| **TISS Evaluation of the CSSTE, August-September 2017** | | **Tool 1** | **State Secretary & SCERT Director** |
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| 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 | Bihar | District/Place | Patna/Patna |
| Name of institution | SCERT |  |  |
| Researcher name | Ajay Singh + Arindam Bose | Date of visit | 25 August 2017 |
| Respondent name | Dr Manju Lal | Designation | Director |

**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?

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?

1. What are the key achievements of the state in the field of teacher education?
2. What major changes have you made recently in the structure and functioning of TE?
3. What according to you are the challenges of teacher education sector in the state?
4. How has the state been able to identify and deal with the challenges?
5. 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?
6. What mechanisms have you put into place to enable them to contribute to Teacher Education?
7. What are the other measures for enhancing quality of teacher education in the state?
8. 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?

**Dr Lal: *The graph of TE is growing. Till 2008, this entire process of TE had virtually stopped. The momentum thereafter has shown progress. Lots of emphasis now is on untrained teachers to get them trained. Lots of vacancies in TEIs in state (66 of them). Teachers with M.Ed degree (600) – a list was prepared and interviews taken to get them deputed as lecturers in DIETs. There is a deadline of March 2019 to get the newly appointed teachers trained.***

***In the context of Bihar, it’s only in-service training happening - training of untrained teachers. Vacancy of 1060.***

***Student capacity in any course is minimum 100, it is 150 at some places or 200 somewhere else, but certainly not less than 100. Guest faculties were drawn from schools on an experimental basis based on their qualification. Now, we have prepared a list of 600 with M.Ed have been deputed to different DIETs, by ensuring that school teaching is not hampered in their absence. Consent of these teachers have been taken and the list has been uploaded on the website (SCERT, ..??). Lists have been sent to the DIETs - I know this since I have come from DIET recently.***

***Teaching in a training of Teachers with 3-4 years of experience is not easy.***

***BPSC advertised 1060 posts for candidates with M.Ed, around six months ago (http://www.bpsc.bih.nic.in/) but it is under ligitation now. Interestingly, many from this 600 teachers have applied for these posts. Rs 500/class only two days a week is given to the guest lecturers, rest 4 days they are at their teachers.***

***Many teachers deputed (प्रतिनियोजन) under on DNA (Development and Need Analysis) under APU - three rounds of training, based on the module developed by APU. Those who were selected under DNA are really good.***

***Regular 103 faculties SES scheme***

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

1. How do these institutions coordinate with each other?

**There is no such formal coordination its depend on task to task basis , such as textbook development or teachers training**

1. How do these institutions coordinate with each other?
2. What are the major gaps of teacher education institutions (SCERTs, DIETs, CTEs, BITEs) in terms of human resources, facilities and functionalities?

**absence of a regular recruitment mechanism and lack of adequate & qualified faculty**

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?

We have chosen some Teachers Educators from the sysetm only through help of Azim Prem zi university

1. 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?
2. Do the SCERT faculty have academic designations or are they academic officers?

**yes they are lecturer & academic designations**

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

**The main issues of private training institution is quality , and in government particularly in Bihar government, no such organisation is dedicated for monitoring of these private institutions**

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

**On general perception I can say that the quality of private institution is very poor they are very much compromising in the nature**

1. 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 not at all**

1. Do you think DIETs should be upgraded to provide academic support to secondary teachers and schools?

**Its depend , what kind of support we have in term of Human resource, but there is necessity**

1. 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

**Dr Lal: *In the day-to-day functioning of DIETs and in organising different activities, role of BRCs has been minimal. SCERT coordinates with other TEIs in state like CTEs, DIETs and BITEs but the planning for funding allocation and release lies with the DRT.***

**Orientation for newly appointed teachers - change in their attitude, approach. How to handle your children. Good that the current students are teachers themselves and therefore the interaction is nice since they’re experienced. We make strategies for different approaches. Small issues, how to manage traffic at the school gate that our children face, how to tackle this.**

**Using CSS funds, sports and outdoor activities were designed.**

**As a principal, no plan was asked for under CSS. There’s no liberty as such since one cannot deviate much from the framework that CSSTE proposes.**

**In Bihar, there is a disjoint linkage between DRT and SCERT and between SSA and RMSA. More power is required. For example, एक छोटी सी बात है, अभी बहुत सारी programmes के लिए आया कि आप depute करें 20 lecturers को from different DIETs to attend a workshop at NCERT or at RIE Bhubaneswar for some programme. हमको उनको नाम भेजना पड़ता है DRT को, क्योंकि उनका appointment, उनका transfer, उनका state से बाहर जाना 100% उनका jurisdiction है। मैं सिर्फ उनका नाम एक अनुमोदन के साथ भेज सकती हूँ।मेेरे हिसाब से हमको यह right होना चाहिए कि हम भेजें। This autonomy does not lie with SCERT. DRT has this power. CSSTE funds come to us through DRT, we are always in the dark. SCERT gets its share of the funding. Utilisation from different institutes go directly to the DRT, we’re in picture nowhere. SCERT is nowhere. As far as conducting training programmes, that we conduct but we do not have any financial autonomy.**

**For training component, has there been any effort to converge SSA and RMSA? SCERT gets a letter that such-an-such training will be held in SCERT and we arrange for everything. SCERT does not have those power that other SCERTs have. I have no knowledge of fund flow.**

**C: CSSTE in the State**

1. How has the state’s approach towards teacher education changed post 2012?
2. 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?

yes there is perspective plan

1. 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?

**we have incorporated it in D.Ed curriculum**

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

**Dr Lal: *There is a strong need of Teacher Educator cadre and the process of filling 1060 vacancies has started. Due to some litigation and pending court cases, this process is currently stalled. The vacancies will filled up soon.***

***BRCP and CRCC selection was to happen by the DIETs. There should be a clear-cut plan with an advance calendar and schedule of trainings. This can clamp multiplicities of trainings which sometimes are organised by the SSA (DRT) as well as by SCERT.***

***CSSTE plays a big role in DIETs. As a DIET Principal, we received around Rs 2 lakh which helped us in preparing different co-curricular activities in DIETs. BRCs did not have an active role. NGOs did not play any role in this. “Save the Children” came with their own module and agenda and that ran.***

***Vidya Bhawan helped in preparation of ODL materials in 2012. For training programmes, we use resource persons.***

***There has not been any systemic support.***

***ODL mode helps in training teachers which cannot be done in face-to-face mode, so many teachers cannot be asked to leave their classes and come for trainings concurrently, which otherwise can be done through ODL. Materials can be given and assignments can be asked for. Training centres are DIETs, BITEs, we use RPs from within our system.***

***HUMANA has been working for the past 2 years.***

***No support from NCERT, NEUPA or TSG. If SCERT gets support, then those should have been translated to DIETs which I never saw.***

**C: Technology Use**

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?

**Dr Lal:**

* ***Use of internet in finding resource - for example, in teaching of science, keeping oneself updated through internet***
* ***use of slides (presentation mode) during teaching***
* ***in conducting the admission process - no need to do this manually which we used to do before. Malafide practices are stopped. Data entry operators can do the entries.***
* ***in ensuring maximum use of soft copies***

***TESS India delivered a module training on communicative English using technology.***

**D: 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)

| 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? |  | ***Yes*** |
| 2. Does the SCERT play a role in policy matters? |  | ***Well, SCERT director is consulted by the DRT and the Govt. but not the other academic staff. SCERT has played a significant role in the development of school curriculum BCF-2008, based on NCF-2005, in the development of D.El.Ed curriculum and in textbook preparation for school education.***  Has it developed textbooks? ***Yes***  Has it conducted evaluations? ***Yes and accordingly revised*** |
| 3.Is the SCERT involved in curriculum development? |  | Which level(s)? Examples post-2012?  For which grades?  ***D.El.Ed curriculum*** |
| 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? |
| 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 PACmeet 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? |  | * Needs assessment of faculty, insfrastructure, departments, staffing, adequacy of faculty positions, adequacy of technical and supporting staff |

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

***Dr Lal: Need assessments for trainings are done. But often, teacher-trainees are not told prior to the training. They are just sent for trainings. There should be a plan calendar - funding scheme should be made clear well in advance. Often in the 11th hour fund expenditure is planned. Prior planning for trainings of different subjects and blocks should be made. A training schedule and a listing of subjects teachers in blocks and districts should be made. Training haphazardly needs to be stopped. Same person gets trained again and again. Trainings are completely defined by financial compulsion. Implementation process needs to be streamlined.***

***BRP and CRCC selection was to happen through DIETs. Once in a month, report cards used to be prepared. Attendance sheets are prepared. DIETs are institutions and not just an office. SCERT, DIET, DRCC, BRCC - where is DEO here?***

***DRC has 6 people - MIS coordinator***

***WB never consults with SCERT. SCERT is never in this picture although in other states SCERT is discussed but in Bihar, it is different. SCERT is not even reported about the funding that other academic partners/stakeholders get. DRT decides all this in presence of higher authority.***

**E: Networks and Collaborations**

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

*In the past, SCERT worked closely with Vidya Bhawan, UNICEF and World Bank.*

1. What functions are being performed through this partnership?