

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		District/Place	
Name of institution	IASE, Cuvwahati Banikanta College	Cuvwahati	
Researcher name		Date of visit	29.08.17.
Respondent name	Dr. H. Bordoloi	Designation	Principal

Only 1
Govt.
College
in
Cuvwahati
now DIET
Kamrup

Older & reluctant
but pension
benefits
Max

deputed
teachers
1st yr
with
24% BEd.
HN promotion.

target
is
school
students
teachers

BEd syllabus as per NCFTE norms. are have taken part in framing syllabus. Revision after 2014.

SCERT makes
modules
how our
trainings are
diff. from SCERT.

methodology
& techniques
we have
experience
as we
directly
deal with
school teachers

present
now
we have
monitored by SCERT. & we both
after CTEs. (IASEs). Nagaon, Mirza, Biswanath Sariali, Norigaon.

4 CTEs
& secondary
schools
MEd
Phil
Phd.

want to
run
HDE props

IASE vs. DIET
↓
CTEs & DIETs under
us. we go to these
for support units.
Demo classes. DIETs
cannot do.
We also have secondary
schools under us.

Applied for M Ed.
2 full profs. deputed vs.
regular principal
So permission from
NITE not need inspite
of permission from G.U.
SCERT → roadblock.
not food up logout. 4 yrs waiting.

A: Overall Teacher Education Sector in the state - untrained teachers. less capacity. only 100 seats. only yet we got permission for 150 intake. Fees: 14800 AYC 1st yr. 15,000 2nd yr. 10,000-2nd yr Put: 1 lac+. Our quality is good. regular classes.

1. What is the teacher education scenario in the state? SCERT & Cuvwahati Univ → under these inspection by G.U every yr. SCERT → inspect with SSA, RNISA, etc. both. DIET - BEd: not very happy to secondary. decision by govt to increase nos.

2. How is teacher education organized in the state? What are the key challenges? SCERT & Cuvwahati Univ → under these inspection by G.U every yr. SCERT → inspect with SSA, RNISA, etc. both. DIET - BEd: not very happy to secondary. decision by govt to increase nos.

3. What is the state's vision for teacher education? BEd syllabus as per NCFTE norms. are have taken part in framing syllabus. Revision after 2014.

4. How has the state's vision evolved in light of the NCFTE 2009 and RTE 2009? Teachers must be equipped. latest methods & techniques of teaching.

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? SCERT makes modules. we are the ones at the grassroots. Exchange of faculty happens. 1. No of trained teachers has increased. process is on. we have been involved in reg courses & short term courses. Innovation & pedagogy courses. INSET. classroom management. HN → management courses. IANOU centre BEd, DSEd MA Edu course run in full swing.

6. What major changes in the structure and functioning of TE in the state? present → BEd colleges were there. Now exposure is more, outreach annual visits. 15 faculty. submit to SCERT. (Given by SCERT to monitor) Now → IASE, CTE, DIET, BITE. we have new role to play. monitored by SCERT. & we both after CTEs. (IASEs). Nagaon, Mirza, Biswanath Sariali, Norigaon. monitor DIETs → Nalbari, Dolgaon, Bongaigon, Dhubri, Lakhimpur, etc.

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? put colleges bridge the gap → nos of trained teachers. but quality - would not comment. last 2 yrs no funding from centre. comes through SCERT. But earlier we did a lot of prog. only SCERT & RNISA. administrative hiccups are there.

8. What are the measures for enhancing quality of teacher education in the state? IASE vs. DIET. CTEs & DIETs under us. we go to these for support units. Demo classes. DIETs cannot do. We also have secondary schools under us. feedback from SCERT does not come. our role is support visits only. SCERT submit to DSE → DSE deputed teachers to us. we have no hand in what happens. They have to tell us to do cap building.

INSE interest led in conducting workshops. But we need funding to see them through. Doing & then claiming does not work.

B: CSSTE in the State

more training progs. More depletations, more INSET progs.

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

training oriented. 20 yrs back BEd → even they (should) have been involved in short term progs.

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?

SCERT may know. Not shared with us.

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

we have not seen the plan.

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

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?

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

training SCERT comes for visits.

SCERT does RMSA faculty sometimes. (Dr Saman, Ramen Das) Coord.

teacher JRN visit - 2016.

training RMSA: curr. framing & training → wants to see how we are training

SCERT: takes us for trainings as well. I have taken 2 refresher trainings. how they would train us

text book 15. Has the state been able to create a platform/forum for convergence of all the institutions and structures

making, (including SSA and RMSA) of teacher education within the state? Can you highlight major

achievements of this forum? coordination is smooth. Everyone is doing their

All actors involved, job. we have forums where we all sit together are talk to each other. (4 times in a year, approx).

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?

funds State - 10%. Govt → SCERT → IASE.

GoI - 90%. last 2 yrs diff.

after prog, report & then fund will come.

INSET: 5 subjects, comp, classroom management → about 7 training progs in a year. (100 batch size). 2 batches.

Enough space here to conduct trainings.

SCERT → we have written for infra improvement. need auditorium, more classrooms. If not funding, do constⁿ for us.

C: Technology Use

database is there.
separate data for
every year.

pre-handwritten
news reports are typed.
list of teachers, ch. computerized

17. Is technology being used for administration and coordination?

All official
interactions
through comp

not been given this facility.

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

We have a website. Internet facility in college. No satellite connectivity. Video Conf. happens sometimes through RMTA. ICNVOU head office has. We are not allowed to use.

19. Could you elaborate through specific examples?

N/A.

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

IASE/CTEs? We use PPTs, classes & lectures through PPT. Students

make projects. Use PPTs.

We have a comp lab. (13 comps). Students learn to use technology for teaching.

We use internet for self learning & study materials.

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?

PPTs.

benefits → self development. Professional development. Internet

resources. No mobiles (not allowed in classroom for students)

Not be focused on instruction → smart ph will distract.

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?

Faculty should have 1 comp each. That will benefit. Their skills will develop more. Comp in the common room, will ease their work.

We are not very comfortable with comp. We have theories. But training will be nice. Eg: Smart board

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?

ICT subject is there in the curriculum (how to use technology to conduct classes). PPTs, slides → make class better. We have theories. But training will be nice. Eg: Smart board

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

→ They took training. But it has not come back to IASE really. No implementation yet.

An e-library will be very helpful. All books will be digitized.

We have a whatsapp group b/w our faculty.

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

ICT cannot replace the teacher, no matter what. Introduction.

All our faculty has smart phones.

2-3 groups b/w institutions. We get to know what is happening in secondary schools. PPTs sent, we get idea sitting in our office.

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.

yes.

E: Additional Questions

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

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

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

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?

1. PPTs used
 2. Computer instruction. As per syllabus it is new addition. 13 camps for in-service group wise
 3. Classroom management training
 4. Project work using technology (PPTs).
- workshops every 6 months
SCERT gave us permission to conduct online courses for in-service teachers → distance mode. (D.El. Ed). (Through IGNOU).

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?

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)

- last 2-3 months: only exams.
before that ② academic prog, edu prog for all edu stakeholders
faculty from NEP, Meghalaya, Dibrugarh Univ, Discussion on inclusive edu. (TE: Emerging Perspective Phil of TE's papers on edu scenario etc. from diff. Univs. Collaborative relationship ICT in edu)
34. Has there been any recent major revision of the duties and functions of the institute? After RtE? After CSSTE 12th plan?
- ① Selection of teachers for national & state award. (Principal IC)
 - ② Long teaching trainer through RMSA.
 - ③ 3 teachers for Shala Siddhi State level
 - ④ curr review for D.El Ed course of the state. SCERT appointed committee.
 - ⑤ 3 teachers for Shala Siddhi State level
 - ⑥ 3 teachers for Shala Siddhi State level
35. When did these take place? And why? (who has occasioned them? For what reasons? Etc)
- ⑦ RMSA D.El Ed programme. DPs & RPs. → checklist for monitoring. good quality. paper monitoring, support visits. (RMSA conducted process)

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. *No such restructuring.*

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?

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

Running of reg B Ed course, ST progs, support visits, ICF courses, resource persons, syllabus framing for TE, Textbook writing

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

Attendance register with time. Mandatory 6 hrs day attendance 4 times a month → staff meetings (academic + admin). Directly report to Principal.

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?

funding not enough. Compromise on our progs. Centre should take initiative to give timely funds to help us do activities in time.

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

Central Govt has given scope to us to improve TE in Assam. Happy to be part, & look fwd to more progs.

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

More of fund giving & monitoring. MHRD visits every year, but they should come to schools at the grassroots level. See training progs.

*fac. members: want more refresher courses, trainings for cap. building. Could be from SCERT, other agencies. Should be a CPD, including for me.
international exposure: not for us (has not happened). We can go for conferences in India. Scope to interact within India, at int. conferences. No scope for all India intl. conference.*

no such relationship.

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considered a positive, self-referencing for the
theoretical working

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