

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	MIZORAM	District/Place	LUNGLEI
Name of institution	DIET, Lunglei		
Researcher name	LAUBIARDIN HWANG	Date of visit	6 th Sept 2017
Respondent name	H LALZARLIANA	Designation	Principal

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?
Teacher education in Mizoram is impaired through SCERT, IASE and DIETs for both in-service and pre-service teachers. The key challenges faced is insufficient number of teachers.
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 Principal is of the opinion that there should be B.Ed (Elementary) instead of D.El.Ed as it will also pave the way for more improvement.
B.El.Ed may be introduced.
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?
Upgradation of more DIETs (6 nos) to full fledged DIET recently and the process for starting B.Ed in two DIETs (Aizawl & Lunglei) which is likely to be opened from the new session 2018-2019
6. What major changes in the structure and functioning of TE in the state?
SCERT is looking after all the 8 DIETs.
IASE is directly under the Higher & Technical Education Department.
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?
All salaries and funds for infrastructure & management is borne by central govt. State govt does the administration work. NGO's contribution is not significant except for
8. What are the measures for enhancing quality of teacher education in the state?
SCERT, which is the sole authority for TE under DIETs has been organising - (i) orientation programme (ii) induction programme for newly recruited faculties (iii) sensitization programmes for different schemes - for enhancing quality of TE in the state

B: CSSTE in the State

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

This may be responded to from the government.

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?

Plan for TE is prepared by SCERT in consultation with DIETs. The plan consisted of programme implementation and measures for enhancing quality of TE.

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

Plans were prepared with due consideration of the aims and objectives of NCFTE & RTE 2009.

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

DIET Durgam is expected to organise in-service teacher training for serving teachers. The training planned consisted of subject wise and general training and New text-books (Elementary teachers).

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 state is in the process of providing more faculty for the DIET in order to conform to the guidelines for CSSTE scheme.

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

There is no specified monitoring system for the institution. SCERT carried out annual monitoring through the T.E. unit by visiting the DIET.

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?

At the Secretariat (govt) level and SCERT, joint platform has been organised as and when common issues and subjects come up.

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?

Fund is received by SCERT which is again transferred to the district for specific purposes as per plan. Funds were however not received in time which adversely affected implementation of various activities. (The funds received so far was adequate only because of less number of teachers) for in-service. Non-recurring grants received are teacher trg. prog. only. not adequate.

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 participated in any meetings using satellite conferencing? EDUSAT has been proposed for the institution which is not yet installed/supplied.

19. Could you elaborate through specific examples?

— NA —

20. What are the types and kind of technology being used for Teacher Education in the SCERT/DIETs/IASE/CTEs? There is one Smart Classroom and teachers are also using powerpoint presentation in their lectures. Audio-Visual aids in the form of CDs/DVDs are used regularly by the teachers. Language Lab is also used for teaching student-teachers (English).
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? ICT is currently used for presentation in the classroom. Use of ICT can substantially improve Science, Language and psychology learning in students.

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? Teachers can be given more comprehensive training in the use of ICT and its application for classroom teaching. Establishing more smart classrooms and better internet facility.

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? Use of ICT can impact t-t process by providing attention of students. Time is also used and saved and more active students can be expected. MOOCs may be too tough for the level of study that is imparted in the institution.

24. What are major roadblocks according to you for implementing large-scale use of ICT during trainings? Network problem (for use of internet) Insufficient number of computer sets.

25. Which areas do you think will remain largely unaffected by use of ICT?
Work Education, Physical Education are two areas which may not be affected very much by the use of ICT.
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. There is whatsapp group of DIET faculty where important communication / issues during off hours (non-working hours/holidays) are being discussed.

E: Additional Questions

27. What are the major gaps of teacher education institutions (SCERTs, DIETs, CTEs, BITEs) that you are facing in your institute? There is less communication between the SCERTs & IASEs as the level of education is different (eg. DIETs belong to School Education while IASE to Higher Edn)
28. What for do you use to communicate and interact with your faculty?
Phones, whatsapp are used for different kinds of communication with faculty
29. Has your institute been visited by state secretary/SPD-SSA or RMSA? When? For what purpose?
Secretary of Govt. of Mizoram has visited the DIET to see the working of the institution and also interact with staff.
30. Has your institute been visited by SCERT faculty recently? When? For what purpose?
Yes. The teacher education wing has been visiting us regularly for interaction. Director & Jt. Director has also visited us recently in connection with NCTE approval for opening of B.Ed course.
31. What are the innovations that your institute has been able to achieve?
The institution has tied up with NIELIT for Computer Course to the pre-service Teacher trainee. As it is now mandatory for every govt. employee (except clerical) this course enable the students to apply for govt. jobs and they leave the institution with certificate in computer.
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. More faculty and infrastructure (classrooms) will be required.
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)
1. In-service training
 2. Orientation training
 2. Pre service training

34. Has there been any recent major revision of the duties and functions of the institute? After RTE? After CSSTE 12th plan?
 No major revision of the duties and functions of the institute after RTE.
35. When did these take place? And why? (who has occasioned them? For what reasons? Etc)
 — N A. —
36. Was there any revisioning exercise based on which these changes were made?
 — N - A -
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 major restructuring of the institution.
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?
 The institution from the past four years have collaborated with Central Institute of Hindi, Agia & Centre Institute of Hindi, Regional Centre, Shillong for teaching/learning of Hindi language.
39. Has your institution been given any key responsibility by the state? What?
 No other responsibility other than conducting training.
40. How do you monitor the work of your faculty and staff?
 Visited classrooms. Hold meetings.
41. How does the state monitor the work of your institution?
 No specific monitoring norm is used by the State.
42. What are the areas in which the CSSTE scheme can be changed so that it is able to help you work more effectively? The DIET has been functioning from the buildings/infrastructure which were built 3/4 decades ago and is not able to cater to all the requirements. If funds could be provided for infrastructure, it will help in making work more effectively.
43. What are the areas in the CSSTE scheme which are working well?
 — Provision of Salary (as Misraam is being financial crunch)
 — Provision for Short-term training.
44. Do you think any of the norms of the CSSTE scheme need to be changed?
 The present norms seem to be fine for now.