

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	Assam	District/Place
		Goalpara
Name of institution	DIET, Goalpara.	Sudhnoi
Researcher name	Chinju, Utpal	Date of visit
		30-08-2017
Respondent name	Jafar Ali Ahmed	Designation
		Principal.

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

- What is the teacher education scenario in the state?
- How is teacher education organized in the state? What are the key challenges?
  - In the state <sup>some of</sup> the teacher educators are not trained up, there have untrained teachers in schools. We are lacking behind in respect of quality education.
  - Teacher education organized by SCERT, SSA, RMSA, University.
- What is the state's vision for teacher education?
 

change is the lack of co-ordination amongst the stakeholders.
- How has the state's vision evolved in light of the NCFTE 2009 and RTE 2009?
  - To get all teachers trained by 31st March 2019
  - To provide quality education to all, free and compulsory edu to all child between age group 6-14 and produce reflective teachers.
- 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?
 

Most of the teachers got the Pedagogical Knowledge of school subjects and got knowledge of implementing CCE.

In this regards state has organizing various training programmes to teachers as well as teacher educators.
- What major changes in the structure and functioning of TE in the state?
  - Cadre changed by promoting Lect. to Sr. Lecture.
  - More important is give in teacher's training
  - Teachers are motivated to get training from TIEs.
  - More courses already been introduced in TIEs for TE.
- 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?
  - Providing funds for teacher training.
  - Giving permission to introduce more courses for TE near.
  - Through purposive visits, and through Tele conferencing state to TE.
- What are the measures for enhancing quality of teacher education in the state?
  - Uplifting the Educational Qualification of lecturers to be - recruited in TIEs. as per NCTE norms.
  - For professional growth of Teacher Educator, introduced the process of deputation for undergo various course.
  - Capacity building trainings to the teacher educators.



B: CSSTE in the State

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

1. Permanent Retention has been granted after a long period.
2. All CSS has been converted into non plan.

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.

Unfortunately, the state plan has been designed by SCERT

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

~~Second~~ ~~and~~ 1. To upliftment of Teacher education in Assam and to prepare ideal and reflective teachers.

2) To impart free and compulsory Ele. Ed to the children 6-12 yrs age irrespective of caste, creed and religion.

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

To give quality training to the teachers of schools and PSTE D.El.Ed and B.Ed trainees.

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?

Not seen, prepared by SCERT and not shared with ~~TEIs~~ TEIs.

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

1. Overall monitored by Principal,
- 2) Organised Academic monitoring body.
- 3) Visitors from external sources as - SCERT, NCT, JRM etc.

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?

No yet.

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?

1. Via SCERT
2. Insufficient funds

3. Bottlenecks may be broken by providing fund directly to the TEI



### C: Technology Use

17. Is technology being used for administration and coordination?

Yes.

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

Yes, It is used for video conferencing (EDUSET)

Yes.

19. Could you elaborate through specific examples?

~~Teacher~~ p) Academic upliftment of our blocks.  
ii) curriculum transaction -

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

- 1) Digital Projector,
- 2) Online forum,
- 3) OER etc -

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?

Digital Projector, Pedagogy.

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?

Integration of ICT in Pedagogy specially the use of OERs in pedagogy. We are training to add more computers and increase the connectivity.

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?

The teachers are getting more involved in teaching learning process energating self motivation. Of course MOOC can be used in training progs. provided it is made user friendly.

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

Lack of infrastructure, i.e. - Computer, projectors, connectivity etc

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



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,

No,

Doesn't arise

### E: Additional Questions

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

1. Lack of corpus fund for carrying out training Prog.

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

Telecommunication

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

No, Not visited

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

Yes, visited in the year 2016 for overall evaluation of the institution.

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

1) Introduction of 'Holistic Rubric' for CCE of B.El.Ed trainees

2. 'Mission scaffolding' to provide learner support service to the rural children (skill based).

3. 'Mock Seminar Presentation' and (4) Preparing Planning Design for classroom instruction

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, Support may be in man Power and infrastructure.

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)

Monitoring and providing academic support to all the school teachers.

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?

Yes, revision of curriculum and adoption of new teaching approaches.

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

Since 2014.



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

Yes, revision exercised through ~~Open~~ Workshop and Orientation conducted by SCERT in collaboration with UNICEF.

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.

Not yet.

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?

With RGF, the area of collaborating is revisiting of A. E. Ed. Curriculum.

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

Not given yet.

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

Through observation, interaction, staff meeting etc.

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

Through visit and monthly review 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?


No comment.

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

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

1. Direct fund allocation to the TEIs.
2. Annual Work Plan and Budget may be taken from institution itself.

3.

 30/8/17

And the first thing I noticed when I stepped out  
of the car was the smell of the sea.

1

The air was fresh and salty, and the sun was  
shining brightly on the water.

I had never before, and I was so happy to be  
here.

I had heard that the beach was beautiful, and  
now I knew it was true.

The water was so clear, and the sand was so soft.

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