

TISS Evaluation of the CSSTE, August-September 2017		Tool 2	State CSSTE Nodal Officer
Instructions <i>State Level Schedule</i> – 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	ASSAM	District/Place	Rameup Metro / Gauwahati
Name of institution	SCERT, Assam		
Researcher name	Filled up by Nodal Officer.	Date of visit	31/08/2017
Respondent name	Dr. Dev Kumar Dutta	Designation	Nodal Officer.

A: Overall Teacher Education Sector in the state

- What is the teacher education scenario in the state? *At present there are 27 DIETs (23 functional), ⁴¹ 8 CTEs, 2 IASEs, 19 BTCs, 7 NSs, 1 HTTC, 1 HTC, 1 PPTTC ^{in the state.} In DIETs, CTEs, NS, BTC, D.El.Ed. course is running. In CTEs, IASEs, DIETs B.Ed. course is running. The present intake capacity for D.El.Ed. course is 3950 and B.Ed. 5950 including 4200 for Pvt. B.Ed. college. It is not sufficient as per demand and supply ~~of the~~ ^{of Ele. and Secondary.}*
- How is teacher education organized in the state?
 - D.El.Ed. ^{B.Ed.} Course is running in DIETs, CTEs and IASEs. In BTCs and NS, ^{only} D.El.Ed. course is running.
 - The programme and activities is being conducted as per approved action plan under AWP&P.
 - Training Module is developed for Ele. and Seco. Teachers. Training is conducted in cascade mode at times.
 - Training is conducted based on ~~the~~ Training need analysis and subject to availability of fund.
 - Some training programme has been conducted as per NCTE, NCERT, NUEPA, etc.
 - Periodic review meeting has been held with the head of TEIs.

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

- Enhancement of intake capacity
- Strengthening of infrastructural and instructional facility.
- professional development of Teacher Educators
- improvement of quality in teacher education.
- improvement of manpower in TEIs as per NCTE norms.

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

- teacher education curriculum has been revised
- Textbook and school curriculum has been revised.
- Resource material to D.El.Ed. course has been developed
- ~~the~~ D.El.Ed. (COPL) has been introduced for inservice introduced
- TET conducted.
- special training material developed under Sect 4, RTE, Act.

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

- intake capacity for D.El.Ed. and B.Ed. course has been enhanced.
- SCERT, Assam has been notified as State Academic Authority and Leadership Academy to the State.
- Post for SCERT, under restructuring and re-organization has been created.
- revision of teacher education curriculum as per NCFTE.
- conduct of research and research based activities.
- publication of research journals

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

- Improvement of infrastructural and instructional facilities as per NCTE norms.
- Creation and ~~vacant~~ billing up of vacant post of TEIs as per norms.
- establishment of new TEIs to meet the demand and supply of teachers
- Strengthening of research activities.
- Improvement of Monitoring and on-site Academic support.

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

- Enhancement of fund for programme & activity.
- Most of the TEIs are suffering for lack of required built up area as per NCTE norms.
- ICT has been incorporated in the teacher education curriculum. But the TEIs do not have sufficient ICT gadgets.
- As per demand and supply, the state needs more intake capacity.
- Due to limitation all kinds of activity it is difficult to conduct all kinds of activity incorporated in syllabus

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?

- Govt. of India, release fund ~~and~~ for programme ~~and~~ activity and infrastructural and instructional development and also monitoring time to time.
- State Govt. ~~has~~ also released fund ~~and~~ look after and monitoring.
- NAC is directly not involved.
- Training conducted for private Sec. school teachers.

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

- Continuous professional development
- Revision of curriculum as per NCFTE, NCF
- Development of Resource Material, SLM for ODL (D. Ed.) course.
- Conduct of orientation programme.
- Conduct of research ~~and~~ ATP to Teacher Educator.

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

- Quarterly review meeting is being held. In the meeting various academic and administrative issues are discussed. Accordingly, follow up action has been taken. On the basis of issues, SCERT faculties visited the TETs for monitoring.

11. What are the challenges faced within the SCERT?

- Lack of infrastructural and instructional ~~basic~~ facilities
- Lack of exposure visits for CPD and professional growth.
- Delay of ~~the~~ fund flow from central Govt. to State Govt. and State Govt. to TETs.
- Raising the status of SCERT ^{Teacher education} to ^{gazetted} university level.
- Filling up of vacant ^{post of} [?]
- Unevenness of norms ~~and~~ governance of teacher educators between NCTE and SCERT.

B: CSSTE in the State

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

- TEIs developed their own plan (AU P2B)
- one faculty of DIET become the ~~responsible~~ in charge of one educational block.
- posts of SCERT/DCERT/CTE has been created.
- curriculum of teacher education has been revised as per NCFTE 2009.
- ~~intake~~ intake capacity has been increased in D.El.Ed. and B.Ed. course

- Establishment of new TEIs (CTE/DCERT/BITE)

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?

- yes.

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

- ~~yes~~ Training to teachers as per RTE, Act.
- programme activities designed for research and research based activities.

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

- GOI has not released any fund for infrastructural development to TEIs except for the project of SCERT and BITE, Dargesa.

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

- SCERT, faculty ~~and~~ faculties have monitored the TEIs.
- Holding regular meeting with the principals of TEIs
- The nature of professional activities have been changed.

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										
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							
	Centre				State			
	Before 2012		Current		Before 2012		Current	
	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled
Academic								
Non-Academic								
Total								

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								
Non-Academic								
Total								

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								
Non-Academic								
Total								

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								
Non-Academic								
Total								

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

- SCERT

- A core group is formed and notified. They prepare AWP 2B and it
 - ~~is~~ approved in PAE before submission to TEAB.

- DIET

- do -

- IASE

- do -

- CTE

- do -

24. What are the issues in planning process .

- received the format of AWP 2B late from COI.
- Holding of PAE ~~at~~ as DC is the Chairman of PAE & TEAB
- limited fund which is insufficient to incorporate all kinds of activity.
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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

- Flow of fund installments

- Amounts released

- Adequacy of the allocation under the norms financial norms

- Absorption of funds

- Timeliness

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

- TEIS are directed to submit quarterly progress reports.

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

- 3rd quarter. Due to ~~quarterly~~ earmarked percentage in the circular issued by Govt.

29. Information on Recruitments for SCERTs, CTEs and DIETs

- What is the process of recruitment

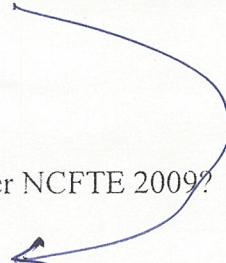
- For gazetted post - Advertisement and public selection is done by APSC and subsequently appointed by Govt after receiving PVR etc.
 - Non-gazetted posts are filled up by DISCERT through advertisement and selection committee

- What are the norms followed for qualification
 - NCTE norms for Teacher educators
 - Govt. norms for Non-~~govt~~ gazetted post.
- What is the Frequency of Recruitments (when was the last recruitment done? What is the existing backlog?)
 - Annually.

30. Have the institutions carried out curricular reform for DEd as per NCFTE 2009?

- Yes for D. Ed. course. / B.Ed. course by University.

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)			
DIET (Junior)		PBA.	
BIETs			
CTEs			
SCERTs (Senior)			
SCERTs (Junior)			
IASE (Senior Staff)			
IASE (Junior Staff)			

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

— promotion as per existing rules.