

TOOL-4 KOLASIB

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	KOLASIB
Name of institution	DIET, Kolasib		
Researcher name	LALBIA (CDIK) HNSANTE	Date of visit	26 th Aug 2017
Respondent name	C. VANLALMAWIA	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?
TE in Mizoram is organized by IASE, SCERT and the 8 DIETs. Both in-service and pre-service training is given by these institutions (except for SCERT which gives only in-service training) TE under government. DIETs are under SCERT. Challenges are mainly regarding linkages between the institutions.
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?
State's vision can be shared by the State authority. At the same time, if teacher licence is given to teachers which may be renewed maybe every four to five years, this may ensure quality improvement. The state is trying its best to implement the recommendations of NCFTE & RTE 2009.
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 6 DRCs to full fledged DIETs. Human Resource and Infrastructure upgradation was done by the state, however from Central Support.
6. What major changes in the structure and functioning of TE in the state?
- Upgradation from DRC to full fledged DIET
- Affiliation to MBSE (Provisional - 2014, permanent - 2017)
- Recognition of NCTE
HA
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?
Central - Funding, Guidelines, Infrastructure
State - Administrative, Funding & Infrastructure Support
NGOs - Helps in manual works
Interaction through paper works & training
8. What are the measures for enhancing quality of teacher education in the state?
Measures for enhancing quality are
- Trainings
- Workshops
- Seminars

B: CSSTE in the State

9. How has the state's approach towards teacher education changed post 2012?
- Transition from DRC to full fledged DIET in 2013
 - change of duration of D.El.Ed course from 1 year to 2 years since 2014
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?
- Perspective plan for infrastructure and training is done every year
11. To what extent does this plan address the aims and objectives of NCFTE 2009 and RTE 2009?
- All training topics and training themes are prepared based on NCFTE & RTE 2009
12. According to the perspective plan of the state? What is the key contribution that is expected from your institution?
- Conducting trainings, workshops, seminars and research
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?
- Yes
The State has been providing financial support and also prepared service conditions, medical reimbursement and administrative support
14. What are the processes to monitor your institution's work? How is this monitoring carried out?
- There is Programme Advisory Committee which monitored the different programmes. Govt. through SCERT also used to monitor the programmes. PAE used to meet twice to thrice a year to review the functioning of DIET
15. Has the state been able to create a platform/forum for convergence of all the institutions and structure (including SSA and RMSA) of teacher education within the state? Can you highlight major achievements of this forum?
- Syllabus and Curriculum has been prepared after discussion with SSA, RMSA, SCERT, MBSE and IASE. Major achievements are better enrolment, retention and decrease in drop-out

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?

Flow of funds is improving.
Funds received are adequate for salary, not adequate for faculty development and contingency.
Whenever there are bottlenecks, these were resolved by the state by providing advanced allocation.

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?

This is in process

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?

Use of Projectors, Smart Classrooms, Internet and Social media

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?

Use of ppt., Video clips, social media and internet resource.

Targetted outcomes are skills of communication, teaching-learning process

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?

- Basic to Advanced computer literacy
- Improving power supply with better back-ups and acquiring better ICT equipments

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 makes t-l more interactive.

MOOCs is not so much relevant now because of insufficient infrastructure

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

Lack of infrastructure

25. Which areas do you think will remain largely unaffected by use of ICT?
Areas like work education and physical education and language (local) are not much affected by 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. Whatsapp group for faculty which is used to share information, documents and discussing of important issues even outside office hours.

E: Additional Questions

27. What are the major gaps of teacher education institutions (SCERTs, DIETs, CTEs, BITEs) that you are facing in your institute?
Dual functioning of DIETs & SCERT resulted in problems when conducting training.

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

Verbal, Letter, Social Media & faculty meeting

29. Has your institute been visited by state secretary/SPD-SSA or RMSA? When? For what purpose?
Secretary visited the institution in 2014 to see the construction site of the DIET.

30. Has your institute been visited by SCERT faculty recently? When? For what purpose?
SCERT accompanied the NCTE team for recognition of the institution. SCERT faculty also visited the institution while interviewing candidates for PSTE course.

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

- Field trips
- Visit to Assam University under faculty development programme.

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
- Strengthening of faculty and supporting staff, extension of library

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)

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|----------|---|
| Expected | - Conducting of Pre-Service Training |
| & | - Training, Workshop, Seminar, Refresher course |
| Done | - On-site support to Schools; BRCs & CRCs |
| | - Educational Survey |

34. Has there been any recent major revision of the duties and functions of the institute? After RTE? After CSSTE 12th plan? *Conducting of awareness programme, sensitisation for NGOs, community, parents and teachers regarding no deletion, no corporal punishment, free & compulsory education, enrolment drive*
35. When did these take place? And why? (who has occasioned them? For what reasons? Etc) *This took place after 2010 because it is a new trend in the field of edn. The state govt. occasioned them for implementation of RTE Act.*
36. Was there any revisioning exercise based on which these changes were made? *Implemented as per instruction by the Government.*
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.
*- Upgradation of DRC to full fledged DIET
 - Extension of B. Ed. Course from 1 yr to 2 yrs.*
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?
1) VEC 2) Teacher Association 3) Programme Advisory Committee. The nature of collaboration is for the development and improvement of teacher education quality
39. Has your institution been given any key responsibility by the state? What?
*- Conducting of National Means - cum - Merit Scholarship Examination every year
 - Conducting of National Talent Search Examination annually
 - Conducting N.A.S.*
40. How do you monitor the work of your faculty and staff?
- Observation of classroom teaching, format for monthly unit & semester plan, Students' peer feedback, maintaining of log book
41. How does the state monitor the work of your institution?
- Through PAC & 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?
*- Giving more autonomy to the DIETs
 - More specific service conditions
 - Better status for DIET staff
 - Establishing cadre for Teacher Educator*
43. What are the areas in the CSSTE scheme which are working well?
*- On site support to schools
 - Continuous teacher professional development for faculty
 - In-service teacher training*
44. Do you think any of the norms of the CSSTE scheme need to be changed?
*- CSSTE norms regarding qualifications for teachers should be in line with NTE norms
 - Norms and regulations could be provided to the govt. instead of guidelines*

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