

TISS Evaluation of the CSSTE, August-September 2017		Tool 3	SCERT-faculty FGD
Instructions: This FGD will include 3 to 4 faculties / sr functionaries (Assistant professor and above), organization / members associated with SCERT such as NGOs/ INGOs/ Institutions etc. The FGD will take about an hour. Kindly record the conversation with all the nuances. If material is available in soft copy then copy it in pen drive as well as laptop, you can also collect soft copy			
State	Himachal Pradesh	District/Place	Solan
Name of institution	SCERT		
Researcher name	Saurabh/ Nutan	Date of visit	8/9
Respondent name	Rita Sharma	Designation	Associate Professor

### 1. About Major activities under CSSTE -

What are the major activities conducted under CSSTE programmes during 2012-2017 in particular and since inception of scheme in general. (please collect relevant materials such as information sheet, training module, CDs, manuals, annual work plan, evaluation report etc, of different programme implemented under CSSTE,)

- In-service Teacher Training for capacity building and updating them on educational and social issues.
- Surveys (8<sup>th</sup> AISHE, NAS etc.)

### 2. About Teachers Education -

What kind of change we are approaching for Teachers education in the state/ UTs? Upto what extent you are able to meet expectation and requirement for teachers education? what are major challenges? Efforts/ steps taken to ensure that trainings/courses translate into classroom practices based upon the vision of NCF2005? (Collect vision document and Teachers training modules)

- Positive change
- Need assessment is done to meet the expectations for TE.
- Parallel system for training, policy & planning through SIEMAT, BRCs & CRCs managed by SSA/RMSA poses challenge. DIETs are under DEE & SCERT under DHE.
- A research (ongoing) on impact of teacher training programme in schools of H.P is underway.



### 3. Collaboration & Networking -

To what extent has the SCERT been able to collaborate with other institutions (DIETs, IASE, BITE, CTEs, and Private institutions) of education in the state?

- All the training institutes in the state are working independantly but SCERT provides academic support to these institutes whenever needed. AWP of all these institutes is prepared by SCERT.

### 4. Curriculum development --

What is SCERT role in curriculum, syllabus and textbook development, if it has been declared as an academic authority?

As an academic authority SCERT has developed textbooks of Class III<sup>rd</sup> to V<sup>th</sup> (All subjects) in 2014 and review of these is being done every year. From Class VI<sup>th</sup> onwards H.P State has adopted NCERT books in H.P Govt. Schools.

### 5. Research -

What is the major research that SCERT has completed during 2012-17 in particular and since inception of scheme in general. What guides you to formulate a particular research. How is this research disseminated and used? (please collect copy of research if possible in soft copy)

- Result Analysis of Board Classes (Class 10<sup>th</sup> & 12<sup>th</sup>) for the yr. 2011-12, 2012-13, 2013-14.
- Policy of State Govt.
- Research was used to find out low performing schools in the state for three years and steps were taken by the State Govt. for their improvement.



6. **Implementation of specialized programme for school education :**

What is the role of SCERT in planning & execution of education program , experience with planning (as envisioned in the NCFTE)?

The role of SCERT is need based. D.El.Ed syllabus was framed by SCERT but planning & execution is done at Directorate level.

7. **Monitoring and support mechanism:**

What are mechanism to support district and subdistrict level TE organisation includes DIETs , BIETs , BRC, CRC . What are monitoring mechanism for execution and implementation of education program for school structure (please write link if it is online)

- Training To Teacher educators in DIETs , BRCs
- Finalization of Science & Mathematics Training module prepared by RMSA for IX & X class .
- Inspection Cadre of Deputy Directors have <sup>been</sup> formed in each district to monitor execution & implementation of education programme in school .

8. **Policy:**

Has the SCERT been able to engage with policy matters?

- Principal, SCERT is a member of Executive body of SSA/RMSA and Himachal Board of School Education, so SCERT is actively engaged with policy matters regarding education
- Member from SCERT is also a member of Governing Council of State Council for Vocational Training Society.



9. Which are the key NGOs in the state? What are your interactions with them? Which sectors are they currently contributing to?

Key NGOs in state include Pratham foundation, Learning Link Foundation, Smarth etc but SCERT is not associated with them. They are working in collaboration with SSA/RMSA. SCERT as such has no formal partnership with any NGO.

10. As faculty what are the key areas of reform that you seek?

- Restructuring and strengthening <sup>of SCERT</sup> as per the 'model' suggested in National Curriculum Framework for Teacher Education 2009.

11. What faculty development opportunities have been provided to you?

SCERT provides free hand for faculty development opportunities. Faculty gets an opportunity to participate



in training programmes, workshop at institutes of National repute (NCERT, NUEPA, RIE Ajmer, Universities etc.).

12. To what extent do you use technology and for what purpose? Have you all been provided with computers? Have you had training in the use of computers?

- Power point presentations, videos/documentaries, etc. are used for imparting trainings.
- Use of OER is given in trainings
- Computers have been provided to all the faculty members.
- Had 10 days training in G.C. Kullu.

13. What are the various schemes under which your activities are currently taking place? What is the synergy between these schemes?

Perform variety of roles:

- NTS and NMMS scheme
- Science Activities (INSPIRE, State Level Sc. Seminars/Drama/Fair/Exhibition)

Beside this Population Project (Adolescent Education Prog.)

Surveys, Disaster Management Programme is also undertaken by SCERT.

- The schemes are to identify the talent and motivate the students.

14. To what extent do you think the CSSTE scheme for DIET, CTE and IASE has been reorganized to meet the needs of the state? What are the areas for improvement?

- CSSTE scheme fully meets the needs of the state
- The fund released is transferred to Directorate of Higher Education and the fund transfer under different heads to SCERT is delayed in this process.



**15. Fund provision and Fund Flow:** Any observations and suggestions on use of fund under CSSTE

- Due to delay in transfer of fund, the research projects for which the funds are released are not completed within the stipulated period so that the second instalment is not released.
- Funds should be directly released to SCERT.

**16. Governance :**

Any observations and suggestions on recruitment posting, managing program under CSSTE and technical support that SCERT required

- Separate cadre for SCERT.
- Permanent staff for effective running of projects.
- Data entry operators are required so they should be recruited.

**17. Any other highlights/achievements/to-dos?**

- Developed Disaster Management Plan for Dept. of Higher Edu. Govt. of H.P. in 2014.
- Prepared Training Module for School & College Teachers of H.P. on 'Disaster risk reduction & climate change adaptation' in 2017 in collaboration with H.P. Govt. and UNDP.



18. What are the improvements and changes needed in the CSSTE scheme?

- SCERT should be made a separate Directorate and DIET should be constituent part of it, so that needs of state w.r.t education ~~are~~ are assessed at the ground level, 'requirements and suggestion sent to state level and keeping these in view policies / proposal formulated for implementation in the state.
- Strengthening & restructuring of SCERT so that separate cells are formed and there is no overlapping of work. Thus efficiency in work will be maintained.



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State	Himachal Pradesh	District/Place	Solan
Name of institution	SCERT		
Researcher name	Saurabh/Maitan	Date of visit	5/9
Respondent name	Veena Thakur	Designation	Asstt. Prof.

### 1. About Major activities under CSSTE -

What are the major activities conducted under CSSTE programmes during 2012-2017 in particular and since inception of scheme in general. (please collect relevant materials such as information sheet, training module, CDs, manuals, annual work plan, evaluation report etc, of different programme implemented under CSSTE,)

- In-Service teachers training
- NTSE & NMMS
- All India School education survey
- National achievement survey
- State level SC. seminars
- National environment awareness campaign
- Population education

### 2. About Teachers Education -

What kind of change we are approaching for Teachers education in the state/ UTs? Upto what extent you are able meet expectation and requirement for teachers education? what are major challenges? Efforts/ steps taken to ensure that trainings/courses translate into classroom practices based upon the vision of NCF2005? (Collect vision document and Teachers training modules)

- Positive change
- Try to perform our duty with honesty & sincerity to meet expectations
- Control of various TEIs in various hands.
- SCERT has taken a study to find out the impact of its trainings.



### 3. Collaboration & Networking -

To what extent has the SCERT been able to collaborate with other institutions (DIETs, IASE, BITE, CTEs, and Private institutions) of education in the state?

Teachers education institutions (DIETs, CTE) are working independently in the state. So far, SCERT has been assigned the responsibility of framing the annual work plan for TEIs of the state, however the implementation & impact of the plan is monitored by the Director of higher & elementary education.

### 4. Curriculum development -

What is SCERT role in curriculum, syllabus and textbook development, if it has been declared as an academic authority?

SCERT has been developing & reviewing the text-books for H.P. Board of school education since 2014. Text books for class 3<sup>rd</sup> to 5<sup>th</sup> has been developed for all subject in both English & Hindi medium. SCERT also frames the D.E. Ed. Syllabus. SCERT has also developed SDM plan module for ed. Dept. in the state.

### 5. Research -

What is the major research that SCERT has completed during 2012-17 in particular and since inception of scheme in general. What guides you to formulate a particular research. How is this research disseminated and used? (please collect copy of research if possible in soft copy)

- Analysis of H.P. Board of school education result: 10<sup>th</sup> & 12<sup>th</sup> class (session 2011-12, 2012-13, 2013-14)
- State govt. Policy ~~is~~ followed
- To find out various under performed & schools & reasons for their poor performance.



6. **Implementation of specialized programme for school education :**

What is the role of SCERT in planning & execution of education program , experience with planning (as envisioned in the NCFTE)?

- SCERT gives its suggestions on various education related issues as & when required.
- Curriculum for 3<sup>rd</sup> to 5<sup>th</sup> class & text-books are framed/developed by SCERT
- SCERT frames syllabus for D.El.Ed

7. **Monitoring and support mechanism:**

What are mechanism to support district and subdistrict level TE organisation includes DIETs , BIETs , BRC, CRC . What are monitoring mechanism for execution and implementation of education program for school structure (please write link if it is online)

- Training of teacher educators
- Deputy directors at district level monitors the execution & implementation of education program for schools.

8. **Policy:**

Has the SCERT been able to engage with policy matters?

SCERT is EC member of SSA/RMSA in the state alongwith HP Board of school education. Directorate, seek suggestions from SCERT on various issues of Education, SCERT gives suggestions on those issues accordingly. SCERT faculty member is also member of governing council of SCVTS



9. Which are the key NGOs in the state? What are your interactions with them? Which sectors are they currently contributing to?

- SCERT is not associated with any NGO in the state.
- Various NGOs are associated with SSA/RMSA but they have no formal interaction with SCERT

10. As faculty what are the key areas of reform that you seek?

- Restructuring of SCERT so that various TEIs in the state can come under one umbrella.
- Directorate of teacher educators should be created in the state

11. What faculty development opportunities have been provided to you?

As & when faculty want to attend any refresher course, workshop, seminars, conference etc. they get permission to attend those.



12. To what extent do you use technology and for what purpose? Have you all been provided with computers? Have you had training in the use of computers?

- For training purpose
- Yes, every faculty is provided with computers.
- No formal training as such

13. What are the various schemes under which your activities are currently taking place? What is the synergy between these schemes?

- INSPIRE
- NMMS
- NTSE
- Popularization of Science
- Population education
- In-service teacher training

14. To what extent do you think the CSSTE scheme for DIET, CTE and IASE has been reorganized to meet the needs of the state? What are the areas for improvement?

- It fully meet the needs of the state
- Funds should be directly released to the SCERT instead of Directorate to avoid delay in<sup>5</sup> implementation of various activities.



15. Fund provision and Fund Flow: Any observations and suggestions on use of fund under CSSTE

- Funds should be directly released to the SCERT to avoid delay in implementation of various programmes.

16. Governance :

Any observations and suggestions on recruitment posting, managing program under CSSTE and technical support that SCERT required

- ~~SCERT~~ Teacher Educators Cadre should be created
- data operators should be recruited

17. Any other highlights/achievements/to-dos?

- Developed State disaster management plan & module for Education department in the state.



Tool 3: SCERT Faculty FGD  
18. What are the improvements and changes needed in the CSSTE scheme?

- Strengthening & Restructuring of SCERT.



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