

DIET Aizawl  
Tool - 6A

TISS Evaluation of the CSSTE, August-September 2017		Tool 6A		Interview of faculty of CTE, DIET, BITE	
<b>Instructions:</b> Please select and interview at least two faculty member from the institution. One must be a senior lecturer and one must be a junior lecturer involved with PSTE in the DIET					
State	Mizoram	District/Place	Aizawl		
Name of institution	DIET, Aizawl				
Researcher name	Vanlalmatzela Hondo	Date of visit	29.8.2017		
Respondent name	Lalremruati Lani	Designation	Lecturer		

# SELF

1. When did you join this Institute? What were you doing before this? What posting are you likely to get after this?
2. What are your qualifications?
3. Have you taught in schools? What grades and what subjects?
4. (based on whether the state has undertaken encadrement, modify/adapt the question). Do you think encadrement is desirable and has/can produce improvement of academic quality?
5. Which wing do you belong to? What were three of the key activities that you conducted as a member of this wing last year?
6. What are your own responsibilities in the Institute? What are the key activities you have been doing in the last three months?

T-6A-1(a)

Lalremvuali Fanai  
Lecturer  
DIET, Aizawl.  
SELF.

1. - 17.7.2007.

- Worked as a teacher at Mizoram Institute of Spoken English (MISE), SCERT.
- Senior Lecturer

2. - M.A. (English), M. Ed, Diploma in Planning & Administration (DEPA), <sup>Post Graduate</sup> ~~Resource Person~~ Certificate in Teaching English (PGCTE)

3. - Yes

- English subject in cl-VI & VII, S.S in cl. VIII & IX.

4. - Yes

- I think it is desirable and that it can produce improvement in academic quality.

5. - CMDE (Curriculum, Materials development and Evaluation).

- I didn't do much since I was on Maternity leave for most of last year.

6. - i) Teaching English to PSTE students  
ii) Participating in curriculum & materials development.

iii) Giving training to in-service teachers

- Teaching & guiding PSTE students in internship programme.

7. i) Attended Refresher Course on Teacher Education organised by HRDC, MZU for 28 days  
ii) Workshop organised by SCERT on D.El. Ed Curriculum



8.- Yes, I have been provided with a computer and I can use a computer.

- I have been using a computer in my teaching and in other official work.

- I have received computer training twice at NCERT and once at SCERT.

9. Yes, we have gone to Kolara DIET, Mysore DIET and Kanyakumari DIET in 2016.

10. Yes. Developing elementary & secondary English textbooks and in development of D.El. Ed Curriculum. I was also a Resource Person in trainings conducted by SSA & RMSA.

- 1 day to 1 week for one programme depending on the nature of the assignment.

11. NIL

12.- Participating in D.El. Ed Curriculum as members of Curriculum Committee

- Participating in development of Elementary English textbooks and Secondary School textbooks.

- Participating in preparation of internal evaluation system of secondary school English subject

- Setting of MTET question paper



13. - Yes, right from the beginning of my career in DIET.
- To observe classroom teaching and to have discussion with the teachers.
  - Appropriate follow-up in the form of training, etc. is made.
  - 19th May, 2017. Observation of classroom teaching.
  - Yes, I received D.A for these visits.
14. i) Preparation of Perspective Plan and Annual Work Plan.
- ii) Lite work involving programmes organised by CMDE Branch.
- 15) - Yes, NCTE has already given us the approval to open B.Ed programme and MZU has given its consent to open the institution.
- There are adequate qualified faculty.
- 16) 120 students in First Semester and 120 students in Third Semester.

### Institutional functioning

17. - At least twice a month.
- 28th August, 2017 to discuss academic matters and Mandatory Affidavits to be filled up by DIETs.



- 18) 3 members
- 19) - Whenever we have a programme coming up and after the programme is completed.
- 22nd June, 2017 (Thurs).
  - We had discussion on the upcoming programme we are going to organise
- 20) - Quite stable regarding transfer & posting. However there is insecurity regarding service matters since we are CSS employees. There is often delay in the release of fund due to which we often get our salary late. This, in a way, ~~provide~~ causes feeling of insecurity in the faculty.
- 21) - Key elements of the plan - training, materials development, action research and school visit.
- Participated in the process of development.
- 22) Yes, it was at SCERT organised by NCERT.
- 23) - 21st August, 2017.
- 'Learning Outcomes' and the new Central government's policy of providing training to all untrained elementary school teachers.



24) No. I think the nomenclature needs to be changed from Branch to Department and that changes should be made to the name and functions of the Branches, for e.g., DRU is concerned mainly with NFE and Adult Education which is being taken up by Adult Education Wing of Directorate of School Education. Therefore, its function needs to be restructured.

25) Faculty are assigned to different Branches by the Principal and this is given approval by the Director of SCERT.

26) 8th June, 2017.

27) 10th August, 2017 by SPD, RMSA

28) Partial autonomy because we have to follow prescribed curriculum which is adapted from NCFTE 2009 but at the same time, we are free to use different techniques of teaching and use tools for internal evaluation.

29) No.

### Academic functioning

30) Yes, I was a Resource Person in training conducted by SSA, RMSA & CSSTE



- 31) Yes, it is used for identifying training needs of elementary school teachers.
- 32) Yes, we have adequate non-academic staff to coordinate trainings.
- 33) Yes.  
- 'Attitude of parents on CCE'
- 34) No.
- 35) Yes, I have been using ICT in my class-room teaching. E.g. In 'Proficiency in English', I taught the topic 'Using dictionary skills' by presenting Oxford Advanced Learners' dictionary through LCD Projector.
- 36) No.
- 37) - Yes. M.Ed students have internship in DIET.  
- Faculty of DIET & IASE are members of D.El.Ed Curriculum Development Committee  
- IASE organised programmes such as training & workshop for DIET faculty.
- 38) Yes.
- 39) Yes, even though there is no formal collaboration between DIET & NGOs, NGOs such as YMA participate in the maintenance of the Campus.



40) Yes. Because DIETs Faculty are qualified educationally and professionally to give in-service training to secondary school teachers.

41) - Better linkage with Secondary schools  
 - Improvement in professional competence  
 - Better acquaintance with Secondary school subjects & educational policies relating to secondary school education.

42) - Encadrement of teacher educators so that exchange of faculty between teacher education institutions is possible  
 - Preparation of elementary school teachers for the new approach in teaching i.e. Constructivist approach so that they can effectively transact the curriculum.

43) No

44)	<u>Private</u>	<u>Aided</u>	<u>Government Schools</u>
No. of Schools (P/s)	203	14	277
No. of students in P/s	35475	1679	13969
No. of M/s	174	70	184
No. of students in M/s	17091	4507	10443



45) - Giving training to These school teachers  
- Monitoring is not done officially.  
DIET needs to be empowered so that  
the task of school monitoring is  
officially entrusted to DIET by the State  
government.

46) HSSLC, Graduates & Post Graduates  
have applied for admission. Yes, there  
is an increase in the demand.

47) Yes, NCFTE 2009 has been adapted and  
used. There is no change in the length of  
the programme (2 years) but the <sup>duration</sup> length  
of internship has been lengthened.  
- No remarkable change has been  
seen in the number of students' intake.

48) After application forms are submitted,  
pre-entrance test is conducted & selected  
candidates sit for personal interview  
before final selection is made for admission.



49) i) Proficiency in English and ii) Pedagogy of English Language.

50. i) Teaching English, Language & Literacy - Dominic Wyse, Russell Jones et al.

2) The English Teacher's Handbook - T.C Baruah

3) Teaching of English - A modern Approach by Kshanika Bose

4) English for Primary Teachers - Mary Slattery & Jane Willis

5) Methods of Teaching English - Dr. Sheikh Maudg, Dr. M. Prabhakar Rao et al.

6) The Child's Language and the Teacher - A handbook by Krishna Kumar

7) A Practical Introduction to Phonetics - Catford

8) English Phonetics & Phonology - Roach

9) Teaching & Learning English - M.L. Tickoo

10) A course in Spoken English - Lathangiana

51) - The process involved in paper-setting is thorough and fair

- Examinations are fairly conducted
- Results should be announced more publicly
- Certificates <sup>marksheets</sup> should be printed on better paper quality.



52) Yes. Internal assessment carries more marks than before. Practical assessment carries more marks. Marks have also been allotted to attendance.

53) i) Mathematics education

ii) Childhood and the development of children

54) Yes. Sensitisation training was organised by IASE and workshop was also organised by SCERT for the study of the new curriculum.

55) No

56) No

57) —



7. What kind of faculty development programmes did you attend in the last year?
8. Have you been provided with a computer? Can you use a computer? For what? (have you used a computer in teaching or in a workshop with teachers?) Have you received any computer/ICT training?
9. Have you gone on any exposure visits to other institutions etc.?
10. Were you a resource person for the state? What kind of work did you do? How many days were you away from this DIET for this purpose?
11. What are the three main activities you did last year which in your view are not actually meant to be activities of the Institute, and you wish you did not have to do them?
12. What are the three main activities you did which contributed to the role of the DIET?
13. Do you visit schools on a regular basis? Since when? What is the purpose of these visits? What follows after you have made a school visit? When did you last visit a school and what did you do during this visit? Do you receive TA/DA reimbursements for these visits?



14. What are the routine administrative work that you end up doing?

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15. Can the DIET take up the responsibility to supervise higher education? Will you be able to do it?

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16. What is the current student strength of your institute?

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**Institutional functioning**

17. How often do all the faculty of the Institution meet? When did you meet last and what did you discuss at this meeting?

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18. How many members are there in your unit/wing/department?

19. How often do the faculty of your wing meet? When did you meet last and what did you discuss at that meeting?

20. How stable has the faculty of the Institution been in the last year?

21. When was the annual work plan prepared for last year? What were the key elements of the plan? What was your contribution to the plan?



22. Have you participated in any satellite based interaction with the SCERT or state secretary?

23. When was the last meeting with SCERT or state secretary? What was the topic?

24. Was the structure of the institution changed in the 12<sup>th</sup> plan? Do you think there is need for any improvements in the structure? What are these changes that are needed?

25. Is your work mentioned by the institution head? How? Is your work mentioned by the SCERT? How?

26. When was the last visit by SCERT faculty to your institution?

27. When was the last visit by state education secretary, SPD RMSA/SSA to your institution?



28. Do you think you have autonomy in academic matters?

29. Do you think you have autonomy in financial matters?

**Academic functioning**

30. Were you involved with any inservice teacher training? Which one? And what was your contribution? Was this under SSA or RMSA or CSSTE or other programmes?

31. Do you use a training management system?

32. Do you have adequate non-academic staff to coordinate trainings?

33. Have you conducted any research in the last year? What was the research you conducted?

34. Have you written any article last year? What are the details?



35. Have you carried out any innovation or developed materials or resources? Can you share an example of what you have done? (please note details)
36. Have you had any interactions or visits to BRCs and CRCs?
37. Have you had any interactions or visits to IASEs or CTEs?
38. Have you had any interactions with NGOs in the district?
39. Are any NGOs involved or collaborating with you at the institution?
40. Do you think DIETs can be given the responsibility to do in-service training for secondary schools?
41. What changes will this require in the DIET?



### **Preservice teacher education**

42. What are the key challenges of teacher education in the District/State?
43. Is there adequate supply of trained teachers/elementary teachers?
44. What are the numbers of private, aided and government institutions working in the district and what is the rough estimate of their intake?
45. Does the DIET/CTE/IASE/BITE have any formal role vis a vis these institutions? If so what? How much of your time was spent in such monitoring work?
46. Who are the students who apply to you for admission? Has the demand for teacher training changed in the last few years?
47. Has your curriculum been reformed in the light of NCFTE? Have there been changes in the length of the programme or internship in the last few years? Have these changes impacted on the student intake or admission process in any way? Have these changes impacted on the students coming to your institution?
48. What is the admission process followed? What type of screening is adopted to select students?



49. Which are the papers you teach in the PSTE?
50. What books do you use to teach these papers?
51. How do you find the examinations?
52. Have there been any changes after NCFTE? Are these changes good/bad/useful/useless?
53. What subjects do students find most difficult and which ones do they enjoy the most?
54. Have you had orientation and training to teach the new curriculum?
55. Does your district have a BITE? Where has it been established?
56. What is the role of the BITE?

57. Do you think it is serving its purpose?

**Knowledge of recent education policy matters**

58. What is the RTE 2009?

59. What is the no-detention policy?

60. What is constructivism?

61. What is NCF 2005?

62. What is NCFTE 2009?

63. What are the main government programmes running in schools of your state?