

Evaluation of the CSSTE, August-September 2017			Secretary & SCERT Director
Instructions Interview <i>Schedule for State Education Secretaries (ES) will mainly focus on capturing perceptions, views and vision for Teacher Education in e and specific developments under CSSTE at the state level.</i>			
Name of the state	Telangana State	District/Place	Hyderabad
Name of institution	SCERT		
Researcher name	Spoorthi Nidhuraam	Date of visit	24 TH August 2017
Respondent name	Mrs. Sheshu Kumari	Designation	Director of SCERT

A: Overall Teacher Education Sector in the state

1. What is the teacher education scenario in the state?

- According to our Vision 2020 Document in Telangana State we believe that education is key engine for development in social sector. So lot of focus is laid upon in bringing quality teachers.
- This state is one of the first states to have only trained teachers as teachers in the government sector. Right from the year where we started centralized recruitment we have been following this system.

a). How is teacher education organized in the state?

- I will be talking about D.El.Ed and B.Ed. (government colleges) is not under SCERT, Private D.El.Ed.
- Private D.El.Ed Colleges are under State Council for Higher Education, Affiliation is done by University. Can talk on Government sector B.Ed. College.
- Teacher education is organized like this in our state
 - Ø DIETs and Private Colleges at D.El.Ed level.
 - Ø Government Colleges, University (Osmania and Kakathiya University) and Private – (Aided and Unaided) - B.Ed. Level.
- Under SCERT Director Purview – D.El.Ed.

- CTEs and IASEs – Directorate of School Education
- Organogram – (Enclosed with Annual Work Plan)

2. What is the state's vision for teacher education?

- Qualified teachers
- Quality of teacher education to be maintained.
- Transparent and fair evaluation.
- We have put in online systems / applications in place.

a) How has the state's vision evolved in light of the NCFTE 2009 and RTE 2009?

- Our schools should have only trained teachers both at elementary and secondary level.
- We offer the best of the curriculum, which is well monitored for teacher education.
- Very shortly we will have biometric system for attendance.

3. What are the key achievements of the state in the field of teacher education?

- We conduct entrance exams and take only meritorious students.
- We have vigorous program structure and a strict evaluation system, followed by capturing the marks on the portal immediately after the examinations are conducted.
- We have written position paper on teacher education.
- We designed a web enabled application, for uploading the marks within one week of conducting of internal exams.
- We have designed our papers in an exhaustive manner for D.El.Ed, end of each year we have exams.
- Past 15 years, since inception we have been conducting entrance exam, previously called CTC now called DCET.
- We have been conducting teacher recruitment test since 1992, our recruitment process is done by state mechanism with importance given to district level – district collector play an important role as a selection committee.
- We have leveraged ICT to a great extent to bring transparency, speed and efficiency in the system.

4. What major changes have you made recently in the structure and functioning of TE?

- Student teachers mandatory internship program.
- Online application was there for last five years.
- 2017 – We had an online entrance test; results were given to the candidate instantaneously.
- We will soon have biometric system for all the colleges.

5. What according to you are the challenges of teacher education sector in the state?
- Government of India refused to sanction DIETs to newly carved out district and they have sanctioned only 2 out of 21 districts due to Justice Verma Commission and division of the state.
 - There is a mismatch between the centrally sponsored grant and the time it reaches colleges.
 - The grant is not given in the good part of the academic year, they say the formats are not correct, even if we do the formats correctly
 - The timeline of the funding, mechanism and the way funding is reaching under CSSTE SCHEME it's very complex.
 - Too many conditions for granting the funds and percolating of funds to the field level is another problem.
 - Especially Telangana state there was arbitration of the fund, our share of fund was given to Andhra and that was never return to Telangana, when they are not giving me the fund how am I supposed to run the projects or training?
 - For schemes like SSA and RMSA, Government of India is directly transferring the funds to their accounts. For CSSTE there is a four layered system percolation of finances, this is very difficult for both us and colleges at district level.
6. How has the state been able to identify and deal with the challenges?
- We are not able to regulate the academic year due to various problems but we are trying to regulate it year by year.
 - Teacher education is invisible sector for processes like teacher training and pedagogy we need finances to run this institution and to help them out with better quality of education we need finances to support them for these qualitative process.
 - This state had a peculiar problem, our services have been provincialized and Panchayat Raj employees have been brought into the government sector in 1998. This whole matter is taken up by Supreme Court level. So there is a lot of litigation. Why this is important is 70% of posts are filled through promotions in DIETs and CTEs. So due to constant litigations for 20 years. This went up to President of India, Just before Pranab Mukherjee stepped down, a week before laying down his office, and this file was signed. So now we will be able to work on filling up of these positions.
7. What are the roles and contributions of the central government, state government, private actors, NGOs in teacher education? How do these stakeholders interact with each other?

- This sector is open for everyone – Government, Private and NGOs etc., the role we can play across the central, state, district and sub-district level is a very healthy one.
- Yes, we are collaborating with many NGOs. PRATHAM, SAVE THE CHILDREN etc., are the NGOs who are working with along with government. They are involved in mostly in research and bring back the reality and flavor directly from the field.

8. What mechanisms have you put into place to enable them to contribute to Teacher Education?

- ICT and Online systems.

(Already Answered above)

9. What are the other measures for enhancing quality of teacher education in the state?

- We tried to bring in online /systems to enhance quality. We have leveraged ICT to great extent.

10. Have any of the teacher educators attended Arizona State University fellowship program? Have they been able to translate the training received in their current work practice?

- None of our teachers in State of Telangana were given a chance to attend the Arizona State University Fellowship Program. Our teachers were not given an opportunity.

B: Teacher Education Institutions of the State

11. How do these institutions coordinate with each other?

12. What are the major gaps of teacher education institutions (SCERTs, DIETs, CTEs, and BITEs) in terms of human resources, facilities and functionalities?

- We have a healthy coordination between all the institutes and SCERT.
- We have meet ups very regularly, this state is one of the states who uses video conferencing to the extent. We have a good monitoring platform. So that's the place we share a lot of our experiences.
- We have a cordial relation with many universities. We are often meeting with universities for all our content revision and other projects. We have well integrated system. We all come together with the help of this organization.
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13. How can the present institutional capacity be enhanced to ensure adequate supply of trained teachers for elementary school education? And / or continuous professional development of teachers?

- Present institutional capacity be enhanced to ensure adequate supply of trained teachers for elementary school education through increasing DIETs and CTEs at District level.
- Funding should be given not only for teacher education alone but for the infrastructural development of the structure.
- As this is an invisible sector it's difficult to promise the quality without providing them with these benefits. As our DIETs need a lots of infrastructural changes.

14. According to you, what are the ways for optimum utilization of existing structures for pre-service as well as in-service training of the existing cadre of teachers at all levels?

- (Its answered above)

15. Do the SCERT faculty have academic designations or are they academic officers?

- Both we have academic designations and we are academic officers also.
- They are posting 6-7 teachers who are posted against lectures as there are vacancies.

16. What is the role of the private teachers training institutions in meeting the adequacy of teachers?

- They are 51% of recruitment is in private sector their contribution is more to that sector.
- Those teachers in private sector play a very significant role.
- We actually don't require so many private D.El.Ed colleges . the demand is coming down at elementary level. We should actually improve the condition of our government colleges in order to reduce the number of private institutions.

17. What is the quality of the private teachers training institutions?

- Due to no proper mechanism and less staff to evaluate we are not able to monitor them properly.
- We cannot ensure the quality of teacher in private colleges. I feel that our teachers should be trained in government colleges for better teacher education.

18. Do you think that Private teacher education institutions alone can meet the needs of the state for quality Pre-Service Teacher Education and have DIETs, CTEs and IASEs may focus only on INSET?
- No, Private teacher education institutions alone can meet the needs of the state for quality Pre-Service Teacher Education. If we can recruit faculty in our colleges and develop our institutions i feel we can work improving standards of DIETs. I strongly support and value government institutions as they are well monitored and evaluated time to time.
19. Do you think DIETs should be upgraded to provide academic support to secondary teachers and schools?
- Yes , definitely. As I talked above.
 - It's a very ambitious plan to upgrade them. I feel it will be good if they come back to their original position at least.
 - DIET should be left out from implementation so that they can purely focus on the teacher education academic program (academic, education research)
20. Please suggest ways for enhancing the quality of;
- a. Pre-service: we have to give them trainings and infrastructure as they all are studying in old buildings and with minimum staff.
 - b. Curricular reform at school level: we have worked no it we have written our curriculum and we tried to bring in local language in revised text books
 - c. In-service: more trainings
 - d. Monitoring & Support for enhancing quality of School Education : we have been meetings through video conferencing to monitoring and support for enhancing quality of school education.

C: CSSTE in the State

21. How has the state's approach towards teacher education changed post 2012?

- We bought ICT and we have proposed for newer DIETs but we have not sanctioned.

22. Did the state prepare a perspective plan for teacher education under the CSSTE? Could you mention some of the salient features of this plan? What is it trying to achieve?

- We don't get any funds in spite of submitting all paperwork in time. There is a lot of running around for the funds.

- We want to provide more rigorous coursework and regulate the academic year in a better way which are planning in future.
- We will start our recruitment soon now the panchayat raj employee's case is solved now.

23. To what extent does this plan address the aims and objectives for quality teacher education of NCFTE 2009 and RTE 2009 to provide qualified teachers in all schools?

- Already answered above and also mentioned in annual work plan.

24. In what ways has the CSSTE has been able to strengthen the institutions of teacher education in the state?

- We have not received funds since a long time. We need direct funds for SCERT as it's difficult to get funds every time.

25. How is the scheme monitored?

- There is not a proper monitoring systems in place . even if they are there they are not regular monitoring happening.

26. Has the state been able to create a forum for convergence of all the institutions and structures (including SSA and RMSA) of teacher education within the state? Can you highlight major achievements of this forum?

- SCERT cannot create any forum, director has to do the convergence.

27. Under the CSSTE how has the flow of funds to the states been? Were the funds received adequate? What were the timelines of receipt of the same? If there were bottlenecks how were these resolved?

- Under the CSSTE scheme, the flow of funds to the states been very rare.
- There is a mismatch between the centrally sponsored grant and the time it reaches colleges.
- The grant is not given in the good part of the academic year ,they say the formats are not correct, even if we do the formats correctly

- The timeline of the funding, mechanism and the way funding is reaching under CSSTE SCHEME it's very complex.
- Too many conditions for granting the funds and percolating of funds to the field level is another problem.
- Especially Telangana state there was arbitration of the fund, our share of fund was given to Andhra and that was never return to Telangana, when they are not giving me the fund how am I supposed to run the projects or training?
- For schemes like SSA and RMSA, Government of India is directly transferring the funds to their accounts. For CSSTE there is a four layered system percolation of finances , this is very difficult for both us and colleges at district level.

28. Has there been a assessment of the needs of training for teachers?

- Yes we have conducted needs assessment .

29. What were the major findings of this evaluation? How have these findings impacted training content and processes?

- We have conducted needs assessment in the content development , the processes for running a projects.
- CCE - implementations

30. What could be the changes to the scheme to ensure goals of teacher education within the state are met?

- We need one institution where all the teacher education colleges are under one institution or under SCERT . So that there is a proper monitoring mechanism maintained in the state for teacher education.

31. Has a Teacher Educator cadre been created in the state? If yes, When? If not, why and what are the key issues facing the creation of this cadre?

- There is always a cadre
- But there is inter- transferability - Professors of SCERT can go as principals to IASEs and DIETs but DEOs of only certain qualifications can come to SCERT.

32. Under the 12th Plan, did you enhance IASEs or CTEs or make changes to IASEs and CTEs?

- Answer in annual work plan.

33. Do you have districts or blocks where you have created BITEs?

- We don't have BITEs in Telangana. We have mandals, we need 21 new DIETs for our new districts.
- We need to strengthen existing DIETs before they give us the new DIETs with proper infrastructure facilities.

34. Which are the key institutions with whom you have MOUs and schemes for faculty development of IASEs, CTEs and DIETs?

- Mentioned in Annual work plan.
- All our training programs happen through DIETs and CTEs.
- We have a very good state resource group.

35. What capacity building have you had from NCERT, NUEPA, etc.?

- Our state curriculum when it was framed, we have drafted by national level experts from NCERT, Regional College of Education, SCERT, Vidyabhavan, Eklayya and local universities, Our curriculum revision and syllabus and curriculum are apart with NCERT 2011.
- We often send our staff for trainings and workshops.
- NUEPA - came down to our state and carried out series of workshops on school leadership programs.
- We have adapted a lot of elements (content) which we adapted to our local context of the state.

C: Technology Use

36. Is technology being used for administration and coordination?

- Yes , its mentioned above.

37. Have you installed satellite/ video conferencing between SCERT and DIETs?

- We tried to bring in online /systems to enhance quality. We have leveraged ICT to great extent.

38. What are the examples of this?(email, whatsapp, Edusat video conference, website)

- We share our experience through these mediums.

39. What are the types and kind of technology being used for Teacher Education in the SCERT/DIETs/ IASE/ CTEs ?

- Yes , we have SCERT - Mana TV - for both TEs and Students.

40. What are the ways in which currently ICT is being used in the process of training and material development? Which areas do you think can improve substantially when ICT is used?

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41. What kind of capacity building in human resources with regards to ICT do you envision? What are your plans for improving ICT infrastructure in classrooms and trainings?

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42. How do you see ICT impacting teaching-learning process in the classroom? What are your views about MOOCs? Do you think this model can be used in your training programmes?

- It is very useful. We are trying to bring many ICT based programmes in future..
- We have Mana TV lessons for both Teachers and students.
- We have a digital state resources available on our website for teachers to download.
- Massive Open Online Course (MOOC) web-based platforms are very useful for both students as well as teachers.

43. What are major roadblocks according to you for implementing large-scale use of ICT during trainings?

- We have leveraged ICT to great extent in our state

44. Which areas do you think will remain largely unaffected by use of ICT?

- There are more benefits from ICT

E: SCERT

45. Does the SCERT have an organizational structure as mandated by the guidelines? Draw an Organogram of the SCERT which covers staffing, nonacademic, etc. aspects (detailed explanation in annual work plan)

46. What are the ongoing activities for the SCERT as a leading academic institution at the state level providing support to DIETs, CTEs (college of teachers education) , IASEs (Institute of Advanced Study in Education) and at the same time engaging in educational research and training; providing advice to state governments on policy issues; quality improvement in school education; and teacher education?

(Answered above and detailed explanation in annual work plan)

47. What are the ongoing activities for revision/development of curriculum and syllabus of the teacher education courses viz-a-viz National Curriculum Framework (NCF–2005) and the National Curriculum Framework for Teacher Education (NCFTE)?What are the ongoing activities of the SCERT under the preparation of prototype teaching learning material other than textbooks for elementary school education;

(Answered above and detailed explanation in annual work plan)

48. What are the strategies with respect to Preservice and In-service training of teachers/ Education (particularly for the elementary school level)?

- Long term strategy -
- On Going program -
- Collaboration with SSA/ RMSA etc -
- We have a 2 tire model for training modules. We have mostly lecture method training. Instead if we have a activity based training teachers also will enjoy our trainings.

49. What are the steps for the professional development of education administrators and head teachers?

- We have training constantly happening in SCERT, NCERT AND NUEPA etc.,

50. What kind of training is required for Professional Development of Teacher Educators for DIETs & SCERTs?

- We have training constantly happening in SCERT, NCERT AND NUEPA etc.,

51. Nature of Duties performed by SCERT: (Yes/No, If yes, in details)

		If Yes, specify details of the activities
Is the SCERT been notified as an academic body as mandated under the state rules under RTE?	yes	yes .
Does the SCERT play a role in policy matters?	yes	Developed textbooks? yes Conducted evaluations? yes
Is SCERT involved in curriculum development?	yes	Level(s)? Examples post-2012? yes Which grades? yes
Is SCERT involved in material development?	yes	Kind of material is developed? yes Used in material development? yes
Does the SCERT conduct in-service training?	yes	<ul style="list-style-type: none"> • For whom? teachers • How frequently? We have a 2 tire model • Which subjects? all • Where do experts come from? Resource persons • Any pool of identified experts? yes • Help from NGOs? yes
Does the SCERT have in place a system to ensure continuity and children's outreach?	yes	yes
Does the SCERT initiated interdepartmental coordination?	yes	Coordination - yes Curriculum development - yes

Are there a Program Advisory Committee?	yes	
Does the PAC meet regularly as mandated by the norms?	As per norms we meet	
Does the SCERT have Annual plan and perspective documents?	yes	plans since when? Collect copies of plans Does it make the plans? (annual work plan)
Has the SCERT introduced any innovations in its work? Are the SCERT performing activities which are not specified in the Guidelines?	Yes, whatever academic we look into it	
Has any research been carried out by SCERT?	yes, mentioned above	Needs assessment of faculty, infrastructure, departments, staffing, adequacy of faculty positions, adequacy of technical and supporting staff - already answered above.

52. Have the duties of the SCERT changed after RTE? If yes, how?

Yes, (mentioned in annual work plan)

53. Planning process of CSSTE

- How are the plans made?
They are made on annual basis
- Who makes the plans?
IASEs and DIETs
- What is the database used for planning?
(details in ANNUAL WORK PLAN)

54. Issues in planning process

- If we can get the funds from CSSTE in the beginning of the year.

- These funds are not given to directly to the institutions.

E: Networks and Collaborations

55. Are there NGOs with whom the SCERT is working closely?

- This sector is open for everyone – Government, Private and NGOs etc., the role we can play across the central, state, district and sub-district level is a very healthy one.
- Yes, we are collaborating with many NGOs. PRATHAM, SAVE THE CHILDREN etc., are the NGOs who are working with along with government. They are involved in mostly in research and bring back the reality and flavor directly from the field.
- Divya Disha, Agha Khan Foundation, British Council, Save the Children, Phillips etc.,.
- Also associated with traffic department for content development on traffic and road safety.
- We have also developed content on child sexual abuse after the Nirbhaya, So as the need comes we are associated.

56. What functions are being performed through this partnership?

- Outreach Programs
- Curriculum Development
- Research at field level