

TISS Evaluation of the CSSTE, August-September 2017		Tool 4	Institution head interview at IASE, CTE, DIET and BITE
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	TELANGANA	District/Place	HYDERABAD
Name of institution	IASE		
Researcher name	SHASHANK PARENE	Date of visit	28/08/2017
Respondent name	Manjusha	Designation	Lecturer (incharge Principal)

A: Overall Teacher Education Sector in the state

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

There are institutions and students are allocated. The rigour and commitment towards the cause of Tr. education calls for lot of improvement.

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

Tr education institutions are (i) State (ii) osmania & other universities and (iii) Private sector. The key challenges are (i) Professional competence (ii) adequate personnel and (iii) infrastructure

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

To have a State of the Art institution and meeting the demands of the state in achieving quality education.

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

- (i) To achieve 100% literacy.
- (ii) To bring in ICT in classroom transaction.
- (ii) To achieve 3rd quality education.

5. 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?

- (1) digitalisation of text book content
- (2) Co-ordinated presentation of lessons through satellite
- (3) to promulgate the RTE

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

- (1) The change in the course period from 9 months to 2 yrs of B.ed. and M.ed. programmes curriculum inputs
- (2) As such, meeting the demands of this perspective is a direction for change.

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?

The issues which are perceived should be tackled in unison by the different stakeholders. This is in principle: needs to take shape.

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

I. to enhance teachers' professional competence in ^{subject}
(a) communication skills (b) the ~~teachers~~ command in the discipline
(c) continuous academic output
II infrastructure.

B: CSSTE in the State

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

ideologically demanding. but practically requisite support is needed.

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. for competence, accessibility, inclusion of national thrust areas as given NCF 2011, and so on.

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

the plan is comprehensive and good.

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

(i) quality teacher education (ii) inclusion of ICT intg. and in teacher preparation (iii) communicative ability (iv) self learning through Projects and Practicum.

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?

The guidelines are available but in actual implementation there is a gap.

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

1) Inspection visit by team from O.V.
as indirectly by several visiting teams.

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?

implicitly. Yes.

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

only once. but not used.

C: Technology Use

17. Is technology being used for administration and coordination?

Yes. in major entrance; to the examination controller.

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

No.

19. Could you elaborate through specific examples?

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

In Great IASE line program. As for the syllabus,
PPT, academic writing of dissertations; common what's app
and AITS.

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?

- IT for change projects were conducted for classroom interaction and also for delivery of lessons to be provided through satellite TV.
- Students comprehension is enhanced.

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?

- inculcate technology in classroom
- use kayons
- partnership with technology people for offering services in lieu of teach support

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?

Very good. The reach is awesome if utilised.

Yes partnering with MOOC is good for long but constraints can pose a problem.

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

- lack of know-how of the personnel
- lack of initiative of the personnel
- " " requisite internet connection

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

- performing arts
- personal skills like reading, speaking which require practice interface

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

E: Additional Questions

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

- ① lack of staff - ② lack of head of institution (Principal) since on a consistent basis since 6 years.

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

Phone, SMS, email.

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

3 years ago when the building had given away.

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

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

Inclusion of local culture in pedagogy

32. 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?

It is not DIET vs IASE. Bringing together the right people is important.
The DIET course may be a limitation in a wider perspective of teacher training.

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)

expected duties:
academic routine
research

Perfor. attending professional — NO
Yes. conduct papers — not
NO. conducting teacher papers — all of them

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

No

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

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

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.

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?

TISS

TROER

for conducting teacher papers in service

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

Not so far. except in assisting in a very big way

National achievement / literacy survey

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

Their own work done notes

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

OO inspections

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?

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