

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING**  
**AIZAWL MIZORAM**

TISS Evaluation of the CSSTE, August – September 2017		Tool 4	Institution head interview at IASE, CTE, DIET and BITE.
Instructions Please 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	Aizawl
Name of the Institution	DIET Aizawl		
Researcher name		Date of visit	
Respondent name	Zochhuani	Designation	Senior Lecturer

**A: Overall Teacher Education Sector in the State**

**1. What is the Teacher Education Scenario in the State?**

The state has made significant headway in the preparation of prospective teachers for both elementary and secondary education. Since 2014 there are now 8 DIETs in Mizoram each offering the D.El.Ed Course. This amounts to a total enrolment capacity of 520 seats annually in these DIETs.

The capacity for preparation of prospective teachers at the secondary stage has also increased to 220 seats annually for the B.Ed. Course which is being offered at the IASE and Mizoram University.

The 2-year M.Ed. Course was also introduced in the year 2013 in IASE with an annual enrolment capacity of 50 nos. annually.

An innovative programme known as the B.Ed. Multimode Programme for clearing the backlog of untrained in-service secondary school teachers is being run at the IASE since 2015.

The state does not have any BITEs

**2. How is teacher education organized in the state?**

The Elementary Teacher Education Institutions, i.e. DIETs, are under the Department of School Education and the Directorate of SCERT. The DIETs are affiliated to the MBSE and the D.El.Ed. Curriculum and Syllabus is managed by the Board.

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

Leading teachers to see themselves as professionals and enable them to work as such.

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

Better understanding of educational aims and objectives, management, school and learning environment, curriculum. Creating a solid knowledge base for teacher education and pedagogical skills for preparation of prospective and in-service teachers.

**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?**

Expansion of teacher education in terms of establishment of elementary TEIs in all the districts, creation of conditions for improvement of teacher education and training

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

Functioning of TEIs have become more systematic both in terms of administration and in the dissemination and communication of information. Opportunities for faculty development have increased.

**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?**

Both the central and state governments have gradually become more supportive and responsive to the needs of the TEIs and teacher education. Private actors, NGOs and other stakeholders need to be given additional awareness of the need and importance of teacher education.

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

Improvement in the curriculum and syllabus of the D.El.Ed Course has been revised in accordance with the NCTE Curriculum Guidelines in 2012. Faculties receive capacity building trainings and support for improvement in curriculum transaction.

**B: CSSTE in the State**

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

The state's approach towards teacher education post 2012 has been opened to the suggestions of the DIETs where possible.

**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**

DIET Aizawl perspective plan:

- 1) Meeting the demand for trained teachers at the elementary education level – increasing the intake capacity of the D.El.Ed. Course for preparation of prospective teachers in view of the population of the district it serves
- 2) Review and revision of the D.El.Ed. curriculum and syllabus
- 3) Creating a research culture in the DIETs
- 4) Increasing the use of technology in teaching learning process
- 5) Development of teaching learning materials
- 6) Developing the Institute as a District Resource Centre
- 7) Improving the quality of in-service training
- 8) Strengthening infrastructure facilities and equipments

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

In the content and work plan of the Institution – with special reference to the in-service trainings conducted; conducting school visits for classroom observation, feed-back, assessment; identification of training needs; conducting action research, school survey; developing teaching learning materials; work experience

**12. According to the perspective plan of the state, what is the key contribution that is expected from your Institution?**

Being the DIET situated in the state headquarters the key contribution expected of this DIET is in taking the leadership role in all aspects of the perspective plan

**13. Have you seen to the 12<sup>th</sup> 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 12<sup>th</sup> plan scheme of the guidelines?**

The 12<sup>th</sup> Plan guidelines have been studied intensively and several steps had been initiated by the state in achieving the proposed guidelines. Some of the initiatives taken in this regard so far are:

- i) Setting up of a Training Management System (TMS) for elementary teachers
- ii) Curriculum and syllabus review and revision for TE pre-service
- iii) Establishing a common cadre of teacher educators
- iv) Use of technology in the teaching learning process
- v) Encouraging innovative practices

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

Documentation of works, reports of trainings, workshops, etc. in Faculty Meetings. Each Branch maintains a record of their activities for reporting as and when required.

**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?**

Such a platform/forum has not been created so far. However there are consultations and meetings that are held in which members representing institutions and stakeholders are included across lines of convergence.

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

The flow of CSSTE funds to the concerned institutions has over the years improved perceptibly as compared to earlier years when it was erratic and most times the release of funds was delayed. The delay in release of funds caused much difficulty in the timely payment of salaries, sometimes delaying it for four to five months. The state government would then be approached for granting advance payment for salaries. Delays in the release of funds have also caused problems in conducting activities and programmes according to the scheduled institution's calendar of activities.

Funds received under the various components are adequate but since these components are fixed, some necessities of the institution cannot be accommodated.

**C: Technology Use**

**17. Is Technology being used for administration and coordination?**

Yes, it is being used for the purpose mentioned. The Institution makes extensive use of technology for administration – in backing up files, software for various data collection, assessment work, compilation of student internal marks etc. Notices, information and work charges are circulated on social media groups created for such purposes.

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

Installation of the edusat hub not completed

**19. Could you elaborate through specific examples?**

Installation of the edusat hub not completed

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

Use of computers and projectors in the classrooms, creating social media groups for both academic and organizational purposes, e.g. whatsapp, facebook, etc. use of digital microphone in the classrooms, use of smart interactive whiteboards, use of mobile devices, providing free wi-fi within the institution campus

In collaboration with NIELIT, a Computer Centre has been set up in the Institution for providing opportunities to students to get a Certificate in Computer Education which is the CCC and which is NSQF compatible.

**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?**

- i) For illustrating visual related subjects
- ii) Making presentations
- iii) For searching online references

With the right support and monitoring ICT can help to encourage independent and active learning in students and this could also encourage them to take responsibility of their own learning.

**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**

- i) Training of faculty and non teaching staff on the use of ICT for improving teaching learning process and in administrative support
- ii) To acquire adequate numbers of ICT equipments to accommodate the number of students enrolled in the institution. At the moment the number of equipment available is too few to cater to the number of students enrolled for optimal use of the ICT resources

**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?**

The internet has to be more efficient for models such as MOOCs to be used successfully. At the elementary level language could also prove to be a deterrent.

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

- i) Slow network
- ii) Personal reasons such as lack of devices or age related issues

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

- Social skills - personal interaction
- Activities that require practice to achieve skills – e.g. sports, outdoor sports, musical instruments, handwork, crafts
- Development of the affective domain

**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. Whatsapp, facebook, messaging and email; Communicating with faculty and staff; for communication of information and for sharing and discussing ideas and other issues.

#### **E: Additional Questions**

**27. What are the major gaps of teacher education institutions that you are facing in your institution?**

- i) Non-filling up of posts of support staff like statistician, library assistant
- ii) An organisational link has to be established with the Directorate of School Education for the Institution to be able to perform its role of monitoring and supervising elementary schools effectively and systematically

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

- i) Medium of communication and interaction: Print form, social media- whatsapp, facebook, e-mail, texts, phone, face to face
- ii) Purpose: dissemination of information, circulars, notices, discussions, advising, conferencing

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

This has not been accomplished by the above mentioned officers.

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

- i) April 2017: Four SCERT Officers conducted training for Middle School Heads on new Textbooks
- ii) May 2017: Joint Director TE, SCERT visited the Institute concerning Entrance Test for D.El.Ed. Admission for 2017 -19 Sessions
- iii) June 2017: Director SCERT and Joint Director TE wing visited the institute on the eve of inspection from MZU Team
- iv) July 2017: Two Lecturers came as Resource Persons in the sensitisation programme jointly organised by DIET Aizawl and SCERT " Child Rights Awareness"
- v) August 2017: Director SCERT and 2 Officers visited to inspect the newly constructed DIET Girls Hostel

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

- i) Conducting school visits for classroom observation, feed-back, assessment;
- ii) School survey to identify training needs;
- iii) Use of ICT for curriculum transaction – this is new for the institution
- iv) Encouraging activity based learning through the use of online resources by providing free Wi-Fi within the institute campus
- v) Collaborating with NIELIT Computer Centre for students to learn and receive the 'CCC' certificate

**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?**

- i) In view of the fact that there are no CTEs in the state the most obvious agency to take up the in-service training of secondary teachers would be the DIETs since there is one in each district. However in order to conduct these trainings several changes need to be put in place in terms of infrastructure, content, awareness, capacity building etc. For example it may be necessary to find out the attitude of secondary school teachers to the idea of an elementary institution conducting in-service teacher training for them.
- ii) The number of elementary schools under the respective DIETs must also be taken into consideration since they each have their roles and responsibilities toward the elementary schools which alone is already quite substantial and the additional workload would increase considerably if given responsibility of the secondary 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?**

- i) Conducting the D.El.Ed. Course for the preparation of pre-service teachers
- ii) Conducting a special 2-year D.T.Ed. Course for clearing the backlog of untrained in-service elementary teachers
- iii) Conducting action research to enable practising teachers to address classroom issues
- iv) Developing institutional annual course plan, calendar of activities and perspective plan
- v) Providing academic support to elementary schools and teaching faculty (private and government schools) through short course trainings, workshops and orientation programmes
- vi) Professional development and capacity building activities for faculty of DIET Aizawl

**34. Has there been any recent major revision of the duties and functions of the institute? After RtE? After CSSTE 12<sup>th</sup> Plan?**

- i) Conducting training to pre-school teachers (private and government schools)
- ii) Conducting training course for in-service untrained teachers of elementary schools
- iii) Conducting training on Continuous and Comprehensive Evaluation (CCE) to elementary teachers
- iv) Organizing community mobilization programmes on RtE Act 2009 and CCE

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

These were conducted after from 2012 onwards. (Reference may be made to Tool 5 Sl. No. 11 – 13)

The Institution prepares its calendar of activities based on the CSSTE Guidelines 2012, Rte 2009 document, school surveys and visits, requests from schools

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

Not specifically. Faculty meetings and discussions are held from which ideas and proposals for conducting various activities are decided. Meeting minutes of faculty meetings are maintained.

**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.**

DIET Aizawl was established in 1953 as a Under Graduate Teacher Training Institute. From there it has undergone several upgradations up to the time that it became a DIET in November 1988. The structure that was set up at the time of upgradation to a DIET is the structure that is given as one of the optional structures in the CSSTE Guidelines 2012. The Institution functions quite well within this structure.

**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?**

- i) Azim Premji Foundation for capacity building of faculty
- ii) Department of Education, Mizoram University – Resource Persons for Orientation of D.El.Ed. students
- iii) Environmental Organisation (ASEP) to conduct awareness campaigns
- iv) Programmes for other NGOs for Child Rights, Women's Rights, Legal awareness, blood donation groups and others are organised at regular intervals for students and faculty of the institution

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

- i) The nodal institution for conducting National Achievement Survey (NAS) for Aizawl District
- ii) It is the nodal institution for conducting School Leadership trainings for all heads of schools in the district
- iii) The nodal institution for training elementary teachers in CCE
- iv) District Resource Centre

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

- i) Observation
- ii) Faculty Meetings
- iii) Feedback from students: a suggestion box is placed for students which is opened once a month

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

- i) No system or process for monitoring is in place
- ii) Whatever monitoring takes place is done through occasional visits to the institution, observations and Meetings organised by the Directorate of 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?**

- i) If a platform/forum for convergence of TE faculties across states or regions could be organised
- ii) The major thrust for effectiveness at work lies in leadership
- iii) The timely release of funds would aid in the efficient and effective conduct of the calendar of activities
- iv) Monitoring should have stringent follow up

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

The CSSTE Guidelines 2012 and the annual work plan forms help in guiding the institutions in their roles and responsibilities. Presentation of state TE achievements and works at the TEAB Meeting

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

The sanction of funds for faculty development funds which was once a part of funds received is no longer available. This is requested to be made available for capacity building of faculty.