|  TISS Evaluation of the CSSTE, August-September 2017 | Tool 4 | Institution head interview at IASE, CTE, DIET and BITE |
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| Ins tructions 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 | Chhattisgarh | District/Place | Raipur |
| Name of institution | CTE |  |  |
| Researcher name | Omkar Balli, Anusha R, Saurav Mohanty  | Date of visit | 24-August-2017 |
| Respondent name | Yogesh SheohareUtpal Chakraborty | Designation | CTE PrincipalAsst Prof |

NOTE: It was Teej and hence low attendance overall and Ganesh Chathurthi the next day.

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

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

The major of portion of Teacher Education is delivered by the private sector. Mr Deha has written an article that 75% of the institutes are malfunctioning.

CTE is supposed to be a pace – setting institution as the Govt Institution – we are supposed to set the pace for in-service and to deliver pre-service teacher education.

We do not have any other support than Govt funding - CSSTE. Salary from State Govt but actually through MHRD which is where CSSTE comes in.

When the document was structured (Vikram Sahai and Utpal C) also worked on it –

Teacher Education institutions → Govt Institutions – DIET, IASE, CTE → 03 types of institutions and all SCERT as well. Not all DIETs because they are struggling for funds with 60% vacancy but IASE and CTE are comfortably placed and are better institutions than private instituions with B++ grade, and IASE has got A in NAAC Accreditation, so we are better placed than most private institutes.

The unique part of our institution: we invite 75 teachers who are freshers and 75 teachers with experience (about 15 years) to ensure variety of candidates and their thinking processes and strengths is the good side but it has its bad side as well.

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

Postings are a problem – Vacancies need to be filled – especially in DIETs, (not Raipur DIET).

From where will TEs come with such a paucity of teachers?

Nandkumar – Ssecretary and Director – Only time when state was very comfortable and worked in a commanding way. Minister of Panchayat and Minister of Education was the same and so good people came to work.

All teachers are from Panchayat – so though we do not have regular teachers – Panchayat however, does not have any deputation policy, and with Nandkumar’s exit, the deputation policy needs to be changed, and so we do not have any people to work for us though we do work for the panchayat.

Some strong persons (identified) in DIET who managed to make the DIET work, but we need to manage this better. (Dhantewada Principal is very impressive who managed to convince the Collector to manage more funds, but we could not

Other major challenge is so many training institutes SCERT, DIET – Too many training institutes. No one wants training. Training word should be removed – you do not train a child, maybe in military and such it is OK to have trainings, but how do you train a human? SSA also has more trainings that are target based.

Syllabus itself is very challenging. – The university designed the syllabus without envisioning a major change in the future, but somehow the 01 year course converted into 02 year course. Need to deliver the syllabus with new ideas. Students are also challenging – Always ask for notes.

The process of teacher development is very poor and syllabus needs to change – 2014 regulations suggestions not enough – NCFTE 2009: What is the purpose of placing the student teacher in field for 04 months – because they are not in touch with us during that time. It is too long a time at a stretch. Supervisors does visit but it is not as useful.

Syllabus has so many problems.

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

Last 02-03 years it has changed a lot. Faculty vacancies to be filled is no occurring with the Teacher Transfer orders, etc. It { DIETs are not being able to fill their vacancies because of remote location. CSSTE is the main support for us in terms of salaries, etc.}

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

In the field of education, CG has always been the one to take initiative.

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?

In 2007 BEFORE NCFTE 2012 – we structured a new syllabus – for D.Ed based on the NCFTE 2006 draft document. And similarly we worked with NCFTE 2006 draft document and that did not come about and in 2009 based on that we prepared B.Ed Programme. Even before NCF 2005 came to be we prepared our textbooks based on the draft 2004 document.

Both syllabuses also involved people involved in the drafts. We handed over our syllabus to other universities and some have taken this on (B.Ed) and so on. We have as a state

Our govt is also very interested in TE. And we had given our suggestions as well in the NCFTE.

We designed a programme – every teacher should go to school for 60 days in 1st year and 2nd year for 65 days, but NCTE has said in 1st year students should go to school only for 04 weeks.

Pratham – We had an intiative of Pratham (Kamaal) and implemented at both govt and pvt instutional levels wherein within 30-40 days achieved a learning indicators not achieved by the teachers in the 03 years.

Our college last year in Feb we organised a seminar for all TEs to understand the new textbooks, and the challenges and so on.

1. What major changes in the structure and functioning of TE in the state?
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?
3. What are the measures for enhancing quality of teacher education in the state?

B: CSSTE in the State

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

NCFTE 2012 is not in alignment with NCTE 2009 regulations – A teacher can survive with NCTE guidelines also. MHRD will revise. NCG+FTE should be in alignement with NCTE guidelines.

State does not interfere much in the field of teacher education. Though funding etc. is given. Of course Collector is the person to bring together SSA, RMSA people together.

State govt regulates fees, admission processes, gives suggestions. State gives land etc.

But other than they do not interferre in the teacher institutes affairs.

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?

If you say SCERT is State govt then yes. Do a rigorous exercise – based on MHRD guidelines – is being done. And the ultimate plan is

Does Teacher institute have a data management system – This can be stated in two ways - DISE does exist so what do you mean? An institute does not have its own.

Training programmes, etc as per MHRD regulations for planning.

1. To what extent does this plan address the aims and objectives of NCFTE 2009 and RTE 2009?
2. According the perspective plan of the state? What is the key contribution that is expected from your institution?
3. 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?

NCTE regulations and CSSTE guidelines not in sync. You have to survive with NCTE regulations so CSSTE is not enough.

CTE – proposed 17 faculty. NCTE guidelines in my CTE needs 34 faculty since we have 150 Bed students and 50 MEd students. So we need to convince the state to follow NCTE guidelines. But I think the MHRD guidelines will be revised soon.

You should propose according to NCTE regulations, whatever it is proposes.

1. What are the processes to monitor your institution’s work? How is this monitoring carried out?
2. 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?

CG is a lucky state that all NGOs are working with us.

Working with us – 16 DIETs divided into region of 04 DIETs – Maths, English, Science and Social sciences –

ICICI Foundation is helping in Teacher education – and helps these DIETs specialise in the 04 domains – innovating and incubating new ideas. Teacher Education the focus of ICICI foundation.

iNCTE has recognised our new course – ODL course – We had a backlog of 45,300 untrained teachers. We needed to train them and we trained 40,000 teachers. ICICI Foundation helped us a lot.

APFoundation, Ssampark is working with us. TISS is there in the field. Pratham is working with Teacher training institutes. IFGI – 04 persons placed in DIETs. Pratham has placed 16 persons in DIETs to help develop school teaching programme. TISS is there in the field.

We are working closely with SCERT, DIETs, etc. Eg Last year we thought faculty needs to understand new syllabus so Azim Premji University organised a wonderful programme for us.

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?

No problems. Has been smooth and the state also helps.

**C: Technology Use**

1. Is technology being used for administration and coordination?

Yes.

Have Biometric facility for faculty and student attendance.

Have CCTV cameras everywhere except the Suggestion Box.

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

Yes. However, now because of building undergoing renovation soon as part of the extension plan, the Edu SAT room has been converted into our accounts and finance office.

We use calls to communicate with others mostly. And emails and such.

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 ?

Have language lab, ICT Lab. Show movies, use smart boards, etc. Have digital tie up with Inflibnet and British Council to have 2 lakh books available. Resource room too has net connection for teachers to use.

We would like you to give us more suggestions.

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?

TLMs can be made more exciting for students using technology.

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?

The new building will have more facilities. But we can always improve. We would like your suggestions for the same.

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?

Online training can be a good supplement.

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

Digital literacy skills of teachers still needs to be improved.

1. Which areas do you think will remain largely unaffected by use of ICT? **NOT ASKED**
2. 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. Teachers’ group and some students groups. Work based and personal – depends on the context.

**E: Additional Questions**

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

Not as much. We are in a good position.

School experience should be emphasised. The academic cadre must be encouraged. I am from Administration. But a teacher with experience will have more ideas and that should be focused upon.

State is very good to us though. We have a new building coming up – 9.9143 crores – We have already received 6 crores for this now.

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

Every evening we meet for “Chai pe Charcha”.

It is an open door policy in addition.

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

Learning Camp. Trainings.

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

We live next door. So yes. For trainings, discussions.

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

Earlier there was no basic difference between DEd and BEd curriculum.

The lesson plan still used Herbert which was the syllabus 50 years ago. So I asked the teachers and the students whether they found it useful and they said no. This cannot be implemented in schools. So why teach this? So teachers brought in Bloom. This is better. But the syllabus is still a challenge for being outdated, though we try.

Education research and Action research now done by our teachers and we are involving our students as well.

Zero period concept – We even encouraged students to pursue lessons in car driving. Skills must be developed.

Suggestion Box – Anyone can write anything – we have a committee that opens the box and consolidates complaints and suggestions. This is the only place with no CCTV camera and cannot capture who might have put the suggestion/complaint in. Sometimes there are complaints against me as well.

Follow-up programme – Plan to track our students who are placed in institutions to see how our training has been effective. New plan from this year.

Self-Appraisal form – Faculty self appraises weekly and then this is one of the discussion points during the Chai pe Charcha and so this improves everyone’s performance.

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?

Most DIETs are too understaffed.

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)
2. Has there been any recent major revision of the duties and functions of the institute? After RtE? After CSSTE 12th plan?
3. When did these take place? And why? ( who has occasioned them? For what reasons? Etc)
4. Was there any revisioning exercise based on which these changes were made?
5. Have there been any major restructuring of the institution? Why? How does the present structure compare with the earlier structure? Better/ more problems etc.

Undergoing Physical Restructuring.

 8 faculty now added to fill vacancies.

 Teacher Resource Centre strengthened and allows more reach.

1. 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?

**SEE EARLIER part on ICICI Foundation, Pratham, etc.**

1. Has your institution been given any key responsibility by the state? What?
2. How do you monitor the work of your faculty and staff?

Suggestion box.

Committee work.

Chai Pe Charcha

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

Reports.

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

Academic Cadre must be emphasised.

Vacancies need to be filled.

DIET Principals capacities need to be increased.

We are supporting the DIETs under us.

11 DIETs support only planning.

We should work on our own capacities before “inspecting” others.

 Many do not know NCTE 2009 norms, etc.

 NUEPA does great work with SSA to ensure norms are known. We need similar workshops for higher education levels as well.

 Funds need to be increased.

1. What are the areas in the CSSTE scheme which are working well?
2. Do you think any of the norms of the CSSTE scheme need to be changed?

Map to NCTE better.

**Extra Inputs**

TESS India – Hindi resources not as useful or well done.

DU – Hindi Materials used – Poonam Batra did a wonderful job.

NIUS – information based materials – Brilliant work being done.

Librarian – yes. Librarian assistant as well.