

**Tool 2: Key Informant Interview Schedule: State Education Secretary & SCERT Director**

<b>TISS Evaluation of the CSSTE, August-September 2017</b>		<b>Tool 2</b>	<b>State Secretary &amp; SCERT Director</b>
Instructions Interview <i>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.</i>			
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?
  - a). How is teacher education organized in the state?
2. 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?
3. What are the key achievements of the state in the field of teacher education?
4. What major changes have you made recently in the structure and functioning of TE?
5. What according to you are the challenges of teacher education sector in the state?
6. How has the state been able to identify and deal with the challenges?
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?
8. What mechanisms have you put into place to enable them to contribute to Teacher Education?
9. What are the other measures for enhancing quality of teacher education in the state?
10. 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**

11. How do these institutions coordinate with each other?
12. How do these institutions coordinate with each other?
13. What are the major gaps of teacher education institutions (SCERTs, DIETs, CTEs, BITEs) in terms of human resources, facilities and functionalities?
14. 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?
15. 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?
16. Do the SCERT faculty have academic designations or are they academic officers?
17. What is the role of the private teachers training institutions in meeting the adequacy of teachers?
18. What is the quality of the private teachers training institutions?
19. 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?
20. Do you think DIETs should be upgraded to provide academic support to secondary teachers and schools?
21. 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**

22. How has the state's approach towards teacher education changed post 2012?
23. 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?
24. 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?
25. In what ways has the CSSTE has been able to strengthen the institutions of teacher education in the state?
26. How is the scheme monitored?
27. 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?
28. 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?
29. Has there been a assessment of the needs of training for teachers?

30. What were the major findings of this evaluation? How have these findings impacted training content and processes?
31. What could be the changes to the scheme to ensure goals of teacher education within the state are met?
32. 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?
33. Under the 12<sup>th</sup> Plan, did you enhance IASEs or CTEs or make changes to IASEs and CTEs?
34. Do you have districts or blocks where you have created BITEs?
35. Which are the key institutions with whom you have MOUs and schemes for faculty development of IASEs, CTEs and DIETs?
36. What capacity building have you had from NCERT, NUEPA, etc.?

### **C: Technology Use**

37. Is technology being used for administration and coordination?
38. Have you installed satellite/ video conferencing between SCERT and DIETs?
39. What are the examples of this?( email, whatsapp, Edusat video conference, website)
40. What are the types and kind of technology being used for Teacher Education in the SCERT/DIETs/ IASE/ CTEs ?
41. 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?
42. 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?
43. 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?
44. What are major roadblocks according to you for implementing large-scale use of ICT during trainings?
45. Which areas do you think will remain largely unaffected by use of ICT?

### **E: SCERT**

46. Does the SCERT have an organizational structure as mandated by the guidelines? Draw an Organogram of the SCERT which covers staffing, nonacademic, etc. aspects

47. 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?
48. 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;
49. 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
50. What are the steps for the professional development of education administrators and head teachers?

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

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

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?		<ul style="list-style-type: none"> <li>• For whom?</li> <li>• How frequently?</li> <li>• Which subjects?</li> <li>• Where do experts come from?</li> <li>• Any pool of identified experts?</li> <li>• Help from NGOs?</li> </ul>
6. Does the SCERT have in place a system to ensure community and children's outreach?		
7. Has the SCERT initiated interdepartmental coordination?		Faculty Coordination Curriculum 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 plans Who 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?		<ul style="list-style-type: none"> <li>Needs assessment of faculty, infrastructure, departments, staffing, adequacy of faculty positions, adequacy of technical and supporting staff</li> </ul>

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

54. Planning process of CSSTE

- How are the plans made?
- Who makes the plans?
- What is the database used for planning?

55. Issues in planning process

### **E: Networks and Collaborations**

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

57. What functions are being performed through this partnership?