

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	JIMACHAL PRADESH	District/Place	DHARAMSHALA, KANGRA
Name of institution	CTE DHARAMSHALA		
Researcher name	Nutan	Date of visit	7.9.2017-
Respondent name	S. K. PATHAK	Designation	PRINCIPAL

(There is another Principal on transfer who did not participate. The other Principal is sitting in the library non participative)

#### A: Overall Teacher Education Sector in the state

1. What is the teacher education scenario in the state?   
 The teacher education in the state carried out by 2 DIETs, 2 Govt institutions (CTE) Solan and SCERT Solan and about 75 Private BEd Colleges
2. How is teacher education organized in the state? What are the key challenges?   
 The teacher education in state of H.P. Organised by the Deptt of elementary education and Directorate of Higher and elementary education. The key challenges are (a) Lack of Co-ordination among DIETs & CTE, (b) DIET is controlled by elementary Directorate and BEd and Pre-service trainings by the Directorate of higher education (c) DEd Programme is Certified by HPSEB Dharamshala and BEd by HP University
3. What is the state's vision for teacher education?   
 State is Planning to set up separate Cadre & Directorate of
4. How has the state's vision evolved in light of the NCFTE 2009 and RTE 2009?   
 Prior to 2009 All untrained teachers were trained through NIOS. After 2009 State has Developed the Various Teacher education training programmes through BRC, CRC, DIETs, and CTE and SCERT for training of various Categories viz JBT, TGT, PGT. and School Headmasters and School Principals.
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?   
 The Training programmes for In-service Teachers as being carried out. And Pre-service (BEd) training programme through Govt institutes and CTE and SCERT

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

Not yet, But state has introduced 2 year BEd aiming at to produce effective teachers which will result in Quality Education

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?   
 The Central Govt Provides the Assistance under CSSTE ~~Scheme~~ <sup>Programme</sup> and State Govt Adds its Share and State Govt has formulated the Training Policy in 2012 in collaboration with Deptt of higher education and CTE and SCERT Solan
8. What are the measures for enhancing quality of teacher education in the state?

The quality of teacher education will definitely improving due to implementation of Training Policy under which CTE imparts In-service training to teachers of 500 Dists (Kangra, Chamba, Ramnagar, Kullu, Mandi & Lahaulspiti) and SCERT Solan imparts teachers of 6 Dists (Una, Balaspur, Shimla, Solan, Sirmour, Kinnaur.)



## B: CSSTE in the State

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

State Govt. is going Revamping the Teacher education in the state by creating a separate Directorate and Cadre for Teacher education

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?

Yes. State Govt. has nominated SCERT SOLAN as a Nodal Arch for Preparing the perspective plan for Teacher Education under CSSTE.

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

State Dept. of higher education in Consultation with SCERT, GCTE and DIETS, identifying training needs of its educational stakeholders and aims to implement effectively the objectives of NCFTE 2009 and RTE 2009.

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

Training Modules <sup>development</sup> and Action Research will be carried out in Pre Service and In Service Training Programmes

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?

Yes as far as the Perspective Plan for teacher education is approved by the Govt. of India. ~~Govt~~ State Govt. releases the funds to the SCERT, CTE and DIETS institution accordingly as per the Guidelines of Plan and attainment of aims & Objective and Goals of CSSTE.

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

The Monitoring of institution is done by the Directorate of Higher Education ~~and~~ on the basis of feed back Report submitted to the Authority Concerned

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?

There is no link of GCTE with SPD of SSA and RMSA to Carry out the activities and Programmes



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?

Under the CSSTE the funds are released from MHRD to the State Govt. Dept. of Education on the basis of Annual Work Plan. The State Govt. releases the funds to the CTE by adding State Share. The funds are not released regularly, and funds are released for the particular year Reaches the CTE after a period of one year.

### C: Technology Use

17. Is technology being used for administration and coordination?

Yes Modern Technology is used for Administration & Co-ordination

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

NO

# Satellite technology will be necessary InterDepartmental Comm.

19. Could you elaborate through specific examples?

N.A

# Teleconferencing  
# Training & Induction.

20. What are the types and kind of technology being used for Teacher Education in the SCERT/DIETs/ IASE/ CTEs?

The Internet and modern ICT based technology and Smart Class Rooms (Projectors and Laptops etc) are used in the Teacher Education Programmes.

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?

The use of ICT is being by all the Teacher educators and ~~ICT~~ ICT Resource Centre is used to provide the Internet, Web Surfing and Power Point Presentation has improved the 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?

The ICT infrastructure and Provision of the Smart class rooms and Power Point presentation in class room and training programmes will definitely help in the Capacity building of human 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?

ICT based teaching learning and use of internet will be improving the quality of education and standards of the teaching learning environment.

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

The availability of sufficient funds for the improvement of ICT use during trainings.



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

Teaching of psychology - some areas  
Co-curricular activities - some areas

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 I have smart phone and uses whats app. The what app is used to communicate with the teacher educators and higher authorities like Directorate of Education

#### E: Additional Questions

27. What are the major gaps of teacher education institutions (SCERTs, DIETs, CTEs, BITEs) that you are facing in your institute?

No linkage between CTE and DIETs and BITEs and there is need of separate cadre for Teacher Education

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

Through Telephone, whatsapp group message, and Regular staff meetings every week.

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

No / Yet Gen. meeting Quality of Edu. with staff & Principal (2015)  
They come to campus for their bookings.

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

No

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

Wider use of ICT Modern techniques in Teaching Learning Process through Smart Class rooms; Pedagogical aspects Education process and School internship etc.

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?

No, it is still under Administrator Control of Directorate of Elementary Education

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)

The CTE is expected to conduct Massive In service training Programme for various categories of teachers (PGT, School Heads & Ministerial Staff, Researches, School Planning & Internships and All. Workers of Schools).



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?

The Institute is running the 2yr BEd Programme and also simultaneously conducting Pre In Service teacher training Programmes

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

N.A 2012 (2yr). by policy.

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

N.A Syllabus, Curriculum dev. & Board of Studies & Post facto NHRD workshop on school leadership dev. & emulsion school st. & eval (NEBRT, 2015)

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.

N.A  
# Better exposure to student  
# Under staffed impacting quality of internship.

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 Collaboration with N.G.O., Recently ASER and Brahmam has approached for Collaboration on the data Analysis in the villages of Kangra Dist.

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

For the In Service Training Programmes and Pre Service Training (BEd)

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

Regular interaction and Supervision.

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

Through the Feed back Reporting and Regular meetings

42. What are the areas in which the CSSTE scheme can be changed so that it is able to help you work more effectively?

N.A  
# Staff funding for developing T. Educators (scholarship funding)  
# Allowance for CTE in state & possibilities of upgradation to RASE/RTE

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

# Building of Scheme Block (2012-13)

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

# Fundflow should be within financial year with enough time to act for utilisation certificate.  
# development of CTEs as Centre of Excellence for quality in Teacher Edu.

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