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| **TISS Evaluation of the CSSTE, August-September 2017** | **Tool 1** | **State Secretary & SCERT Director** |
| Instructions Interview *Schedule for State Education Secretaries (ES) will mainly focus on capturing perceptions, views and vision for Teacher Education in the state and specific developments under CSSTE at the state level.* |
| State | Assam | District/Place | Guwahati |
| Name of institution | Assam Secretariat |  |  |
| Researcher name | Dr. Amina, Shinjini | Date of visit | 28.08.17 |
| Respondent name | Shri Preetom Saikia | Designation | Commissioner and Secretary, Elementary Education |

The Commissioner was able to give us around 20 minutes of his time, so we could not complete the entire tool. We tried to ask some of the key questions to get a general picture of the state of teacher education in the state.

**A: Overall Teacher Education Sector in the state**

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

Main concern is untrained teachers. According to RtE mandate, we need to meet the 2019 deadline, for which we have introduced the ODL mode to tackle the situation. Assam has got concession for 5 years, and it may not be extended again, so it is pertinent that we meet this challenge head on. There is some doubt – initially it was 8th Sept. 2018, and in another document it says March 31st 2019, so we still need clarification on this from MHRD.

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

At present we have intake capacity for 3150 (pre-service) and about 7000 for inservice. We hope to increase capacity for inservice in the next 2-3 years. Our SCERT faculty is equipped to take on this challenge, but the intake numbers need to be met.

There has been a reorganization of human resources in the last few years, DIETs and other institutes have been restructured. We have 4 new DIETs now. More reshuffling is required for smoother trainings. We need more academic people, dedicated personnel for conducting trainings.

1. What is the state’s vision for teacher education?

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

Teacher education is ultimately to ensure that children learn. I feel that large scale assessments like ASER should not show an alarming picture for the state – that is the end goal. Now we are trying to improve the state of teacher education in that light. There are more trainings, we are trying out strategies like using smart classrooms, digitization, etc.

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

We have been able to train a large no. of teachers. The Ganotsav programme is a big success. We have been able to identify teachers on the basis of their capabilities. The ones with grades C and D (poor teaching, schools with poor learning outcomes, insufficient infrastructure, etc.) have been identified and we will concentrate on those schools and teachers for intensive capacity building.

Our strategy is to boost these schools through more robust training.

1. What major changes have you made recently in the structure and functioning of TE?
2. What according to you are the challenges of teacher education sector in the state?

Getting and nurturing good quality teachers is a challenge. We have teachers who are older, more experienced and closer to retirement who are reluctant to adopt newer techniques. The younger ones are more proficient, aware and even motivated.

1. How has the state been able to identify and deal with the challenges?

We are trying our best through regular capacity building, the Assam administrative service is also helping through leadership development trainings.

1. 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?

Role of NGOs: There are some organizations like UNICEF that have been working in Assam. They do work in bits and pieces. E.g. there was the initiative in Jorhat on school as a way of life, but it was only in one or two districts with a few select schools. As far as I know, it was successful, but the Mission Director will be able to give you more insight on that.

We also have the ELTAI of British Council that works in the state – but their work needs to be revised and strengthened.

1. What mechanisms have you put into place to enable them to contribute to Teacher Education?
2. What are the other measures for enhancing quality of teacher education in the state?
3. Have any of the teacher educators attended Arizona State University fellowship programme? Have they been able to translate the training received in their current work practice?

**B: Teacher Education Institutions of the State**

1. How do these institutions coordinate with eachother?
2. How do these institutions coordinate with eachother?

More coordination is required between SCERT and SSA RMSA. A coordinated effort based on collaboration is required to improve the situation. Things shouldn’t be moving parallely.

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

I think the major issue is the lack of adequate and timely funding, as a result of which the program activities suffer. There is a gap of some crores in the annual plan. Funds are only for basic things like MDM and free textbooks. The training needs are not always fulfilled due to lack of adequate funding. I feel that some directive should come from MHRD side for this, and to avoid parallel structures. There should be formal structures for coordination. These are there at present, but need more strengthening. They should be backed by executive orders and funding, so that the guidelines are clear.

1. 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?
2. 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?
3. Do the SCERT faculty have academic designations or are they academic officers?
4. What is the role of the private teachers training institutions in meeting the adequacy of teachers?

We need more coordination with the private institutes as well. the NIOS portal is maintained for all teachers enrolled in TEIs, including those from private institutions. They are working in the state, but their intake is also not enough to make a significant difference in no. of trained teachers in the state. But they are helping us in a small way to meet the numbers.

1. What is the quality of the private teachers training institutions?
2. 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?
3. Do you think DIETs should be upgraded to provide academic support to secondary teachers and schools?
4. Please suggest ways for enhancing the quality of;

           a.       Pre-service:

           b.      Curricular reform at school level:

           c.       In-service:

           d.      Monitoring & Support for enhancing quality of School Education

**C: CSSTE in the State**

1. How has the state’s approach towards teacher education changed post 2012?

We are appointing more good quality teachers, institutions have been restructured. But still we need to work on better coordination, and more funding.

1. 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?
2. 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?
3. In what ways has the CSSTE has been able to strengthen the institutions of teacher education in the state?
4. How is the scheme monitored?
5. 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?
6. 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?
7. Has there been a assessment of the needs of training for teachers?
8. What were the major findings of this evaluation? How have these findings impacted training content and processes?
9. What could be the changes to the scheme to ensure goals of teacher education within the state are met?
10. 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?
11. Under the 12th Plan, did you enhance IASEs or CTEs or make changes to IASEs and CTEs?
12. Do you have districts or blocks where you have created BITEs?
13. Which are the key institutions with whom you have MOUs and schemes for faculty development of IASEs, CTEs and DIETs?
14. What capacity building have you had from NCERT, NUEPA, etc.?

**C: Technology Use**

Training for using ICT is very much required. The process has started

1. Is technology being used for administration and coordination?
2. Have you installed satellite/ video conferencing between SCERT and DIETs?
3. What are the examples of this?( email, whatsapp, Edusat video conference, website)
4. What are the types and kind of technology being used for Teacher Education in the SCERT/DIETs/ IASE/ CTEs ?
5. 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?
6. 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?
7. 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?
8. What are major roadblocks according to you for implementing large-scale use of ICT during trainings?
9. Which areas do you think will remain largely unaffected by use of ICT?

**E: SCERT**

1. Does the SCERT have an organizational structure as mandated by the guidelines? Draw an Organogram of the SCERT which covers staffing, nonacademic, etc. aspects
2. 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?
3. 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;
4. What are the strategies with respect to Pre-service and In-service training of teachers/ Education (particularly for the elementary school level)?

·         Long term strategy

·         On Going program

·         Collaboration with SSA/ RMSA etc

1. What are the steps for the professional development of education administrators and head teachers?
2. What kind of training is required for Professional Development of Teacher Educators for DIETs & SCERTs?
3. Nature of Duties performed by SCERT: (Yes/No, If yes, in details)

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| Role  | Yes/No | If Yes, specify  details of the activities   |
| 1.Has the SCERT been notified as an academic authority as mandated under the state rules under RTE?  |  |  |
| 2. Does the SCERT play a role in policy matters?  |  | Has it developed textbooks?Has it conducted evaluations? |
| 3.Is the SCERT involved in curriculum development? |  | Which level(s)? Examples post-2012?For which grades?  |
| 4. Is the SCERT involved in material development?  |  | What kind of material is developed?Is ICT used in material development? |
| 5. Does the SCERT conduct in-service training activities?  |  | * For whom?
* How frequently?
* Which subjects?
* Where do experts come from?
* Any pool of identified experts?
* Help from NGOs?
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| 6. Does the SCERT have in place a system to ensure community and children’s outreach?  |  |  |
| 7. Has the SCERT initiated interdepartmental coordination?  |  | Faculty CoordinationCurriculum development |
| 9. Is there a Program Advisory Committee?  |  |  |
| 10. Does the PAC meet regularly as mandated by the guidelines? |  |  |
| 11. Does the SCERT have Annual plan and perspective plan documents?  |  | Annual plans since when?Collect copies of plansWho makes the plans? |
| 12. Has the SCERT introduced any innovations in its roles/ Is the SCERT performing activities which are not directly specified in the Guidelines?  |  |  |
| 13. Has any research been carried out by SCERT?  |  | * Needs assessment of faculty, insfrastructure, departments, staffing, adequacy of faculty positions, adequacy of technical and supporting staff
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1. Have the duties of the SCERT changed after RTE? If yes, how?
2. Planning process of CSSTE
* How are the plans made?
* Who makes the plans?
* What is the database used for planning?
1. Issues in planning process

**E: Networks and Collaborations**

1. Are there NGOs with whom the SCERT is working closely?
2. What functions are being performed through this partnership?