| 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 ill 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 _Telangana_ | District/Place | _Warangal_ |
| Name of institution _Govt DIET_ | | _Hanamkonda._ |
| Researcher name | Date of visit | |
| Respondent name _V. RAVI KUMAR_ | Designation | _Lecturer in Maths, Principal (FAC_ |

## A: Overall Teacher Education Sector in the state

1. What is the teacher education scenario in the state?
2. How is teacher education organized in the state? What are the key challenges

_To trainup DEl.Ed trainees in two years with all the skills regarding practicum & internship programe_

3. What is the state's vision for teacher education?
4. How has the state's vision evolved in light of the NCFTE 2009 and RTE 2009?

_The goal of a teacher Education program is to prepare reflective particitioners who are capable of reflecting on the why and how of the Educa_

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

_To develop the abilities to evolve the trainee in her/his own robust vision of school and take justifiable curriculum and pedagoical dession_

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

_Through Curriculam reforms the books are written according to the needs of children and guideline through NCF 2005._

7. 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?

_Through funding and academic and administration guidelines_

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

_Through implementing digital class rooms in schools._

B: CSSTE in the State

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

According to NCF 2005 and RTE 2009 guidelines are implementing.

10. Has the state prepared a perspective plan for teacher education under the CSSTE? Could you mention some of the salient features of this plan?

Yes prepared. They are sending almanac for implementing through out the state.

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

To improve quality of teacher education and the improvement of skills among the children

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

To plan innovative skills and guiding through trainings.

13. 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?

— NO —

14. What are the processes to monitor your instituion's work? How is this monitoring carried out?

Through SCERT.

15. 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?

Through CMDE, RVM, RMSA coordination

16. 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 —

## C: Technology Use

17. Is technology being used for administration and coordination?

Yes

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

Yes . Watching MANA TV lessons and live presentations

19. Could you elaborate through specific examples?

Teleconferences through MANA TV programme

20. What are the types and kind of technology being used for Teacher Education in the SCERT/DIETs/ IASE/ CTEs ?

1) Computers
2) k.Yan projector
3) MANA TV lessons

21. 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?

Organized CLICKS programme through ICT and Training given to MIS coordinate in the district.

22. 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?

giving tracing through ICT by using computers and k.Yan projector.

23. 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?

Using PPT lessons and using kYan projector and presentation of lessons through Compute

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

— NO —

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

There is no lab technician for conducting of ICT in our college level.

26. Do you own a smart phone? Are you a part of any whats app or telegram groups? Which ones? What is the main communication taking place through whatsapp.

Yes. No telegram groups. Through SMS and email comunication.

## E: Additional Questions

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

Not recruting lecturers. Not providing sufficient budget for trainings.

28. What for a do you use to communicate and interact with your faculty?

Through directly Through phone

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

— NO —

30. Has your institute been visited by SCERT faculty recently? When? For what purpoe?

— NO —

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

Organising seminars and NSS unit programmes and Maths &Science days celebrations

32. In your view, should DIETs be given the responsibility to conduct secondary teacher training in thestate? If yes, what changes or support will be required? If no, why not?

Yes — Through resources and direct guidence

33. 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)

classroom instructions, seminars, work shops on TLM, Demonstrations etc.

34. Has there been any recent major revision of the duties and functions of the institute? After RtE? After CSSTE 12th plan?

*Implementing CCE*

35. When did these take place? And why? ( who has occasioned them? For what reasons? Etc)

*Through the guidence ASCERT CCE is implementing in schools.*

36. Was there any revisioning exercise based on which these changes were made?

*Trainees are guided by us and CCE was implementing in internship programme.*

37. Have there been any major restructuring of the institution? Why? How does the present structure compare with the earlier structure? Better/ more problems etc.

*— NO — only renovation work taken up.*

38. 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?

*Through ASSER training our trainees take up surveys.*

39. Has your institution been given any key responsibility by the state? What?

*To provide guidence through trainings in service as well pre service*

40. How do you monitor the work of your faculty and staff?

*by Observation and work done statement maintaining regularly.*

41. How does the state monitor the work of your institution?

*—*

42. What are the areas in which the CSSTE scheme can be changed so that it is able to help you work more effectively?

43. What are the areas in the CSSTE scheme which are working well?

*Appointing guest faculty*

44. Do you think any of the norms of the CSSTE scheme need to be changed?

*To be changed according to the needs of trainees and providing guidence.*