|  |  |  |  |
| --- | --- | --- | --- |
| **TISS Evaluation of the CSSTE, August-September 2017** | | **Tool 3** | **SCERT-faculty FGD** |
| Instructions: This FGD will include 3 to 4 faculties / sr. functionaries (Assistant professor and above) organization / members associated with SCERT such as NGOs/INGOs/Institutions etc.  The FGD will take about an hour. Kindly record the conversation with all the nuances. If material is available in soft copy then copy it in pen drive as well as laptop, you can also collect soft copy | | | |
| State |  | District/Place |  |
| Name of institution |  |  |  |
| Researcher name |  | Date of visit |  |
| Respondent name |  | Designation |  |

**1. About Major activities under CSSTE-**

What are the major activities conducted under CSSTE programmes during 2012-2017 in particular and since inception of scheme in general. (please collect relevant materials such as information sheet, training module, CDs, manuals, annual work plan, evaluation report etc. of different programme implemented under CSSTE) 2013-14.

Training of newly recruited faculties of DIET/CTE, Professional Development of Educators, Leadership Development of the principals of DIET/CTE/IASE/SCERT faculties, Development of KRP/MRP for Secondary School Teachers, Development of Modules for Planning and Management of the Principals of TEI/Training for conducting Action Research, Research Methodology in different Areas, Revision of School Curriculum, Teacher Education Curriculum as per NCFTE, RTE Act 2009, Development of Resource Materials/D.El.Ed. courses, Development of Perspective plan (2012-17) AWP&B (2012-17) Conduct of D.El.Ed. course of ODL , Enhancing D.El.Ed. and B.Ed. intake capacities of TEI, Development of infrastructural facilities in SCERT and BITE, establishment of 4 DITEs, 3CTEs, Creation of posts of TEIs.

**2. About Teachers Education-**

What kind of change we are approaching for Teachers education in the state/UTs? Upto what extent you are able meet expectation and requirement for teachers education? What are major challenges? Efforts/steps taken to ensure that trainings/courses translate into classroom practices based upon the vision of NCF, 2005? (Collect vision document and Teachers training modules)

* Development and Revision of School Text books as per NCF, 2005
* Development and Revision of TE curriculum as per NCFTE, 2009.
* Development of Resource materials for D.El.Ed. courses as per NCFTE
* Sanction and Creation of post for DIET/CTE/SCERT as per GOI norms process of filling the posts is in progress in both Gazetted and Non-Gazetted
* Infrastructural and Instructional facilities not available as per expectation
* Attitude of Teacher Educators, Development of workculture among the Educators
* Framing a common Cadre of Teacher Educators covering SCERT/DIET/CTE/IASE/BTC
* Restructuring & Reorganization of SCERT and TE as whole big challenges
* Conducted training for CPD of Educators / exposure visit above/outside state
* Review with HOD / Principal of TEIs in Quarterly Progress Report etc.
* Though AR & CPD, on site support to classroom practices
* TNA made & module Development / KRP / MRP and Cascade mode of time

**3. Collaboration & Networking-**

To what extend has the SCERT been able to collaborate with other institution (DIETs, IASE, BITE, CTEs and Private institutions) of education in the state?

All the DIET/CTE/IASE have prepared AWP&B regularly approved by respective PAC & Approval of TEAB,SSA & RMSA some programme conducted in a collaborative way.SCERT provides extention services for 7/10 days to private schools as per the Govt. direction / CBSE with New Trends in education / approach of teaching as per NCF 2005, NCFTE 2009.

* Periodic review meeting with the Head of TEIs is being held regularly.

4. Curriculum development-

What is SCERT role in curriculum, syllabus and textbook development, if it has been declared as an academic authority?

Development of School Curriculum regularly through workshop Review of Curriculum as per NCF 2005, Development of all kind of primary text book up to class VIII in 9 mediums and submitted CRC for publication of books through ASTBPP& C Ltd. Determine the qualification of Teachers in Elementary and Secondary D.El.Ed. and B.Ed. as mandated by RTE Act. both Inservice and PSTE courses are running in NCTE recognized TEIs.

5. Research-

What is the major research that SCERT has completed during 2012-17 in particular and since inception of scheme in general. What guides you to formulate a particular research. How is this research disseminated and used? (please collect copy of research if possible in soft copy)

Action Research conducted by few SCERT and DIET faculties. Provide Training on Research Methodology to Educators 12 AR and General Research also. Facilitate for conducting BAS, MAS, TAS, NAS etc. from time to time in addition to normal works.

6. Implementation of specialized programme for school education:

Constituted PAC, training & core group committee review & modification after appraisal to PAC. As approved by TEAB meeting, fund for programme and activities released to the State Govt. finance department, SCERT submitted proposal for sanction fund in salary, programme and activities with action plan & release fund to SCERT transferred to TEIs accordingly

7. Monitoring and support system:

Govt. has constituted a monitoring committee to implement the programme and activities under the Teacher Education Scheme. PAC constituted to each TEIs also approved the activities for implementation. One DIET faculty is in charge of one educational Block, but CRC & BRC are basically responsible for block and cluster level monitoring of activities. Review activities in each month through meeting at CRC & BRC and DIET level for implementation of programme and activities. Action Plans of TEIs are scrutinized and finalized in SCERT.

8. Policy:

Has the SCERT been able to engage with policy matters?

Yes,

* Transfer and posting policy framed by SCERT, waiting for Govt. approval which is under process
* Deputation of teachers in D.El.Ed. /B.Ed. / M.Ed. courses and filled the intake as approved by NCTE
* Suggest for reforming and modification structural organization of school system pattern, policy for training of untrained teachers in Elementary and Secondary schools
* Language policy of Assam

9. Which are the key NGOs in the state? What are your interactions with them? Which sectors are they currently contributing to

GYAN DAS GYAN SAMITES, SANTI SADANA ASHRAM, ACTION AID INDIA, UNICEF have extended support for improving school TE in state. SCERT has not directly interacted with NGO

10. As faculty what are the key areas of reform that you seek?

Faculty Development programme, Continuous Professional Development of teacher/educator, exposure visit to aboard/inside the states, training in Excellence of fostering Teacher Education Curriculum, Development of resource materials for professional growth of teacher, Material Development in D.El.Ed. and B.Ed. courses , Development of Training Module for Elementary and Secondary Teachers as per RTE and NCFTE 2009, Excellence of Research activities in school and Teacher Education. Leadership Development and transforming School System. Strengthening, monitoring & evaluation by Directorate of SCERT, Directorate of Elementary Education, Directorate of Secondary Education, Inspector of Schools, District Elementary Education Office, SI for effectiveness of School functioning.

11. What faculty development opportunities have been provided to you?

* Exposure visit
* Permission for higher study without hampering the normal duties

12. To what extend do you use technology and for what purpose? Have you all been provided with computers? Have you had training in the use of computers?

* Video conferencing on various issues of school and teacher education
* Yes, but more computer is required
* Training under Assam Administrative Staff College is given

13. What are the various schemes under which your activities are currently taking place? What is the synergy between these schemes?

Programme and Activities as per AWP&B –Centrally Sponsored Scheme on Teacher Education (CSSTE)

Teacher Training and Module -Sarva Siksha Abhiyan (SSA)

AR -Rastriya Madhyamik Siksha Abhiyan (RMSA)

Material Development -

14. To what extend do you think the CSSTE scheme for DIET, CTE and IASE has been reorganized to meet the needs of the state? What are the areas for improvement ?

Department wise /Functional Activities need to be recognized for DIET/CTE/IASE as per new guidelines of Government of India

|  |  |  |
| --- | --- | --- |
| **DIET** | **CTE** | **IASE** |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |

15. Fund provision and Fund Flow: Any observations and suggestions on use of fund under CSSTE

(Rs. In Lakh)

|  |  |
| --- | --- |
| 2012 | 2979.03 |
| 2013 | 2660.54 |
| 2014 | 3531.45 |
| 2015 | 1983.91 |
| 2016 | 3112.88 |
| 2017 | 2954.075 |

16. Governance:

Any observations and suggestions on recruitement , training, managing programme under CSSTE and technical support that SCERT required

Governance / Rules with consonant into NCERT norms and stand 2014 for prof. ,Asst. prof. & Asstt. Prof. of SCERT, Principal, UP student of DIET, Lect. of DIET, CTE,IASE be one same per GOI & NCTE norms.

17. Any other highlight achievements/to-dos?

18. What are the improvements and changes needed in the CSSTE scheme?

* Status of SCERT should raise to that of a university as Teacher Education University.
* SCERT should be empowered as affiliation body for B.Ed. and M.Ed. course.
* Fund for infrastructural and instructional facilities for TEI need to be released to mitigate the requirement as per NCTE norms, 2014.
* Fund for strengthening of ICT is required.
* Govt. TEIs should be released from the fund need to be deposited t QCI and NCTE.
* Fund for academic activities should be directly routed to SCERT, Assam under CSSTE.
* Fund for training to Head Teachers/Principals is included in AWP 18 but it is being released to RMSA or SSA through PAB. Now it is required to release to SCERT, Assam instead of RMSA or SSA.

|  |  |  |  |
| --- | --- | --- | --- |
| **TISS Evaluation of the CSSTE, August-September 2017** | | **Tool 2** | **State CSSTE Nodal Officer** |
| Instructions State Level Schedule- This schedule will contain all the basic information of the state’s teachers education progress, especially under the CSSTE implementation, for all years covered under the evaluation study. It is to be filled with the support of **State level officers** for year 2012 onwards. This schedule can be shared with the **SCERT Planning coordinators** in advance and will be collected along withother documents from them. If Planning coordinator is not available, any person/official in charge of planning at state level to be interviewed. | | | |
| State |  | District/Place |  |
| Name of institution |  |  |  |
| Researcher name |  | Date of visit |  |
| Respondent name |  | Designation |  |

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

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

2. How is teacher education organized in the state?

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

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

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

6. What according to you are the challenges of teacher education sector in the state?

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

8. 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?

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

10. How often does SCERT meet DIETs and CTEs? What is the purpose and function of these meetings?

11. What are the challenges faced within the SCERT?

**B: CSSTE in the State**

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

13. Has the state prepared a perspective plan for teacher education under the CSSTE? Could you mention some of the salient features of this plan?

14. To what extent does this plan address the aims and objectives of NCFTE 2009 and RTE 2009?

15. What has been the extent to which the CSSTE has been able to strengthen the institutions of teacher education in the state?

16. What are the processes to monitor the institutions of teacher education within the state? How have they changed post CSSTE?

17. Schedule 1- General (Data may be available with SCERT-in Annual Work Plan document) (This is to find out the number of institutions created/supported by the CSSTE)

**1. (A) Govt. Teacher Education Institutions:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Institution Type** | **Total Institutional Positions (Faculty and Non-Faculty)** | | | | | | | | **No. of Institutions Supported** | |
|  |  | **Centre** | | | | **State** | | | | **CSSTE** | **Any other** |
|  |  | **Before 2012** | | **Current** | | **Before 2012** | | **Current** | |  |  |
|  |  | **Sanctioned** | **Functional** | **Sanctioned** | **Functional** | **Sanctioned** | **Functional** | **Sanctioned** | **Functional** |  |  |
| 1 | IASE | 63 | 50 | 63 | 51 |  |  |  |  |  |  |
| 2 | CTE | 154 | 140 | 224 | 153 |  |  |  |  |  |  |
| 3 | DIET | 792 | 642 | 1100 | 816 |  |  |  |  |  |  |
| 4 | BITE |  |  |  |  |  |  |  |  |  |  |
| 5 | SIE |  |  |  |  |  |  |  |  |  |  |
| 6 | DRC |  |  |  |  |  |  |  |  |  |  |
| 7 | BTC |  |  |  |  | 280 | 193 | 280 | 247 |  |  |
| 8 | Pre-Primary Tr. Train. Centre |  |  |  |  | 19 | 11 | 19 | 19 |  |  |
| 9 | Any other |  |  |  |  |  |  |  |  |  |  |
|  | 1. Normal School |  |  |  |  | 139 | 115 | 139 | 115 |  |  |

**19. Academic and Non-academic posts vacant in SCERT: State & CSSTE**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of post** | **Number** | | | | | | | |
|  | **Centre** | | | | **State** | | | |
|  | **Before 2012** | | **Current (Restructuring)** | | **Before 2012** | | **Current** | |
|  | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** |
| Academic | 0 | 0 | 57 | 0 | 46 | 17 | 46 | 16 |
| Non-academic | 0 | 0 | 26 | 0 | 107 | 90 | 107 | 83 |
| Total |  |  | 83 | 0 | 153 | 107 | 153 | 999 |

**20. Filled post in DIETs-both States and Under CSSTE, CTEs and IASEs**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of post** | **Number** | | | | | | | |
|  | **Centre** | | | | **State** | | | |
|  | **Before 2012** | | **Current** | | **Before 2012** | | **Current** | |
|  | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** |
| Academic | 110 | 49 | 150 | 49 | 73 | 55 | 73 | 55 |
| Non-academic | 116 | 112 | 137 | 103 | 66 | 60 | 66 | 60 |
| Total | 226 | 161 | 287 | 152 | 139 | 115 | 139 | 115 |

**21. Filled post in BITEs (if any)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of post** | **Number** | | | | | | | |
|  | **Centre** | | | | **State** | | | |
|  | **Before 2012** | | **Current** | | **Before 2012** | | **Current** | |
|  | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** |
| Academic |  |  |  |  |  |  |  |  |
| Non-academic |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |

**22. Filled post in CTEs (if any)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of post** | **Number** | | | | | | | |
|  | **Centre** | | | | **State** | | | |
|  | **Before 2012** | | **Current** | | **Before 2012** | | **Current** | |
|  | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** | **Sanctioned** | **Filled** |
| Academic |  |  |  |  |  |  |  |  |
| Non-academic |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |

**23. What is the process of planning the CSSTE for;**

* SCERT
* DIET
* IASE
* CTE

**24. What are the issues in planning process**

**25. Fund received and utilized (Rs. In** Lakh)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Year | Fund proposed | Fund Allocated | Fund received | Date of Receipt of funds- please indicate each installment | Fund utilized | If there was any additional (apart from what was received from the Centre as per guidelines) source of funding? Please mention (Private, grants, etc.) |
| 1 | 2011-12 | 5214.13 | 2979.03 | 1489.51 (1st )  1489.52 (2nd) | 09-08-11  09-01-12 | 2979.03 |  |
| 2 | 2012-13 | 10405.14 | 4235.33 | 1521.54 (1st)  1000.00 (2nd)  139.00 (1st) | 21-11-12  28-03-13  04-01-13 | 2660.54 |  |
| 3 | 2013-14 | 22503.64 | 5937.85 | 1642.73 (1st )  6.97 (1st )  687.72 (2nd)  1194.03 (2nd) | 29-07-13  16-08-13  25-02-14  27-03-14 | 3531.45 |  |
| 4 | 2014-15 | 17717.62 | 6055.68 | 1016.24 (1st)  469.74 (2nd)  323.65 (3rd)  174.28 (4th) | 10-07-14  30-03-15  30-03-16  27-05-16 | 1983.91 |  |
| 5 | 2015-16 | 4906.93 | 4196.78 | 1888.55 (1st)  1224.33 (2nd) | 14-07-15  30-03-16 | 3112.88 |  |
| 6 | 2016-17 | 18609.00 | 5202.82 | 198.68 (1st) NR  139.00 (2nd)  2142.59 (1st) R  225.475 (2nd) R  245.33 (2nd) | 05-10-16  05-10-16  27-06-16  31-03-17  21-03-17 | 2951.08 |  |
|  |  |  |  |  | **Total** | **31483.09** |  |

**26. Details of fund flow-centre to state & state to institution and issue in funding under CSSTE**

* Flow of fund installments
* Amounts released
* Adequacy of the allocation under the norms financial norms
* Absorption of fund
* Timelines

**27. Do you maintain quarterly fund utilization reports? If yes, please provide the document.**

**28. In which quarter is the utilization particularly high? What is the reason?**

**29. Information on Recruitments for SCERTs, CTEs and DIETs**

* What is the process of recruitment
* What are the norms followed for qualification
* What is the Frequency of Recruitments (when was the last recruitment done? What is the existing backlog?)

**30. Have the institutions carried out curricular reform for D.Ed as per NCFTE 2009**

**31. Have the institutions carried out curricular reform of B.Ed as per NCFTE 2009**

**12. Qualification at Entry level:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Entry level | Pay Grade | Grade |
| DIETs (Senior) |  |  |  |
| DIETs (Junior) |  |  |  |
| BITEs |  |  |  |
| CTEs |  |  |  |
| SCERTs (Senior) |  |  |  |
| SCERTs (Junior) |  |  |  |
| IASE (Senior Staff) |  |  |  |
| IASE (Junior Staff) |  |  |  |

**13. What is the career progression available to the staff of the institutions?**