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| TISS Evaluation of the CSSTE, August-September 2017 | Tool 4 | Institution head interview at IASE, CTE, DIET and BITE |
| 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 | CG | District/Place | Bilaspur |
| Name of institution | IASE |  |  |
| Researcher name | Saurav Mohanty, Hari Mishra | Date of visit | 28/08/17 |
| Respondent name | Dr. Nishi BhambriEmail: iasebilaspur@gmail.comMobile No. 9425222737 | Designation | Principal, IASE |

**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

Everywhere one major concern is less staff and faculties for required operation. Infrastructure is relatively manageable. But still there are gaps as per NCTE norms.

I can speak about Bilsapur area bit more. There are 38 B.Ed colleges where we are mentoring. Students are irregular in those colleges but there is no mechanism to monitor all those institute. We, IASE is giving consultancy to other organization which seek help from us.

1. What is the state’s vision for teacher education?
2. How has the state’s vision evolved in light of the NCFTE 2009 and RTE 2009?

After RTE, entire shift has changed to Quality and more regulation rather. Teacher as facilitator, sensitivity towards Socio-economic diversity, inclusiveness are buzz words for state. One good thing happened that B.ed become two years. There are a lot of scope in this format. Another thing that state wanted to cerify teachers through Departmental ODL (distance learning).

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?

Teachers Qualification are seen as a boon among teachers. So teachers who wanted to pursue higher education are moving in that direction. A lot of change in quality of discussion regarding pedagogy and transaction.

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

Only and only one issue that is teacher educators selection through cadre is still pending. We need this immediately.

1. 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?

It is there. People are coming to us regularly. But I feel lack of coordination between themselves, pedagogical differences, clash of training dates are clearly visible. Our interaction with DIETs ans SSA are relatively better but when it comes to RMSA, it is low.

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

We should make one platform for all inservice teacher education management system. So that follow up, need Analysis, Discourse and agenda for Action research and community of practice can be build up more efficiently.

B: CSSTE in the State

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

role of IASE change post 2012 on the following themes. Funding on TPD, module development, in house Research and publication has changed a lot.

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?

Yes, it is there on paper where research is a highly focus area.

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

100% compliance to those documents. Funding head can be extend in more holistic manner.

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

We are contributing/advocacy value education at state level. Reviewing, adding New and efficient innovation practices on board. Our faculties are contribution in those areas.

1. 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?

Already Discussed.

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

SCERT is conducting monthly meeting to access speed of individual institution progress.

1. 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,!!

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?

Funding part has no issue.

**C: Technology Use**

1. Is technology being used for administration and coordination?

Yes, Things like emails, Google drive, whatsapp are widely used.

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

Yes, we have an edusat Setup. It is used for training and video conferencing with SCERT.

1. Could you elaborate through specific examples?

NA

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

Mobile Apps mostly.

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?

Things can be improved in E-Library, Archives of lecturer of good standard, More learning tool to be used by facuties and students. Actually we need a platform where we get updates on current practice, most of us are outdated in terms of chasing 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?

We have requested to SCERT for exposure visits to NCERT, IISc, RIE. So that atleast we are all informed of current nature of ICT@Teacher Education Space.

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?

MOOc will work but we need institutional support . Otherwise things will get diluted at grassroute Level.

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

ICT Infrastructure is a major roadblock. It should be on its place before starting ICT@schooleducation.

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

Our policymakers, Administrators like DEO/BEO has no proper understanding of ICT education of good standard. Hence things are get delayed and neglected.

1. 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, Yes.

**E: Additional Questions**

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

Informal Explanation on misunderstandings, lack of proper communication among departments.

1. What for a do you use to communicate and interact with your faculty?( topic or issues of discussion )

Mostly on operation, research and student affairs related to academic, field immersion etc.

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

Yes, Last year Mr. Ojha (SCERT Director ) visited this institution.

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

Yes, Dipankarji visited regularly because of Edusat network. Alok Sharma and Tamboliji visited too .

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

1. Creative learning through doll Palys

2.Drama and theater

3.Waste management for Science Students

4. in house Hands on lab for practice

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?

Yes, high School and higher Secondary too.

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)

NA

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

No, Nothing as such

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

NA

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

NA

1. Have there been any major restructuring of the institution? Why? How does the present structure compare with the earlier structure? Better/ more problems etc.

NA

1. 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?

APF, Pratham, TISS vocational education , Sampark foundation.

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

No.

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

Weekly meet on self reflection .

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

We are working closely with SCERT, we discuss our issue ith them on regular basis.

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

Research and documentation of our work where we missed most of the time.

For research, we need collaboration with TISS, APF, Ambedkar university, Delhi University. So that our network will be stronger on this research front.

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

Capacity building for in service teachers is a good inititative where we are totally involved.

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

1. Explore visits of IASE faculties.

2.Massive ICT uses for all Departments.

3.Training for Non Academic staff.