

Chapter 6

Teacher and Teachers' Training

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This Chapter discusses the availability of teachers including capacity building measures, as mandated under Right to Education (RTE) Act and Samagra Shiksha Implementation Framework (SSIF). Major audit findings in this regard are as follows:

- While 48 *per cent* of the schools of the State had adverse Pupil Teacher Ratio (PTR) for Primary Classes in 2018-19, no improvement had taken place during five years up to 2022-23, as the same schools were experiencing adverse PTR in 2022-23 too, due to non-engagement of additional teachers during the intervening period.
- In 61 test-checked schools, posts of 229 teachers were lying vacant, whereas 19 teachers were deployed in excess over the requirement in 11 schools.
- 94 *per cent* Secondary schools of the State were running without Art teachers, whereas 31 *per cent* schools were running without Health and Physical Education teachers during 2022-23. 11 *per cent* test-checked schools were running with shortage of subject teachers for Secondary classes.
- The adverse PTR had affected learning outcome, as only one *per cent* students could secure 90 *per cent* or above marks in Class X examination conducted by the Board of Secondary Education, Odisha in 2022-23.
- During 2018-23, against the target of providing in-service trainings to 7.47 lakh teachers, 6.41 lakh teachers could be provided trainings, resulting in shortfall in providing training to 1.06 lakh teachers (14 *per cent*).
- The State Government had not taken steps for recruitment of 750 academic posts in District Institutes of Education and Training. As such the capacity building institutions were running with large scale vacancies, affecting implementation of capacity building measures for teachers.

Section 8 of the RTE Act, 2009 and Paragraph 4.6 of SSIF provides that every child deserves access to quality education, and teaching is a core determinant of students' educational experience. The availability of trained and qualified teachers as per the Pupil-Teacher Ratio (PTR), recommended in RTE Act, 2009 and SSIF, is important for enhancing the quality of education in schools. Proper PTR at different levels of education plays a vital role in ensuring meaningful and effective teaching-learning processes in schools. SSIF emphasizes the importance of qualified and trained teachers, and rationalises

teachers' deployment so that all schools meet the required PTR norms. The norms of teachers for Primary to Higher Secondary classes, are shown in **Table 6.1**.

Table 6.1: Norms for requirement of teachers in Primary to Higher Secondary classes, as per RTE Act and SSIF

Class	No. of students	No. of teachers required
Primary (I to V)	Up to 60 students	Two teachers
	61 – 90 students	Three teachers
	91 – 120 students	Four teachers
	121 – 200 students	Five teachers
	Above 150 students	Five teachers + Head teacher
	Above 200 students	One teacher per 40 students + Head teacher
Upper Primary (VI to VIII)	Per 35 students	At least one teacher
		At least one teacher per class, so that there shall be at least one teacher each for (i) Science and Mathematics, (ii) Social Studies and (iii) Languages
	Above 100 students	(i) One full time Head teacher, (ii) part-time instructors for (i) Art Education, (ii) Health & Physical Education and (iii) Work Education
Secondary (IX-X)	Up to 160 children	Five subject (Science, Mathematics, Social Studies, Language and English) teachers for different subjects + one Head teacher
	Above 160 children	PTR shall not exceed 40.
	All categories	Other than subject teachers, part-time teachers for (i) Art and Craft Education, (ii) Health and Physical Education and (iii) Counsellor
Higher Secondary (XI-XII)	Up to 240 children	Six subject teachers + one Principal, for a school offering single subject combination of study
	Above 240 children	10 subject teachers + one Principal for school offering two subject combinations of study.
	Above 360 children	12 subject teachers + one Principal for school offering three subject combinations of study.
		PTR shall not exceed 30
	All categories	Other than subject teachers, part time teachers for (i) Art and Craft Education (ii) Health and Physical Education and (iii) Counsellor

(Source: RTE Act, 2009 and SSIF)

6.1 PTR and deployment of teachers in schools

Section 25 of RTE Act, 2009 stipulates that the appropriate Government and local authority shall maintain PTR as per the prescribed norm within three years from the date of commencement of the RTE Act. The Act also stipulates that a teacher posted in a school shall not be made to serve in any other school or office. Guidelines in Paragraph 6.9.14.2 of SSIF, regarding deployment and re-deployment of teachers are required to be ensured so that schools, at all levels, comply with the PTR norms.

6.1.1 PTR and teachers in schools for Primary and Upper Primary classes

Audit noticed that SME Department had floated (December 2016) an advertisement for recruitment of 14,087 Junior Teachers for Primary and Upper Primary schools in the State. Of these, 9,951 teachers were appointed and remaining 4,136 posts could not be filled. Reasons for the same were not available on record. Despite an adverse PTR in 21,958 schools, no further effort was made during 2018-23 to fill the vacancies. It was only in September 2023 that the process for recruitment of 20,000 Junior Teachers was initiated by OSEPA. However, the same had not been finalized as of March 2024.

Details of the Government and Government aided schools in the State and the sampled districts, which were offering Primary and Upper Primary classes and PTR therein, are tabulated in **Table 6.2**.

Table 6.2: PTR in Primary classes during 2018-19 and 2022-23

Particulars	2018-19		2022-23	
	State	Sampled Districts	State	Sampled Districts
No. of schools offering Primary classes of education ²⁶	50,504	9,032	45,323	8,132
No. of schools with adverse PTR for Primary classes	24,106	4,324	21,958	3,851
Percentage	48	48	48	47

(Source: Analysis of data furnished by OSEPA)

The above table indicated that out of 50,504 and 9,032 schools in the State and sampled districts, respectively, during 2018-19, 24,107 (48 per cent) and 4,324 (48 per cent) schools of the State and sampled districts had adverse PTR. Similarly, out of 45,323 and 8,132 schools in the State and sampled districts, during 2022-23, adverse PTR was noticed in 21,958 (48 per cent) and 3,851 (47 per cent) schools of the State and sampled districts, respectively. On analysis of the PTR of 2018-19 in comparison to the PTR in 2022-23, it was found that the adverse PTR continued to remain the same (48 per cent).

Similarly, **Table 6.3** indicates that 10,579 (44 per cent) and 1,764 (44 per cent) Upper Primary schools of the State and sampled districts respectively, had adverse PTR during 2018-19 and the trend continued till 2022-23, as 10,022 (43 per cent) and 1,658 (43 per cent) for the State and sampled districts respectively had adverse PTR.

Table 6.3: PTR in Upper Primary classes in 2018-19 and 2022-23

Particulars	2018-19		2022-23	
	State	Sampled Districts	State	Sampled Districts
No. of schools offering upper Primary class of education ²⁷	24,131	4,025	23,115	3,833

²⁶ Schools excluding nil enrolment of students in Primary classes (Class-I to V)

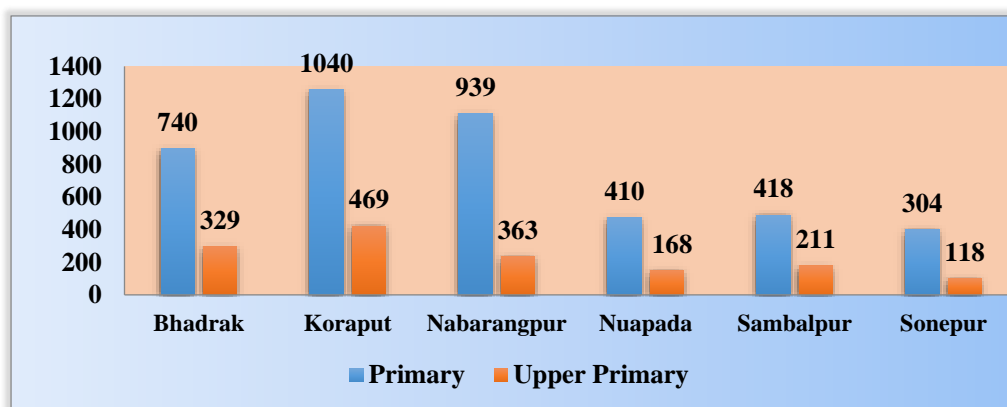
²⁷ Schools excluding nil enrolment of students in Upper Primary classes (Class-VI to VIII)

Particulars	2018-19		2022-23	
	State	Sampled Districts	State	Sampled Districts
No. of schools with adverse PTR for Upper Primary classes	10,579	1,764	10,022	1,658
Percentage	44	44	43	43

(Source: Analysis of data furnished by OSEPA)

On analysis, it was seen that during 2018-23, the State Government did not take any steps to recruit teachers at the Primary and Upper Primary levels, despite the Department being fully aware of the existing vacancies in the State. In the test-checked districts, against the vacancy position of 10,704 teachers at the Primary and Upper Primary levels, 4,453 teachers were found to be deployed in excess, which has affected the PTR position of the schools. Similarly, in 52 test-checked schools, posts of 127 teachers were found to be vacant and in contrast 10 teachers were found to be excessively deployed in nine schools. The position of adverse PTR in the test-checked districts is depicted in **Chart 6.1**.

Chart 6.1: Schools with adverse PTR for Primary and Upper Primary classes in the sampled districts during 2022-23



(Source: Analysis of Data furnished by OSEPA)

Audit analysed the status of teachers in Primary and Upper Primary classes and observed that adverse PTR during 2018-19 had not improved in 2022-23, due to non-recruitment of 35,303²⁸ teachers in the State and 6,251²⁹ teachers in the test-checked districts. Similarly, in 16 out of 77 test-checked schools imparting Primary and Upper Primary classes, the PTR was adverse. As against the requirement of 128 teachers in 16 schools, 63 teachers were found to be deployed, resulting in PTR ranging from 37:1 to 181:1, during the period 2022-23. In one test-checked school (Krupasindhu GHS, Bhadrak), dedicated teachers for Upper Primary classes had not been deployed. Instead, the teachers deployed for Secondary classes were imparting education to the Upper Primary students at the same time.

Audit observed that lack of sufficient number of teachers in proportion to the number of students, and students of multiple classes being taught in one classroom, was a result of the adverse PTR and adversely affected the teaching

²⁸ 61,501 – 26,198

²⁹ 10,704 – 4,453

and learning outcome, as noticed in sampled schools. Besides, it was also observed in the sampled schools that the same teacher was taking multiple classes in one classroom, as shown in the *Pictures 6.1 to 6.3*.

Picture 6.1; dated 14-08-2023



One teacher available for 78 enrolled students of Primary classes and one teacher for 76 enrolled students of Upper Primary classes in Chandimata Govt. High School, Bhadrak

Picture 6.2; dated 14-09-2023.



Students of Classes I to V sitting in one classroom, due to non-availability of adequate teachers and classrooms, in Govt. Upper Primary School, Babunikimal

Picture 6.3; dated 14-09-2023.



Student of Classes VI and VII sitting in one classroom due to non-availability of teachers (including subject teachers) in Govt. Upper Primary School, Babunikimal

The Department stated (October 2024) that PTR of Odisha was above the National average and recruitment of approximately 20,000 Junior Teachers was under process for posting in Elementary schools. The fact, however, remained that during 2022-23, adverse PTR of Primary and Upper Primary classes persisted in 48 and 43 *per cent* schools, respectively.

6.1.2 PTR and teachers in Secondary schools

As per PTR norms, Secondary schools having student strength up to 160 children need five subject teachers and one Head teacher and for schools with more than 160 children, PTR shall not exceed 40:1, as detailed in *Table 6.1*.

Details of schools³⁰ of the State and sampled districts, offering Secondary classes and PTR therein, during 2022-23, are tabulated in **Table 6.4**.

Table 6.4: PTR and teachers in Secondary schools

Particulars of schools	2022-23	
	State	Sampled districts
No. of schools ³¹ offering Secondary classes (Class IX to X) of education	8,810	1,300
No. and percentage of schools running without teacher ³² for Secondary classes	31 (0.4 per cent)	8 (0.7 per cent)
No. of schools having student strength up to 160	6,877	943
No. and percentage of schools ³³ running with shortage of five subject teachers and Head teachers	725 (11 per cent)	154 (16 per cent)
No. of schools having student strength above 160	1,933	357
No. and percentage of schools ³⁴ with adverse PTR (including Head teacher)	171 (9 per cent)	49 (14 per cent)
No. and percentage of schools without Art education teachers	8,301 (94 per cent)	1,195 (92 per cent)
No. and percentage of schools without Health and Physical Education teacher	2,702 (31 per cent)	460 (35 per cent)

(Source: Analysis of data furnished by OSEPA)

The above table indicates that 10 and 16 per cent schools of the State and sampled districts respectively, had adverse PTR/ were short of teachers for Secondary classes. Further, 94 and 92 per cent schools of the State and sampled districts respectively, were running without Art teachers, whereas 31 and 35 per cent schools of the State and the sampled districts respectively, were running without Health and Physical Education teachers, during 2022-23. Besides, it was also noticed that out of the 46 test-checked schools, five schools (11 per cent) were running with shortage of subject teachers for Secondary classes.

On analysis, it was found that the primary reason for the adverse PTR was non-enhancement of the sanctioned strength and non-recruitment of Secondary level teachers during 2018-21. It was only in 2021-22 that the State Government enhanced the sanctioned strength of teachers from 35,764 to 40,166 and recruitment for 7,540 posts was initiated in November 2022 with shortage of 3,863 Secondary level teachers. However, despite a delay of 16 months, the same had not been finalised as of March 2024, with reasons not on record.

The proportion of schools with adverse PTR/ shortage of teachers for Secondary classes in the sampled districts, is shown in **Chart 6.2**.

³⁰ Government and Government aided schools

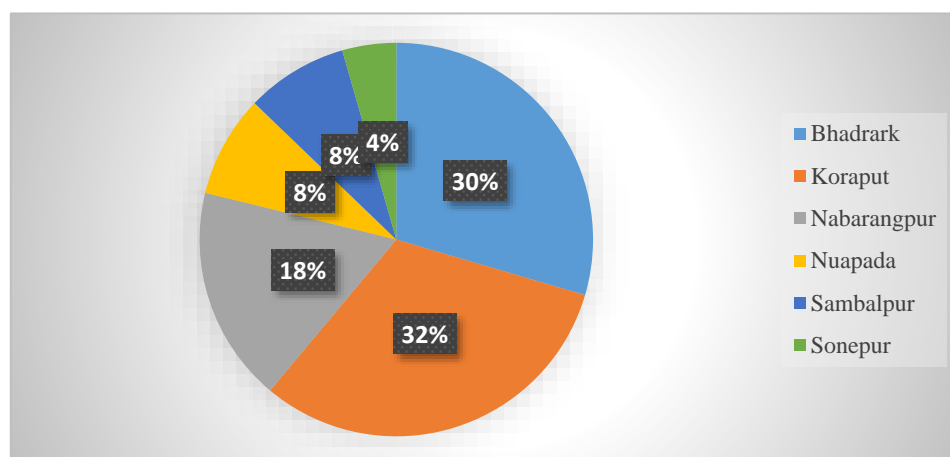
³¹ Excluding schools without enrolment in Classes IX and X

³² Subject teacher and Head teacher

³³ Schools with student strength up to 160

³⁴ Schools with student strength above 160

Chart 6.2: Proportion of schools with Adverse PTR for Secondary classes in the sampled districts

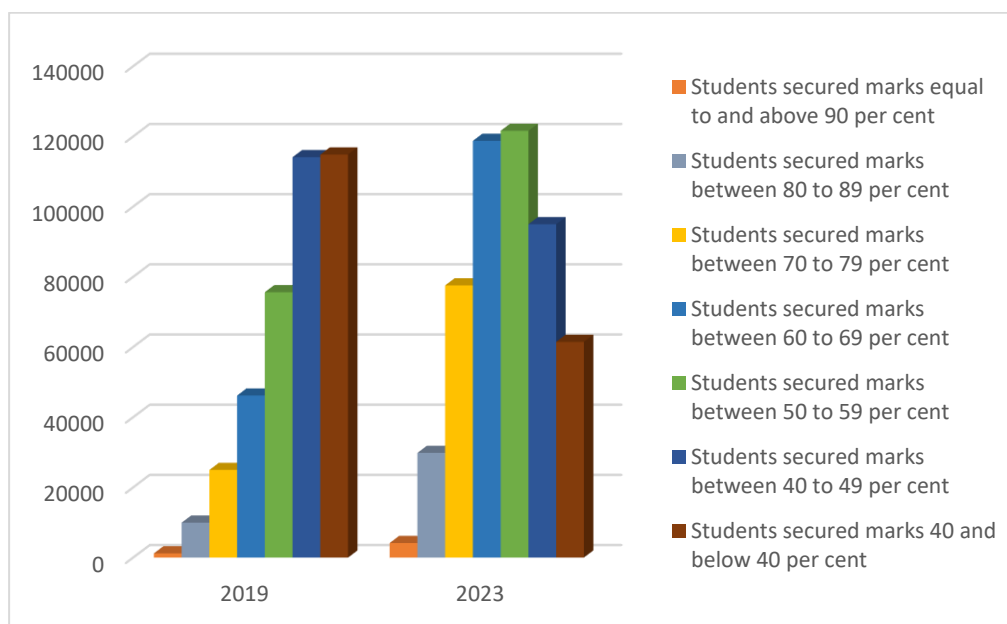


(Source: Analysis of Data furnished by OSEPA)

On analysis of the Class-X examination conducted by Board of Secondary Education (BSE), Odisha for 2018-19 and 2022-23, 3.87 lakh and 5.08 lakh students were declared successful in 2018-19 and 2022-23, out of 5.36 lakh and 5.16 lakh students who appeared in the examinations in the respective years. Audit found that of the successful students, only less than one *per cent* students had secured marks above 90 *per cent* in 2018-19, which had increased to one *per cent* in 2022-23. Details of percentage of marks secured by students in Class X examination, during 2018-19 and 2022-23 are depicted in **Chart 6.3**.

Audit observed that shortage of teachers was one of the main reasons for this under performance of the students in the examination.

Chart 6.3: Percentage of marks secured by students in the Class X examination during 2018-19 and 2022-23



(Source: Data furnished by Board of Secondary Education, Odisha)

The Department stated (October 2024) that Secondary schools were primarily located in rural areas and parents were not taking proper after-school care of their children. Further it stated that 19,146 secondary teachers had been posted during the last five years. The reply is not acceptable, as it is the duty of the teachers to impart quality education to children and ensure satisfactory results, both in rural and urban areas.

6.1.3 PTR and teachers for Higher Secondary classes

As per PTR norm, every Higher Secondary school with students up to 240, requires six subject teachers plus one Principal, for school offering single subject combination of study; above 240 students, 10 subject teachers plus one Principal for school offering two subject combination of study; and above 360 students, 12 subject teachers plus one Principal for school offering three subject combination of study. Besides, the PTR norm shall not exceed 30. The Government and Government aided schools of the State and sampled districts offering higher Secondary classes and the PTR during 2022-23, as analysed, are tabulated in **Table 6.5**.

Table 6.5: PTR and teachers in Higher Secondary classes in 2022-23

Particulars of schools	2022-23	
	State	Sample districts
No. of schools ³⁵ offering Classes XI to XII	1,191	166
No. and percentage of schools running without HM/Principal	415 (35 per cent)	60 (36 per cent)
No. and percentage of schools running with shortage of six subject teachers	503 (42 per cent)	65 (39 per cent)
No. of schools having children strength above 360	591	84
No. and percentage of the schools with adverse PTR ³⁶	527 (89 per cent)	80 (95 per cent)
No. of schools running without Art education teacher	1,110 (93 per cent)	153 (92 per cent)
No. of schools running without Health and Physical Education teacher	838 (70 per cent)	115 (69 per cent)

(Source: Analysis of data furnished by OSEPA)

The above table indicated that 527 and 80 schools³⁷ of the State and sampled districts respectively, had adverse PTR ranging between 89 and 95 per cent. The shortage of headmaster/ principal and subject teachers was substantial, besides very large vacancies amongst Art Education and Health & Physical Education teachers in the State as well as in the sampled districts.

Adequate PTR contributes to a positive learning environment in schools. However, non-deployment of required teachers impacted students' education in schools, as evidenced from the result of the Council of Higher Secondary Education (CHSE³⁸) for Higher Secondary class, as discussed below:

³⁵ No. of schools considered excluding school without enrolment in Classes XI and XII

³⁶ No. of schools with children strength above 360, with headmaster and without other teachers for Higher Secondary classes

³⁷ The schools with student strength above 360

³⁸ The board responsible for management of Higher Secondary classes.

Audit analysed the marks secured by students in Class XII examinations conducted by the CHSE during 2018-19 to 2022-23 and noticed improvement in the performance of students in 2022-23 compared to 2018-19. While 32 *per cent* students were unsuccessful in the examination during 2018-19, it declined to 19 *per cent* during 2022-23. However, of the successful students, 19 to 47 *per cent* students secured 1st division, 21 to 23 *per cent* secured 2nd division, whereas 30 to 60 *per cent* secured 3rd division during 2018-23. Thus, majority of the students secured less than 50 *per cent* marks. This outcome is indicative of the impact on qualitative teaching, due to deficiencies in learning resources and on account of inadequate teachers.

6.1.4 Deficiencies in PTR and deployment of teachers in the sampled schools

Audit noticed the following deficiencies with regard to PTR, with respect to deployment of subject and ancillary teachers in the sampled government and government aided schools of six districts, as of March 2023:

- In 64 (Upper Primary: 5³⁹, Secondary: 39 and Higher Secondary: 20) out of 95 sampled schools, the Upper Primary and Secondary/ Higher Secondary classes did not have instructors⁴⁰/ teachers for teaching Art & Craft education.
- Similarly, in 33 (Upper Primary: 5⁴¹, Secondary: 16 and Higher Secondary: 12) out of 95 sampled schools, the schools were running without Health & Physical Education teachers.
- In 61 sampled schools, posts of 229 teachers were lying vacant, whereas 19 teachers were deployed in excess over the requirement, in 11 sampled schools. The details are mentioned in *Table 6.6*.

Table 6.6: Deployment status of teachers in sampled schools of test- checked districts

District	No. of test checked schools	No. of schools where posts of teachers were lying vacant (No. of posts vacant)	No. of schools where deployment of teachers was in excess (No. of posts in excess)
Bhadrak	11	10 (42)	1 (2)
Koraput	15	13 (42)	2 (6)
Nabarangpur	14	14 (79)	0
Nuapada	13	9 (23)	4 (5)
Sambalpur	10	08 (22)	2 (4)
Sonepur	09	07 (21)	2 (2)
TOTAL	72	61 (229)	11 (19)

(Source: Records of test-checked schools)

- In Chandrapada Upgraded Government High School of Koraput district, Science and Mathematics teachers remained on long leave, which affected the learning of students of Classes IX and X. Similarly,

³⁹ Upper Primary schools with more than 100 students

⁴⁰ In Upper Primary schools having above 100 students, it is required to have a part time Art Instructor

⁴¹ Upper Primary schools with more than 100 students

in Dr. Katju High School, Behela of Nuapada district, post of Mathematics⁴² teacher was lying vacant since 2007 and was being managed by other teachers. In case of SSD Girls High School, Rabga of Sambalpur district, posts of Mathematics and Science teachers were lying vacant since 2013 and 2016, respectively.

- In Majhapara Mission High School, Rabga of Sambalpur district, posts of regular Mathematics and Science teachers were vacant since 2018-19. The school engaged retired teachers to conduct the classes.
- Two⁴³ sampled schools were running with shortage of classical teachers (Sanskrit teachers). In case of SSD Girls High School, Ragba, the posts of Hindi and Health & Physical Education Teachers were not created, as of September 2023. These subjects were being managed by other teachers.
- In Achalika Higher Secondary School, Banta of Bhadrak district, separate teacher had not been appointed for Higher Secondary school (+2 Junior college) and the teachers of Degree College were managing the Higher Secondary classes.

The Department stated (October 2024) that guest teachers were engaged for alternative arrangements till engagement of regular teachers. The reply is not acceptable as Audit could not find any such teachers deployed in the test-checked schools.

Recommendation 6.1

The Department may take steps to maintain the normative Pupil-Teacher Ratio by engaging additional teachers in the schools experiencing shortfalls.

Recommendation 6.2

The Department may rationalise deployment of teachers based on the enrolment of students, by withdrawing teachers from schools having excess teachers and posting them in schools experiencing shortages.

6.2 Shortfall in teachers' training

The Samagra Shiksha Scheme envisages in-service training for teachers, teacher educators to ensure their professional and self-development. The National Education Policy, 2020 recognised that the teachers shall require training in high-quality content to build competencies in order to encourage and foster critical thinking in students. In the approved AWP&B (2018-23), the State had targeted providing in-service trainings to teachers/head teachers and school leadership trainings to head teachers/principals of Primary to Higher Secondary schools. The in-service teachers' training included National Initiative for School Heads and Teacher Holistic Advancement (NISHTHA), an online training programme provided by Department of School Education

⁴² TGT Mathematics

⁴³ 1) Chandimata Govt. High School, Napang, 2) Krupasindhu Govt. High School, Adalpank,

and Literacy with assistance from National Council of Educational Research and Training (NCERT). The training aimed at development of skills of teachers on aspects of competency-based learning and testing, learner-centred pedagogy, school safety, information and communication technology, school-based assessment, *etc.*

Audit noticed that during 2018-23, against the target of providing in-service trainings to 7.47 lakh teachers⁴⁴, 6.41 lakh teachers could be provided trainings, resulting in shortfall of 1.06 lakh (14 *per cent*) teachers, as shown in **Table 6.7**.

Table 6.7: Target and achievement of in-service training

Nature of training	Year of conduct of training	Category of teachers involved	Approved target in the AWP&B	Achievement	Shortfall (percentage of shortfall)
In-service training to teachers & Head teachers	2018-21	Primary and Upper Primary	5,47,291	5,18,750	28,541 (5)
School leadership training for Head teacher/ principal	2018-19		5,000	90	4,910 (98)
School leadership training for Head teacher/principal	2018-20	Secondary	3,896	3,139	757 (19)
In-service training to teachers & head teachers	2018-23	Secondary & Higher Secondary	1,91,210	1,18,594	72,616 (38)
Total			7,47,397	6,40,573	1,06,824

(Source: Information furnished by OSEPA)

Audit observed that due to shortfall in achievement of the targets for trainings, the State failed to ensure improvement of the quality of school education.

The Department did not furnish any specific reply regarding trainings of teachers/ head teachers/ Principal.

6.2.1 NISHTHA training of in-service teachers

The State had a target to provide an online training named NISHTHA, comprising 42 course modules⁴⁵ to 1.93 lakh Primary / Upper Primary, 0.48 lakh Secondary and 6,028 Higher Secondary teachers on Digital Infrastructure for Knowledge Sharing (DIKSHA⁴⁶) platform during 2018-23. However, OSEPA had not maintained the records of Primary/Upper Primary teachers, who had completed all the 18 course modules. It was noted that only 7,063 (15 *per cent*) Secondary and 577 (10 *per cent*) Higher Secondary teachers completed the 12 course modules.

Audit found that there was a shortfall in completion of the course by the Primary and Upper Primary teachers, which ranged between 6 and 19 *per cent*. In case of Secondary teachers, the shortfall ranged between 66 and 70 *per cent*

⁴⁴ Comprising Primary to Higher Secondary teachers /Head teachers

⁴⁵ 18 course modules for Elementary (Primary and Upper Primary) teachers, 12 for Secondary teachers and 12 for Higher Secondary Teachers

⁴⁶ It aids teachers to learn and train themselves digitally

and for Higher Secondary teachers, the shortfall ranged between 74 and 94 *per cent*, as detailed in **Table 6.8**.

Table 6.8: Target and achievement of NISHTHA training

Category of teachers	Year	Target (in numbers)	Modules	Teachers who completed all modules	Percentage of shortfall in completion of each modules	
Elementary	2020-21	1,92,705	18	Not provided by OSEPA	6 to 19	Module-1 Module- 3
Secondary	2021-22	48,271	12	7063	66 to 70	Module-10, Module-12
Higher Secondary	2022-23	6,028	12	577	74 to 94	Module-1 Module-7

(Source: Information furnished by OSEPA)

The shortfall in completion of course modules indicated that in-service training needs of teachers for improvement in quality teaching in order to create effective and engaging learning environment in the classroom, were not ensured. OSEPA attributed lack of effort on the part of the teachers to register for training during the stipulated period and unwillingness of Higher Secondary teachers to undergo training of the composite colleges (College having Degree as well as Higher Secondary classes) as the reasons for shortfall in training of the teachers.

The Department stated (October 2024) that the shortfall in training was due to network connectively problems, lack of technical knowledge on the part of teachers or head teachers, closure of office/ schools during COVID-19, *etc.* The reply is not acceptable as before conducting training programmes, the department should have ensured proper network connectivity with provision of teachers with requisite knowledge base.

6.3 Teachers' Training Institutions

Paragraph 1.3 (XIV)(iii) of Manual of Financial Management & Procurement (FMP) of Samagra Shiksha, prescribes teachers' training and professional development, including in-service, pre-service, induction and refresher training under the aegis of State Council of Educational Research and Training (SCERT) and District Institutes of Education and Training (DIETs). Paragraphs 10.5.1 and 10.5.2 of SSIF envisage DIETs as a strong institution to support teachers at the school level and universalisation of quality education.

6.3.1 Shortfall in the conduct of training by DIETs

The SCERT outlined (February 2019) that the main focus of all the activities undertaken for teacher education aimed at capacity building of CRCCs and teachers, so as to enable them to help students in accomplishment of grade specific learning outcomes and in adopting pedagogical practices. Every year SCERT specified activities for capacity building of Cluster Resource Centre Coordinators (CRCCs), Additional Block Education Officers (ABEOs), teachers, *etc.*, and DIET formulated plans for the training.

Audit noticed that the sampled DIETs planned to undertake different types of trainings (NAS⁴⁷ Training Programme, Orientation Programme, DIET- CRCC

⁴⁷ National Achievement Survey

Linkage, ICT⁴⁸ Training, *etc.*), involving CRCC, ABEOs, teachers, resource persons, *etc.* However, Audit noticed shortfall in the conduct of trainings as well as achieving the targets set by different DIETs during 2018-23. The DIETs of the sampled districts planned to conduct 304 training programmes covering 14,919 teachers, against which only 255 programmes covering 11,674 (78 *per cent*) teachers had been undertaken. As a result, 3,245 teachers were out of the coverage of the trainings during 2018-23. Failure of the State in providing training to the teachers for upgradation of their knowledge and skill, for accomplishment of learning outcomes of the students, was one of the indicative reasons for poor outcome in the learning level of students.

The Department replied (October 2024) that the shortfall occurred due to shortage of faculties in DIETs.

6.3.2 DIETs and SCERT functioning with scarce academic and non-academic staff

The Project Appraisal Board (PAB), GoI (7 August 2018) suggested restructuring of SCERTs, development of cadre rules for notifying separate cadres for teacher educators and establishment of Special Cells (Science, Mathematics, Social Studies, Education Technology/ Computer and Language/English Education) in the SCERT. It further suggested creating and filling 45 academic posts in SCERT and 750 (25 posts in each DIET) academic posts in DIETs to perform multifarious academic activities in the State in collaboration with NCERT and other National bodies

Audit noticed that the State Government had neither notified separate cadre rules for teacher educators nor taken any steps for recruitment of 750 academic posts for DIETs. As a result, the DIETs were running with a vacancy of 505 academic posts, as of March 2023. Against the sanctioned strength of 724 academic and 14 non-academic posts at the DIETs, 293 (41 *per cent*) academic and 10 (71 *per cent*) non-academic posts were vacant during 2018-19 and the position further decreased during 2022-23, as 65 and 71 *per cent* academic and non-academic posts, respectively remained vacant in the DIETs. Even the SCERT was also functioning with a vacancy of 56 and 61 *per cent* of academic and non-academic posts, during 2022-23. Audit observed that large-scale vacancies in the SCERT led to failure in providing academic support and guidance to the State Government and local educational institutions in areas of teacher education and educational research. Further, lack of effort on part of the SCERT towards deployment of required academic and non-academic manpower in DIETs had an adverse effect on successful conduct and completion of professional development training of teachers in the districts.

Thus, failure to ensure deployment of qualified human resources to DIETs compromised their role in providing continuous and necessary training to the teachers. Continuous professional development is essential to improve the quality of teaching imparted to the students.

The Department replied (October 2024) that the Academic and Non-academic posts would be filled.

⁴⁸ Information and Communications Technology

Recommendation 6.3

The Department may strengthen capacity of the teacher training institutes along with creating awareness regarding relevance of training by providing adequate resources and monitoring their functions.

6.4 Engagement of teachers by submission of fake qualifications

The SME department instructed (June 2019, August and December 2021) all the District Education Officers (DEOs), District Project Co-coordinators (DPCs) and Block Education Officers (BEOs) of the State to conduct special drive to verify the academic and training certificates of Primary and Upper Primary school teachers.

Audit noticed that the BEOs of the sampled Blocks had verified and detected qualification certificates of 15 teachers as fake. The BEOs took action and disengaged 12 teachers, whereas three teachers of Nabarangpur and Sonapur district were still continuing. Thus, the State and district authorities failed to ensure the educational qualification of the teachers at the time of their engagement, resulting in recruitment of ineligible persons as teachers.

The Department replied (October 2024) that District Education Officers had been sensitised to find out such cases of fake certificates and take legal action.