

① Most students want to take job after wards, many teachers with good aptitude, but due to paucity of jobs this is no longer the trend.
 Tool 4: Institution Fact sheet (ASE/CTE/DIET/BITE)

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	MH	District/Place	NAGPUR
Name of institution	DIET		
Researcher name	Amit D.	Date of visit	4/09/17
Respondent name	Janardan Pundalik Waghmare	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?
 Aspirants want to get the job. TET (Teacher Eligibility Test), (CTE (Competency Test)) are used for appointment. But jobs are not available. Teachers are more in numbers. RTE makes 30% ratio, make them transfer.

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

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

After new curriculum / RTE implementation of teachers were trained to do constructivist pedagogy. Teaching aids / self learning group discussions. Lecture method is slowly being abolished after 2009. TE has become of old fashion. Passive listening has stopped & interactive method.

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?

* But 50 all actively participated & do activities.

* Teaching materials observation / group presentation.

Challenge: Constructivism is essential for teacher, being active, is essential.

6. What major changes in the structure and functioning of TE in the state?
 Facilitators should be updated.

Main factor that has to kept in mind is that of classroom process. Group work / method is in vogue. White board discussions / presentation knowledge expressed on them is reflected upon. Posters are put in the classroom to discuss major themes. The response is that good training.

INSER 2. 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 gives time to time grants to state. We don't feel any paucity. AWP budgeting, state forwards to centre.

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

* Returners. * Activity based: learning by doing is replicated in class.

* Teacher number is not beyond 40-50 during training.

① SSA has assigned all helpline / did / after 12th they get selected. 5 years ago good + 2 candidates used to come, & used to get job immediately after in directly recruitment. Currently seats are vacant, This is same across state.

B: CSSTE in the State

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

Directives are from Vidya Pradhikaran ^{fund} No change felt.

Due to this scheme ^{as per} earlier, teacher quality, attitude, professional personality has become positive. regularity is regular feature.

- ↓
Primary teachers' ed. orgs.
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?
- Material Development, Onsite support etc., Technology.

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

They are designed to address these

Plan is

The

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

* Innovative teachers/workshop of innovative work/peace club.

* Classroom visits for monitoring & post monitoring.
grassroot data analysis & action is taken as per responsible person.

13. Have you seen to the 12
- th
- 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
- th
- plan scheme of the guidelines?

SE dept gave guidelines to SCERT & then is passed on to us.
State support fully.

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

* Regular meeting at SCERT with updating of work.

* SCERT gives specific agendas & follows ups are taken.

*

* Secondary.

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?

Primary They are separate. It may be done at higher levels but not at our level.

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?

The fund flow is smooth. The heads for expenditure are already given.

All funds are not being spent.

C: Technology Use

B Pradeep made an APP for monitor

17. Is technology being used for administration and coordination?

Official admin is thru mail/telephone. Mail/whatsapp for coordination.

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

It is not used now imoperational. Earlier used of VC.

All state meetings with director SCERT/Secretary.

19. Could you elaborate through specific examples?

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

* whatsapp: updates * websites * Teacher ~~block~~ blogs are there.

* Internet/cpu/laptop - PPTs ~~files~~ / films.

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?

* Making DVD/PPT/P

* Can be made to seating ~~too~~ resources. Computer lab improvement. Technology teachers train is used in neighboring school lab.

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?

* Teachers using email/whatsapp regularly. Phone used in classroom showing websites to students. Workshops for Master Trainers for internet use.

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?

MOOC | ICT will be parallel to regular teaching learn. we are new satisfied with MOOC

If we want to use moocs we should do a pilot before implement. MOOC

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

* grants should infrastructure be made available

* rooms should be made available / well equipped comp lab.

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

work experience, drawing, music will remain unaffected.

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.

BO (Block Edn Officer group) DIET (group).
ED (primary) teachers group

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 DIET Students * Aspirants are in a situation where they are not getting good
* Resource persons are not a challenge they should be allowed to work and away from schools.

Meetings As per need / time to time. Brother one there. E Mail is main mode of comm.

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

NAT recently.

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

December 2016. Assembly was there. hence they came
h Summer SCERT faculty (Nandkumar came in at 20th Aug)

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

* PSM (Prayat Shaikshavik MH) GR in 2015/16

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. EO Secondary support is necessary. HM support is required
Resource person will have to be created. Grants will be needed.

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)

* Only election duties. No disturbance is there

* TBSTE, PSTE, Research, Monitoring

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

* Implementing RTE / Registration for schools.

* Guiding teachers to increase Intake

* CCE ~~for~~ ^{for} awareness among teachers.

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

2010. Due to RTE implementation. @ YASHODA Puro conducted these.

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

Yes. Meetings at SCERT, DISTRICT levels.

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.

Earlier it was DED college then upgraded to DIET. No trainings earlier. Earlier it was limited to PSTE. Current is wide & comprehensive.

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?

Yes. Rotary Club. Quality teacher edⁿ workshops.

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

* 100% results in Schools. was a directive.

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

In charge for diff units are made to do work. Review meetings every two weeks.

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

Meetings at 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?

Let our institutes be not autonomous we are implementing agency. If we have autonomy we can get feedback from people @ work.

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

* NO paucity of funds * funds released on time.

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

To do this at Taluk level. This should be allowed

Infrastructure.

Criteria for expenditure should be same at Taluka level. RC are taluka level.

BRC should be improved like DRC.

Residential training programmes will improve quality.

Accordingly * Tribal minority

* girls edⁿ.

* Sp^{rt} * out of school

* Inclusive edⁿ

* TPD / Teacher

Proficiency

Should be able to write grants directly.

BRE - local centre/student &
Taluk level trainings should be improved in
quality rather than district level.

The district level training trainers are not
as efficient at taluk level.