**IASE,**

- Expectation: 1989 & 2012

- Organogram standard Vs. actual : some narratives

- Vacancy

| **Type of Post** | **% vacancy across IASEs** |
| --- | --- |
| Academic |  |
| Non-academic |  |

- Infrastructure

Table 1: Status of Infrastructure

| **Infrastructure** | **% IASEs reporting 'Yes'** |
| --- | --- |
| Room for head/principal |  |
| Staff room |  |
| Classrooms |  |
| Multipurpose hall |  |
| Library |  |
| Resource room |  |
| Labs |  |
| Storerooms |  |
| Seminar Rooms |  |
| Auditorium (if separate from multipurpose hall) |  |
| ICT lab |  |
| Separate toilets for men and women (staff) |  |
| Separate toilets for me and women (students) |  |
| Auditorium |  |
| Hostels for men |  |
| Hostel for women |  |
| Drinking water facility |  |
| Canteen |  |
| Staff Quarters |  |
| Office administration room |  |
| Electricity (on day of Visit) |  |
| Generator Backup |  |
| Internet Connection |  |
| Website |  |
| Boundary Wall |  |
| Playground |  |

Table 2: Status of Equipment and Resources

| **Equipments and Resources** | **% IASEs Reporting 'Yes'** |
| --- | --- |
| AV Equipment |  |
| Computer Equipment in lab for students |  |
| ICT in principal room |  |
| ICT in staff room |  |
| ICT for administration room |  |
| Recreational equipment |  |
| Resources and TLMs |  |
| Lab equipment |  |
| Library books |  |

- Fund flow

- Function & activities : What is mandate, What are they doing : major work

- Innovations

- Identified Challenge

- Vision & alternatives from Fields

# **IASE, Guwahati**

**Reflections on my visit to IASE, Guwahati**

**Shinjini**

The IASE that we visited seemed to be a well established institution, in terms of availability of faculty and infrastructure. It was previously a government teacher training college, which was later developed into an IASE. It is the only government college in the Kamrup district and offering B Ed (only from this year some DIETs are offering B Ed), and is also situated in the heart of the city; thus it is very much in demand. Being within the Guwahati city premises, this college did not seem severely understaffed like the DIETs, nor did it seem to have that many major or urgent concerns for infrastructure. They still needed better infrastructure, for e.g. an auditorium, but they had well defined premises with sufficient classrooms, labs and rooms for each subject, and adequate computers (around 13) for a functional computer lab. The hostel for boys was also functional, though the students still sometimes preferred other alternatives over staying in the hostel.   
The major challenge that the IASE was facing seemed to be the dual authorities they had to report to – the university on one hand, and the SCERT on the other. This was a concern that came up from time to time in the interview. It is a balancing act between the two authorities that the college has to maintain – since it is affiliated to G.U, and SCERT is the academic authority at the state level, each has their own demands.   
The IASE wanted to be an autonomous institution under the Guwahati University. They were following their norms and regulations, and they seemed to have some grievances against SCERT. They are also not very satisfied with the fact that DIETs will now also offer B Ed as they feel their faculty is not as well equipped or trained to handle the rigor of a B Ed programme. DIETs are used to dealing with elementary teachers and not secondary teachers, and they feel that the govt. has taken this decision only to increase the number of trained teachers in the state, which may throw up quality concerns. The IASE on the other hand, looks forward to conducting M Ed and PhD courses. It has already received NOC for M Ed. and though the faculty is apprehensive, they are also looking forward to this change.   
Contrary to the DIETs, the IASE is apparently regularly visited by officials from SSA, RMSA or SCERT for monitoring and support. They apparently monitor about 13 DIETs, 4 CTEs and many secondary schools in Assam. They submit their visit reports to the SCERT, who in turn submits these reports/data to director of secondary education. However, they are not privy to any information about whether the SCERT/DSE follows up on any of their recommendations regarding trainings, etc. Their B Ed course has mostly deputed teachers, and they feel that perhaps these deputed teachers come from the schools which has the most need for trained teachers, based on their data. They themselves have no hand in deputation of teachers.   
Fund flow is a concern even for the IASE, as proper and timely funding is not available. Fund for the last 2 years comes after the programmes for the year have been completed and report submitted. As govt. institutions do not have much financial back up, this hampers the taking up of new projects.

# **IASE, Aurangabad.**

Reflection on my interview with Dr. Sanjivani Mule,

Director, IASE, Aurangabad.

Shrikant

There are two different divisions in the field of education in Maharashtra; one is school education and other higher education. B.Ed. colleges do not have any kind of affiliation with the SCERT in Maharashtra; they are affiliated with the university. That makes the gap in the teacher training college and the ground level practices. It should be like in other states in which secondary level teacher education is affiliated with the SCERT and they have the connection between the schools. The working of the of the pre service teacher training colleges goes with the advancement and the new need based requirements of the ground realities. While in Maharashtra we never come across the scenario in the in-service teacher education. IASE fund has not been approved by the government. We have been given the status of the IASE. However, yet recruitment has not done accordingly. No specific fund has received for that. Six professors are working in B.Ed. colleges but that are less, we are not able work with full potential. Students are not enthusiastic, there is negative attitude towards this profession, and government has to take initiatives to attract students. We have one more critical problem that we expect every class and every practical exercise to be attended by student as per the expectation in the B. Ed. course, however this is against mentality of parents and student s which seeks the degree without cost and efforts, they want everything in a shortcut way , in this urge they got facilitated by the private B.Ed. Colleges where they entertain every flexibility of attendance and practical because private colleges are established for money, they adjust all this for the sake of their business therefore this has become the serious problem that private colleges attract more students than us. This is big challenges for that how tackle with private colleges which facilitates in malpractices.

In IASE we have not been able to implement our object activities properly we don’t have funds. DIETs are active because of funds. SCERT has to lead school education and higher education together on one platform. In some states chief education secretary takes lead. There should be uniformity, SCERT meeting happens frequently only at the D.Ed. level SCERT should lead the B.Ed. colleges also and the leader like IAS officer Mr. Nandkumar has to be appointed to steer the scenario of whole teacher education. We need leader who has a potential to can change the complete picture of preservice teacher education and there should be leading authority to lead us, we should also plan for how to increase SCERT and IASE linkages for the better functioning of the Bed colleges.

There is a big controversy that or merit student in B.Ed. course doesn’t pass TET, TET is different type of exam which can not exactly evaluate the attitude, skills and abilities of person to become a teacher. We have one more problem that schools are going in different directions and we are going in a different directions, curriculum in school education is becoming so advanced, however B.Ed. course curriculum is lacking behind, controversially, we are teaching out dated education for the future teachers. TET paper setters are different and they don't know exact scenario of teacher training and there is no collaboration between them and us. Why TET paper setters are not called from Bed teachers. There should link with each other to set the good parameters. TET is like blame on our B.Ed. course which proves that B.Ed. is invalid TET is valid. If our student face failure in TET is failure they would be embarrassed with prejudices. Future teachers could get frustration .TET paper setter should be the professors in the Bed college. The measures of the eligibility of teachers should be decided by NCTE. QCI assessment has to be recommended for the teacher education institutes , for infrastructure,10% Academic assets,20% Teaching Learning Process 30%, Learning Output 40%. IASE is considered as the leading institution, it is supposed to be a coordinator for all colleges of teacher education. It should coordinate and lead the school education scenario of state.

There were 550 colleges in which 12 are government aided up to 2015. After that student enrolment is declining every year, 50 percent admissions were not filled last year. This year comparatively atmosphere was good, we were hoping good number of students however technical problems in the declaration of result by many universities has made our problem more critical, we are too late this year to start or course and many of our student might change their mind set to take admission for another course because yet we haven't been able to get any information regarding our admitted students

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# **IASE , BANGALORE**

**-Sumana**

The RV institution established in 1954 and upgraded to IASE in 1996.Institution was accredited by NAAC in April 2012 and at present in the process of submission of documents to QCI(quality Council of India)

Infrastructure:

IASE at Bangalore has good infrastructure fulfilling all the parametres as per NCTE norms. Recently renovations are also being done to have separate partitioned cabins for lectures,intercom, system with wifi , has good ICT lab, conference room, auditorium separate resource rooms for all the subjects , canteen facility. Management has spent one crore and 15 lakhs in infrastructure

Fund Flow:

They’ve not received any funds from MHRD since 2006. Ater 12th Plan guidelines also, every year they visit DSERT with perspective plan . in 2016,MHRD had visited IASE also. But there is no fund. So they have not linked with DSERT, DIET, BRC, CRC. etc..They keep receiving fund from ICSSR for which the researches are being carried out and

As they have tied up with Bangalore University , they don't have autonomy in academic matters. Academic calendar of events of the Institution doesn’t go along with University. During our visit also, they were unable to upload internal assessment although last date was over. If they failed to upload the documents within the prescribed time , institution has to pay fine of Rs. 10000. Some time , the link will open sundays for 2-3 hours . The institution has to be alert always.

Institution say DSERT has allocated more funds to DIETs and ‘NO’ for IASE. IASE in Gulbarga started 10 years back in North Karnataka regions-is not funcitoning as there is no FUND FLOW.

Staff:

They have five permanent post for the lecturers + one non academic staff . rest all mangement post. Most of the institution activities are handled by Two senior lecturers. They don't rely on the newly recruited staff for teaching.

One of the faculty whom we interviewed is having permanent post Her designation has been changed from asst prof-associate prof-Professor as per the orders. But she is still drawing the salary of asst. Professor with basic salary of 15,000. In Spite of many follow ups and bribe, HRMS has not updated her salary component. faculty has attended international conference in 2016

Usually senior staff will orient inservice teachers , other faculties on need basis. Each faculty has been allotted with 10 students each for mentoring students. Principal has **no knowledge** on Computers. Faculties know the usage of computers and have system

KEy activities of Institution

Inservice- Stopped because of the fund flow[ had conducted more than 100 program from 1998-2002] - Shortage of fund since 2003. Inservice trainings completely stopped from 2008 onwards. TA/DA was not affordable from the management side. Training was given to B.Ed Lecturers., High School Head masters. On demand also institution was providing training.

Pre Service -Going on

Publication- Going on

Action research- Going on wrt institution

The principal and senior faculties are involved for textbook committee.

Institution was accredited by NAAC in April 2012 and submitted report in April 2017.

NAAC was supposed visit in August. College submitted 400pges SELF STUDY REPORT to NAAC which is of no use as In july NCTE has memorandum with NAAC to form quality council of India. (QCI).

Interaction with NGOs for conducting orientation / workshop to the students

NGOs like SICHREM,

CEE- centre for environmental education,

parikrama foundation-

Research and Publications

* ICSSR project- research on “ any degree can enter into B.Ed-- Still is not published.
* A report on Dyslexia Children submitted to SSA
* Published article - ICT based article “ Challenges in using ICT for the challenged” -

Seminars and conferences of the institution with Management support:

Through Indian Association of Teacher Education ,IATE- got the human support and directed in conducting National conference recently for the completion of sixty years.. [RV- established in 1954-2014.]

B.Ed Course:

* Course duration:

University is not maintaining time schedules. **Course started in 2015 February, a**t present B.Ed course is in **end of 3rd semester.** 4th semester may complete during oct-January 2018. Two years course is completing in three years.

* Internship Program

Government High school teachers are not cooperating for internship program as they don't get proper instruction from DSERT . During one year B.Ed course Internship program students were exposed to both rural schools for 15 days and Urban school for 30 days. At present, Internship program is for 3 months and faculties find it difficult to manage Internship program and theory classes for I yr students

* Examination fee

Semester examination fee Rs. 1600 is common whether students take up 7 papers in I sem or 3 papers in III semester.

* Malpractices

Institutions is main examination centre for 5 private colleges for conducting B.Ed Examination. Institution doesn’t have any power to take action against any students for malpractices. Registrar instructs the faculties to allow the student in examination and actions are taken later.