

run in shifts
9 am / 12:30 pm.

inservice ODL - 120
DEISd - 50 (1st) 48 (3rd sem) adm.

put ODL - 6 more
awaiting

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	Assam	District/Place	Rangia
Name of institution	BITE, Rangia.		
Researcher name	Shinjini	Date of visit	01.09.2017.
Respondent name	Dipali Debbar	Designation	Principal I/c, BITE, Rangia

(Pls. see last pg for classifications)

A: Overall Teacher Education Sector in the state

- What is the teacher education scenario in the state? *untrained teachers.*
- How is teacher education organized in the state? What are the key challenges?
- What is the state's vision for teacher education?
- How has the state's vision evolved in light of the NCFTE 2009 and RTE 2009?
- 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?
- What major changes in the structure and functioning of TE in the state?
- 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?
- What are the measures for enhancing quality of teacher education in the state?

we were unable to get a suitable response on these questions. The respondent talked about the importance of school education & its challenges.

B: CSSTE in the State

9. How has the state's approach towards teacher education changed post 2012?
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?
11. To what extent does this plan address the aims and objectives of NCFTE 2009 and RTE 2009?
12. According to 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?
14. What are the processes to monitor your institution's work? How is this monitoring carried out?
*monthly meetings → staff .
school visits (not since last year) .*
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?
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?

faculty - Debajit Kalita.

C: Technology Use

only 1 comp in the BITE. ~~Basic~~ Printer
no projector. No internet ^{not working}
connection.

17. Is technology being used for administration and coordination?
18. Has satellite technology been provided to your institution? What is it used for? Have you participated in any meetings using satellite conferencing?
N/A.
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?
theoretically teach ICT course.
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?
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?
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?
time-saving, clearly explain/visualize theory.
24. What are major roadblocks according to you for implementing large-scale use of ICT during trainings?
electricity, faculty ~~is not~~ needs exposure.
H.O coordination needed.
25. Which areas do you think will remain largely unaffected by use of ICT?
practical field
work edu
class teaching → ~~not~~ faculty not there. ^{all subjects}
regd.

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.

No.

E: Additional Questions

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

faculty shortage.

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?

frequency.

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

Yes, SCERT for infra work.

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

trying our best to do justice to the syllabus.

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)

D Ed. Ed., school visits. SCERT went, curr review
TEs don't usually go as RPs. we to create new framework

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

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.

Not yet a BITE, but D.El Ed syllabus should be the same.

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?

ASER test & data collection → Pratham came and took 60 student for field work,

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

running the D.El Ed course.

block edu dev → D.El Ed responsibility not ours. Sometimes go to nearby schools for academic support.

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

staff meetings

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

SCERT keeps coming.

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?

→ plan not shared yet.

BTC \Rightarrow BITE.
infrastructural support.
SCERT, Dr Dutta explains
mechanism.

Lesson plans, school observations,
social awareness.

NCERT \rightarrow exposure visit last year, a few months
SCERT \rightarrow keeps coming \rightarrow plans, changing of
Principal being exam provisions, etc.
conferences; trainings are attend.

DIET \rightarrow Mirza, Dalgan, Hauli, Nalbari.

Bodo book } needed.
Bodo faculty }
ODL - max. Bodo.
SLM \rightarrow SCERT
ODL course.
need more
resources. (exp
per packet).

* Please note

There was a major communication gap during the interview, as the Principal was unable to follow English or Hindi. We took help of a staff member to translate for us, even then her answers seemed to indicate that we were unable to convey the question clearly. I was able to understand bits and pieces of her answer in Assamese, and have filled the tool accordingly, but it still leaves a lot to the imagination.

Also, please note that Rangia is a BITE on paper, but in effect, it is still a BTC. The Principal was aware of a govt. order to that effect, but Dr Dutta (SCERT Nodal officer who had accompanied us & stayed for a short duration) was explaining the components of the order to the Principal when we went. So she was still somewhat unclear of the role that the institution would play as a BITE. The other faculty members too had little idea about the functioning of the institution as a BITE and its various aspects. Rangia was still working as a Basic Training Centre (BTC).