor inter-linkages among IASE, DIETs, CTEs, DSERT and higher education institutions.	Lack of an institutional vision; narrow conceptualization of IASE.

Table 3.4: IASE: Analysis of Performance

3.2.5 State Institute of School Leadership Education Planning and Management

The State Institute for Education Management and Training in Karnataka is called State Institute for School Leadership Educational Planning and Management (SISLEPM). SISLEPM started functioning in 2010 and is located in Dharwad.

The website of SISLEPM ²has listed two sets of objectives. There seems to be some ambiguity about the specific objectives of SISLEPM:

First set of objectives

(i) Organize and conduct need specific training programmes, workshops, seminars, panel – discussions symposium and conference for Policy Analysis, Program review, Monitoring and Evaluation of concerns of Education so as to provide guidance and direction to the state in Policy, Planning and Management of schools and education.

(ii) Organize workshops for analysis, review and feedback of EMIS / DISE / KSQAO /CSSC (census survey of school children) and similar educational data, continuous and comprehensive evaluation, constructive pedagogy, life skills and vocational education.

(iii) Assist the State Secretariat in preparation of annual and other time-driven educational planning as well as project-specific perspective plans.

(iv) Develop capacities among educational planners and administrators for Research, Evaluation, Impact Studies, Comparative Analysis and Self-analysis of problems and concerns of significance for the State Government.

²<http://schooleducation.kar.nic.in/sislep/html/objectives.html>

(v) Engage in advocacy exercise through Documentation and Dissemination of case studies of educational practices / best school practices.

(vi) Facilitate the promotion of educational technology in schools and the school system (e- governance)

(vii) Act as liaison Institution between the MHRD, NUEPA, NCERT, IGNOU, IIM, ISEC, RIE, APF, Akshara Foundation, Universities and other National and State level Institutions and the State Department of Education with regard to concerns of Capacity Building and Research in the areas of educational planning, management and finance.

(viii) The SISLEPM should be a Clearing House of Ideas for the field officers (Educational Administrators) as well as the State of Knowledge and State of Art in regard to school leadership and educational planning, management and finance, in the areas of coverage and activity hereinafter provided.

Second set of objectives

The objectives of SISLEPM would be to build an understanding and apply the same for the education system in the following areas-

1) Education Policy: Assist the state Government in policy planning and provide on going professional guidance to the state on issues of educational planning and management.

2) Organization structures and processes: Study existing organization structures and processes and suggest changes that would provide a conducive and enabling environment for Department officers and other stakeholders to contribute to education objectives. SISLEPM would carry out studies for reform of the department or individual schemes and to assist the department in implementing the recommendations of such studies including those given by studies in the past, such as the Organization study conducted by Policy Planning Unit through Price Waterhouse Coopers.

3) People development and processes: systematic development and capacity building of various positions in identified areas of leadership, managerial and administrative roles. This will also include local level capacity building and the developing of capacities of micro planning, participative processes, school improvement plans, among schools, SDMC and PRI members and leaders with the help of grass-root level education functionaries. Provide professional guidance to state on softer people processes to contribute to building a culture of service orientation, good governance practices, responsiveness and transparency. In a way the current capacity development work that is being carried out by the department under the IDF project under the facilitation of the PPU, can be seen as a precursor to the

SISLEPM activity in this area. SISLEPM is required to develop programs, training material, and implement them in order to strengthen the people capacities of the department.

4) Research and evaluation: Carry out necessary research and evaluation of various aspects of education delivery system including effectiveness of various programs administered by the state. Without strong research base it would not be possible to design effective training programs. Educational Management is an area which requires continuous study and therefore research should be a basic function of SISLEPM. It would need to tap the available expertise and body of research in this field.

5) Education Quality: The entire effort of the department needs to concentrate on quality of education system. Education quality is emerging as a critical area and SISLEPM needs to concentrate on quality improvement through research, training and advocacy based on both.

6) Public Finance: provide guidance on costing of educational plans, mobilization and utilization of resources and also contributing developing necessary competencies among the educational leaders within the state to carry out these functions effectively.

7) Education Technology and Knowledge Management: Increasingly, management is relying on modern tools and technologies including IT to be able to respond and be proactive in an increasingly volatile environment. Use of IT will also enable to meet the challenges of scale and diversity within the sector. SISLEPM will work towards building a culture of informed decision making and transparency within the education system.

SISLEPM is a registered society with a Governing Council and an Academic Council. While the Governing Council has wider representation the Academic Council has officers of the Department. Having specialists in the education leadership and management domain as a part of the academic council would help the institution to bring to bear recent research and experiences from across the world to support the visioning of the work of SISLEPM.

Performance vis-a-vis objectives and Gaps

Being a relatively new institution, the performance of SISLEPM is difficult to assess. Further, the two set of objectives make this task difficult. In such a case, doing a gap analysis would be limited. However, there are a few observations and questions:

SISLEPM has started functioning with a Director from December 2010. The other three staff are deputed to SISLEPM in addition to their regular activities in the Additional CPI's office, Dharwad.

1. There needs to be more clarity regarding the objectives of SISLEPM. During the interview, this is what was shared:

”The vision of SISLEPM is self-managed schools. Similar to gram swaraj, school swaraj school is the idea....autonomy is required (along with capacity, responsibility required for institutional role. We need to empower our officers and develop clarity in them and take programmes and school level with teachers. How to work in team...”

This somehow does not come out as explicitly in the objectives mentioned earlier.

2. The strategy of SISLEPM is such that it is relying on outsourced models. To be able to significantly meet the objectives that have been outlined for it, the institution must have better staffing and take up its own activities supported by outsourcing where required. The institution needs more support and commitment from the state.

3. It is unclear as to how SISLEPM will reach the approximately 50,000 school-heads. If the programmes that SISLEPM takes up are to reach schools, will it rely on the district and sub-district institutions? What implication will this have on the objectives and activities of these institutions?

This is what was revealed in the interviews regarding Needs Analysis:

”We need to talk to specialized persons for need analysis. For eg. RTE, field level officers. I have asked BEOs and DDPI and sought their opinions, what are the needs of officers, we have called, ddpi, principals and BEOs meetings , so sought their needs on RTE, what are the things they require, on RTE.”

Hence, this seems like a work-in-progress for SISLEPM.

4. Education leadership and management is a specialised domain, particularly in the public sector. Outsourcing of capacity building to leadership and management institutions anchored outside of the domain may not necessarily be desirable.

5. Current Program: In terms of its present programs, SISLEPM is clearly going through its initial stages.

When asked about the trainings imparted, this is what was shared:

We have given them academic and administrative as training input, then we gave them about leave rules. Admin, stress management, life skills , motivational talks— rules, departmental inquires, internet awareness, how to

open and send emails, website, stress management on life skills, educational evaluations/inspections.....Have conducted programmes for BEO time management, disciplinary actions and stress management. How to conduct inspections, inquiries and reports.”

Given the recent set up of the institution and the ongoing focus on set-up, it was not found that a Gap Analysis might not be very helpful as there is a lot to be done before an evaluation would be useful. At present, the key takeaway is that the state clearly enunciate the objectives and vision of the institution and support SISLEPM with people who would help achieve it.

The next chapter takes the Causative Factors identified in this chapter and works through an OD framework lens to recommend a strategy on how best to strengthen the education resource centers in Karnataka.

Chapter 4

Recommendations: OD Framework and Strategies

4.1 Introduction

The 12th Five Year Plan provides an opportunity for the education system to evaluate itself and map the way forward so as to be able to meet the needs of RTE. In addition, it is envisaged that over the next few years Karnataka would be taking up the accreditation of schools and that the State Institute for School Leadership, Education Planning and Management would be taking up school leadership/education leadership programmes in Karnataka. Planning for restructuring of resource institutions that cater to teacher education as well as school development, would necessarily have to take these developments into account.

The process of initiating restructuring is an opportunity for educational change and yet merely changing the structure is unlikely to result in real change. "Changing the structure will not, by itself, provide a sufficient or reliable impetus to change. What affects the behaviour of people is change in the focus, purpose and objectives inherent in a structural change."(Colenso, 2000). This has implications for the manner in which this change initiative is planned and implemented.

All the units within an organisation must work cohesively to achieve its goals. The educational institutions within the education system are parts of a whole, each with distinct objectives that would together meet education needs. The overlaps among their objectives would be minimal and there would be clarity across institutions of their roles vis a vis other institutions. When the objectives of each of these organisations are uniquely articulated, and have no overlaps with others' objectives, the institution will be able to focus on its core activities which create maximum impact and value for the system. The structures, systems and activities as well as the

people working within each institution would be focused on the achievement of the objectives. Linkages with other institutions in the system would be to further its own objectives and contribute to that of the others.

An imagination of what resource institutions could be like is required. This could be done through dialogue and discussions with concerned stakeholders and also be informed by experiences of such institutions in India and elsewhere. These resource institutions need to expand beyond a library with text books in it. To be able to make the education sector, particularly the public education sector, more vibrant students, teachers, teacher educators must have access to books, journals, newsletters etc. Access to the internet opens a whole new world and educational institutions must use the resources available (of course with caution and discretion). Audio-visual teaching-learning materials and creation of contextual resources for sharing across the system becomes possible with the use of digital resources.

These resource institutions must also host activities like film shows, talks, seminars, discussion fora and workshops. This will help to build discourse around education and related areas. Experts in specific areas available in the institution, or having to access them, will strengthen these institutions to meet the needs of teachers and teacher educators.

The present study has helped point out several areas of improvement in the form and function of the organisations and their inter-relationships. It would help Karnataka take advantage of the wonderful opportunity that new restructuring guidelines present. The challenges to the education system have been enormous and we have not been able to focus on building the capacity of these organisations to be able to play their respective roles. The restructuring needs to be done in a planned way by drawing upon the Organization Development (OD) experience.

4.2 Framework for Organisational Analysis and Development

A survey of models that could be used for organisational analysis in the context of education resource centers is a challenge. While models that look at schools (Davido and Lazarus, 2002) exist, **there are very few models that have been used to analyse organisations supporting teacher education.**

An attempt has been made here to synthesise frameworks from the OD domain that would be appropriate to the study. The resulting framework has been depicted in Figure 4.1.

– Vision/Objectives

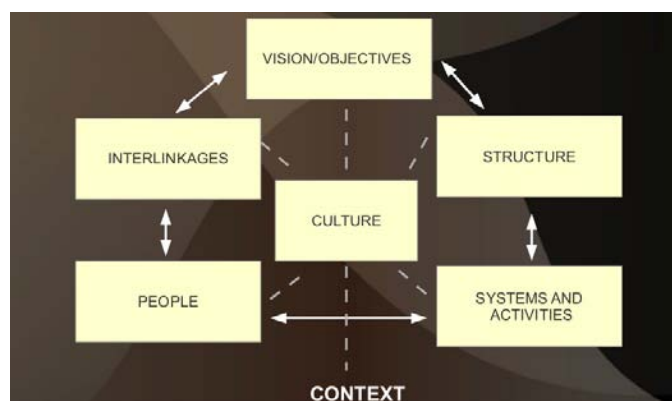


Figure 4.1: Organization Development Framework

- Structure
- Systems and activities
- People
- Inter-linkages
- Culture

4.2.1 Vision/Objectives – Clarity and Uniqueness

What must be the vision for education in Karnataka? How do we build capacity for teachers and schools? How do we strengthen education resource centers? How can we ensure that these institutions respond well to the needs of schools, teachers and teacher education institutions within their own constituency? The guidelines that have been circulated by MHRD under the 12th FY plan provide a space for this dialogue and engagement to be accelerated in the system.

- (a) Each institution (DIET, CTE, DSERT, IASE and SISLEPM) needs to have their own **unique role but be driven by a common vision for education in the state**. Hence, each institution can have separate objectives which lead to the fulfillment of the common vision for the state. Further, they need to have autonomy in performing their roles. If the institutions are held accountable but do not have the autonomy, then it will be unfair to hold them to goals determined by the higher authorities. This **balance of autonomy and accountability** would provide a fair, encouraging and challenging environment for these institutions.

- (b) If one of the key objectives of CTEs and the DIETs is to help meet the teacher training needs of their own constituencies, they **must build and use capacity to identify these needs based on the profile of the teachers, expressed areas of training and earlier trainings attended by them**. This means that they collect data about teacher needs, analyze it (with support from other institutions if needed) and then co-design programs to meet those needs
- (c) The objectives of each of these institutions need to be **realistic in relation to their capacities**, both in terms of numbers as well as in terms of expertise. If it is envisaged that these institutions must focus on certain objectives, their capacity to meet those objectives must be evaluated and suitable professional development plans drawn up and implemented.
- (d) The main activities for each institution must differ from those of other institutions to create focus and ensure alignment with the objectives of the institutions. **The clarity and focus of their roles needs to be reflected in the work they do**. For instance, the purpose of school visits by the faculty of CTEs and DIETs needs to be clarified and compared to those made by the BRPs and CRPs. While the faculty may visit schools to get a better understanding of the student and teacher context and needs, providing direct support to teachers is rather limited because of time constraints and the necessary frequency and depth of meetings required. These visits could rather be a 'dip stick' for the faculty to get an overall sense of what happens in the classroom.

4.2.2 Structure- designed for the future

One of the principles of organisational design outlined by Stanford (2007) “designing for the future is a better bet than designing for now” is also applicable to the public education system and the institutions within it.

- (a) There is a need to look at the structures of the resource institutions so that they not only respond to current requirements but are also able to **anticipate the needs that may arise over the next few years**.
- (b) The **institutions must have flexibility** in utilising their respective faculty in an optimal manner. This could be done through having spaces for **creation of working groups**, which may be cross-functional, for meeting specific requirements. The working group could have faculty from across departments with specific roles and responsibilities assigned to each of the members. Depending upon the duration of the activity for which the working group has been set up, periodic meetings need to be planned so as to enable frequent

reviews and mid-course corrections, if any. The 'lead' positions for these working groups may be rotated among the faculty to enable growing of leadership capabilities among the faculty. These groups could be 'disbanded' after the requirement has been met. This type of working group arrangement is already being used by many of the DIETs

- (c) Within the DIETs it should be **possible to have curriculum based departments** which are uniform across the State with flexibility for each DIET to also have its own unique department that will cater to its district needs. This would be determined based on a detailed study of district-specific needs. For example, there may be Departments for Science, Mathematics, Social Science, Languages, the curricular areas with faculty within these meeting the needs of Pre and in-service education. This would facilitate a continuum in teacher professional development; districts with large tribal populations may have a department that caters to this specific need.
- (d) In such a scenario, the structure of DSERT needs to be aligned in a manner that will support the optimal functioning of the DIETs as also the IASEs and CTEs. **A systems view is necessary** for this alignment to take place and is an iterative process. Banathy and Jenlink(2004) have said, "Systemic educational change will become possible only if the educational community will develop a systems view of education, if it embraces the systems view, and if it applies the systems view in its approach to change." Structures within these organisations must also enable, and encourage collaboration across departments/institutions for learning to take place.
- (e) Restructuring **DSERT along the lines of functions** i.e. curriculum and material development, teacher professional development, research and advocacy, resource centre, techno-pedagogy, education leadership and management, ICTs, vocational education, counselling and guidance, and so on, could be explored. This would enable DSERT to provide the necessary direction, capacity building and support required by the network of resource institutions in the state.
- (f) Currently, Karnataka has only one IASE located in Bangalore. To be able to meet the needs of the entire state **Karnataka needs another IASE** that could cater to the needs of North Karnataka, an area of high priority. This could be located in Gulbarga or Dharwad. Since SISLEPM is also located in Dharwad, this could enable deep linkages to be forged between the two resource institutions towards school development.
- (g) The structure of the IASEs and CTEs may be a blend of the structure of DSERT and DIET. The departments within the IASE would be designed to meet the needs of teacher educators across the region. Since the IASEs also

conduct MEd programmes, the departments could be in the curricular areas (Math, Science, Social Science, Languages, Foundations of Education), curriculum development and pedagogy, andragogy, research, vocational education, counselling and guidance, and so on. To be able to support the academic activities in their respective regions, the **IASEs could be developed into regional resource centres** with a vast library, a repository of research from across the state and elsewhere, and access to national and international journals and periodicals, both in physical and virtual ways. The resource centre will also be a hub for regional seminars and conferences in education.

- (h) The IASEs can provide the direction, capacity building and support that the DIETs and CTEs in their respective regions require. For example, DIETs that cater to large Lambani populations may require the support of experts for development of specific curricular material that the IASE may provide, or be able to source.
- (i) **Exposure to new possibilities will enable design of infrastructure** within institutions that are suitable for academic activities. Libraries and resource centres with open access, good ventilation, access to the internet and journals, is one example. The rooms may be planned based on the needs of each institution, the weather conditions, and be flexible enough for the type of activities that each of these institutions would take up. For example, the size and shape of a training hall must take into consideration the type of seating, the placement of boards (white boards, notice boards), spaces for group work, space for storage, and so on. Providing each member of the faculty of these institutions with their own laptop and access to the internet would facilitate opportunities for professional development, better management of time, increase communication with other resource institutions as well as with sub-district institutions like the blocks and clusters. Opportunities for networked learning need to be increased. Provision of adequate number of vehicles would facilitate visits to schools, other resource institutions, university and so on.

4.2.3 Systems and Activities- More Flexibility

- (a) Procedures and rules must be put in place to facilitate the functions of the institution. **Timely disbursal of funding** to the resource institutions would ensure the implementation of activities as per the district plan. It would be appropriate for the disbursal of funding to be done by the end of May, at the start of the new academic year.
- (b) **Flexibility of norms** in administrative and financial systems would help the institution meet its mandate. For example, flexibility to re-appropriate funds

between budgeted line items would help institutions use available funds in optimal ways. Mechanisms could be put in place that would enable this re-appropriation in transparent ways. Decisions taken after a process of due diligence and ratified by the authorised District Project Committee need not be revised at the State-level. This is against the spirit of decentralisation and the principle of subsidiarity¹ Similarly norms linked to disclosure could be made more explicit to allow people to provide honest feedback through guaranteeing anonymity.

- (c) Planning processes need to be **decentralised in a real sense**. There is a need to balance the State's priorities with those identified by the resource institutions. For instance, the current system of a large proportion of the teacher training days being determined at the state level needs to be replaced by providing spaces for the resource institutions to meet their own needs at the district or regional levels as well. At the present time some of the resource institutions may require support to systematically identify the district requirements through surveys, interviews, focus group discussions and other suitable tools. The district plan would then reflect the unique requirements of the district. DSERT could determine the state priorities and convey these to the districts. The districts would also require support in design of modules and content enrichment towards constructivist learning methods. Generic training in adult learning methods and exposure to different types of designs would help the DIETs, CTEs and IASEs to design their modules better. These institutions need to get into blended learning methods to meet the professional development needs of teachers as required by RTE.
- (d) Alignment of plans and communication of plans within and among the resource institutions would make it possible for the faculty in these institutions to plan and implement activities more mindfully. This type of planning and communication is possible through mechanisms like **wide sharing of plans and calendars**. Tools like google calendar or lightning are used widely in other sectors for synchronisation of plans across units in organisations across geographical locations.
- (e) The **budget allocations for costs of communication, travel, field visits, photocopying, scanning could be increased**; all of these are currently low and therefore not sufficient for effective work outcomes. While the system has sufficient funds, the norms make it difficult to meet realistic costs.
- (f) The possibility of these **resource centers raising their own funds** through public-private partnerships, corporate social responsibility funding, funding

¹The principle of Subsidiarity holds that a central body should not exercise functions which can be carried out by the local, but rather the former should support the latter and help to coordinate its activity with the activities of the whole.

agencies could be made available. These could be in the form of sponsorships for events, grants for research, partnerships with private institutions for providing services that could be charged, and so on. Currently DIET faculty do provide such services to universities and private colleges in their regions but are not able to charge for the service that the institution provides.

- (g) The current sporadic external financial audit system may be complimented by a **regular internal auditing system** enabling continuous vigilance and improvement within the institutions. This could be done by a local certified chartered accountant. Funds may be allocated for this audit every quarter so as to avoid issues at a later date. Errors can be identified and corrective measures taken immediately.
- (h) For institutions to be vibrant and responsive, the flow of information-quantitative as well as qualitative- and its interpretation for decision making is critical. There is a need for two-way flow of information replacing the current system where the flow is largely 'upwards'. Mechanisms for feedback loops would help functionaries on the ground improve their practice. Also, **not all information needs to be sent up for analysis and decision making**. The institutions may collect and analyze data at the local level and take appropriate decisions quickly.
- (i) The use of ICTs in education is inevitable. This is not only in terms of improving education planning and administration but also in techno-pedagogic² terms (Beaudin and Hadden, 2005). Resource institutions need to build their own capacities for networked learning and education management.
- (j) **Training Management System and Professional Development Record** for Teachers is required at every district to be able to consolidate and track various professional development activities across the cluster, block and district and even State and national levels all directed at teachers. At present, the information on training are kept in hard copy form and captures data relating more to financial accounting rather than training management. Such a system would permit various queries like: How many days of training did teachers undergo between two specified dates?, To what extent have teachers of English been covered by English training?, Who are the teacher who have had about 50 days of Maths related training who can now be considered for MRP selection? and so on.

The training management system could be built on the information available in the EMIS to address planning issues pertaining to in- service teacher

²exploring features of various technologies, identifying the appropriateness of using various technologies in teaching and learning, and devising methods to infuse these technologies into their teaching and learning

training. This system manages and tracks the trainings for which teachers are deputed, i.e. the management of a training delivery system to ensure that there is a rational, efficient way to allocate/call the right teachers for the right training and to track the trainings received. Trainings are provided by various agencies and aim at different aspects of their practice, ranging from personality development to specific grade and subject related inputs.

Using information from the EMIS pertaining to teachers and their school locations, the TMS captures additional information using two masters. The training master captures training description, including main features of training design, content and agency. Training delivery master captures details of the delivery of a particular training, teacher names, training dates, attendance etc. The system permits various querying. ” (DIET Guidelines, MHRD, 2012)

A Training Management System (TMS) would not only improve efficiency but also help the resource institution to support long-term teacher professional development. The TMS must be accessible at both State and District levels, at least to view information and analyze it.

- (k) There are several functionalities that make school visits. However, there are no mechanisms by which a functionary who is visiting a school can access the feedback and suggestions that had been given to the school earlier. **Creating a database using digital methods** would enable such a system and provide consistency in feedback and support school development in more substantive ways. An indicative format could include date of visit, name of visitor, observations, feedback and suggestions given, and changes undertaken by the school.
- (l) All resource institutions must provide for **high-speed wireless internet connectivity**. This is becoming a need. New knowledge gets built on what the world already knows, shares and contributes to.

4.2.4 People- Investment into Capacity Building

1. Building Educational Leadership

There is a need to build educational leadership in the education resource centers. As Bush says, “While education can learn from other settings, educational leadership and management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin school management. Unless this link between purpose and management is clear and close, there is a danger of ‘managerialism’, “a stress on procedures at the expense of educational purpose and

values.”

- (a) In a large public education system, this **educational leadership would need to be of a distributed type** with different people across the institutions complementing each other’s strengths rather than one ”leader” taking responsibility and accountability for all the decisions. It means that all activities that the institution does must have clear purposes which are shared by all members implementing them.
 - (b) Education leadership means **communicating the vision and building a common understanding**, and influencing thinking on educational concerns. Education leadership also means providing support to faculty through creation of space for collaboration, learning and research, trying out new ideas and methods, and perhaps not looking unfavourably if mistakes are made. Collaboration in these processes can ensure that all issues and concerns are taken on board and built into the new initiative so as to reduce the probability of mistakes. While collaborative processes are deemed to be slow, they can be more thorough.
 - (c) **Institution-wide discussions on new policies** like the National Curriculum Framework for Teacher Education, 2009 help to provide opportunities for discussions on the objectives and role of the resource centers, the emergence of a shared understanding and clarity on the concepts outlined in the document, and reconnecting to one’s role in the system.
 - (d) **Structures like discussion forums can be created** for the main activities that the DIET/CTE takes. These could be in consonance with the working groups mentioned above with invitations to all faculty. These fora would be formal spaces for sharing experiences, ideas and learning facilitated by one of the members. Vetting of a new initiative through sharing with colleagues can help reduce risks by bringing to bear the experiences of others. Research being undertaken by faculty can be shared in these fora. Inviting experts to such sharing is an opportunity to build and strengthen the theory-practice linkages.
 - (e) To be able to achieve the objectives that have been outlined for each of the resource institutions, it is critical that the faculty positions that have been sanctioned must be filled. For districts that are not preferred choices as work destinations, providing some incentives may be useful. For example, an extra monetary allowance or ’adding’ a year or two to seniority.
2. Creation of a Separate Academic Cadre
- (a) The State must also consider the option of creating a **separate cadre for roles in academic resource centers** to enable the development of

expertise as well continuity. This applies to the the leadership (i.e. head of the institution) as well as to the faculty.

- (b) **Continuity helps to build expertise.** An opportunity to choose along with opportunities for furthering professional competence, can help to attract talent into the academic space. Leadership of an institution for a minimum period of three years can ensure stability and continuity that is valuable for perspective planning and implementation.
- (c) The State must pro-actively **build the image of these resource institutions as centres of academic work** and as being prestigious. The notion that these are parking spaces or punishment posting needs to be changed. Strategies to do this could include opportunities for presenting papers, providing mentoring support to teachers (perhaps providing an allowance for this), travel to other states and countries and providing the faculty with facilities that their peers in administrative posts enjoy.
- (d) The resource center within the resource institutions requires a dedicated trained person. The role of this individual must be imagined beyond lending books. The **resource centre must be a repository of information**, research studies, journals, books, TLMs etc. The librarian or resource centre person must be familiar with the work of the institution to be able to meet the demands of the user.
- (e) A built-in mechanism that provides an opportunity for the functionaries in the academic cadre to have the experience of administrative functions as well would help better understanding and cooperation between the cadres.

3. Capacity Building

Senge (1990) refers to“...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”**Exposure to different methods of working**, research from elsewhere, discussions with faculty from universities, visits to libraries and resource centres, learning from other domains etc will be enriching and motivating for the faculty as also widening their horizons to new possibilities.

- 4. Supporting and Engaging Administrative Officials An immediate need is to provide adequate number of staff that would support administrative functions. The logistics and administration of training programmes needs to be supported so as to enable the faculty to engage with the programme. Support for the ICT related infrastructure is another area of concern. Investments in computers, for example, become a waste when they are not maintained well

or not upgraded. Further, involving them to develop the vision of the institution, as well as their capacity enhancement in their own functions, will help the staff to have a deeper appreciation of the objectives of the institution and their own role in the achievement of the same.

5. Performance Assessment

- (a) A simple modification of the **Travel Plan into a Work Plan and Review** could help individuals and heads to plan, implement, review and reflect. Currently the Travel Plan (see figure 4.2 on page 61) has information about the date and place of visit of the faculty. This could be expanded to include columns for purpose of visit, review and reflection. For example, on returning from a school visit the faculty, may sit down and review the visit in terms of whether the purpose of the visit was met, what went right, what could be improved, and so on. This would enable a process of continuous improvement. Further, if this could be expanded to include a dialogue around the Work Plan and Review with the Principal of the DIET/CTE, it would enable facilitation of visits in better ways.
- (b) Performance Appraisal Systems could be brought in gradually and with suitable modifications for the sector. This could be done through wide consultations so that it is more authentic and encompasses a richer understanding of the role and responsibilities of various officials. If these tools are looked at from the perspective of supporting development of individuals rather than to reward/punish the acceptability of the tool would be higher.

4.2.5 Inter-linkages - Highly needed

“We define organizational linkages as those that connect actors with different job responsibilities in an organization, within or across units, through communication and coordination. Communication enables actors to obtain and share information; coordination enables actors to make aligned plans and decisions, and undertake consistent actions. Communication facilitates coordination, since sharing of information is required for alignment of decisions and actions.....Linking activities are involving communication include actions such as making phone calls, writing emails and memos, participating in face to face discussions in formal and informal meetings, and transferring records and other documentation. Linking activities involving coordination include organizing and implementing aligned actions among organisational actors such as cross-functional training, joint planning and decision-making such as resource allocation and shared or coordinated deploy-

CHAPTER 4. RECOMMENDATIONS: OD FRAMEWORK AND STRATEGIES

ಪ್ರವಾಸ ಸೂಚಿ.

ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ ಮಂಡ್ಯರ ಬೆಳಗಾವಿ.

ಶ್ರೀಮತಿ ಅಂ.ಬ. ಕಟ್ಟುಂ, ಉಪನ್ಯಾಸಕರು, ಹಯತ್ ಬೆಳಗಾವಿ ಇವರ
 ಕೈಬರಹ ಸು.12 ರ.ತಾತ್ಕಾಲಿಕ ಪ್ರವಾಸ ವಿವರ.

ದಿನಾಂಕ	ವಾರ	ಪ್ರವಾಸದ ವಿವರ
1-2-2012	ಬುಧವಾರ	ಡಿ. 24 ಕ್ರ. ಎ. 1ನೇ ಹಂತದ ಕಾರ್ಯ.
2-2-12	ಗುರುವಾರ	ಪ್ರಾಚಾರ್ಯರ ಕೆಲಸ ಮತ್ತು ಡಿ. 24 ಕ್ರ. ಎ. 1ನೇ ಹಂತದ ಕಾರ್ಯ.
3-2-12	ಶುಕ್ರವಾರ	ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯ ಮತ್ತು ಪ್ರವಾಸ
4-2-12	ಶನಿವಾರ	ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯ ಮತ್ತು ಪ್ರವಾಸ.
5-2-12	ರವಿವಾರ	- ಸಂವಹನದ ರಜೆ -
6-2-12	ಶನಿವಾರ	ಪ್ರಾಚಾರ್ಯರ ಕೆಲಸ ಮತ್ತು ಡಿ. 24 ಕ್ರ. ಎ. 1ನೇ ಹಂತದ ಕಾರ್ಯ.
7-2-12	ಬುಧವಾರ	ಡಿ. 24 ಕ್ರ. ಎ. 2ನೇ ಹಂತದ ಕಾರ್ಯ (RPT)
8-2-12	ಬುಧವಾರ	ಡಿ. 24 ಕ್ರ. ಎ. 2ನೇ ಹಂತದ ಕಾರ್ಯ ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯ
9-2-12	ಗುರುವಾರ	ಡಿ. 24 ಕ್ರ. ಎ. 2ನೇ ಹಂತದ ಕಾರ್ಯ ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯ.
10-2-12	ಶುಕ್ರವಾರ	ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯ ಮತ್ತು ಪ್ರವಾಸ.
11-2-12	ಶನಿವಾರ	ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯ ಮತ್ತು ಪ್ರವಾಸ. ರಜೆಯ ಕಾರ್ಯ.
12-2-12	ರವಿವಾರ	- ಸಂವಹನದ ರಜೆ -
13-2-12	ಶನಿವಾರ	ಪ್ರಾಚಾರ್ಯರ ಕೆಲಸ ಮತ್ತು ಡಿ. 24 ಕ್ರ. ಎ. 2ನೇ ಹಂತದ ಕಾರ್ಯ.
14-2-12	ಬುಧವಾರ	ಡಿ. 24 ಕ್ರ. ಎ. 2ನೇ ಹಂತದ ಕಾರ್ಯ.
15-2-12	ಬುಧವಾರ	ಡಿ. 24 ಕ್ರ. ಎ. 2ನೇ ಹಂತದ ಕಾರ್ಯ ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯ ಮತ್ತು ಪ್ರವಾಸ.
16-2-12	ಗುರುವಾರ	ಡಿ. 24 ಕ್ರ. ಎ. 2ನೇ ಹಂತದ ಕಾರ್ಯ ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯ ಮತ್ತು ಪ್ರವಾಸ.
17-2-12	ಶುಕ್ರವಾರ	ಡಿ. 24 ಕ್ರ. ಎ. 2ನೇ ಹಂತದ ಕಾರ್ಯ ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯ ಮತ್ತು ಪ್ರವಾಸ.
18-2-12	ಶನಿವಾರ	ಡಿ. 24 ಕ್ರ. ಎ. 2ನೇ ಹಂತದ ಕಾರ್ಯ ಸಾಂಸ್ಕೃತಿಕ ಕಾರ್ಯ ಮತ್ತು ಪ್ರವಾಸ.

Figure 4.2: Travel Plan for a DIET faculty: misses out on purpose and reflection details

ment of resources.”(Taylor and Helfat). Add to this, the necessity for collaboration in practice, learning and research for knowledge creation and sharing. Strong linkages will also mean that duplication of efforts can be reduced or eliminated. Instead, it would become possible to build on previous knowledge.

- (a) What types of structures, systems and processes will enable this? Structures like **forums and discussion groups for individuals and institution representatives to meet periodically** and share their respective work, successes and failures, pain points, as well as work in progress, would benefit learning across the system.
- (b) The **integration of ICTs** in the work of the resource centers would make it possible for these inter-linkages to thrive irrespective of space and time. Websites that provide access to resource materials, updates on activities that the institutions are taking up, sharing of research, providing teacher support, linkages between teacher educators, and teachers and teacher educators, through the web and mailing lists are possibilities that are already being tried. In Karnataka, the Subject Teacher Forum uses mailing lists for teachers to interact with each other and create and share resources. For instance, the University of Delhi uses the website <http://www.illdu.edu.in/> as a space for teachers and teacher educators.

4.2.6 Culture- Going beyond instructions

Culture is the set of values, beliefs, norms, traditions, rituals and assumptions that an organization/institution builds over time. Specific to the education context, this would consist of a shared sense of purpose and values, norms for continuous learning and school improvement, responsibility for children’s learning, and collaborative relationships among staff and institutions in the system. Culture has been called the “hidden curriculum”. Culture affects motivation among staff, affects productivity and impacts reflective practice (continuous improvement). Research shows that school cultures as well as the types of relationships among institutions in a district have an impact on school performance as well as school development.

A culture of collaboration among institutions and individuals makes it possible to bring resources together that help find appropriate solutions to issues and concerns, draw up improvement plans based on analysis at the local level, and to implement the plans together with responsibility, authority and accountability shared among the functionaries. Improvement cannot take place without some risk being taken at the level where it must take place and without support from all the institutions that work with it (Diwakar, 2011).

The culture must change from being one of instructing technicians to one of unleashing their agency. What type of culture is required for the type of academic activity that we are talking about?

- (a) The resource institutions are uniquely positioned between the pure academic and the entirely programmatic. To be able to have a healthy balance between these, there is a need to create a culture that **encompasses the theory-practice space, provides opportunities for collaboration, is open enough to borrow and adapt ideas from other sectors, provides space for reflective practice and continuous improvement, that supports teaching-learning and research as being natural** to the faculty in these institutions.
- (b) Double loop thinking (Argyris and Schon, 1974) needs to be encouraged for people to re-look at the underlying norms and assumptions which prevent centers to become learning organizations.
- (c) Leadership needs to go beyond official titles. Everyone could be considered capable of performing acts of true leadership. The myth of the one Great Leader needs to be challenged and the core of leadership should be the acceptance of how each individual is simply incapable of having all the qualities which are required to guide the institution.
- (d) A more systemic understanding of how formal education is an open and complex system needs to be acknowledged. Simplistic solutions like identifying one cause for all the problems in the system need to be done away with.
- (e) To be able to meet the challenges that the education system faces today, it is important that we provide spaces for innovation on the ground. In a system that punishes failure, risk taking is anathema. And yet as Joseph Schumpeter pointed out risk taking and innovation go hand in hand. It is important to put in place mechanisms that hedge against risk - eg vetting by experienced people, collaborative fleshing out of innovative interventions so that ground realities may be accounted for and stakeholders mapped, using tools like force-field analysis to anticipate issues and problems.

The next few pages highlight these recommendations in a table.

OD Recommendations as per the State Education Resource Center

Institution with Stated Vision	Structure	Systems and activities	People
<p>DSERT- To be the academic leader for the state through curricular reform, providing monitoring and support for teacher professional development, documentation and research, and policy inputs.</p>	<ul style="list-style-type: none"> • Departments for curricular areas – Mathematics, Science, Social Science, Languages, Foundations of Education • Education Leadership, Management, Planning • Vocational Education and Counselling • Techno-pedagogy and ICT • Research, Documentation and Advocacy • State Education Resource Centre • Administration and Support for TEIs 	<ul style="list-style-type: none"> • Financial System – more flexibility to reappropriate funds across line items • Decentralisation of planning to districts • Training Management System to be setup for systematic teacher professional development • Synchronisation of calendars across institutions for better planning and implementation • Institutions to raise funds through sponsorships, services rendered etc • Regular internal audit system • Data collection, collation and analysis for local decision-making • ICTs for communication and dissemination, techno-pedagogic efforts like blended learning models • Creation of digital repository across the state for wide access • Curricular Departments to take responsibility for pre-service as well as in-service teacher development. • Administrative set up in each of 	<ul style="list-style-type: none"> • Create a separate cadre for teacher education • Provide opportunity for the functionaries to choose between administrative and academic roles • Filling up of vacant posts • Tenure of three years at least in any institution to ensure development of expertise and stability • Build capabilities of the faculty to play academic roles through opportunities for professional

OD Recommendations as per the State Education Resource Center

Institution with Stated Vision	Structure	Systems and activities	People
		<p>the resource institutions to take care of administrative activities like organisation of training programs, support for admissions and examinations etc</p>	<p>development – sabbaticals, part-time courses, interactions with experts, exposure visits, blended learning</p>
<p>IASE- To provide academic leadership at the regional level through teacher professional development, documentation and research, and providing support to teacher education institutions in the region</p>	<ul style="list-style-type: none"> • Departments for curricular areas – Mathematics, Science, Social Science, Languages, Foundations of Education • Education Leadership, Management, Planning • Vocational Education and Counselling • Techno-pedagogy and ICT • Research and Documentation • Regional Resource Centre 	<ul style="list-style-type: none"> • Providing support and capacity building in the research to teacher educators in the region through pre-service and in-service programmes, including PhDs. • Monitoring of initiatives and taking up impact studies. • Taking up research studies, short-term and long-term, to inform policy. • As a Regional Resource Centre have a repository of documentation and research; organise seminars and conferences. • Data collection, collation and analysis for local decision-making • ICTs for communication and dissemination, techno-pedagogic efforts like blended learning models • Creation of digital repository 	<ul style="list-style-type: none"> • Introduce a work plan and review process • Education Leadership development opportunities to be created for Principals and faculty • Training in the use of ICTs critical for the future • Training in research methodology, adult learning, training design and training

OD Recommendations as per the State Education Resource Center

Institution with Stated Vision	Structure	Systems and activities	People
		<p>across the region for wide access</p> <ul style="list-style-type: none"> • Curricular Departments to take responsibility for pre-service as well as in-service teacher development. • Administrative set up in each of the resource institutions to take care of administrative activities like organisation of training programs, support for admissions and examinations etc • Set up systems to work in close coordination with DSERT, CTEs and DIETs to ensure no duplication of efforts. 	<p>methods etc</p> <ul style="list-style-type: none"> • Increase in the number of administrative support positions • Provide incentives to faculty to serve in 'not so attractive' places
<p>DIET- To be an autonomous resource and research institution for enhancing the abilities of the learning community and developing educational leadership at the district level, networking/linking with other academic institutions in the district.</p>	<ul style="list-style-type: none"> • Departments for curricular areas – Mathematics, Science, Social Science, Languages • Education Leadership, Management, Planning • Vocational Education and Counselling • Techno-pedagogy and ICT • Research and Documentation • District Resource Centre 	<ul style="list-style-type: none"> • Focus on elementary education and support CTEs in secondary education when required. • Plan activities relevant to the district-needs. • Take up research and documentation activities relevant to the district. • Monitor and support TE institutions in the district. • Design and conduct programs at the district level for teachers. 	

OD Recommendations as per the State Education Resource Center

Institution with Stated Vision	Structure	Systems and activities	People
	<ul style="list-style-type: none"> • Administration and Support for TEIs 	<ul style="list-style-type: none"> • Work in close coordination with DSERT. • Provide opportunities for faculty for professional development through research, attending courses, conferences and seminars, exposure visits, taking up innovations etc. • Set up systems for close coordination with DSERT and other TEIs. • Set up flexible financial systems, internal audits, periodic institutional evaluation, performance appraisals through WorkPlan and Reviews 	
<p>CTE- To provide academic leadership in secondary education.</p>	<ul style="list-style-type: none"> • Departments for curricular areas – Mathematics, Science, Social Science, Languages • Education Leadership, Management, Planning • Vocational Education and Counselling • Techno-pedagogy and ICT • Research and Documentation 	<ul style="list-style-type: none"> • Focus on secondary education through teacher education, both pre-service and in-service. • Plan activities relevant to secondary education in the three districts under its purview. • Take up research and documentation activities relevant to secondary education. • Monitor and support TE institutions in the districts. 	

OD Recommendations as per the State Education Resource Center

Institution with Stated Vision	Structure	Systems and activities	People
	<ul style="list-style-type: none"> • Administration and Support for TEIs 	<ul style="list-style-type: none"> • Design and conduct programs at the district level for secondary school teachers. • Work in close coordination with DSERT and IASE as well as DIETs. • Provide opportunities for faculty for professional development through research, attending courses, conferences and seminars, exposure visits, taking up innovations etc. • Set up systems for close coordination with DSERT and other TEIs. • Set up flexible financial systems, internal audits, periodic institutional evaluation, performance appraisals through WorkPlan and Reviews 	
<p>SISLEPM- To be the lead institution in the state for education leadership, management and planning.</p>	<p>Departments for</p> <ul style="list-style-type: none"> • Education Planning • Education Leadership and Management • Institution Development • Research, Documentation and Advocacy 	<ul style="list-style-type: none"> • Take up programs for the capacity enhancement of education leaders at the state, district, sub-district and school levels. • Design interventions towards building capacity for autonomy of institutions at all levels. 	

OD Recommendations as per the State Education Resource Center

Institution with Stated Vision	Structure	Systems and activities	People
	<ul style="list-style-type: none"> • Training and Development • School Leadership and Management • Community Partnerships 	<ul style="list-style-type: none"> • Create systems and processes for close collaboration among institutions for education leadership and management and institutional development. • Take up research, both long-term and short-term, to understand ELM in context, and enhance the quality of systems and processes to achieve quality education. • Provide inputs to the state and districts with respect to planning based on relevant data analysis and evidence. • To liaise with and build institutional relationships with Universities, national and international organisations, experts, community based organisations, NGOs etc towards achieving quality education. 	

4.3 Change Management- What and How

All the institutions in the system want autonomy; but the study has also brought forth how they also admit a need for capacity building to be able to exercise that autonomy.

A study commissioned by the Wallace Foundation taken up the RAND Corporation in the US shows that when change initiatives that are top-down, and implementers do not engage with the purpose of the change initiative, the implementers have their own interpretation of the change initiative based on their own understanding of the initiative and appropriateness to context.

The road ahead could comprise the following:

- A wide on-going discussion around the 12th Five Year Plan restructuring of organisations guideline documents is required. **A change management team consisting of education functionaries, OD experts and process facilitators is required to put together the requisite inputs and templates that would help the institutions to restructure the systems and processes within the institutions, review the processes, support those institutions that require help and exit when the institutions have been able to make the shift.** Each of the institutions could have a project management team to drive the change process.
- Experience from other sectors shows that this process would need to be gradual and would take time. It is estimated that a two year period would be required and would be implemented in a phased manner. A few DIETs, CTEs and IASE could be taken up for the initial phase. These could be decided based on volunteering and the 'readiness' of the organisation. The readiness could be determined using pre-defined criteria. The criteria could include dimensions with respect to the six key areas outlined above – Vision/Objectives, Structure Systems and activities, People, Inter-linkages and Culture. The institutions taken up in the first phase could guide the others in the next phase, and so on. This would help to integrate learnings from the first phase into the later phases.
- The change management team would create a 'toolkit' that would outline the processes that each of the institutions would take up. A participatory process would enable greater ownership of the process and contextualisation.
The toolkit would consist of facilitated activities like visioning workshops in each of the institutions with a suggested design of how this could be done, creation of perspective plans by these institutions through appropriate data analysis and understanding of the region's needs, sharing of responsibilities

for change starting with small 'do-able' ones, periodically reviewing the outcomes in terms of improvement (both process and substantive) and planning the next steps. This process would be interspersed with capacity building workshops at the institutional level as well as across institutions.

- The facilitation of the process would also include deep engagement with vision, purposes and values so as to ensure that everything that an institution does is informed by these. It is quite clear that the strategies for change must take into account the reality of the participants of the change - their daily work, pressures from various quarters, including political ones, lack of resources, insufficient staff, lack of focus on account of work thrusts from elsewhere.

4.4 Roadmap

The Change Management Strategy outlined earlier may be divided broadly into three phases³:

1. Inclusion and Sense-making The OD framework, though easy to understand, might not be well known to all the stakeholders. Hence, the first step would be to make sense of it. This would be followed by looking at the recommendations outlined in this Report in the light of Gaps, Causative Factors and the Process-oriented road map. [6 months]
2. Building a Shared Vision Visioning provides a sense of meaning to people through their work. Hence, this means working together to not only crystallize why the education resource centers in Karnataka really exist but connect it to personal goals. Unless the passion and excitement comes in, no statement or objectives, however rational can turn into a vision that people would believe in. [4-6 months]
3. Heading towards the Vision through inventing and adapting This means thinking through possibilities on how the vision may be reached. This requires an open-ness to try new things, see how they work and accept that mistakes are more like steps on the learning ladder. The strategies which have led to the current gaps are unlikely to bridge those gaps- hence new ways of thinking and adapting generic strategies and recommendations is most important. The report provides some examples here. The Vision is something that will guide the actions right now, hence this final phase is more like a journey towards

³Elements of this roadmap have been influenced by the works of leading thinkers like Chris Argyris, Donald Schon, Peter Drucker, Peter Senge, Deborah Ancona, Thomas W. Malone and Wanda J. Orlikowski and their various works

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that vision. With time, Vision could and sometimes must change. [6 months for initial changes to take effect, Ongoing]

The next table suggests roadmap on how the discussion so far may be put into practice. It give an idea of who could be involved, what methods could be used and what outcomes could be expected.

Description	Stakeholders	Methods and Outcome	Phase
Discussion of this Report Recommendations in light of OD framework	Representatives from all State Education Resource Centers – DSERT, DIET, SISLEPM, CTE and IASE: creation of a team for Change Management at State Level	Presentation on OD followed by interactive dialogue on the recommendations - leading to a joint document on work ahead and responsibilities and creation of a Core team; Encouraging others to voice opinions and creating an atmosphere of reflecting on one’s own mental models and assumptions	Inclusion and Sense-Making
<i>continued on next page</i>			

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Description	Stakeholders	Methods and Outcome	Phase
Development of Toolkit	Core Team	Exposure to OD and change management perspectives for team members; Development of Toolkit which besides process maps could also include activities for analysis of the DISE data with respect to their own district and its implications for planning;	Inclusion and Sense-Making
Creation of Institution Level OD Teams in selected institutions	Institution heads in consultation with the state; the team include experts/ consultants at the district or regional level	Co-creating and agreeing to the same compelling and credible vision guided by passion. Using metaphors, stories and images to reach common understanding	Building a Shared Vision
<i>continued on next page</i>			

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Description	Stakeholders	Methods and Outcome	Phase
Capacity Enhancement for the OD Teams	State OD team, experts	Capacity Enhancement including exposure to OD perspectives, use of digital methods, NCFTE, 12th Plan Restructuring Guidelines, exposure visits for eg to a couple of resource centres in the country; Sharing of toolkit with the project teams (in workshop mode), building interest in the vision	Building a Shared Vision
<i>continued on next page</i>			

Description	Stakeholders	Methods and Outcome	Phase
Pilot rollout	3 DIETs, DSERT and 1 CTE	Actual implementation through participation. Continuous adaptation and finding new ways when recommended action might not seem to work	Heading towards the Vision through inventing and adapting
Implementation of activities in toolkit by project teams in respective pilot institutions	State OD team, Core Team, institution level Project Teams,	The respective project teams would implement the activities in the toolkit in phases with support from the state and core team	Heading towards the Vision through inventing and adapting
Presentation on the Pilot	Core team	Continual discussions on progress-changes made to the implementation format, toolkits or plan	Reaching the Vision through inventing and adapting
Statewide rollout	All	Participatory	Heading towards the Vision through inventing and adapting

Table 4.1: Suggested Roadmap

The three phases are governed by the underlying belief that **every stakeholder is capable of contributing to them**. Further, although these phases have been mentioned separately, they would influence each other and there would be areas of overlap. It is however critical to start the process early and we hope that this report would be seen as useful in providing the right context and direction to such efforts towards systemic change.

Abbreviations

- B.Ed. – Bachelor in Education
BEO – Block Education Officer
BRC – Block Resource Centre
BRP – Block Resource Person
CRC – Cluster Resource Centre
CRP – Cluster Resource Person
CTE - College for Teacher Education
DDPI – Deputy Director of Public Instruction
D.Ed. – Diploma in Education
DIET - District Institute of Education and Training
DPI – Department of Public Instruction
DPEP – District Primary Education Programme
DSERT - Department of State Education Research and Training
DRG – District Resource Group
EdCIL- Education Consultants of India Limited
FYP – Five Year Plan
GoK – Government of Karnataka
IASE - Institute for Advanced Studies in Education
ICT – Information Communication Technology
IISc – Indian Institute of Science
JDPI – Joint Director of Public Instruction
KJA – Karnataka Jnana Aayoga (Karnataka Knowledge Commission)
KSOU – Karnataka State Open University

M.Ed. – Master in education
MGTD – Mission Group on Teacher Development
MHRD – Ministry of Human Resource Development
NCERT – National Council of Educational Research and Training
NCF – National Curriculum Framework
NCFTE – National Curriculum Framework for Teacher Education
NGO – Non-Government Organisation
NPE – National Policy on Education
NUEPA – National University of Educational Planning and Administration
PoA – Programme of Action
OD – Organisational Development
PSTE – Pre-Service Teacher Education
RIE – Regional Institute of Education
RMSA – Rastriya Madhyamik Shiksha Abhiyan
RTE – Right to Education
SISLEPM - State Institute of School Leadership Education Planning and Management
SSA – Sarva Shiksha Abhiyan
TE – Teacher Education
TEI - Teacher Education Institution
TLM – Teaching-Learning Material
QE – Quality Education
UGC – University Grants Commission
UNICEF – United Nations Children’s Fund

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About Karnataka Jnana Aayoga

Karnataka Jnana Aayoga (Karnataka Knowledge Commission), an autonomous high-powered commission, was constituted by Government of Karnataka on September 5, 2008 under the chairmanship of world renowned space scientist Dr. K. Kasturirangan. The mandate of the commission was to 'transform Karnataka into a vibrant knowledge society.' To accomplish this mandate and the given terms of reference, KJA formed working groups, mission groups and a taskforce comprised of domain experts, secretaries of the government & stakeholders. Under the visionary leadership of the chairman, KJA held several consultation meetings and evolved 89 recommendations spread across 6 sectors and 6 focus areas and submitted to Government of Karnataka for implementation.

In collaboration with the line-departments, KJA piloted 10 projects, initiated flagship programmes like Jnana Fellowship & Jnana Shodha and launched several new initiatives with state universities. KJA undertook 9 research studies and pioneered in commissioning first of the kind state-wide research studies like Building Knowledge Society in Karnataka and Perceptions, Aspirations, Expectations and Attitudes of Youth of Karnataka based on which KJA recommended for an exclusive policy for the youth of the state.

Towards its term end, KJA submitted itself for an evaluation of its work by the Public Affairs Centre, Bangalore. The evaluation report was then submitted to the Government and also made available for public.

On completion of its over 4 year-term, Karnataka Jnana Aayoga acknowledges the support of Government of Karnataka in its endeavour towards transforming Karnataka into a vibrant knowledge society.

To know about the complete work of the KJA and for all the publications please, visit www.jnanaayoga.in