

accommodation (plot) shared by reserved police.
RBC, SSA.

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	Morigaon
Name of institution	DIET		
Researcher name	Shinjini	Date of visit	31.08.17.
Respondent name	Mrs Komala Goshwami	Designation	Principal I/C, DIET, Morigaon

A: Overall Teacher Education Sector in the state

- What is the teacher education scenario in the state? poor, infrastructure
- How is teacher education organized in the state? What are the key challenges improve infrastructure
B Ed course is ~~slow~~ running now, fill up vacant posts / (lecturers) area demand
shortage of faculty. hostel not functional. no Grade 4 staff.
public transport, remote area, not even adequate rooms.
visits impossible.
- What is the state's vision for teacher education? after training we can give continued support so that they can apply it in their class-room.
- How has the state's vision evolved in light of the NCFTE 2009 and RTE 2009? all round development, value education
they are working acc. to NCFTE & RTE room.

- 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?

pass %. 27% → 80-90%.
students

quality development.
expensive visit, trainings.

NAB survey SCERT has done.
cannot say.

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

integration of institutions → all TETs taken under 1 umbrella → controlled by SCERT.

- 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 school teachers are also being admitted in DIET through OPL mode.
we support pub. schools in training prog.

ASER.
Yoga training

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

- development of education → continued school support is essential
- infra facs & funds.

RPS

banamission less. cascade model →

BITE is very imp

small units are reqd.

many few qualified candidates want MA, PhD, MEd.

admin BO DO not IS. not in ~~report~~ in academic SCERT → no admin power.

B: CSSTE in the State

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

*need based training to all teachers in self/ preserve
curricular review. textbooks.
seminar*

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 ^{*not seen.*} 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?

faculties & Rte. → together manage.

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?

C: Technology Use

17. Is technology being used for administration and coordination?

SIT. → EDUSAT.

registration, online admission,
teaching management system (out of order)

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

2 yrs back.

short circuit, No new prog.

educational purpose -
SCERT programmes.
video conferencing.

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?

slides, model classroom videos from
TESE India, CIET videos

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?

2 CDs → lang & physical edu.

computer literacy reqd.
training in computer fundamentals.

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?

plan for setting up ICT Hub, Comp lab.

videos & CDs used during training
in lab & school

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?

Students will be more interested.

We are using our personal playles. Bk and time cut due to does.

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

no fund, no lab. well equipped lab
regd & maintenance. slow network connection

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

Physical Edu.

Evaluation areas → difficult because all
students are not acquainted
with computer.

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, learning to use. whatsapp - sometimes for ODL - whatsapp group with DIETs. SCERT.

E: Additional Questions

27. What are the major gaps of teacher education institutions (SCERTs, DIETs, CTEs, BITEs) that you are facing in your institute? TA, DA, support after training, no contingency fund, monitoring not possible. DIET not running smoothly due to lack of funds. Accommodation space constraint.

(1993-94 to 2000s approx) regularly staff meetings (monthly, weekly). Sat seminars.

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

regular staff meetings (monthly, weekly). Sat seminars.

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

hardly. Never. HD-SSA (once) → special programmes

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

very frequently. Discussions with us (sometimes) for spl. occasions, with teams. spl yearly 2-3. pre entry test monitoring prog. visits.

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

Resource Centre: cultural items, district specific community specific. → collected, made by student. field trip: for motivation / self dev. of trainees. → in an ornate room. SHCs → understanding how they work.

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?

Yes. We have RPs, we have attended many sessions training programmes. - training more needed (varieties, Head teachers, need based training) - material support.

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)

to develop all types of schools in the district. planning, organized. support visits to schools. overlapping progs. allotted to us.

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

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

English - Somali DIET allotted here, also attached in SCERT for textbook dev. for

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 Only AER has come ,
yoga .

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?

No .

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

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

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

all our plans, progs, budgets, etc controlled
by SCERT.

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?

