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| --- | --- | --- |
| **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 with other documents from them. If Planning coordinator is not available, any person/official in charge of planning at state level to be interviewed.* |
| State | Chhattisgarh | District/Place | Raipur |
| Name of institution | State Council of Educatioal Research and Training  |  |  |
| Researcher name | Hari Mishra, Saurav Mohanty | Date of visit | 11th Sept 2017 |
| Respondent name | NK Pradhan | Designation |  |

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

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

In B.Ed. There are 145 Colleges including CTE Raipur and IASE Bilaspur. Total Number of seats are 14500.

In D.El.Ed. There are 84 Colleges including 19 DIETs and 02 BTI. Total Number of seats are 6220.

1. How is teacher education organized in the state?

In-service teacher education for Government teachers in the state is largely organized by SCERT and SSA/RMSA. There is no organized mechanism to take care of teachers of non government schools. Education is considered as synonymous to training.

Pre-service teacher education is organized through various agencies like: B.Ed. and M.Ed. programmes are affiliated by universities and D.El.Ed. programme is affiliated by the Chhattisgarh Board of Secondary Education. There is no teacher education institute for elementary child care and education.

1. What is the state’s vision for teacher education?
* To be a good teacher it is necessary to be a good human being.
* Transformation of overall personality of an individual is possible only through education.
* There is no alternative to a teacher in classroom.
* Every child can learn and every teacher can facilitate learning.
1. How has the state’s vision evolved in light of the NCFTE 2009 and RTE 2009?

Responsibility of a teacher to facilitate one to learn and right of a child to learn becomes a part of the vision

1. What are the key achievements of the state in the field of teacher education?
2. In 2008 new D.Ed. syllabus was prepared with the changed vision, introduced courses like: child development, art education, Knowledge and curriculum and school internship programme for 125 days.
3. Successfully run D.Ed. course for 45223 untrained teachers in open distance learning mode.
4. Prepared model syllabus for two year B.Ed. course according to the guidelines of NCTE regulation 2014 and NCFTE 2009
5. Regulate admission for B.Ed., D.El.Ed and M.Ed. courses.
6. Prepared recruitment rule for teacher educators in private D.Ed. colleges.
7. Organized teacher strengthening programme for faculty of teacher education institutes
8. What according to you are the challenges of teacher education sector in the state?
9. Coordination with university and state board of secondary education.
10. Faculty position in DIETs
11. Shifting from training to education
12. Ensuring quality delivery in teacher education institutes
13. Continuous capacity development of teacher educators
14. How has the state been able to identify and deal with the challenges?

Through meeting with various stake holders.

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?

Central Government interacts with state government with TEAB meeting and conducting various workshops. NGOs are called based on their expertise and experience of their work. Private actors are called for workshops and seminars.

1. What are the measures for enhancing quality of teacher education in the state?
2. Regulating school internship programme for all teacher education institutes offer D.El.Ed. programme.
3. District Education Officers allocate schools for school internship programme.
4. Engaging DIETs in continuous monitoring of School Internship programme.
5. Arranging workshops on research methodology for teacher educators to promote research based activities.
6. Arranging seminars on new two year B.Ed. course.
7. How often does SCERT meet DIETs and CTEs? What is the purpose and function of these meetings?
8. SCERT conducts monthly review meeting with all DIET, CTE and IASE principals.
9. All SCERT,IASE, CTE and DIET faculty members meet once every year to share experiences and for capacity development.
10. What are the challenges faced within the SCERT?

**B: CSSTE in the State**

1. How has the state’s approach towards teacher education changed post 2012?
2. Changed sanctioned staff pattern according to 2012 guidelines.
3. New DIETs and BITEs sanctioned for the state.
4. IASE, CTE and DIETs received support for hiring vehicles made monitoring more effective.
5. JRM (Teacher education) helped the state to understand the education scenario in totality.
6. Has the state prepared a perspective plan for teacher education under the CSSTE? Could you mention some of the salient features of this plan?
7. To what extent does this plan address the aims and objectives of NCFTE 2009 and RTE 2009?

Curriculum of D.El.Ed and B.Ed. is revised as per the NCFTE 2009. In context with RTE 2009 training of untrained teachers of 40095 teachers have been completed during the 2012-15.

1. What has been the extent to which the CSSTE has been able to strengthen the institutions of teacher education in the state?
2. What are the processes to monitor the institutions of teacher education within the state? How have they changed post CSSTE?

Monthly Principal meetings are conducting to monitor the implementation

**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 |   |   |   |   |  01 |  01 |  01 |  01 |  01 |   |
| 2 | CTE |   |   |   |   |  01 |  01 |  01 |  01 |  01 |   |
| 3 | DIET |   |   |   |   |  16 |  16 |  19 |  19 |  19 |   |
| 4 | BITE |   |   |   |   |  0 |  0 |  3 |  0 |  0 |   |
| 5 | SIE/SCERT |   |   |   |   |  1 |  1 |  1 |  1 |  1 |   |
| 6 | DRC |   |   |   |   |  0 |  0 |  0 |  0 |  0 |   |
| 7 | BTC |   |   |   |   |  2 |  2 |  2 |  2 |  2 |   |
| 8 | Pre-Primary Tr Train. Center |  |  |  |  | - | - | - | - | - |  |
| 9 | Any other B.Ed. College Central University |  |  | 01 | 01 | - | - | - | - | - |  |

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

|  |  |
| --- | --- |
| Type of Post  | Number |
|   | Centre | State |
| Before 2012 | Current | Before 2012 | Current |
| Sanctioned | Filled | Sanctioned | Filled | Sanctioned | Filled | Sanctioned | Filled |
| Academic |  |  |  |  | 31 | - | 31 | 30 |
| Non-Academic |  |  |  |  | 43 | - | 43 | 27 |
| Total |  |  |  |  | 74 | - | 74 | 57 |

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

|  |  |
| --- | --- |
| Type of Post  | Number |
|   | Centre | State |
| Before 2012 | Current | Before 2012 | Current |
| Sanctioned | Filled | Sanctioned | Filled | Sanctioned | Filled | Sanctioned | Filled |
| Academic |  |  |  |  | 304 | - | 361 | 175 |
| Non-Academic |  |  |  |  | 352 | - | 418 | 178 |
| Total |  |  |  |  | 656 | - | 779 | 353 |

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

|  |  |
| --- | --- |
| Type of Post  | Number |
|   | Center | State |
| Before 2012 | Current | Before 2012 | Current |
| Sanctioned | Filled | Sanctioned | Filled | Sanctioned | Filled | Sanctioned | Filled |
| Academic |  |  |  |  | - | - | 24 | 0 |
| Non-Academic |  |  |  |  | - | - | 18 | 0 |
| Total |  |  |  |  | - | - | 42 | 0 |

**22. filled posts 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 |  |  |  |  | 24 | - | 31 | 31 |
| Non-Academic |  |  |  |  | 9 | - | 9 | 6 |
| Total |  |  |  |  | 31 |  | 40 | 37 |

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

* SCERT

Staff Meeting at SCERT with CTE, IASE and DIET Principal along with CSSTE In charge.

* DIET

Staff Meeting at SCERT with CTE, IASE and DIET Principal along with CSSTE In charge.

* IASE

Staff Meeting IASE and DIET Principal of along with CSSTE In charge.

* CTE

Staff Meeting at CTE, and DIET Principal along with CSSTE In charge.

24. What are the issues in planning process

25.  Funds received and utilized

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S.No.  | Year  | Fund proposed   | Funds 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 |  |  |  |  |  |  |
| 2 | 2012-13 |  | 1349.24 | 984.76 | May 2012 and March 2013 | 1492.22 |  |
| 3 | 2013-14 |  | 1615.54 | 1104.40 | May 2013 and March 2014 | 1790.90 |  |
| 4 | 2014-15 |  | 1344.72 | 1008.54 | May 2014 and March 2015 | 1838.12 |  |
| 5 | 2015-16 |  | 1196.58 | 717.95 | May 2015 and March 2016 | 1707.27 |  |
| 6 | 2016-17 |  | 1523.80 | 819.56 | May 2016 and March 2017 | 2158.16 |  |

26. Details of fund flow – centre to state & state to institution and Issue in funding under CSSTE

* Flow of fund installments

All funds are released through state treasuries till 15th April irrespective of funds received from central government.

Through state all funds are disbursed to DIETs/CTE/IASE till 15th of April. This is state government policy.

* Amounts released
* Adequacy of the allocation under the norms financial norms

Yes. The fund allocation is adequate. The norms for the expenditure is almost 15 years old and it is very difficult to conduct the training programmes.

* Absorption of funds
* Timeliness

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

Fund utilization report is online publically online available. So anyone can see and print the report.

In paper we maintain half yearly fund utilization report is maintained.

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

Fourth Quarter have high utilization because of end of financial year and fear of lapse of fund.

**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 DEd as per NCFTE 2009?

Yes. Text Book for the D.El.Ed. re revised as per NCFTE 2009.

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

Yes.

12.  Qualification at Entry level:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Entry level qualification | Pay Grade | Grade |
| DIETs (Senior Lecturer) | Post Graduate + M.Ed. | 5400 | Second |
| DIET (Junior Lecturer)  | Post Graduate + B.Ed. | 4300 | Second |
| BIETs | Post Graduate + B.Ed. | 4300 | Second |
| CTEs | Post Graduate + M.Ed. | 5400 | Second |
| SCERTs (Senior Staff) | Post Graduate + M.Ed. | 5400 | Second |
| SCERTs (Junior Staff) | Post Graduate + B.Ed. | 4300 | Second |
| IASE (Senior Staff) | Graduate | 2800 | Third |
| IASE (Junior Staff)  | Graduate | 2800 | Third |

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

**Entry Level Joining is Lecturer then Promoted as Assistant Professor.**

**Assistant Professor is Promoted as Professor/DIET Principal then Principal CTE then Principal IASE**