



Impact of the Capacity Building Program in Higher Secondary School Education in Chhattisgarh

Ms. Sujata Behl

Research Scholar of Education, Kalinga University , Email: behl.sujata@gmail.com

Guided By

Prof. (Dr.) Shraddha Verma

Dean, Faculty of Education, Kalinga University, Email: shraddha.verma@kalingauniversity.ac.in

DOI : <https://doi.org/10.5281/zenodo.17398868>

ARTICLE DETAILS

Research Paper

Accepted: 03-09-2025

Published: 19-10-2025

Keywords:

ABSTRACT

This paper evaluates the impact of capacity-building initiatives led by the State Council of Educational Research and Training (SCERT), Chhattisgarh, on teacher performance in government higher secondary schools, using Class XII board examination outcomes for 2020–2024 as the principal metric. SCERT’s in-service programs—subject-specific workshops, pedagogy-oriented training, and cascade delivery through DIETs—are described, and trends in pass percentages are analyzed. Results indicate modest improvements in pass rates after the disruptive pandemic years, suggesting that sustained teacher development has supported learning gains, though systemic constraints such as teacher shortages and resource gaps limit the magnitude of observable impact. Recommendations focus on strengthening training quality, staffing, and monitoring to translate capacity building into larger improvements in student outcomes

Introduction

Teacher quality is a primary determinant of student achievement. In Chhattisgarh, SCERT has implemented a variety of capacity-building programs for higher secondary teachers aimed at strengthening content knowledge, pedagogical practice, and assessment literacy. Given the state’s focus



on aligning classroom practice with new NCERT curricula and National Education Policy priorities, evaluating whether teacher development translates to improved student outcomes is essential. This paper assesses SCERT initiatives and examines board exam performance in government higher secondary schools from 2020–2024 to understand correlations and identify barriers to greater impact.

Methodology

This study synthesizes programmatic descriptions of SCERT initiatives and public board examination statistics for Class XII (2020–2024). Training modalities reviewed include subject-specific workshops (science, commerce, humanities), pedagogy and assessment sessions, and cascade models implemented through District Institutes of Education and Training (DIETs). Board results were examined year-by-year to observe trends in pass percentages and to detect patterns that may reflect training effects. Qualitative inputs from media reports and administrative releases were used to contextualize quantitative trends and to identify operational challenges reported by teachers and administrators.

SCERT Capacity-Building Initiatives

SCERT's higher secondary teacher development has emphasized: (1) subject-focused orientation workshops aligning teachers with NCERT textbooks and updated syllabi; (2) pedagogy sessions stressing active learning, competency-based approaches, and formative assessment; (3) a cascade model where master trainers are prepared at state and DIET levels and subsequently train district and cluster-level teachers; and (4) blended delivery using recorded lectures, online modules, and in-person mentoring. Programs under the broader Samagra Shiksha framework aim for sustained professional development rather than one-off workshops, promoting follow-up classroom support and peer-learning groups. These initiatives explicitly target classroom practice and assessment literacy—areas directly relevant to board exam preparedness.

Results and Discussion: Board Exam Trends (2020–2024)

Board examination pass rates for Class XII show variability across 2020–2024. In 2020 the pass percentage stood near 80.36%. The pandemic year 2021 showed an anomalous surge to approximately 97.43%, reflecting exceptional assessment arrangements rather than instructional improvements. With normal examination processes resuming, 2022 reverted to roughly 79.30%. From 2022 onward the pass percentage displayed modest recovery—about 82.35% in 2023 and around 80–81% in 2024—indicating stabilization and a slight upward trend compared with the immediate post-pandemic year.



Interpreting these trends requires caution. The 2021 spike is attributable to pandemic-era evaluation policies and must be discounted when assessing teacher-training impact. The modest gains observed in 2023 and 2024, however, coincide with continued SCERT training cycles and deeper implementation of competency-based pedagogical approaches. Improvements are therefore plausibly associated with enhanced teacher content knowledge and classroom assessment practices imparted through SCERT workshops and DIET follow-ups. Nevertheless, attributing causality is constrained by confounding factors—exam difficulty variations, student cohort differences, and administrative changes—that also influence results.

Qualitative perspectives reinforce a nuanced interpretation. Teachers report benefits from subject-specific orientations that clarified syllabus expectations and teaching strategies, while administrators note improved teacher familiarity with formative assessment tools. At the same time, persistent challenges—particularly acute teacher shortages in many districts and heavy non-teaching duties for existing staff—dilute the potential benefits of training. When teachers are overburdened or when newly trained teachers are not present in classrooms due to vacancies, the transmission of training impact to students is weakened.

Challenges Limiting Impact

Key impediments to maximizing training outcomes include: (1) significant vacancies in sanctioned teacher posts, which reduce continuity in instruction and mentorship; (2) workload pressures from administrative duties that limit teacher availability for follow-up professional learning; (3) infrastructural deficits (laboratories, libraries, reliable internet) that constrain the application of active or practical pedagogies; and (4) uneven quality of training implementation at district and school levels, where cascade models sometimes fail to provide sustained classroom-level coaching.

Recommendations

To strengthen the effect of capacity building on exam outcomes, the following are recommended: (a) prioritize recruitment to fill sanctioned teacher posts and reduce workload imbalances so teachers can implement training effectively; (b) deepen training quality by adopting competency-based modules tied to diagnostic assessment data, ensuring training targets precisely identified gaps; (c) empower DIETs with resources for ongoing mentoring, classroom observation, and teacher peer groups rather than one-off workshops; (d) expand accessible digital training repositories (recorded lessons, micro-modules) to support remote or time-constrained teachers; and (e) institute a robust monitoring framework that links



teacher professional development inputs to measurable student learning outcomes through periodic diagnostic assessments.

Conclusion

SCERT's capacity-building efforts for higher secondary teachers in Chhattisgarh have provided relevant content and pedagogical support and are likely a supportive factor in the modest recovery and stabilization of Class XII board results after pandemic disruption. However, systemic constraints—staff shortages, infrastructure gaps, and implementation variability—limit the potential impact of these initiatives. Strengthening recruitment, enhancing the depth and follow-up of professional development, and instituting data-driven monitoring will be essential to convert teacher capacity building into more substantial and sustained improvements in student board examination performance.

References

State Council of Educational Research and Training (SCERT), Chhattisgarh; Chhattisgarh Board of Secondary Education (CGBSE) result releases (2020–2024); Samagra Shiksha and related project reports; select media reports and education sector analyses on Chhattisgarh teacher training and board outcomes.