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| TISS Evaluation of the CSSTE, August-September 2017 | | Tool 4 | Institution head interview at IASE, CTE, DIET and BITE |
| Instructions Please ill 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 | CG | District/Place | Jangir Champa |
| Name of institution | DIET-Jangir Champa |  |  |
| Researcher name |  | Date of visit | 29th Aug 2017 |
| Respondent name | Savita Rajput  Email: dietjanj@gmail.com  Mobile: 9669714446 | Designation | Prinicipal. |

**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

Answer: Need based Training programme is organised. Well equiped but We may need more interaction wrt connecting to expercts. Our teachers are not updated . Quality Discourse is the main agenda but we should focus on nature of quality.

1. What is the state’s vision for teacher education?
2. How has the state’s vision evolved in light of the NCFTE 2009 and RTE 2009?

Answer: Addressing more on Professionalism of teaching. Use of technology is suddenly increased after NCFTE 2009.

1. 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?

Answer: 1. Technology must be widely used in Teacher management System.

2. Coordination betweeen DEO, RMSA, SSA and SCERT is a huge challange. Too Much Programes creates chaos around. There must be a syncronisation between all programmes.

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

a. Technology is widely used in admission Processes.

b. padagogy Processses Changed during these years. Teachers are started using smart Phones.

c. Communication between teachers has increased.

1. 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?

a. Faculty Participated in NCERT Training on Science, Information Technology.

b. SCERT: Pratham Kamal Programme

c. APF (Members in Central Sponsered Schemes), Sampark Foundation (Maths and English Kit)

Suggestion: Support in ICT. National Level Partcipation in Academic Programmes/Training at District Level.

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

a. APJ Abdul Kalam Gunabatta Yojna (3 Stages)

b. Follow up Programme from DEO Level (wrt RTE 2009), Principles are nodal Person of every clusture.

c. DIET Training Programme and Follow Up/ Implementaion and Monitoring tool.

B: CSSTE in the State

1. How has the state’s approach towards teacher education changed post 2012?

a. Revision on Text Books.

b. Changed in D.LEd curriculum 2010. revised curriculum in 2015.

1. Has the state prepared a perspective plan for teacher education under the CSSTE? Could you mention some of the salient features of this plan?

a. Teahers Training (English)

b. Action Researcher and Publication

c. Mathematics upper primary Level: Issue handing in classroom

d. Invotation: how to conduct classroom activity (cascade model), 20 Schools+2 Clusture

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

a.No Issue.

b. need some independent autority , currently SCERT is leading everywhere.

c. flexible framework that Address more holistic demands from DIET.

d. School Visits dont give travel allowence.

e. Teacher absentism during training. We are not in a position to take actions.

f. Administrative vs Academic Discussion.

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

a. Extablishing coordination between academic and non academic departments. Presented in SCERT.

b. AWP .

1. 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?

a. It is going good from SCERT End.

b. SCERT is a converyance Place.

C. Science Mobile Labs: 7th, 8th and 9th: hands on via D.Ed Students, they do it when they visit Schools. Students participated in Inspired award.

1. What are the processes to monitor your instituion’s work? How is this monitoring carried out?

a. Follow up formats, Montly Meeting, faculties are divided into 9 admin blocks.

b. faculty visit to Schools (5 Days/Month/faculty)----5-10 School.

1. 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?

District Level: Diet must lead this institution

State: SCERT.

Don't have idea.

1. Under the CSSTE how has the flow of funds to your institution been? ere the funds received adequate? What were the timelines of receipt of the same? If there were bottlenecks how were these resolved?

a. No Delay in fund releases.

b. Delay process at SCERT regarding boubdary wall, Guests room, Hostels etc.

**C: Technology Use**

1. Is technology being used for administration and coordination?

Mail, Educast, 19 Terminals with Broadband Connection: Coordination with SCERT, DEO Office etc.

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

Yes, Edusat Classrooms

project is not there, DIET hire it when it is needed.

1. Could you elaborate through specific examples?
2. What are the types and kind of technology being used for Teacher Education in the SCERT/DIETs/ IASE/ CTEs ?

-NA-

1. 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?

-NA-

1. 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?

-NA-

1. 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?

-NA-

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

-NA-

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

We need good quality Training, Regular use of ICT , Infrastructure is needed.

1. Do you own a smart phone? Are you a part of any whats app or telegram groups? Which ones? What is the main communication taking place through whatsapp.

Yes.

**D: Additional Questions**

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

-NA-

1. What for a do you use to communicate and interact with your faculty?( topic or issues of discussion )

-NA-

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

No.

1. Has your institute been visited by SCERT faculty recently? When? For what purpoe?

Yes.

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

a. Designed Hands on Science on van (peope can carry in their bike, bicycle to show children)

b. In Service teacher education fo maths, Science Teachers (SSA).

1. In your view, should DIETs be given the responsibility to conduct secondary teacher training in thestate? If yes, what changes or support will be required? If no, why not?

Yes.

1. 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)

-NA-

1. Has there been any recent major revision of the duties and functions of the institute? After RtE? After CSSTE 12th plan?

-NA-

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

-NA-

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

-NA-

1. Have there been any major restructuring of the institution? Why? How does the present structure compare with the earlier structure? Better/ more problems etc.

-NA-

1. 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?

-NA-

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

-NA-

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

-NA-

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

-NA-

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

Research., Higher education for Faculty.

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

--Maths training , TLM Design, New Dled programme to Old Teachers.

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

DIET act as an independen Entity. Faculty Hiring is must. Provision that Faculty should do their higher studies.

Training calander must be on time: (it disturbs entire classroom).