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TISS Evaluation of the CSSTE, August-September 2017		Tool 2	State CSSTE Nodal Officer
<p>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.</p>			
State	Mizoram	District/Place	Aizawl / Aizawl
Name of institution	SSA - SPD /		
Researcher name	Arindam Bose	Date of visit	31.8.2017
Respondent name	Lalthmakhuma	Designation	SPD

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

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

Not much  
absorbing  
capacityTraining - District level  
DIET creates and calendarRecd  
64% of approved amount  
last FY

Should focus on In-service trng :  
 Most of SSA teachers are trained (regular). Untrained teachers (5600)  
 are in pvt. schools

In-service  
 5 day  
 Gen T.Tr. + Sch leadership trng

2. How is teacher education organized in the state?

Mainly pre-service trng.

↓  
 DIET

Pvt. schools - don't give leave to their Tr for Trng  
 (orientation & refresher course)

For 2yrs now,  
 CSS Funds channelled  
 through State Govt (Dept. of Finance)  
 and then to SCERT & SSA.

Till 2005, 60-day Tr for  
 untrained teachers tied up 16000  
 DPE (2yr course) - CPE 1<sup>st</sup> yr  
 DPE 2<sup>nd</sup> yr

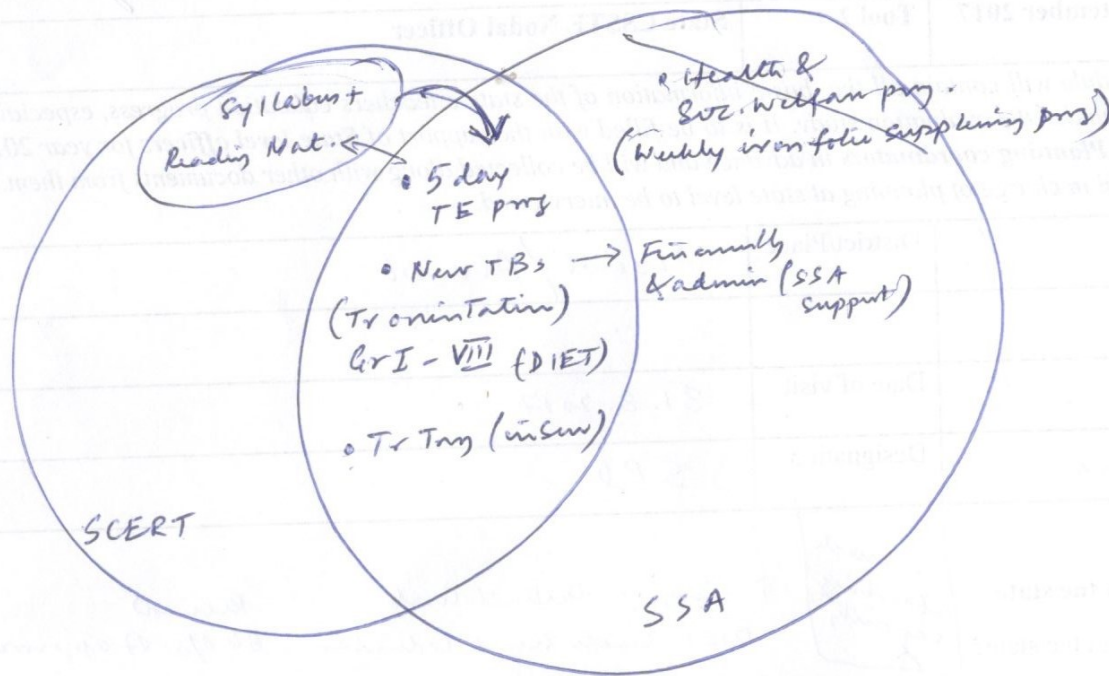
In Lunglei Dist. - No candidate for  
 pre service training

SSA - AWP + budget



Finance Dept

CSS TE → Not for salary  
disbursement



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

- ERC - 2009 [State's vision on TE]
- Expert Comm. Report / Action plan

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

After advent of RTE-2009, SLERT was notified as academic authority previously it was MBSE. Grades 9-12 is still with MBSE (since 2012)

- Review of State Cur. + TBs
- Educ Commission on Reforms (ERC)

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

- Most Govt. Tr are trained
- Learning outcome in Local lang - Given in TBs

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

- Professional dev. of trained Teachers' Capacity
- Capacity enhancement

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

Most teachers are trained now

$$50 \times 7 = 350 \quad ; 7 \text{ districts}$$

$$60 \times 2 = 120 \quad ; \text{Aizawl}$$

$$\downarrow$$

$$\text{Substn} \quad 470$$

↳ They have to clear TET.

50% result  
(twice a year)  
valid for 7 years

100 - posts in Primary  
60 - upper Prim

Suggestion :

- 1 Unit can be revolving in-service training
- Need to make a robust system for generating School leadership



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?

- Thinking guided by "one size fits all" - directives coming from Delhi.

PTR : pupal - teneral ratio MZ (1:14) Lpining

80% prin school enrolment  $\leq$  60%

TPC Teacher per class or school  
or TPB

(1:19) Uprising

357.

$\leq 35\%$

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

SLERT

half of intake capacity needs to be reserved for in service training

850 vacancy in lower  
Prin

570 " in upper prism

400 " Secondary

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

11. What are the challenges faced within the SCERT?



**B: CSSTE in the State**

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

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?

SSA    ◦ on Annual plan    not a persp. plan    ◦ Target & goals  
◦ World Bank    No timeline to target.    ◦ Achievement

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

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



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

**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:**

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		
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

- DIET

- IASE

- CTE

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 &amp; 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.

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



**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?

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

12. Qualification at Entry level:



	Entry level qualification	Pay Grade	Grade
DIETs (Senior Lecturer)			
DIET (Junior Lecturer)			
BIETs			
CTEs			
SCERTs (Senior Staff)			
SCERTs (Junior Staff)			
IASE (Senior Staff)			
IASE (Junior Staff)			



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