| 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 | Bangalore |
| Name of institution | IASE,RVTC |  |  |
| Researcher name | Anusha GajinkarSumana Srikant | Date of visit | 5/09/2017 |
| Respondent name | DR. Krishnaiah | Designation | PrincipalM.A, M.Ed, M.Phil, Ph.D |

BA MA, M.Ed ,B.Ed, Emphile in education and PHd -in language education . He has joined bangalore university 1996.

{Principal was in hurry to attend the TEachers day function. }

Principal:

* chairperson of BOE Bangalore university
* Member of Board of Education
* Regional secretary , south for indian association teachers education(IATE) since 2015
* Member of B.Ed approval ( screening ) committee of bangalore university

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

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

Teachers education scenario

Earlier it was 1 year B.ED course. From 2015 started 2 years B.Ed course, 2015 february Course started, Still we are in the end of third semester , two and half years completed. Still one more semester to complete. Exam may be in march and April. It takes 2 and half to 3 years till the course is completed. Bangalore university developed own syllabus and curriculum in direction of NCTE but we don’t follow as on NCTE. 80-80% of the content is from NCERT . We’ve added other subjects also under CBCS(choice based credit system) we started this 2014-15.

One year was good with enough activities. Students were involved in most of the activities. Two years B.Ed is running with unplanned government. Since i am the regional secretary for Indian association for teachers Education, i can compare with other states. this problem is only in Karnataka.

Government High school teachers are not cooperating for internship program as they don't get proper instruction from DSERT . During one year B.Ed course Internship program students were exposed to both rural schools for 15 days and Urban school for 30 days. At present, Internship program is for 3 months and faculties find it difficult to manage Internship program and theory classes for I yr students .

Through Indian Association of Teacher Education ,IATE- got the human support as resource persons and direction in conducting National conference recently for the completion of sixty years with funding from the management. [RV- established in 1954-2014.]

Seminar was on Teacher education for D.Ed an B.Ed course also conducted by management recently.

Faculties are sent to visits if any program/ conference is arranged as part of IATE. IATE supports resource persons.

Two years back i was one of scrutiniser for 6th standard text book committee.

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

System and curriculum is good, but govt and institute fail to implement. Lack of distribution of work not properly planned. Lack of training. Eg introduced new textbook after 10 years. CCE introduced in 1986. CBSE , ICSE all the schools started in 1986. But in government schools they started two years back. but no training is given. Anything new is introduced should give training. We change the system and don't accept the system that's the problem.

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

Because of that direction only Bangalore changed to credit BCS scheme. Earlier there was annual exam. Now importance is given to student participatory activities in terms of modules in classroom interaction. Still in the initial stage. Still guidance are needed .. Semester is better than annual scheme. Students can involve in the activities better.

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?

RTE is been very useful, earlier there were some problem they have reduced. Public have started accepting it. Also there were report on difference shown by institute. Quality of education has improved because student activity is more instead of teacher dominant activity. This is based on classroom. Student teachers are very interactive compared to earlier years.

Internship - Earlier students had knowledge of both rural and government school visit. Since Faculties need to take classes for the first year, students need to go to the nearby school. Cannot cover rural schools.

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

Because of NCTE - most of the B.Ed Colleges is followed semester scheme. Earlier it wasn’t except bangalore university. It's been more interactive now.

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?

Many agencies contact our teachers and our teachers help them in orientation. Management has given freedom to nominate or send any faculties to involve in training. Our teachers have given training to voluntarily to many schools.

 Many NGOs conducted programs. -

* FIRE warden training program. Both teachers and students involved in the program and all of them received the certificates.
* Infosys also gave certificate bases training to science teachers for 8-10 days .
* RV dental college came along with us for two villages for rural programs . we had internal camp in doddaballapur and students were helping hands to them.
* We conducted eye camp and also orientation on epilepsy lecture demonstration from NIMHANS on August 28th.

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

They are giving training in elementary and secondary teachers and also colleges. Even we are going as resource person. Many programs organised through teachers association or any other agency , we are going as resource persons of karnataka. Even PU board organised lectures. I had given a talk on language teaching-Problems and consequences.

B: CSSTE in the State

1. How has the state’s approach towards teacher education changed post 2012?
2. Has the state prepared a perspective plan for teacher education under the CSSTE? Could you mention some of the salient features of this plan?
3. To what extent does this plan address the aims and objectives of NCFTE 2009 and RTE 2009?

Because of NCTE Most of the college follow semester, they are interactive now

1. According the perspective plan of the state? What is the key contribution that is expected from your institution?

We’ve been submitting TE plan since 3-4 years. Still money is not sanctioned.

1. 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?

Institution is been running only through management , no support from the state

1. What are the processes to monitor your institution's work? How is this monitoring carried out?
2. 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?

All were frequent when there was state funding. We’ll meet them during meetings at DSERT

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?

No Funding

**C: Technology Use**

1. Is technology being used for administration and coordination?

Yes. Smart board and PPT. Compulsory installed 3 classroom .

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

Not at the institution. Usually conducted by DSERT. based on subject of teleconferencing- student, Principal, teachers attend the conference.

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/ IASE/ CTEs ?

We are well equipped .

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?

We've developed activities - please contact faculties.

I am involved with university programs.

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?

All the faculties are being provided with laptop and they use it in the classrooms and ICT labs are good , maintained well.

1. 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?

My colleague knows. I am not good at technology and busy with university work. i don't know typing. I ve whatsapp. I check emails. But my class will be through PPT- all teaching points.

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

I don’t know much about technology area

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.

Yes, i ve 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 gaps

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

Intercom through telephone call

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

Visited - they had come for conference. ASMA Banu from DIET organised english training for primary teachers. -Please contact our faculties.

1. Has your institute been visited by SCERT faculty recently? When? For what purpose?

They visit- plz ask faculties

1. What are the innovations that your institute has been able to achieve?

 Infrastructure has been revised. Each teacher has own room with fan, intercom, computer with internet

Main interactions through phone. Management has spend on Infrastructure. Creating staffroom. Each faculty has computer. We use watsapp. Except 2 all other are new teachers.

I am one of the member for best school award in Karnataka. They keep inviting me.

At present Now chairperson of BOE Bangalore university(conduct examination of B.ED) - to conduct whole B.E d course examination smoothly starting from distribution of question papers to finalize the paper and submit it to the university and Coordinator will be there to care of the scripts. I am the member of B.ed approval screening committee member of bangalore university. Involved in screening of documents of Chairman, Dean and principals of the bangalore university.

1. 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?

No those are meant for elementary not for the secondary level. They don’t have qualification. They should either have M.Phil,PhD. IASE or university should take of secondary trainings. Knowledge is not a problem. They should have qualification . It cannot be compromised. Those teaching higher secondary should have master degree

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)

Present activities

Under unesco project we conducted 5 days programme in 2004/2005. we had workshop and publication in AIDS education . At present we are doing only Bangalore university academic activities. If we invite other teachers, we need to provide accommodation and working lunch and management can afford this. Already mangement is spending two and half lakhs per month for all employee salary.

There is no single appointment through IASE. they deviated the fund to CTE and DIETs and suddenly another IASE Gulbarga was opened 10 years back. It's not functioning also.

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.

We can't say sure, it is govt decision it is their decision to take teachers and give quality training. Most of the school are not having enough teachers trained teachers are not there. Once the teacher retires from govt school or aided school, no substitute will be recruited that post will be vacant. How can we expect a good system and quality? If a i retire from the principal post , Next principal should be approved by the government. It's not happening. 20% school are teachers vacant. Govt should give importance for training teachers to give good quality.

When the retirement age increased from 58-60 , there was no recruitment at all since last 4 years. Still 5 posts are vacant since 20 years. Management is maintaining 8 teachers. How can we expect the quality from the government.

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?

College upgrade 1996 As IASE:

In Service since 1998 , publication and pre service programme. We are capable in providing training to all Govt school headmaster, Administrators, B. ED college lecturers throughout karnataka. Gave training for DIET lecturer, CTE professor and teachers, on demand training for local agency.

After 2002 started shortage of fund from 2008 inservice programme completely stopped. Few months managament management. MHRD has not allotted fund for us. Because of funding shortage all other programme stopped.

Conducted university programs. In sake of management we are doing. Earlier NGO bangalore and other agencies were involved in inservice training. Worked with NGO. Till 2004 it went very well. The funding was completely stopped from 2008 from MHRD

Under UGC grants also we’ve conducted some programs.

1. Has your institution been given any key responsibility by the state? What?
2. How do you monitor the work of your faculty and staff?

Face to face meetings and through telephone call

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

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Govt should recruit qualified teachers. That's the immediate need.

Every year once or twice workshop should be given to the teachers. When CCE was introduced, none of teacher were aware. When they introduce new system , they should give orientation and training.

Even D>Ed will be in demand if recruitment happens properly. There is no job opportunities for elementary.

About Principal

1990 joined here

1996 98 did M.Phil in education

1999 2005 PHD

4 year IATE regional head (this is third year) . Every two year they choose executive body, 2015 to 2017, 2017 to 2019

Earlier regional secretary of south zone in 2011 -13

2015 had 3 days(22,23,24 March)

 conference in IATE organized by our college. Different states place teachers participated.

December 5th 1day seminar by our management on teacher education on eve of 60th anniversary. It started in 1964.

All participants were paying no funding.