| **TISS Evaluation of the CSSTE, August-September 2017** | | **Tool 1** | **State Secretary & SCERT Director** |
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| Instructions Interview *Schedule for State Education Secretaries (ES) will mainly focus on capturing perceptions, views and vision for Teacher Education in the state and specific developments under CSSTE at the state level.* | | | |
| State | Maharashtra | District/Place | Pune |
| Name of institution | SCERT |  |  |
| Researcher name | Shrikant Kalokhe  Sahana  Neesha Ramchandran  Shiva Thorat | Date of visit | 28/8/20017 |
| Respondent name | Dr. Sunil Magar | Designation | Director |

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

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

Majority of the D.Ed colleges are run by the private institutions.

a). How is teacher education organized in the state?

Majority of the D.Ed colleges are run by the private institutions.

1. What is the state’s vision for teacher education?

a) How has the state’s vision evolved in light of the NCFTE 2009 and RTE 2009?

every teacher should be trained in the light of section 23, 2 under RTE . Govt has passed the amendment to extend the teachers training upto march 2019. This has been Declared in the advertisement . If any teacher is missed out , they can apply NIOS or the correspondent B.Ed course. TET is compulsory for all the teachers. Asper RTE from 6-8th there should be 3 teachers in each std.

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

This has been Declared in the advertisement . If any teacher is missed out , they can apply NIOS or the correspondent B.Ed course. TET is compulsory for all the teachers. Asper RTE from 6-8th there should be 3 teachers in each std.

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1. What major changes have you made recently in the structure and functioning of TE?

Changed the D.el.ed syllabus from 2016–2017. Enabling I2C, enabling peer group learning and constructivism.

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

% of people passing in TET is very less. Teachers are not willing to come in the education sector.

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

State is trying to establish the new selection system called Pavitra portal for TE in Maharashtra. In Maharashtra 95% of institutions are being run by private institutions so recruitment of the teachers depends on them since there is favoritism. Trying to regulate all the recruitment process through this portal. Anybody who is eligible for this post can apply through this portal. Pavitra portal is sought to bring about transparency. Expected to be in place within 2-3 months. **Thus, quality of the teachers becomes on of the major challenges apart from enrollment.**

**-** Training on demand , will also help address these challenge of the quality of the teachers.

1. 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?

TE in Maharashtra 99% usually undertaken by the private institutions, (17000 filled up of 60,000 vacancies). NGO’s do not play any role in TE. Central govt. makes the rules and policies, state govt. gives the syllabus and functioning procedures happen institution to institution. If only the private or govt. is not able to bring about any change, If government sector is not able to work in full capacity, then only NGO’S intervention is required otherwise there is no need of interventions of NGO. NCTE , state govt. and private sector is involved in the functioning of the SCERT.

1. What mechanisms have you put into place to enable them to contribute to Teacher Education?
2. What are the other measures for enhancing quality of teacher education in the state?

* Based on the findings of the ASER report , we have brought in constructivism, introduced i2c , introduced the app mitra. In 53,000 schools , nearly 300 crore public funds have come in. teacher have developed Mitra app. many of ur teachers are becoming tech savvy. 53000 schools are developed schools in Maharashtra. we have been able tp 100 crores through private public participation

1. Have any of the teacher educators attended Arizona State University fellowship programme? Have they been able to translate the training received in their current work practice?

No. question did not seem very relevant

**B: Teacher Education Institutions of the State**

1. How do these institutions coordinate with each other?

* such a forum is not required for coordination.

1. What are the major gaps of teacher education institutions (SCERTs, DIETs, CTEs, BITEs) in terms of human resources, facilities and functionalities?
2. How can the present institutional capacity be enhanced to ensure adequate supply of trained teachers for elementary school education? And / or continuous professional development of teachers?
3. According to you, what are the ways for optimum utilization of existing structures for pre-service as well as in-service training of the existing cadre of teachers at all levels?
4. Do the SCERT faculty have academic designations or are they academic officers?
5. What is the role of the private teachers training institutions in meeting the adequacy of teachers?
6. What is the quality of the private teachers training institutions?
7. Do you think that Private teacher education institutions alone can meet the needs of the state for quality Pre-Service Teacher Education and have DIETs, CTEs and IASEs may focus only on INSET?
8. Do you think DIETs should be upgraded to provide academic support to secondary teachers and schools?

1. Please suggest ways for enhancing the quality of;

           a.       Pre-service: to develop linkages between SCERT , MAA, IASE , CTE

           b.      Curricular reform at school level: ( b and c already done with the inclusion of all the partners.

           c.       In-service:

           d.      Monitoring & Support for enhancing quality of School Education (RAA, MAA support DIET in teaching learning process.)

**C: CSSTE in the State**

1. How has the state’s approach towards teacher education changed post 2012?

SCERT in Maharashtra is leading compared to the other states. It has been restructured completely. The DIET Has even been renamed.

1. Did the state prepare a perspective plan for teacher education under the CSSTE? Could you mention some of the salient features of this plan? What is it trying to achieve?

No.

1. To what extent does this plan address the aims and objectives for quality teacher education of NCFTE 2009 and RTE 2009 to provide qualified teachers in all schools?

No.

1. In what ways has the CSSTE has been able to strengthen the institutions of teacher education in the state?
2. How is the scheme monitored?

Monitoring process – after restructuring , director maharashtra academic authority, director regional academic authority have been monitoring according to hierarchy.

1. Has the state been able to create a forum for convergence of all the institutions and structures (including SSA and RMSA) of teacher education within the state? Can you highlight major achievements of this forum?

Such forums are not required

1. Under the CSSTE how has the flow of funds to the states been? Were the funds received adequate? What were the timelines of receipt of the same? If there were bottlenecks how were these resolved?

fund flow is not adequate. Pending construction funds have not been released yet.

The fund flow problems have not been solved yet due to non release of the funds from the govt.

1. Has there been a assessment of the needs of training for teachers?

need assessment for the teachers training is also done. If required action research projects are also undertaken. Mostly the findings have been importance of ICT , evaluation and assessment mechanism .

1. What were the major findings of this evaluation? How have these findings impacted training content and processes?
2. What could be the changes to the scheme to ensure goals of teacher education within the state are met?

SARAL. It contains the database of all the students. For teaching mitra app is being used.

Do not use the traditional board and chalk method of teaching for the teachers.

Changing the mindset of the teachers to make them understand the importance of ICT is difficult.

58,000 schools have ICT enabled classrooms with teachers 158000 teachers .

1. Has a Teacher Educator cadre been created in the state? If yes, When? If not, why and what are the key issues facing the creation of this cadre?
2. Under the 12th Plan, did you enhance IASEs or CTEs or make changes to IASEs and CTEs?

based on the findings of the ASER report , we have brought in constructivism, introduced i2c , introduced the app mitra. In 53,000 schools , nearly 300 crore’s public funds have come in.

1. Do you have districts or blocks where you have created BITEs?
2. Which are the key institutions with whom you have MOUs and schemes for faculty development of IASEs, CTEs and DIETs?
3. What capacity building have you had from NCERT, NUEPA, etc.?

**C: Technology Use**

1. Is technology being used for administration and coordination?

Yes

1. Have you installed satellite/ video conferencing between SCERT and DIETs?

No

1. What are the examples of this?( email, whatsapp, Edusat video conference, website)
2. What are the types and kind of technology being used for Teacher Education in the SCERT/DIETs/ IASE/ CTEs ?
3. What are the ways in which currently ICT is being used in the process of training and material development? Which areas do you think can improve substantially when ICT is used?
4. What kind of capacity building in human resources with regards to ICT do you envision? What are your plans for improving ICT infrastructure in classrooms and trainings?
5. How do you see ICT impacting teaching-learning process in the classroom? What are your views about MOOCs? Do you think this model can be used in your training programmes?

MOOCs are very good . And should encourage it.

1. What are major roadblocks according to you for implementing large-scale use of ICT during trainings?

the major roadblock is the internet connection . Though the problem of load sharing persists, internet is still the major issue.

1. Which areas do you think will remain largely unaffected by use of ICT?

**E: SCERT**

1. Does the SCERT have an organizational structure as mandated by the guidelines? Draw an Organogram of the SCERT which covers staffing, nonacademic, etc. aspects
2. What are the ongoing activities for the SCERT as a leading academic institution at the state level providing support to DIETs, CTEs ( college of teachers education) , IASEs ( Institute of Advanced Study in Education) and at the same time engaging in educational research and training; providing advice to state governments on policy issues; quality improvement in school education; and teacher education?

restructuring MAA ,RAA and DICPD (DIET) at policy level too. Every director has an important role in the policy formulation.

1. What are the ongoing activities for revision/development of curriculum and syllabus of the teacher education courses viz-a-viz National Curriculum Framework (NCF–2005) and the National Curriculum Framework for Teacher Education (NCFTE)?What are the ongoing activities  of  the SCERT under the preparation of prototype teaching learning material other than  textbooks for elementary  school education;

The new syllabus has been developed recently. 8th std texts have been changed.

E-balbharthi develops the pdf text books after the text book has been finalised. Jeevan shikshan , kishor, shikshan sankraman.

1. What are the strategies with respect to Pre-service and In-service training of teachers/ Education (particularly for the elementary school level)?

·         Long term strategy

·         On Going program

·         Collaboration with SSA/ RMSA etc

1. What are the steps for the professional development of education administrators and head teachers?

training on demand. If the teachers raise any demand, training will be provided.

1. What kind of training is required for Professional Development of Teacher Educators for DIETs & SCERTs?

45 days induction training is mandatory for all the administrators and the teachers.

For in service training – 31 days is compulsory .

SLDP ELDP – for TE ,HM, administrator – 5 days training

1. Nature of Duties performed by SCERT: (Yes/No, If yes, in details)

| Role | Yes/No | If Yes, specify  details of the activities |
| --- | --- | --- |
| 1.Has the SCERT been notified as an academic authority as mandated under the state rules under RTE? |  |  |
| 2. Does the SCERT play a role in policy matters? |  | Has it developed textbooks?  Has it conducted evaluations? |
| 3.Is the SCERT involved in curriculum development? |  | Which level(s)? Examples post-2012?  For which grades? |
| 4. Is the SCERT involved in material development? |  | What kind of material is developed?  Is ICT used in material development? |
| 5. Does the SCERT conduct in-service training activities? |  | * For whom? * How frequently? * Which subjects? * Where do experts come from? * Any pool of identified experts? * Help from NGOs? |
| 6. Does the SCERT have in place a system to ensure community and children’s outreach? |  |  |
| 7. Has the SCERT initiated interdepartmental coordination? |  | Faculty Coordination  Curriculum development |
| 9. Is there a Program Advisory Committee? |  |  |
| 10. Does the PAC meet regularly as mandated by the guidelines? |  |  |
| 11. Does the SCERT have Annual plan and perspective plan documents? |  | Annual plans since when? Collect copies of plans  Who makes the plans? |
| 12. Has the SCERT introduced any innovations in its roles/ Is the SCERT performing activities which are not directly specified in the Guidelines? |  |  |
| 13. Has any research been carried out by SCERT? |  | * Needs assessment of faculty, insfrastructure, departments, staffing, adequacy of faculty positions, adequacy of technical and supporting staff |

1. Have the duties of the SCERT changed after RTE? If yes, how?
2. Planning process of CSSTE

* How are the plans made?
* Who makes the plans?
* What is the database used for planning?

1. Issues in planning process

**E: Networks and Collaborations**

1. Are there NGOs with whom the SCERT is working closely? Yes . Leadership for equity.
2. What functions are being performed through this partnership? Consultancy at management level.