| **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 | Puducherry | District/Place | Puducherry |
| Name of institution |  |  |  |
| Researcher name | Ramjee Swaminathan, Nishevita Jayendran | Date of visit | 28th August 2017 |
| Respondent name | Mohindar Pal | Designation | State Project Director, SSA |

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

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

Good. It is in good health. Not bad. The in service and pre-service are both good.

1. How is teacher education organized in the state?

It is well organised. Institutionalised.

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

Vision for teacher education is that it should be learner centred. Teacher is learner herself. Teach and taught. So it should be learner centred.

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

With the help of periodic authority there is an updating of teachers with the latest academic trends. Eg. using NCERT textbooks, English medium etc. Azim Premji Foundation is also providing support in terms of capacity building. With respect to the learning outcomes of 2017, it is empowering for the teachers by providing periodic training.

1. What are the key achievements of the state in the field of teacher education?
2. What according to you are the challenges of teacher education sector in the state?

Challenges - we have our academic authority. Teacher education institutions are affiliated in neighbouring states upto elementary level.

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

Pass percent qualifying criteria for TET is different in different states. There must be a uniformity. The state has identified these challenges. Planning is going on regarding how to resolve these types of issues. Regarding SCERT, we are still helpless. State leadership academy is not here, so no one is here to impart training to head of schools under leadership program.

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?

Centre is interacting with state. That interaction is happening.

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

We have association with NGOs. Azim Premji is quite regular. We have MoU with them. State and NGO interactions are happening.

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

Periodically, training programs, workshops, state training centres act as a substitute of SCERT. Part of the SSA funds are provided to STCs. This fund is transferred to DIETs depending on work required.

1. What are the challenges faced within the SCERT?

STCs (in place of SCERT) and DIETs meet often. The purpose and function is to promote and propagate teacher education. Challenges are human resources needed to impart training. We have to hire people and resource persons from outside. Some 2-3 faculty who can just run the STC admin. Not having a training program means we have to hire trainers from outside, Tamilnadu or Pondicherry.

**B: CSSTE in the State**

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

I joined in 2015 so I don’t know what happened before that. After joining, I haven’t observed what approach is of the state. We have to include in-service and pre-service. That is the state approach, to provide opportunities to teachers for capacity building as and when required.

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

I don’t know. State has no such plan. We have an annual work plan (AWP) and often we cannot achieve the target we set of say 600 teachers due to lack of funds or delayed fund release and funding cycle. Last year we couldn’t meet the target so next year, MHRD did not give money.

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

Only to some extent, we can reach RTE and NCFTE 2009. Not much has happened. Here SSA and RMSA are the only points for training. Teacher capacity building never happens.

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

CSSTE has been more focused on pre-service. There is lesser emphasis on in-service. Our students are mostly pre-service. To a large extent state has been able to strengthen pre-service.

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

Processes of TE monitoring… there is recognition of teacher education, assessment of teacher education, recognition and management of institutions, admissions of students...

**Mr. Mohinder Pal did not share any of the data regarding funds allocation received from RMSA. He said categorically that it is not his job and he cannot give us anything. This was despite us requesting any information on the funds allotted to the DIET by him, based on what was received from RMSA. He also did not point us to the correct department that deals with it.**

**Also kept stating he received no intimation of our visit though his subordinate George Fernandes said he had received a letter from MHRD that he had forwarded to Mohinder Pal. Mr. Pal refused to admit it and said he had received no such letter.**

**17. Schedule 1- General (Data may be available with SCERT – in Annual Work Plan document)**

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

|  | Institution Type | Number | | | | | | | | No. of Institutions Supported | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Center | | | | State | | | | CSSTE | Any Other |
|  |  | Before 2012 | | 2012-2016 | | Before 2012 | | 2012-2016 | |  |  |
|  |  | Sanctioned | Functional | Sanctioned | Functional | Sanctioned | Functional | Sanctioned | Functional |  |  |
| 1 | IASE |  |  |  |  |  |  |  |  |  |  |
| 2 | CTE |  |  |  |  |  |  |  |  |  |  |
| 3 | DIET |  |  |  |  |  |  |  |  |  |  |
| 4 | BITE |  |  |  |  |  |  |  |  |  |  |
| 5 | SIE |  |  |  |  |  |  |  |  |  |  |
| 6 | DRC |  |  |  |  |  |  |  |  |  |  |
| 7 | BTC |  |  |  |  |  |  |  |  |  |  |
| 8 | Pre-Primary Tr Train. Center |  |  |  |  |  |  |  |  |  |  |
| 9 | Any other |  |  |  |  |  |  |  |  |  |  |

18. Location Details of TEIs

| S.No. | Institution Name | Location |
| --- | --- | --- |
| 1 | IASE |  |
| 2 | CTE |  |
| 3 | DIET |  |
| 4 | BITE |  |
| 5 | SIE |  |
| 6 | DRC |  |
| 7 | BTC |  |
| 8 | Pre-Primary Tr Train. Center |  |
| 9 | Any other |  |

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

| Type of Post | Number | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Center | | | | | | | | State | | | | | | | | |
| Before 2012 | | |  | 2012-2016 | | | | Before 2012 | | | | 2012-2016 | | | | |
| Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects |
| Academic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-Academic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

| Type of Post | Number | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Center | | | | | | | | State | | | | | | | | |
| Before 2012 | | |  | 2012-2016 | | | | Before 2012 | | | | 2012-2016 | | | | |
| Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects |
| Academic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-Academic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

21. filled post in BITEs ( if any )

| Type of Post | Number | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Center | | | | | | | | State | | | | | | | | |
| Before 2012 | | |  | 2012-2016 | | | | Before 2012 | | | | 2012-2016 | | | | |
| Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects |
| Academic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-Academic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

22. filled posts in CTEs ( if any )

| Type of Post | Number | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Center | | | | | | | | State | | | | | | | | |
| Before 2012 | | |  | 2012-2016 | | | | Before 2012 | | | | 2012-2016 | | | | |
| Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects | Sanctioned | Filled | Vacant | Subjects |
| Academic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Non-Academic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

23.      Planning process of CSSTE

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

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 |  |  |  |  |  |  |
| 3 | 2013-14 |  |  |  |  |  |  |
| 4 | 2014-15 |  |  |  |  |  |  |
| 5 | 2015-16 |  |  |  |  |  |  |
| 6 | 2016-17 |  |  |  |  |  |  |

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

* Time Cycle
* Quantum
* Financial Norms
* Absorption of funds
* Timeliness

10.  Major activities – pedagogical in nature in last 10 years ( collect documents )

1. Curriculum and Material Development
2. Text book
3. Trainings package
4. E-materials
5. State Curriculum Framework
6. Assessments and Evaluations
7. Continuous Comprehensive Evaluation
8. Learning Outcomes
9. Measures

11. Major highlights/Achievements?

**Note Collection of Documents –** Diploma in education (please collect documents, if possible in English version), syllabus/curriculum and annual work plan, perspective plan and budget if any.

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

-What is the process of recruitment

- what are the Qualification

-what is the Frequency of Recruitments (when was the last recruitment done? What is the existing backlog?)

- Level of entry

- Pay and Grades

13.  Qualification at Entry level:

|  | Entry level qualification | Pay | Grades |
| --- | --- | --- | --- |
| DIETs |  |  |  |
| BIETs |  |  |  |
| CTEs |  |  |  |
| SCERTs |  |  |  |
| IASE |  |  |  |