

TISS Evaluation of the CSSTE, August-September 2017		Tool 2	State CSSTE Nodal Officer
<p>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.</p>			
State	Himachal Pradesh	District/Place	Solan
Name of institution	SCERT, Solan (H.P.)		
Researcher name	Nutan/Saurabh	Date of visit	4-9-2017
Respondent name	Dr. Hem Raj Sharma	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 prioritized. State of TE is similar to that in the entire nation. DIETs and CIEs should be strengthened. Domain experts are needed.
- Integration among instt. Vertical connection SCERT should be umbrella body, with DIETs, CTE, working underneath. (also)

2. How is teacher education organized in the state?

Organization is very limited. SCERT, DIETs, etc. act 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.E.Ed curriculum is revised by the SCERT (DIETs are also consulted). No BIETs and IASE in Himachal. TE institutions are not working under one umbrella. Overlapping/duplication of work is there. There is no directorate of school education. Secondary grades (and SCERTs are considered under higher ed. (CTE also))

Training
are all
on job

for TE.
through
book
DHE
Training

for Q. 2....

SCERT oversees in-service training only. CTE oversees both ISTE and BTE. Curriculum/teachers' gap between elementary and secondary grades, the learning ecosystem changes (due to the organizational structure). Teachers in primary school are not domain specialists. 28% of del.ed. students clear TET. No libraries at BRC/CRC level for te

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

- ① Organizational restructuring - of structures, faculty, institutions. Preparing a cadre of TEs. Transfers within domain expertise. Org. can be on the structure of NCERT.

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

- ① State acad. authority was set up. Curriculum handling responsibilities.
- ② SCERT responsible for module dev/content dev.

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

- ① There are only 12 untrained teachers ^{now}. There were 3643 untrained in 2012.
- ② Education as a subject has been introduced in 16 undergrad. institutes.

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

- ① All vacancies are not filled in TE instt. (mainly DIETs and GCT).
- ② Disprop. salaries. Issue resolution difficult, as decisions made at Centre.

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

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?

- # NGOs books - E1. / SSA / KMSA.
- # No public forum for interactions across bodies often confuse.
- # State level authorities interact / approve participation of Govt / NGOs.

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

- # Introducing TET as an optional subject at 16 colleges.
- # State Govt. contemplating restructuring for the last 2 yrs (CSSTE)
- # Intention to develop linkages across STE instt.

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

NA.

They meet during Executive Council as representative.
(CRMSA).
Agenda on Curriculo / Syllabus / Revision of textbooks are addressed by SCERT.
Survey based research.

11. What are the challenges faced within the SCERT?

- # Upgradation of SCERT. for functional autonomy on the pattern of NCERT.
- # Fund flow channelisation from State has to be more practical.
- # Frequent transfer of faculty (mon. 4/6 months ~~entire 3 yrs~~) impacts performance growth output. Transfer policy for TE to be defined, unlike other.

B: CSSTE in the State

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

- # Regular submission of Ann. Plan for TE.
- # Direct funding to TE for training has improved perspective
- # Untrained teachers at school are trained with TE. (HP, but practice at National level)

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?

- Lack of linkages among SCERT, DIETs, CTEs hindered plans.
- National level perspectives have been adopted (via RTE, NCFTE etc.)

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

NA

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

- # Infrastructural - equipment, digitalized TE, labs established, Science block.
- # DIETs getting 60 computers.
- # Hostel for girls students at DIET Chamba.

Q. 16.

- ① Monitoring meeting are
- ② SCERT strength increased, as they ~~are~~ provide funds to CTE and DIETs.
- ③ No major monitoring mechanisms established though.

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:

I. (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							18+1	18+1		Created and supported by CSSTE
	DIET			264	264			5		44 12 DIETs	
	BITE										
	IE										
	RC										

Tool 2: State CSSTE Nodal Officer

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	24				19		19	18

Type or Post	N.A . Number							
	Center				State			
	Before 2012		Current		Before 2012		Current	
	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled
Academic								
Non-Academic								
Total								

	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled
Academic								
Non-Academic					18+1		18+1	12+1
Total					21		21	15

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

- SCERT
Principal, SCERT solicits all faculty members to submit their proposals as per provisions, format and guidelines of CSSTE 2012 and proposals are consolidated and a complete plan is prepared. Finally, the consolidated plan of SCERT, GCTE and DIETs is submitted to MHP through state government.
- DIET
The Director of Elementary Education directs all DIETs to prepare a plan and consolidated plan of all DIETs is submitted to SCERT H.P.
- IASE
N.A. as IASE does not exist in the state
- CTE
The Principal, GCTE Dharamshala manages to prepare a plan on the specified format and submits to Principal, SCERT H.P.

24. What are the issues in planning process

Since, SCERT, GCTE and DIETs are preparing their individual plans without linking of issues, activities and need of the state teacher education as a whole, the teacher education planning in the state has no direction and purpose. All teacher education institutions are working in isolation and may or may not have involved in the education system.

25. Funds received and utilized

S.No.	Year	Fund proposed	Funds Allocated	Fund received (In lakhs)	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	3004.29	2079.14	134.71 94.74 486.47	27.2.27 19 March 13 25 April 13 25 Jan 13	1 st Instl. Utilized 2 nd Instl. being utilized	
3	2013-14	2313.16	876.11	876.11	30 May 2014 6th Aug. 14	Utilized	
4	2014-15	2185.85	1887.22	707.70	6th Aug. 2014	Utilized	
5	2015-16	2362.74	2082.60	270.00	2 Nov. 15	Utilized	
6	2016-17	3811.19	2222.51	1000.13	10 Feb, 17		

29. Information on Recruitments for SCERTs, CTEs and DIETs

- What is the process of recruitment

In SCERT, the faculty is drawn from three streams. The posts of Asstt./Associate Professors are filled from colleges and posts of Lecturers/PGTs/TGTs are filled from schools. The Asstt./Associate Professors on the basis of UGC norms and faculty of CTE is also recruited as per UGC norms whereas Lecturers/PGTs in SCERT & DIETs are filled through commission/promotion. No direct recruitment. UGC norms for Asstt./Associate Professors in SCERT & CTE and P.G. with B.Ed./M.Ed. for DIET/SCERT Lecturers/PGTs.

- 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 transferred from schools/colleges to the teacher training institutions.

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

The curriculum as per NCFTE 2009 and regulation 2014 norms & standards have for D.El.Ed. and B.Ed. & M.Ed. have been revised 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	Rs. 5400
DIET (Junior Lecturer)	P.G. and B.Ed./M.Ed.	10300-34800	Rs. 5400
BIETs			
CTEs	P.G. and NET/SET		
SCERTs (Senior Staff)	As per UGC norms	As per UGC norms	As per UGC norms.
SCERTs (Junior Staff)	P.G. and B.Ed./M.Ed.	10300-34800	Rs 5400.
IASE (Senior Staff)			
IASE (Junior Staff)			