| TISS Evaluation of the CSSTE, August-September 2017 | | Tool 4 | Institution head interview at IASE, CTE, DIET and BITE |
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| 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 | Karnataka | District/Place | Bangaolore Urban |
| Name of institution | CTE, Vijaya College |  |  |
| Researcher name | Raja Sekhar | Date of visit | September 1 |
| Respondent name | Dr. Vijaya Kumari | Designation | Principal |

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

1. What is the teacher education scenario in the state?

(A bit of history) From 2012, the government discontinued D.Ed in aided colleges. They have been continuing with B.Ed. It was better earlier when the colleges used to have their own admission process. However, from 1995 central admission cell has come into picture and quality got affected. In 2005, there’s rush of B.Ed Colleges – 182 in one year. Due to this, quality got deteriorated.

2. How is teacher education organized in the state? What are the key challenges

There are 6 aided B.Ed colleges and 4 Govt. Colleges. As said, there is a spurt in private B.Ed colleges from 2005. Quality took a backseat as they are now ready to allow students not attend classes, like off-campus. There is no practical work.

Due to this regular B.Ed colleges are under lot of pressure – there has been a clear dip in demand since the students, if they opt these colleges, have to work harder. Many would rather prefer the easy route. (Please refer to Q27 for discussion on implications of these changes)

The admission process through the central admission cell (CAC) is not helpful either. The process is alleged to redirect the students from the institutes as that of the current one to private institutes specifically. Similarly, private institutes are alleged to counsel the students that if they opt for their colleges, they do not have worry about the attendance factor.

Similarly, when at a point of time it was made mandatory that those who were PUC qualified should complete the B.Ed., majority of those teachers took an academic holiday and went for *bogus colleges* where they were enrolled but did not have to attend have to B.Ed. classes.

Similarly, NCTE as the regulatory authority is also known to give permission to such undeserving colleges which but have only a single room. The practices are so corrupt that the regional centre director of NCTE has been recently sacked.

The problems are exacerbated by the fact that it is colleges such as these, which are often owned or have the umbrage of the politicians, which rule the roost. They have a say on all key policy and regulatory issues, including those that are financial, academic and admission related.

Apart from attracting the students through leniency with regard to attendance requirements, the private *bogus colleges* allegedly also boost-up the marks of their students. This throws institutes, as the current one, into an ethical dilemma – that if they are putting their students under express disadvantage by following rigorous evaluation and objective assessment exercises. There is no one to keep these malpractices under check.

Neither is NAAC of much help. Colleges which are known to be 100% worse than the current one get ‘A’ grade while good ones get ‘B’. Due to all these factors, institutes as the current one have come under stress and strain, left to wondering how minority fights majority

Sometimes, the influence of these private colleges is so strong that they get the university to postpone course commencement and exams only since their own admission process is not over. Now it has become such a mess that student internship is scheduled during summer vacation! This is particularly challenging for B.Ed. colleges since the mandatory lab work in their case not a regular affair, the schools are their labs and the course needs to be aligned with that of school schedule to maximize student learning and serve the course purpose.

Thereshould be a separate teacher education university or at least a dedicated wing to look into related matters.

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

From the fragmented approach and policy making biased to curry favors, it does not look like the state has much of a vision.

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

See answer to Q.11

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 state often does nothing to meet these challenges. The institutes as the current ones keep on submitting memorandums. However, it is not much avail. Higher education council does not have a say. The situation is so bad that within the same state two course curricula are extant – (one, ironically referred to as) common curriculum and another by the Bangalore university.

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

Refer to Q2. above

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?

Apart from that already covered (Q.2 and Q.5), refer to the answer for Q.15

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

Given the control of the private players, there has been only deterioration of the standards and pressure on those who go by rigour.

B: CSSTE in the State

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

See answer to Q.11

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?

(Respondent talked about perspective plan for the institute). The team at the institute brainstormed on Jan 1st on what changes need to be focused upon and those included – digitalizing learning resources, go green initiative and for generating learning resources through open source applications.

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

Between 2012 and 2014, the curriculum for the textbooks has changed: first from I-V Math and then X Math. Parllely, TE too has to be changed but it wasn’t. TE curriculum got changed in 2015-16… The framework for mode of transaction has changed from traditional to constructivist. The assessments now have become formative… RTE – it’s good but did not shape up well. Was misused by teachers... NCFTE is very good but has not reached ground level. Very few got the real spirit, that it is a process, not a product.

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

Regarding contribution, see answer to Q.31

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?

Have heard of the scheme… It touched upon new recruitment policy. However, only government colleges were allowed to recruit... Another change is that since the time in-service training program has been stopped in the aided colleges, from around 2012-13, proposal for imparting in-service training is sought every year, sent by the institute but never approved!

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

In case of any institution, NCTE does an initial round of monitoring before giving permission. It looks at infrastructure, financial management, teacher-learning process and student progress… Apart from this, Bangalore University makes regular visits and monitor’s infrastructure and staff… Finally, NAAC too does evaluation based on 7 criteria including curriculum, transaction, student progress and research.

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 are multiple stakeholders related to teacher education - Bangalore University, DIETs, Primary Education Department, DSERT, SSA and RMSA… No, there is no convergence. For instance, the University sits in *“high tower”*.

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

The institute does not receive any developmental funds or state financial help.

**C: Technology Use**

17. Is technology being used for administration and coordination?

All the non-teaching staff too has computer systems.

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

It was there during the time when in-service training is imparted.

19. Could you elaborate through specific examples?

The library has been digitized, has libsoft software… The computer lab has 30 computers and multi-router grapher. Some teachers have been given laptops or tablets. The faculty at the institute went through a certificate program implemented by the organization IT for Change.

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

NCERT has picked ICT curriculum – for the teachers and for the students. In Technology assisted learning program, through SSA, 1000 schools were taken for 2 years. Laptop, BSNL connectivity (Wi-Fi) has been provided and training was given to the teachers… There is a platform of Karnataka open education resources with subject forums and it is a very active one.

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?

At the institute level, TLM and study material are development using digital means

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?

See answer to Q19 too. Classrooms have LCD projectors. Video content and presentations are used for teaching – like, to explain Thorndike’s loss of learning. The idea is to enable teacher educator so as to be able to use it in classrooms and train students so to make ICT based teaching material. The M.Ed. students are also taught statistical analysis using software.

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?

Some of the faculty participated in the MOOC course conducted by DSERT. Also, there is plan for another MOOC course on inclusive education by CBR South Asia.

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

The biggest challenge will be with regard to teachers’ mindset and their commitment. Youngsters take it up fast… This can be checked by involving good experts who can make relevant models and also by follow-up (remedial)

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

Nothing will remain unaffected.

26. 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.

Both students and teachers within themselves have specific groups. There is also a common group for all – this is used for passing on administrative information; it is also used by the students to communicate with the faculty, like when sharing experiences of internships…. The institute also has mentoring for students. Social networks are also used by them to communicate with and monitor the work of the students… Similarly, there are other professional groups – like NCTE group, B.Ed. lecturer group, Principals group and also that of Karnataka aided TEIs

**E: Additional Questions**

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

As mentioned, due to the leniency of the private institutions, many students often prefer those institutes. Now once demand comes down, there is no recruitment of teacher educators. The institute currently has 16 B.Ed and 10 M.Ed faculty (including fulltime, part-time and guest lecturers). Of these, only 4 of them grant-in-aid salaried faculty

Regarding the dip in demand, of the 100 B.Ed. seats the institute has (75 government and 25 management quota ones) only 80 had got *(this is particularly alarming since CTE Vijaya College is considered to be one of the more serious institutes in this domain)*

(On related note: in case of private B.Ed. colleges, the distribution is 50-50. The cost of government quota seat is 6000 p.a. and that of management quota is 40,000 p.a. Of this latter 40K, 16K goes off to government. The admission percentage in case of M.Ed. too is quite low. Of the two batches currently operating, 11 of the 50 got filled in case of seniors while only 6 of the 50 got filled in case of the junior batch)

There is a need for further focus on how techno-pedagogical content, skills can be fastened further.

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

Refer to the answer for Q.26

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

The SPD SSA and that of RMSA used to visit when there used to be in-service programs. Now, their visits are only special occasions.

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

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

The institute has a 25 year old math lab that is one of its kind... Often teacher colleges and teacher educators from other districts come and visit the lab as a model facility that should be replicated…. While the institute does not get any financial help from the state, it provides academic help to the state, like on developing text books and by providing resource persons for training… *“Teachers and schools have recognized our work”…* In case of constructivism, after training from Dr. Padma Sarangapani, the institute had trained many other schools on it.

32. 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?

No, DIETs for ling been handling only lower classes, quality will not be met. There are no human resources for it.

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)

None (rather, not applicable since the current one is an aided one).

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

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

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

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.

38. Which are the key non governmentorganisations with whom you have interacted and collaborated in the last 3 years for TE, and what has been the nature of the collaboration?

The institute works with CBR Network and IT for Change. Apart from these, Child rights trust holds regular lecturer discussion (every 3rd Saturday) to discuss on the issues related to child rights.

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

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

Given the rapport and long relationship, there would be both and informal interactions with the staff on need basis. Further, the minutes of meeting of Governing Council, IQAC are maintained.

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

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

See answer to Q.44

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

(Respondent discussed about all the central sponsored schemes) SSA is working, RMSA is not. The in-service programs are not operating – not able to cater to the needs of all regions due to too much work load. In effect, nobody is giving the training (to in-service teachers). Given the muscle power of the private players, who rule the roost and flout the academic requirements, pre-service is mechanically carried out.

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

Payment to resource persons are too meager, hospitality remuneration needs to be revised. There is lack of guidelines; it is mostly left to CTEs – only the capable manage it. There should be at least some common guidelines.