	of the CSSTE, August-September 2017	Tool 2	State CSSTE Nodal Officer
CSSTE implementa This schedule can be		uation study. It i rdinators in adva	Information of the state's teachers education progress, especially under the information of the state's teachers education progress, especially under the is to be filled with the support of <b>State level officers</b> for year 2012 onwards, ince and will be collected along with other documents from them. If Planning level to be interviewed.
State	Himachal Bradesh	District/Place	Solan
Name of institution	SCGRT, Solan (1.P.		
Researcher name	Wilay Sawath.	Date of visit	4-9-2017
	Dr. Hem Ray Sherma	Designation	Associate Professor.

## A: Overall Teacher Education Sector in the state

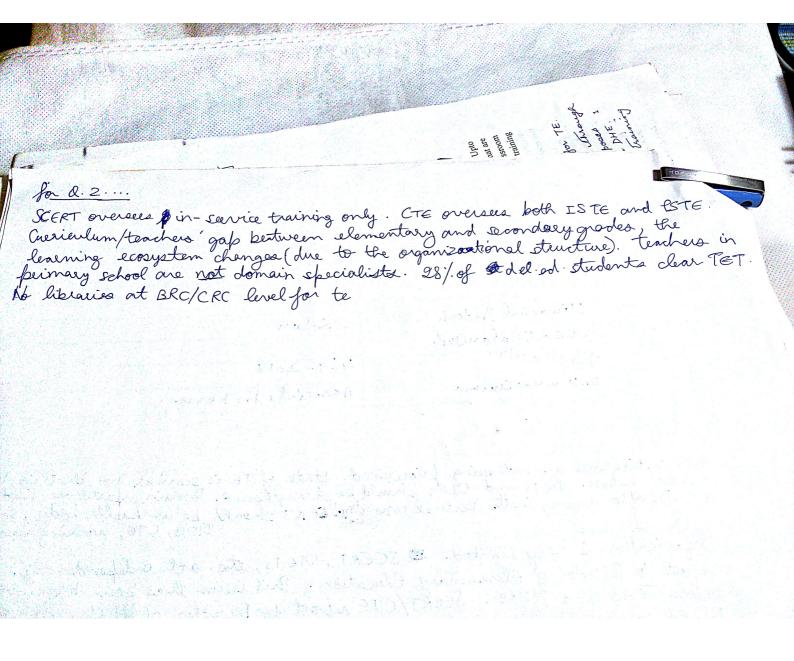
1. What is the teacher education scenario in the state?

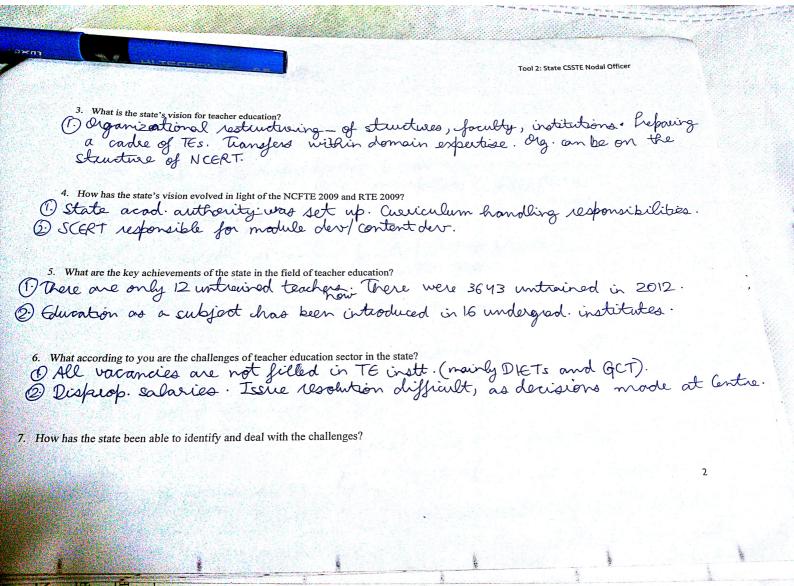
TE institutions are not being perioritized. State of TE is similar to that in the entire nation. DIETs and CIE's should be strengthened. Domain experts are needed.

The institutions are not being periorities strengthened. Domain experts are needed.

The institutions are not being periorities of TE is similar to the period of the institution of the insti

2. How is teacher education organized in the state? Organization is very limited. SCERT, PIETS, etc. art independently. DIETS report to Director of Elementary Education. This issue has been brought before TEAB and MHRD. SCERT/CTE report to Director of Higher Education. D.El. Ed. cuericulum is revised by the SCERT (DIETS are also consulted). No BIETS and IASE in Himachal. TE institutions are not working under one umbella. Overlapping /duplication of work is there. There is no directorate of school education. Secondary grades and SCERTS are considered under higher ed.





8. What are the roles and contributions of the central government, state government, private actors, NGOs in teacher education? How do these # Neros lonks - E1. JSBA/KHSA. # No public forum for bultractions across bodies often Confume. # State level authorities intract afforme participation of hot NGOS. 9. What are the measures for enhancing quality of teacher education in the state?

H Introducting HEd. as an efftonal sulfet at 16 colleges.

H State Got. Contemplating restricting for the last 248 (CSSTE)

H Interior to develop Unhapes across TE meth. 10. How often does SCERT meet DIETs and CTEs? What is the purpose and function of these meetings? They meet during Exculve Caencil as representative.

Agenda on Curider Syllatres / Revision of text tooks one address by SCERT.

11. What are the challenges faced within the SCERT?

# Upgoadation of SCERT. for functional autonomy on the pottun of WCERT.

At Rend flow channelisation from State has to be more possibled. 3

H Prequent bonder of faculty (min. 4/6 north on the 3400) impacts professione

on try ordput, Franker policy for te to be defined while other.

B: CSSTE in the State

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

# Keyllar rubmirshonef Amplay for TE.

# Direct findly to TE for through has Improved for spective.

# Brheitered beacher at likely are harmed with TE. (HP bertboactice at 13. Has the state prepared a perspective plan for teacher education under the CSSTE? Could you mention some of the salient tenture of this plan?

\*\*Jank of linkages among SCRT, DIETs, CTE's hindered plans.

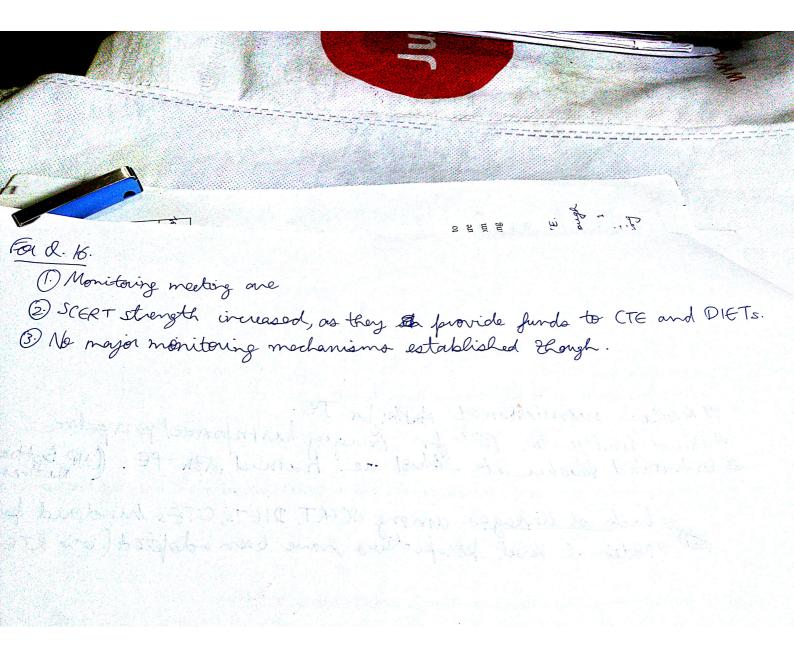
\*\*Notional line perspective have been adopted (via RTE, NCFTE stip)

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?

# DIETS getting 60 computers.

# Hostel for girls students at DIET Chambe.



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:

	T.		Teat	ener Educati	on Institutions:							
		stitution Type			Total Institu	tional Position	s (Faculty and	Non-Faculty)				stitutions
	+				Centre	re State				CSSTE   Any Other		
_	<del>/</del>		Bet	fore 2012		rrent	Before 2012		Current		CBSTE	Any Other
	-	-+	Sanctione	d   Function	al Sanctioned	Functional	Sanctioned	Functional	Sanctioned	Functional	<del>\</del>	1
1	IASE									- sanstionar		1
10	CTE	$\bot \bot$			12				18+1	118+1		Created an
$D_{I}$	<i>IET</i>	$\int_{-}$			264	284			50		AU	121
317	TE .										JIE 13	
Έ						, . '-						
C	1											

	<b>1</b>	- Landerson	
		Tool 2: State CS	STE Nodal Officer
Pre-Primary Tr Train. 8 Center			

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

Type of Post		Number							
		Се	ntre		State				
I = I	Before:	Before 2012		Current		Before 2012		rent	
L	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled	
Academic	6.4				19		119	18	

Type of Post			N.A	. 1	Number			,		
		Ce	enter			State				
	Before 2	2012	Curr	ent	Before?	2012	Cu	rrent		
	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled		
Academic										
Non-Acade mic			,		7 1					
Total										

10 mm 10 mm	Sanctioned	Filled						
Academic		micd	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled
Non-Acade mic			- <u>L</u>	Le Baile	18+1		18+1	12+1
Total					21		21	15
The State of the S	1700					1- 22-15		

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

Principal scent solan directs all faculty members to submit their proposals as her provisions informat and quidelines of correct and proposals are consolidated and a complete plan is prepared Finally, the consolidated Plan of Scient, DIET FOTE and DIETS is prepared with the mini of through state government. The Director of Elementary advication directs all DIETS to prepare a plan and compared bland of the Director of Elementary advication directs all DIETS to prepare a plan and compared bland. consolidated plan of all DIETS is submitted to SCERT MP.

IASE

N.A. as IASE does not exist to the state

The Principal, GCTE Dravam shala manages to prepare a plan on the specified bornat and submits to Principal, SCERT H.P.

24. What are the issues in planning process

Since, SCERT, GUTE and DIETS are preparing their individual planswithout linking of issues, activities and need of the state teacher education and a whole, the leacher education planning in the State has no direction and purpose. All teacher education institutions are working in isolation and may or may nor have involved in the education system.

## 25. Funds received and utilized

S.No	o. Year	Fund propose	d Funds Allocated	Fund received (In Lakho)	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		i kali				
2	2012-13	3004.29	2079.14	94.74 272.27	会部的	2nd Inst. Wilize	utilized
3	2013-14	2313.16	876.11	876-11	39 may, 2016	Utilized	The state of the s
4	2014-15	2185.85	1887.22	707-70	6th Aug. 2014	Utilized	
5	2015-16	2362.94	2082,60	270.60	2 HOV, 15	Utilized	
	2016-17	3811.19	222251	100013	10 Feb, 17		



29. Information on Recruitments for SCERTs, CTEs and DIETs

In SCERT, the faculty is drawn from three obreams. The posts of Astt. Associality What is the process of recruitment for fenors are filled from Colleges and posts of Lecturess | PGTs | TGTs are filled from Schools. The Asst./Associate Profesors on the basis of LGC norm and faculty of CTE is also recruited as per yGC norm. whereas rectures | PGTs in SCERT & DIETs are filled What are the norms followed for qualification through commission | promotion. No direct recruitment. UGC norms for ASSH. / Associate Profesors in SCERT & GTE and P.G. with B. Ed.

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

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

No Recruitment directly takes place. Only faculty is townsfirmed from Schoolsd (alleges to the Teacher training institutions.

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

The construlting as por NCFTE 2009 and regulation 2014 norms to dignolords have for D.El. Ed. and B. Ed. D. M.Ed. howe been Jevi Fed. and implemented in the State.

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

Yes

32. Qualification at Entry level: of SCERT Staff

	Entry level		
	qualification	Pay Grade	Grade
DIETs (Senior Lecturer)	P. G. and B. Ed. M. Ed.	10300-34800	Ro. 5400
DIET (Junior Lecturer)	P.G. and B.Ed./M.Ed.	10300-34800	Ro-5400
BIETS			
CTEs	P.G. and NET/SET		
SCERTs (Senior Staff)	As ber USC norm	As per UGC norm	As per UGC norms
SCERTs (Junior	P.G. and	10 300-3480	o Rs 5400.
Staff)	P.G. and B. Ed. M.Ed.		
ASE (Senior Staff)			
SE (Junior Staff)			