| TISS Evaluation of the CSSTE, August-September 2017 | Tool 4 | Institution head interview at IASE, CTE, DIET and BITE |
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| Instructions Please fill up the basic information about the institution, with the help of interview of the institution head. General (Data may available with CTE / DIET / BITE – In Annual work plan Document – 5 year trend) |
| State | Karnataka | District/Place | Chamarajanagara |
| Name of institution | DIET Chamarajanagar |  |  |
| Researcher name | Sumana | Date of visit |  |
| Respondent name | Manjunath | Designation | Incharge for that day, Kashinath who is also incharge principal had gone to Dharwad. |

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

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

We had five D.Ed and another five private colleges. We don't have PSTE wing . in 2006 11 D.Ed colleges were there and at present only 5 colleges are working and total strength is 100. If DSERT takes up the responsibility and allots PSTE wing for the DIETs, D.Ed colleges may survive.

28000 seats are available in D.Ed in our state. The number of students who are applying are only 1600. Every college gets the seat. One college has got one admission. So one of the student was shifted to another college as her college got closed because of one student admission.

1. How is teacher education organized in the state? What are the key challenges
2. What is the state’s vision for teacher education?

D.Ed has become Dl.Ed. earlier students were prepared that they could teach till 8th standard. When course was renamed as Dl.Ed, students are prepared that they can teach only upto 5th . they don't get a chance to teach 6-8th..

D.Ed pass holders can teach only up to 5th standard. When PUC was made mandatory for D. Ed students are preferring to take up B.Ed course as they can teach from 6-8th standard. Criteria for taking up TET is with D.Ed or B. Ed degree , But now for recruitment only B.Ed with TET considered. Government conveying message that there is no scope for Dl.Ed course

There is no recruitment. When we compare the strength of 1-5th students and also 1-6th students, strength of elementary students are very low.

When B.Ed Course was made for two years, 50% admissions came down earlier it was 200 Now it's 100.

affiliation fee has to be maintained by management. So they withdrew from the course.

Recruitment should happen first. Teachers need is there but there is no recruitment. Each class should have single teacher. Nali kali is maintained by single teacher for 30 students.

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

RTE 2009: Government school students are moving to Private school kids. A taluk in chamarajanagar has admission of 3000 students because of reservation, 600 children are going to private schools

Now parents are demanding for uniforms, books, etc..

Students are preferring private schools

CCE comes under NCFTE. Its been followed..

1. What are the key achievements of the state in the field of teacher education? What is the state doing to meet the challenges of the sector?

Nali Kali is working well. Students are learning very faster. Child will learn within six month. In Nali-kali, Child can learn individually and it will not depend on other kids also.

2. CCE is best method. Its improving learning levels. If there are 30 students, it's a good way to extract the talents of children

1. What major changes in the structure and functioning of TE in the state?
2. 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 contributions:

Usually we use the space for trainings.

APF is Supporting DERC. They are giving maintenance. September the funding will be closed. We’ve requested RS.1.5 lakh for maintenance under TE plan. We don't have librarian. We are requesting. Department is asking one of the DIET faculty to maintain the library But that's not possible we don't have qualification. We are requesting AZim premji.

Deenabandhu is also helping us with science stuffs

Prajayatna handles SDMC training.

Earlier NGo were supporting education department now it's not there.

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

We’ve good quality teachers. Teachers in competitive exams have scored well. B.Ed and D.ED CUT OFF PERCENTAGE IS 80-85%. Now there are quality oriented eachers. All are saying that Students doesn’t have quality. Entire state is giving same response.

 To improve english among Primary school teachers , they are trained in English enhancement course for 30 days, teachers from each block are selected. Written test was given 700 teachers. 200 teachers were selected for training.

Teachers are enriched very well.

B: CSSTE in the State

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

Other informations

 Regarding Scholarship given to the students:

Social welfare department give scholarship to SC ST children , Tribal welfare department for tribal children and another department for backward community. . Earlier department used to send format. HM used to fill format and send it. Department used to sanction the money and HM used to distribute the money in the school. Now since 4-5 years, teachers has to receive application form , need to link aadhar , need to open zero balance account for each child. Scholarship will go to respective bank account of the child MAny villages

 Secretary will say it will be over 7 days. All the directors will be quiet. To link andhar for a child , it takes 7-8 min. This burden is on the HMs . Schools which have got better computers will fill up the details but those who don't have will be standing in queue near cyber centres to link aadhaar as in JUne itself scholarship amount would be released.

DIETS should be strengthened. Though i belong to BEO cadre, don't have so much work as senior lecturer. DIETs are meant to strengthen the district. We 6 senior lecturers. Our objectives are not fulfilled. Even BEO goes to school, BRC goes to School, CRP goes to school . Even DIET faculties will go and can always guide on academics.

We don't have any authoritarian power to implement anything.

DIETs are conducting one primary training, two High School trainings, 3 examinations(NTSC, NMSC., D>Ed, B.Ed, Departmental examination, CR ANd BRP ) work is on the DIET. there is no challenge at all.

I had presumed that we’ll be developing module which is used for the entire district.

If they allot some money and give us freedom, we can do some challenging work. We've to do under frame work only.

Many of Admin staff will chose DIET work without burden. This sort of mentality is being developed. BEcause of this academic is suffering.

1. Has the state prepared a perspective plan for teacher education under the CSSTE? Could you mention some of the salient features of this plan?
2. To what extent does this plan address the aims and objectives of NCFTE 2009 and RTE 2009?
3. According the perspective plan of the state? What is the key contribution that is expected from your institution?
4. Have you seen to the 12th plan guidelines for the CSSTE scheme? To what extent has the state been able to support your institution in achieving the proposed vision in the 12th plan scheme of the guidelines?
5. What are the processes to monitor your institution's work? How is this monitoring carried out?
6. Has the state been able to create a platform/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?

Teachers forum is there. Many teachers keep interacting on subject basis through whatsapp. Its running very well.

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

TE Fund has sanctioned only for this year 2017-18. It seems last yr the money was used for salary purpose

**C: Technology Use**

1. Is technology being used for administration and coordination?

It's being used. Guidelines, district programmes, speech audio and video. Department of education-we keep receiving gazette. ANy circulars, interaction meeting details are shared in whatsapp and also on Learning lessons if teachers had faced any bad experience.

1. Has satellite technology been provided to your institution? What is it used for? Have you participated in any meetings using satellite conferencing?

We’ve Edusat program since 2003. They installed specially for Chamarajanagar Kenchanahalli in HD kote taluk and in UDUPI cluster. EDU sat was provided to 800 school Certain villages have no power supply. They gave solar panels for back up. Now 100 schools are in working conditions. There is no maintenance. Solar Panels, inverts, batteries were installed. Sometimes batteries were replaced. Panels were getting damaged.

Teachers will report to HMs that PAnels are spoiled.

One team came surveyed and collated data on working conditions and repaired also. But same problem continues.

Now they have started tele education only in selected primary high school -21 schools by government.

1. Could you elaborate through specific examples?
2. What are the types and kind of technology being used for Teacher Education in the SCERT/DIETs/ IASES/ CTEs ?

TALP training, TTMS upgrading Teachers are getting trained, subject forums all are computer based training.

1. 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?

NO idea… UMA is the best person to interview

1. 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?
2. 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?

All DIET faculties have taken MOOC examination

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

There is no UPS backup . power supply problem. Planning to use 5 Lakhs under TE plan for lab upgradation.

We suffered a lot while conducting compute examinations. We went outside

1. Which areas do you think will remain largely unaffected by use of ICT?
2. Do you own a smartphone? Are you a part of any whats app or telegram groups? Which ones? What is the main communication taking place through whatsapp.

**E: Additional Questions**

1. What are the major gaps of teacher education institutions (SCERTs, DIETs, CTEs, BITEs) that you are facing in your institute?

No such gaps

1. What for a do you use to communicate and interact with your faculty?( topic or issues of discussion )

Email, phone, whatsapp

1. Has your institute been visited by state secretary/SPD-SSA or RMSA? When? For what purpose?

SSA and RMSA will visit only if we call. They keep inspecting about fund utilisation in the field. Training is very poart. SDMC will have funding for toilet, drinking water school grants, maintenance grants are monitored by SSA. we look only academic work

1. Has your institute been visited by SCERT faculty recently? When? For what purpose?
2. What are the innovations that your institute has been able to achieve?
3. In your view, should DIETs be given the responsibility to conduct secondary teacher training in the state? If yes, what changes or support will be required? If no, why not?

We're doing effectively. We don't have subject level faculties in the DIET. out of 16 academic positions in the DIET, only 2 faculties teach science and rest all Arts. During that time we’ve to send one best teacher from highschool as MRP to train under RMSA . THAT IS THE MAJOR GAP. DIET faculties are not posted according to requirement sometimes either only six art teacher or six science teacher. We’ve to chose one teacher to give training.

1. What are the key duties which the institution is expected to perform and which are performed within the current constraints of resources? (note expected duties and actually performed duties)

DIETs faculties have been checked for NCTE norms on MA, M.Ed,

1. Has there been any recent major revision of the duties and functions of the institute? After RtE? After CSSTE 12th plan?
2. When did these take place? And why? ( who has occasioned them? For what reasons? Etc)
3. Was there any revisioning exercise based on which these changes were made?
4. Have there been any major restructuring of the institution? Why? How does the present structure compare with the earlier structure? Better/ more problems etc.

Nothing has been happened.

BEO are as AEO , inspectors of schools as Education coordinators , DIETs created senior lecturer. DDPI academic and DDPI admin.

1. Which are the key non government organisations with whom you have interacted and collaborated in the last 3 years for TE, and what has been the nature of the collaboration?
2. Has your institution been given any key responsibility by the state? What?
3. How do you monitor the work of your faculty and staff?
4. How does the state monitor the work of your institution?

DSERT will monitor, Senior asst director will also visit with a team. Director Bala Shetty in 2016 had visited DIET< CT, BRC, CRC, primary school HIgh school, Junior college, DDPI office. Mysore CTE principal keeps visiting. DDPI and DIET principal Keeps interacting with each other if there is any coordination work among both like Jnanadhara.

CTE principal comes and review. CTE has 13 lectures +3 readers and oNe JD. Since 100 students are there, all are engaged. IF we ask, CTE gives support. BEfore DIET established CTE was giving support.

MOnthly interactions will be done with BEO and BRC for monthly meeting. We would have sent the agenda for the discussion. they will visit DIET, discuss and provide progress report. That will be discussed and later sent to DSERT. Yearly once/ twice they will come.

CRP will visit only during training. Induction training, Job chart training is given to CRPs.

1. What are the areas in which the CSSTE scheme can be changed so that it is able to help you work more effectively?
2. What are the areas in the CSSTE scheme which are working well?
3. Do you think any of the norms of the CSSTE scheme need to be changed?

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Released amount was 1.5 lakhs. Used for fencing. SOme e money was allotted for hostel which we’ve not spent.

TTMS: it's been done. We can come to know no of man days. If we call block level teachers, same teacher comes and opportunities are provided to all the teachers

TE plan is district specific. We’ve tribal children-we are hoping to do.[ DOE, Leadership and management, Dept of humanities dept of science and maths dept of district specific, PSTE, Department of Humanities.. We are hoping through TE plan