TATA INSTITUTE OF SOCIAL SCIENCES

VN Purav Marg, Deonar, Mumbai

EVALUATION OF CENTRALLY SPONSORED SCHEME

ON TEACHER EDUCATION IN STATES/UTs

Inception Report
(revised)

July 31, 2017

Table of Contents

Abbreviations

BITE: Block Institute of Teacher Education

BRC: Block Resource Centre

CRC: Cluster Resource Centre

CSSTE: Centrally Sponsored Scheme on Teacher Education

CTE: College of Teacher Education

DIET: District Institute of Education and Training

DPEP: District Primary Education Programme

DRC: District Resource Centre

IASE: Institute of Advanced Studies in Education

MIS: Management Information System

NCERT: National Council of Educational Research and Training

NCF: National Curriculum Framework

NCFTE: National Curriculum Framework for Teacher Education

NCTE: National Council of Teacher Education

NGO: Non Government Organisation

NPE :   National Policy on Education

RMSA: Rashtriya Madhyamaik Shiksha Abhiyan

SCERT: State Council of Educational Research and Training

SMC: School Management Committee

SSA: Sarva Shiksha Abhiyan

1. Introduction

There have been, in recent years, growing demands for educational and constitutional frameworks that can ensure good quality elementary education, which in turn can support secondary and higher secondary education. A strong teacher education is one way of responding to these demands.

The Centrally Sponsored Scheme on Teacher Education (CSSTE) is implemented by the Department of School Education & Literacy, Ministry of Human Resource Development, Government of India in States and Union Territories (UTs) on a fund sharing pattern between the Centre and the States. The main objective of the revised scheme is to strengthen and upgrade Teachers Education Institutions-(TEIs)-to enhance the quality of teachers education at all levels.

The proposed study aims to evaluate the implementation of various components/activities across the country under the CSSTE on a sample basis. The study is expected to

- present a comprehensive picture of CSSTE implementation across the country,
- identify the extent to which the stated objectives and targets have been met,
- identify the factors that have helped achievement of the objectives, and
- address challenges and constraints that have affected the intended course of implementation.

The study will also inquire into the governance of the programme in terms of coordination between stakeholders/institutions, convergence, financial allocations, operational guidelines, data management, monitoring and planning processes and finally the meeting of the objectives and vision of teachers' education under the scheme.

The study will use the data gathered through field work in 11 States / UTs and available reports, minutes and MIS data of the programme by the state and the central governments. The primary source of data would be field data gathered from sampled SCERTs/ DIETs/ IASE/ CTEs and key informants in the 11 States and UTs. The study is expected to provide recommendations about areas that need to be revised and strengthened under CSSTE, which will serve as an important ingredient for evidence based policy formulation and reform.

2. Policy Background

The National Policy on Education (1986), which recommended an overhaul of the teacher education system in India, led to the launch of a centrally sponsored scheme of teacher education, incorporating the establishment of DIETs, CTEs and IASEs. In its review of the NPE 1986, the Acharya Ramamurti Committee (1990), while propagating for the adoption of an

internship model for teacher training, observed that "the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time". The Yashpal Committee Report on "*Learning without Burden (1993)*" while advising on ways and means to reduce the load on school students at all levels also recommended that "the content of teacher preparation programmes should be restructured to ensure its relevance to the changing needs of school education" (Sharma, 2011).

Two major initiatives for quality improvement that took place between 1990 and 2010, namely the District Primary Education Programmes (DPEP) and subsequently the Sarva Siksha Abhiyan (SSA), infused a focus on in-service teacher education as a modality for strengthening school quality, and thereby created subdistrict institutions and functionaries (Block Resource Centres and Cluster Resource Centres, or BRCs and CRCs, respectively) to strengthen training, school based follow-up for teachers and cluster based teacher meetings. The National Curriculum Framework for Teacher Education (NCFTE, 2009) necessitated an alternate framework for Teacher Education that would be consistent with the changed philosophy of the school curriculum as recommended in the National Curriculum Framework (NCF) 2005 and to achieve the aims of quality education for all as promised by the Right to Education (GoI, 2009).

The Centrally Sponsored Scheme for Restructuring and Reorganization of Teacher Education, initiated in 1987, was pursuant to the formulation of NPE 1986, and received its funding from the Seventh Plan onwards (1985-1990/1990-1992). This scheme constituted the most important, and till date, the only major institutional development in teacher education.

> The Seventh Plan provides for reorientation of the education system so as to prepare the country to meet the challenges of the next century. The main thrust areas in the Seventh Plan would be . . . . (v) *provision of facilities for education of high quality and excellence in every district of the country*
>
> The role of the teacher is most crucial in achieving universal elementary education, especially in the motivation of children as well as of their parents. They can play a leading role in improving the quality of primary education, bringing in environment and health education and value orientation. In-service training of teachers thus becomes a programme of high priority. *Teacher training institutions will be developed and strengthened accordingly.*
>
> *Facilities will have to be created for the training of additional teachers required during the Seventh Plan period.* There is as yet no infrastructure in the country for training of teachers in non-formal and early childhood education. Training of such teachers would have to be organised by suitably strengthening the existing teacher training centres.
> (Source: http://planningcommission.nic.in/plans/planrel/fiveyr/index7.html accessed on 10th June 2016, emphases ours).

The Seventh Plan emphasised the significance and need for a decentralized system for the professional development of teachers. It was in this context that District Institutes of Education (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) were established.

3. Objectives and Provisions of the CSSTE

The Teacher Education Scheme and the functioning of its various institutions have been evaluated by independent bodies at various points of time. The National University of Educational Planning and Administration (NUEPA) had evaluated DIETs in 1997 and the NCERT conducted a study on the DIET, CTEs and IASEs in 1999-2000. The Teacher Education Resource Group under the NCTE, which was entrusted by the Ministry of Human Resources Development (MHRD) to undertake a mid-term review of the Scheme during the Xth Plan, submitted its report in 2007. The Scheme was last evaluated in 2008-09 by the NCERT and its findings were reported in 2009. NIAS (2007) conducted a workshop on DIETs: potential and possibilities drawing together several issues that were experienced by States in implementing the scheme. In the 12th plan, the Scheme was revised in order to meet the exceptional challenges for Teacher Education System.

Under CSSTE, SCERTs are visualized as the lead academic institutions at the state level, providing support to BITEs, DIETs, CTEs, and IASEs, and also engaging in educational research and training. SCERTs are envisaged as functioning along the lines of NCERT at the state level, providing advice to state governments on policy issues, supporting implementation, appraising programmes and undertaking quality improvement programmes in school and teacher education.

As per the RTE-2009, the SCERTs are deemed as the nodal agencies in respective states, responsible for establishing proper coordination between, and collaboration with various statutory bodies like the Board of Textbooks, the Board of Secondary Education and the Board of Elementary Education. Along with its in-service responsibilities, the SCERTs would attempt evolving meaningful, short and long term teacher education programmes on specific themes of specialization for administrators, for teacher educators and for teachers at various levels. Besides these, postgraduate and doctoral programmes in education/teacher education for various stages of school education would be offered by SCERTs. Designing and implementing such programmes would also help visualize relevant inputs for in-service teacher education. Adequate information & research findings for continuously updating the capacities of SCERT faculty is, therefore, required so that they can discharge their responsibilities effectively.

3.1 Changing roles and functions of SCERTs

After the implementation of RTE Act 2009, SCERTs have come to be seen as academic leaders and must encompass curriculum development, preparation of prototype teaching learning materials and textbooks for all levels of school education and teacher education. The existing curricula and syllabi of teacher education courses needs to be revised in light of the National Curriculum Framework (NCF–2005) and the National Curriculum Framework for Teacher Education (NCFTE). Another important functioning area is training for educational administrators, including the head teachers. Now SCERTs require developing appropriate training materials and conducting training for education administrators, including head teachers.

Orientation / Induction Training to Teacher Educators

The newly recruited teacher educators of DIETs/DRCs need to have a strong grounding in curriculum, pedagogy and research. With the constitutions of SMCs for school management (Section 21 of the RTE Act), head teachers and district/ sub-district level education administrators must now acquire new perspectives on planning and management through SCERTs. An initial understanding of the support institutions responsible for teacher education and quality school education indicates that there is a huge underlying inertia in the existing status in terms of any critical change that has the potential to lead towards the goals visualized in the national level documents, i.e., NCF 2005 and the NCFTE 2009, as well as the statutory commitments under RTE Act (2009).

4. Current scenario: Summary of CSSTE evaluation 2009 and JRM Reports

Current research conducted at the SCERT/DIETs and other components of CSSTE brought forth a few critical areas for further exploration. Following are the emergent concerns from recent TE-JRMs reports and other studies.

Curriculum and processes: JRM reports have indicated that the existing teachers education institutions lack in capacity to converge with the existing discourse and idea proposed through significant policy documents such as NCF-2005 and NCFTE 2009. Lack of expertise has also been noticed in these institutions in undertaking research or in the utilization of the available research data. The syllabi of pre-service education at the DIET and CTE have not been revised for many years now and the faculties lack in exposure to the discourses and debates that have been happening in the domain of school education in the last 20 years. Even if a few syllabi were revised, there still existed a gap with respect to the present discourses informed by NCF-2005 and NCFTE-2009.

JRM teams also noted that teaching-learning processes have not been transformed as per the vision of the above policy documents. The pedagogy continues to be primarily in the lecture-mode with high textbook dependency and there exists hardly any space for interaction among teacher educators and students. Lack of flexible and adaptive physical infrastructure, inadequate resource material and unpreparedness of teacher educators to adapt to the new ways of teaching were found to be the prominent reasons that restricted the use of any constructivist approach in the teaching-learning process.

Faculty Development: Previous evaluation and JRM reports have highlighted that no State has a systematic and strategic institutional mechanism for the professional development of faculty of their teacher education institutes. SCERT is the primary body which conducts training for faculty of DIETs and of its own but the programmes are usually scheduled sporadically. DIET faculty is least exposed to any kind of professional development since they are selectively sent for the above mentioned programmes and they have negligible partnership with NGOs.

In-Service Teacher Training: The common lacuna found in all the States by the JRMs has been that of a Training Management System (TMS) and/or a database of teachers in the State at the district level. This is a serious concern raised by the JRMs since adoption of such a system can ensure that all teachers in the State receive training as per their need without any repetition of the same modules or similar kinds of training.

Infrastructure and Resources: The evaluation study (NCERT 2009) and JRM reports suggest that the infrastructure and resource availability vary between states. Most of the SCERTs do not have adequate rooms for holding meetings, conferences and workshops. Computer laboratories are absent at some places or not fully functional even if they are present. Many SCERTs lack in basic facilities like science laboratories, auditoriums and in some cases libraries too. The libraries which have abundant number of books are neither up-to-date nor are they properly maintained. The posts of librarian are lying vacant in almost half of the SCERTs and the libraries are being managed manually making it difficult for faculty to access any material. Infrastructure and physical facilities such as hostels, toilets, etc. are either not available or not sufficient enough to cater to the need. Inadequate utilization of available provisions, facilities and infrastructure, including land resources have been noted. Staff positions in SCERTs/SIEs vary across states. Many SCERTs are inadequately staffed and huge numbers of sanctioned positions are lying vacant. A few SCERTs do not have a separate cadre and faculty is drawn from other institutions / state education service, some of whom are posted on an ad-hoc basis. Weak administrative support is noted while many posts of administrative staff such as administrative officers, stenographers, clerks, accountants and other Group C and D posts have not been filled up. No uniform or concrete policy for faculty recruitment at the BITEs, DIETs and SCERTs was noticed. It was observed that the DIET faculties' expertise do not always match the skills, understanding and expertise shown by trainers drawn from other contexts. Over the years, academic work has become redundant and clerical work has increased for the faculty of SCERT and DIETs.

JRMs also expressed concern over absence of documents like NCF 2005 and NCFTE 2009 and children's literature in the libraries. There is a dearth of educational material in local languages throughout the states, even though SCERTs themselves develop modules for teacher educators related to areas like CCE, special education, life skills and so on. In many cases, there is no access to the internet and hence access to online journals is a major problem. Development of ICT resources remains non-existent in most of the states. A common problem observed by the JRMs is the lack of proper hostel and toilet facilities for DIET students, especially for women. These reports also suggested that IASEs be upgraded in terms of their infrastructure and material so that they can work with their full capacity as visioned by the Centrally Sponsored Scheme on Teacher Education.

Collaboration & Innovative Practices: NCERT evaluation report 2009 has observed that SCERTs and DIETs employ a limited convergence with other institutions and organizations like BRCs, CRCs, RMSA/SSA, university departments of education, and so on. Relationship with SSA and RMSA in teachers' training remains ad-hoc in nature. JRM reports of 2013 indicate that

six out of 21 states have claimed nil or negligible collaboration of the state's teacher education institutes with any NGOs.

Innovative practices reported by the JRMs adopted by some states include, use of social media, collaboration with NGOs to set up community radios, development of online data management system, student feedback for curriculum and pedagogy, and so on. The last evaluation of CSSTE was conducted almost a decade ago by NCERT (2009) in 2009. Among the many institution-specific recommendations that emerged from that evaluation and some of those made at the larger level are highlighted below:

Table 1: Summary of key aspects of CSSTE from earlier studies

1.. Funding and Fund Sharing Pattern:
   a) Financial sharing pattern between Centre and States should be in the ratio 75:25 (90:10 for North Eastern states)
   b) Local necessities to inform funding patterns and allow for regional variations
   c) Flow of funds to be according to the following pattern-
      Center-->State Education Secretaries-->SCERTs-->IASEs/CTEs/DIETs
   d) State's budget heads to maintain State's share and Central assistance

2.. DIETs:
   a) Improvement of the existing institutional structure and extending the mandate of in-service training provided to include secondary and senior secondary school teachers.
   b) Improvements in infrastructure and organizational structure have been suggested.
   c) DIETs to have linkages with universities, colleges and well established private institutions
   d) Around 10% of DIETs in the coming years to be considered for upgradation to provide secondary level pre-service training
   e) Establishment of a DIET in 196 identified districts with minority, SC/ST concentration. In remaining blocks, BITEs to be set up (BRCs to be subsumed within BITEs)

3.. CTEs and IASEs
   a) Strengthening of existing institutions
   b) New to be set up based on specific needs of the states

4.. SCERTs
   a) To be re-vitalized
   b) To be developed as lead state-level academic institutions
   c) To develop links with Universities
   d) All existing State Instituted of Education to be upgraded as SCERTs

5. Curriculum and syllabus of pre-service teacher education courses and programs of TEIs to be aligned with the NCF-2005.

6.. Measures to Attract good professionals in TEIs:
   a) Pay scales of the faculty of TEIs to be upwardly revised and UGC salary and pay scales could be followed.
   b) TEIs' posts to be en-cadred
   c) Opportunity for internal upward mobility through a Career Advancement Scheme

---

5. Scope & Evaluation Questions

This evaluation study is primarily focused on the impact and effectiveness of CSSTE. For conducting this evaluation, the study will broadly be categorised in the following components:

1. **Core Components** - will examine the process involved in development of curriculum, textbook, teaching learning materials, development of teachers training materials, conduct of teachers training (pre-service and in-service), school leadership, use and spread of open educational resource and School support mechanism.
2. **Research & Innovation** - will examine quality of research conducted by institutions covered under CSSTE, adopted innovative practices, undertaken action research
3. **Enabling Components** - will examine infrastructure availability, fund flow mechanism, governance, network and collaboration
4. **Possibility of Expansion of scope of TEIs-** especially with respect to DIETs to include within their scope secondary and higher secondary teachers and cover pre-service and in-service teacher education programmes
5. **Convergence of academic activities**- study the scope of DIETs, CTEs, IASEs and SCERTs for better convergence with other higher education & research Institution in Education.
6. **Increasing the scope of DIETs and CTEs** to cover both pre-service and in-service teacher education programmes
7. **New funding Sources** - Explore avenues for additional funding and support for teacher education

As mentioned above, the scope and functioning of institutions covered under CSSTE needs to be reviewed in the light of encompassing critical activities such as curriculum development, preparation of prototype teaching learning material and textbooks for all levels of school and teacher education. Accordingly, the existing curriculum and syllabus of the teacher education courses will have to be revised in light of the National Curriculum Framework (NCF–2005) and the National Curriculum Framework for Teacher Education (NCFTE). It therefore becomes pertinent to examine the role of SCERT as a nodal agency in the states and to establish proper coordination and collaboration with various statutory bodies like Board of Textbooks, Board of Secondary Education and Board of Elementary Education.

The study will be mainly guided by the CSSTE goals to enhance quality and access of teachers' education and responding to the present day challenges of quality education at all levels of schooling through capacity building of teachers. The study will try to analyse the result chain, as an outcome of the program while addressing this goal using a results-chain framework. Following elements under Input, Output and Outcomes will be factored in for study (table 2) :

Table 2: Inputs-Outputs-Outcomes of CSSTE		
Inputs:	**Outputs:**	**Outcomes:**
CSSTE financing for strengthening of BITEs, DIETs, CTEs, SCERTs, IASEs and other support includes capacity building of states	Improvement in accessibility of pre-service teachers education, strengthen structure of in-service teachers education, increment in proportion of teachers trained, increased proportion of Functional DIET with trained faculty available, proportion of DIETs and CTE with upgraded infrastructure (enabling factors), Curricular reforms in teachers education carried out, Setting up a robust system for monitoring teachers education process.	Increase in trained teachers in system, teacher resource support structures established and strengthened, Improved quality teachers education programs in the states

Additionally, this study will examine the processes visualized under CSSTE. The following are the major processes of the scheme which will be examined through responses of primary and secondary stakeholders (MHRD, 2012, p. 24, 25):

Table 3: Key processes of the CSSTE
I. Strengthening and up-gradation of State Councils for Educational Research and Training/State Institutes of Education.
II. Strengthening of existing Institute of Advanced Studies in Education (IASEs) and up-grading of Department of Education of Universities into IASEs.
III. Strengthening of College of Teacher Education (CTEs) and establishment of new CTEs.
IV. Strengthening of existing DIETs and extending their mandate for training of teachers at the secondary level.
V. Establishment of Block Institutes of Teacher Education (BITEs) in 196 identified SC/ST/Minority concentration districts as elementary pre-service teacher education institutes
VI. Identification of 50 lead institutions, including Department of Education in Universities, NUEPA, NCERT, Academic Staff Colleges and other Institutions in the non-Government sector to conduct refresher courses for teacher educators.
VII. Provide hardware support, namely, provisioning of satellite transmission facilities in DIETs and provisioning of software support for developing content for orientation of

teacher educators and teachers.

VIII.   Giving mandate to SCERTs and DIETs to involve not-for-profit organizations for conducting innovative field based programmes related to teacher education, collaboration in in-service and pre-service teacher education, undertaking impact assessment studies and designing and developing locally relevant material for teachers and student-teachers of teacher education institutions.

IX.   Developing and putting in place a comprehensive monitoring mechanism.

Evaluation Questions & Indicators for study

This study will include analysis of improvement in the quality of teacher education since the reorganization and restructuring of the Centrally Sponsored Scheme on Teacher Education in 2012 and the adequacy and timeliness of fund flow and delivery mechanisms, as per the following table 3:

Table 4: Research Questions and Indicators	
Research questions	**Indicators**
1.Has there been an improvement in Pre-Service Teacher Education and has it contributed towards overall improvement of teacher professional development and school improvement?	- Quality of teachers Education Program, - Curricular revision - Class room transaction - Facility at Pre-service Institution - Faculties and Expertise
2.Has there been an improvement in In-Service Teacher Education and has it contributed towards overall improvement of teacher professional development and school improvement?	- Quality Training module - Quality of transection - Follow up
3.Has there been development of professionalism and capacity of Teacher Educators?	- No of teachers Educators in system - Activities to prepare teachers educators - Materials / Module for teachers Educators

4.Have strong inter-linkages developed within Teacher education and training sector between the following; - Existing Departments and Institutions at district level - Existing Departments and Institutions at state level - Higher Education Institutions - Schools - Non-Government Organizations	- No and nature of activities to ensure convergence among state level - No and nature of activities to ensure convergence among District and sub district level -
5.Have institutions at all levels led to the adequate supply and quality of trained teachers at elementary and secondary levels of education?	- Percentage of trained teachers in system
6.Is there in place processes, systems and structures across institutions to ensure planning, monitoring and tracking?	- Process of planning - Mechanism for Monitoring
7.Has there been an adherence to guidelines related to the Staffing	- Vacancy
8.Has there been an adherence to guidelines related to the Infrastructure	- Improved infrastructure
9.Has there been an adherence to guidelines related to the Flow of Funds	- Timely fund flow
10.Has there been use of ICT to enhance institutional, instructional and teaching quality across the institutions?	- No & Quality of Teachers training for ICT - No program in ICT - Materials developed in ICT

11.To what extent has the academic profile of the institutions been strengthened through the following; - Research and Publication - Education Courses for Faculty - Seminars - Workshops - Study Tours	- No & nature of Publication - No and quality of Courses for faculty - No & quality of Seminar - No and quality of Study
12. Has there been a one-time situation analysis and stock-taking by institutions where mandated? Has there been a regular and frequent situation analysis by institutions and states where mandated?	- Situation analysis report/s - Evaluation Study
13. Has the flow of funds affected the quality of implementation of the scheme?	- Fund flow Mechanism - Expenditure per Quarter
14. Has there been scope for operational autonomy for institutions under the scheme? Has there been scope for various actors and institutions to adapt the guidelines and requirements to meet local needs of quality and adequacy?	- Innovative use of Support available under CSSTE

7. Methodology: Sampling, Data Collection and Analysis

Tools Methodology of study: The methodology proposed to be adopted for various aspects of the study viz. selection of Institution, selection of beneficiaries, sampling method, source of data collection, its documentation, analysis and interpretation, including time period involved is provided here. The study will be based on a mixed methods approach that includes quantitative data supplemented by qualitative narratives. The study will comprehensively focus on input, output and outcomes at different levels of program implementation - starting with central, to state to institutional level.

As mentioned earlier , this study will be based on extensive review of literature which includes minutes of Teacher Education Appraisal Board (TEAB) Meetings, PAB reports, approvals and appraisal notes, previous JRM reports, details of Teacher Education Institutions sanctioned per

year and details of Funds allocated and utilized by the States/UTs. This would be supplemented by various guidelines issued by central and state governments to the institutions covered by the scheme. Policy papers and research studies conducted by States and other independent agencies will form a strong evidence base. The study will try to capture the impact of planning processes, resources allocation and provisions allotted under CSSTE and fund flow mechanism through analysis of quarterly expenditure report .

Eleven tools consisting of structured and unstructured items will be used to generate primary data. The tools will be based on review of secondary literature and pilot tested for validity and reliability. Rich qualitative data will be gathered through focus group discussions. The data will be subjected to rigorous statistical analysis and theme based content analysis. The study will give a comprehensive picture of the extent of implementation by CSSTE in the 9 states & 2 UTs through field work. In addition to primary data collected, secondary data on the progress, finances and monitoring of the scheme in all states and UTs will be included for the purpose of triangulation and analyses.

The proposed tools for the study will include the following:

Table 5: summary of tools			
Tool No	**Tool Name**	**Respondent**	**Details**
Tool 1	Interview Schedule for State Coordinators of TE	State level TE functionaries	Contains all basic information of state's teachers education progress, fund flow, coordination annual plan and monitoring of CSSTE for all years pertinent to the study
Tool 2	Key Informant Interview Schedule	State Education Secretary, SCERT Director	Gathers perceptions, views, insights, experience and contextual scenario of the state
Tool 3	Focus Group Discussion Guide	SCERT faculty	Data on activities under CSSTE- includes training, materials development, capacity building , research etc . and their role in TE
Tool 4	Basic Institutional Data Proforma (I)	To be filled with help of Principals of DIETs/ BITEs /CTEs	Collects all basic information of selected institutions and their functioning covered under evaluation study

Tool 5	Faculty Interview Schedule (I)	DIET/BITE/CTE faculty (1 per institution)	Gathers perception, views, experiences, insights into role, challenges and recommendations
Tool 6	Student-Teacher Interview Schedule (I)	Student-teachers from the DIET/BITE/CTE (2 per institution)	Gathers perception, views, experiences, insights, challenges and recommendations
Tool 7	Observation Protocol (I)	DIET/BITE/CTE	Captures the infrastructure, activities, processes, ethos of the institution
Tool 8	Basic Institutional Data Proforma (II)	To be filled with help of Principals of IASEs	Collects all basic information of selected institutions and their functioning covered under evaluation study
Tool 9	Faculty Interview Schedule (II)	IASE faculty (1 per institution)	Gathers perception, views, experiences, insights into role, challenges and recommendations
Tool 10	Student-Teacher Interview Schedule (II)	Student-teachers from the IASE (2 per institution, at least one at M.Ed. level)	Gathers perception, views, experiences, insights, challenges and recommendations
Tool 11	Observation Protocol (II)	IASE	Captures the infrastructure, activities, processes, ethos of the institution
Tool 12	Budget Analysis	Centre & State	Captures allocations, utilisations and fund flow schedule/time line

Data Collection, Processing and Analysis

Tools will be administered using digital tool like Open Data Kit (ODK) that will help collect structured data and Paper-Pen format for unstructured data. All the tools will be put through a process of piloting to ensure that standard procedure is being used throughout the study. The data collection team will be oriented to the tools. All data gathered using ODK would be saved into TISS server and will be directly available for cleaning and processing. Qualitative data will be cleaned, processed and coded using qualitative analysis software so as to develop themes for

analysis. Data of different forms and sources will be triangulated. Descriptive, correlational analysis and thematic analysis will be used to present the main findings of the report.

8. Sampling

Diversity in Sampling for Adequate Representation

As required under RFP a total of 11 states and 2 UTs will be covered for the study:

Table 6:sampling proposed			
S. No.	Zones	Sample States/UTs to be visited	No. of TEIs to be visited*
1	East Zone	Bihar, Assam, Chhattisgarh, Mizoram	SCERT-1*, DIETs -4* , CTEs -2 *, IASE -1* BITE -1* *Note: Types of TEIs and their number varies from State to State. The No. of TEIs to be visited in indicative is nature and shall be visited wherever situated.
2	West Zone	Maharashtra, Madhya Pradesh, Rajasthan	
3	North Zone	Delhi, Himachal Pradesh and Uttar Pradesh	
4	South Zone	Telangana, Karnataka, Puducherry	

* Subject to minimum no of Institute available in particular states /UTs,

During the visit the team shall interact with officials at State and undertake visits to SCERTs and to at least 4 DIETs, 2 CTEs, 1 IASE and 1 BITE (wherever functional) in the State/UT. Around 52 DIETs, 26 CTEs, 13 IASE, 13 BITEs and 13 SCERTs will be selected for the study. These institutions will be sampled in a way that will ensure adequate representation following a multi-stage stratified design.

9. Limitations to the Evaluation

This study will be based on fieldwork undertaken at selected sample institutions and secondary reports and documentary proof maintained by government functionaries at various levels. However, this study will not be able to examine the academic qualities of the materials produced at different levels due to short duration of the study. Analysis will be presented with respect to norms, objective and provision under CSSTE and with a focus on post-2012 period.

References

Ministry of Human Resource Development (1986). *National policy on education - 1986*. New Delhi: Government of India.

Ministry of Human Resource Development (2012). *Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education- Guidelines for Implementation*, New Delhi : Government of India
National Council for Educational Research and Training (2005). *National curriculum framework*. New Delhi: NCERT.

National Council for Teacher Education (2009). *National curriculum framework for Teacher Education: towards preparing professional and humane teachers*. New Delhi: NCTE.

NCERT (2009). *Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education*,New Delhi: NCERT, 2009

National Institute of Advanced Studies (2007). *DIETS: Potential and Possibilities*.

Ramamurti, A. (1990). *Report of the Review Committee on the National Policy on Education 1986*. New Delhi: Govt. of India.

Government of India (2009). *Right to Free and Compulsory Education Act 2009*. New Delhi: Government of India.

Government of India (1985-1990). *Seventh five year plan*. New Delhi: Planning Commission. http://planningcommission.nic.in/plans/planrel/fiveyr/index7.html Accessed on 10 June 2016.

Sharma, J (2011). Education towards sustainable development. In K.N. Pannikar and M.B. Nair (Eds.). *Emerging trends in higher education in India: concepts and practices*. Delhi: Pearson.

Yashpal Committee. (1993). *Learning without Burden: Report of the National Advisory Committee Appointed by the Ministry of Human Resource Development*. New Delhi: Government of India. http://www.teindia.nic.in/Files/Reports/CCR/Yash%20Pal_committe_report_lwb.pdf Accessed 26 July 2017, 1930 IST.

Annexures:

A.Work Plan:

S.No.	Activities	Timeline
1.	Inception report: With details of project plan, final sampling, data to be collected, resourcing and detailed budget.	31 July 2017
2.	Draft Report- First draft of evaluation report	14 September 2017
3.	Final Report- Submission of Final evaluation report	23 September 2017 or one week after receiving MHRD feedback.

Details weekly plan

S. No	Activities	W 1	W 2	W 3	W 4	W 5	W 6	W 7	W 8
1	Review of Literature & Institution wise sampling	▓							
2	Inception report	▓							
3	Tool Development	▓	▓	▓					
4	Selection for investigation for field survey		▓	▓					
5	Communication to states and schools		▓	▓					
6A	Pilot test			▓					
6 B	Survey				▓	▓			
7	Analysis						▓	▓	

#	Task									
8	Report writing							▓	▓	▓
8.1	Context and introduction				▓					
8.2	Design and method				▓					
8.3	Key output based on secondary literature					▓	▓			
8.4	Key outcome					▓	▓			
8.5	Major findings							▓	▓	
8.6	Recommendation								▓	
9	Review & Finalization of report								▓	
10	Submission of Draft report								▓	
11	Final report after MHRD feedback									▓

B. Logistics and Support:

Support for Documents & Information : Following documents were requested from MHRD

- Minutes of project Approval board, Appraisal Note and State planning document
- Quarterly monitoring report of Financial and physical progress
- Consolidated approval under CSSTE
- Consolidated list of SCERTs / SIEs, IASEs, CTEs, DIETs, BITEs

Support for Field Work : Following support are needed for data collection

- Communication (Letter) to state for support in data collection
- Contact of State Nodal person to facilitate data collection
- Getting access to sampled institutions

C. Proforma for biweekly progress report

Biweekly progress report- : TISS Evaluation study of CSSTE

1.   Details of completion of task

S No	Activities of Evaluation	Due Date	Status	Remark

2.   Overall Observation Including support from MHRD and States

Project Director

TISS