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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 | Maharashtra | District/Place | Panvel, CTE |
| Name of institution | CTE |  |  |
| Researcher name | Nisha Ramachandran, Sahana V.P | Date of visit | 6/9/2017 |
| Respondent name | Rama Ashwin Bhonsale | Designation | Principal |

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

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

Teacher education scenario was the first in MH. There are 12 colleges in MH which is even the case today. The continuous training that is supposed to be doing is not happening. Staff is less and there is no funding. With this scenario, how can a training happen?

There is only 1 Bed. College in Raigad.

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

Primary and preprimary sector is linked with the SCERT and D.I.E.T. Secondary schools are linked with the B.Ed. colleges. D.I.E.T develops the syllabus for the primary teachers. Based on the NCTE own syllabus is developed.

Key challenges:

There is a lot of fluctuation with respect to the number of changes happening. Enough time was not given to the change to be obvious and even before that the syllabus is being changed. The scenario of the number of teachers available is not very good. How can 4-5 B.Ed colleges work in a village? The scenario of D.I.E.T has changed significantly over the time. The students do not feel like coming to the institution itself to start with. Because this is training, this is not a traditional course, where we can stay at home and study and see the output and get 80% marks. This is training. We train them on how to stand, how to speak, how to prepare notes, and build rapport with the students. This is how we prepare a good teacher. Not just this, if the students do not even come to the college then how will we get the students. All these values, have been commercialised, that you do this, you do that, you will become a teacher. This is not how teachers are prepared. The students are not capable enough to be teachers at the schools.

2 A. How many students are there for first year and second year?

First year – 16 students only.

Second year – we previously had 50. All of them have passed out. At least 44 sat for the exam and passed out.

New batch is yet to come. But for the first year, we faced a lot of problems. Those who are going into second year, there were only 16 students. I am running just one unit.

2 B. What about their level of understanding?

I can’t say that these are very good students. Those who scored 80 – 85% also used to come here. That is no longer there. Those who cannot do anything else are coming here. This is there now. When we used to teach earlier before 1993 – 97 all the students that I have seen, almost all the students – almost 70% percent scoring students used to come. Science and Maths students are so poor in academics, that I am worried that this much poor teachers I am preparing that they will not be able to cope with big syllabus such as CBSE, ICSE. They don’t have content mastery, because they themselves have just scored 50% - 40% marks. So how will they be able to complete. I will not say that all of them are like, there are very few students like that.

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

Maharashtra from the earlier time has a very good vision for teacher education. Because you won’t find the same thing in other states, such a well developed teacher education system. It used to be there. But what could have been done, on that, since the time it has been made a 2 years course, since that time it has got imbalanced. Quality is going down. It was made for 2 years so that quality can be improved, but I feel that the quality has not been increased. Instead, since it is for 2 years, those who want to do it are not coming, and those who don’t want to do anything are coming here.

3 A. So what’s the institute’s vision for teacher education?

The vision of the institution is to develop and nurture good quality teachers. Because the kind of students who come here, are from mix culture, even from rural areas and because it is so close to Mumbai that is why students from close by areas like from Kharghar and all, there are students coming from there too. So the crowd is mixed. So to teach them in a good way and prepare them is the vision.

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

There is definitely some evolution. SCERT also conducted a lot of workshops. I was there in fact, for trainings. Primary teachers were provided trainings for increasing the enrolment under RTE. But it did not percolate/trickle down to the grassroots level. For that we need to do a lot of things, I can’t say that these have not been done.

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 the field of teacher edccuation, Maharashtra has made a lot of efforts through DIETs, CTE and IASE. Secondary teachers and Primary teachers have been provided continuous training. In the recent years, this has reduced but earlier there were many efforts. There were extension department etc and Maharashtra government used to support it and they were running smoothly. But since the time this CSSTE funding has stopped to IASE and CTE, for that Maharashtra government has not made much efforts. Recruitment was also a big challenge, and these institutions would have been working in a better condition. But there is no recruitment and no funding that is why the whole functioning and work of the CTE and IASE ahs stopped. There is a lot of strength in this even to this day. In Maharashtra, the structure that has been developed, if tomorrow also the Central Government starts a new scheme and provides funding then it can go ahead. Because it has immense potential to go forward, even as compared to other states. In fact, Maharashtra has more power than that. Here universities are doing good work, there are a lot of experts and the infrastructure is already developed. There are few things, since the past two years that the state of Maharashtra, state and Centre both have stopped funding and it has become disturbed because of that.

Challenges: - The Education Minister himself takes the meeting of the VC for making sure that whatever changes need to be made. University Act has been recently changed, and there are a lot of good changes in them. The changes that we need to make in the future have been introduced, many trainings were conducted. VC himself, Ministry, Secretary, Joint Secretary and all the Director have made a lot of efforts for the past two years. Because they wanted to take us out of the traditional old system. So a full restructuring of the Universities is being done.

5 B. How does this restructuring and changes help your institute?

Earlier all these committees, had nominees from outside. Now on, VC has the more power. Now they say that you take expert opinion and within that a full sector was made. There were 5 directors, within that there is a Director for Innovation. If this person brings in anything innovative then that reaches all the colleges that we need to do this differently. This restructuring if implemented in a better way would actually help in the next 10 years that this is being done. But only restructuring wouldn’t help. Now this post is created, but the person on this post while implementation is crucial. If that person is not good and correct for this job then nothing happens.

5 C. Which University is College of Teacher Education, Panvel affiliated to?

Mumbai University. Our every B. Ed. College is affiliated to a University.

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

The Syllabus has become for 2 years. We organized a meeting just yesterday. Every year there are drastic changes. Like First year, Second year, the teacher didn’t know this. This has been going on for many years. Some of them are about to get retired but they are teaching the same thing over and over again to 100 students. Now 50 – 50 divide is there. For each, the internship, practicum, course work has changed. University has made some changes last year and after reviewing the effect of the last year, there have been changes this year as well. Like there is Dance, Drama etc this year too. Reading, Writing, everything is there. Mumbai University has prepared the syllabus in a much better way. We also got the training and the teachers are struggling a bit while adopting it because earlier these things were not there earlier. Now syllabus has been changed completely.

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?

Central Government gives scholarships to the students. Because the children of the poor are not able to study. So now this directly goes to the Bank Account and this has been linked to the Aadhaar account. Like if we purchase something, then the GST for the central government also needs to be done. That is why there is also a financial control. This is also being done. This is also a good thing. We are also doing this. Central government doesn’t directly play a role. Where Central government is lagging behind is, in my personal opinion, because it had a vision when we were upgraded to CTE. If these were kept activated and the Central Government had given us funding. Till the time the Central Government provided funding till that time, we functioned well but then the State government didn’t take the responsibility for this. If CTE and IASE were activated enough then the continuous, training of the B.Ed. teachers who are now teaching in schools but are not doing anything in the schools. Whatever innovations are coming we can make it reach them. Otherwise we don’t have human resources, physical facilities and not even financial support. So, within us, we want to do the work but are not able to do.

State Government provides the salary and all. State government is doing its share and the entire responsibility is given to the SCERT and the Director of Higher Education. Now these people are doing their work as best they can. Salary itself is the biggest expenditure for the state, the Salary of the Sixth Pay Commission itself is huge that the state is spending most of it on that. Now people are saying that it should be online and all, but now I can’t take this in my old building because I am not getting the funds to make it possible.

Private actors or NGOs are doing their work. This time’s state government has a very good rapport with the NGOs. But NGOs cannot work on a big scale, they can work on a small scale. NGO can work on a small basis with the teachers that is why their result is also good. But the same thing, spreads to the entire of Maharashtra, but it won’t work. NGOs think that ‘See, now I have made one school work’ and in fact NGOs do good work, we respect them. Recently a survey was done – the ASER survey that is why we got to know that children in 8th standard cannot read the material of 3rd standard. We respect this a lot. We need to understand that when we work with an NGO and when we get guidelines and all, what they have implemented and they share their experiences. But when this comes under a government structure and it needs to get implemented in the government structure. I cannot say, as a government college principal, that the way you are doing adjustment, similar thing can be done. The way 10 teachers are working, the same thing can be done here. The way teachers are devoted to you institute similar thing can be done in my case. Your situation and my situation is different. So the output would also be different. So we cannot compare the two. This is my personal opinion. If I try to implement this in the government then the second day people will be out. They will be like we cannot stay one more hour. So it is only after understanding the structure that we can implement this. The percolation of the training is not good at all.

7 A. How?

Like for example if there is new syllabus and I train the teachers for that, in SCERT and those 50 teachers who are involved in it, all are not giving 100% for this. Because this is happening that is why, the consumption of light, if it is stolen bit by bit from the top, then it won’t reach the bottom.

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

The state has been organizing workshops. All the colleges of the state government, infrastructure has been developed for making it happens. I won’t say that they are giving their 100% I also won’t say that they are doing nothing. If they hadn’t done anything then this situation would also not have been there. Something they are doing.

B: CSSTE in the State

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

In 1995 we didn’t know much about it. I was new.

9 A. In 2012 there was another revision of the scheme.

It was on 2006 – 07, we received a few more funds and it was divided into two. 50% was given for training courses for teachers and 50 % for infrastructure. Almost everybody was able to spend this amount. If you are talking about the 2014 restructuring and regulation.

All these changes are visible in the 12 colleges set up by the government. It is not visible in private or aided colleges. We have three types of colleges in Maharashtra – one which is fully government, partially government in which the management is private but the government is giving the grant and the third is fully non grant. There are many non grant colleges. The state government wanted to maintain control over it so it has come up with a university affiliation committee. They make a list of what is there and what is not. This is informed to the government but they don’t do anything. For the recruitment, they don’t recruit qualified staff. The state government does say from their end that they should have qualified staff. State government has asked all the 10 Joint Directors, and asked them to visit these colleges. After visiting they should come up with how many colleges are working or not. They were asked to give recommendations about whether we should keep them open or not. So this way also we have got them to close some colleges. All this is state government’s initiative. If the state government didn’t do this then all these malpractices would have continued. This was done last year and the state government came up with this that the recommendations which were given last year then what has happened in this year. This year also we sent our committees and checked what they are doing.

9 C. So this evaluation happened through you (CTE)?

Yes this evaluation happened through us and re-evaluation also happened that way. Teams of two or three were formed and they go and see what is there in the colleges. We even at times taking measuring tape. If according to NCTE norms, there are things – like library etc or people like Principal, we include all of that in the report. This is being done by the State Government. We made sure that four such colleges were shut down like this.

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?

When we had to prepare a plan with the IASE, we prepared the plan. In IASE, we did rigorous homework for 4 – 5 days. In that we gave a lot of plans for our CTE. We had prepared a perspective plan for at least 500 crores. 2 IASE and 12 CTEs sat together in Pune. This plan is still available for 110 crores that we want smart classrooms, all this we require. We also had prepared quotations, we studied that and then prepared the perspective plan.

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

If we have given in the module that we will take 10 workshop or 50 or for 10 mins or 50 mins, all the calculations that we did, the subjects for which the teacher’s workshop would have been organized, all that if done would have impacted the implementation of RTE. But all this was just imaginary, Utopia world. We sat there, we prepared all that. We spent a lot, revised it at least four times, and prepared a good plan, but what could be done, we didn’t get even 5 rupees. So what work we could do on that plan. We were left upset with that. That we are spending so much and putting in so much effort, we are preparing proposals again and again, but we are not getting anything at all.

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

Yes of course. If we had got money according to the plan, if you see, all the districts of Maharashtra are divided like that. Vidarbh and Marathwada districts are connected to Aurangabad IASE. All the districts are connected with that. All the 6 CTEs are connected to 3 or 4 districts each. List of all the schools and teachers in these districts are with us. So that we can conduct trainings for all of them.

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?

Yes, I have seen the 12th plan guidelines. I am getting funds under this. I am getting 3 lakh rupees for IQAC. Internal Quality Assurance Cell for NAAC. We need to follow the procedure for NAAC and keeping on following up for that. We have to decide the objective and work on that and proceed with that. This how we have worked for the past 5 years. Before 31st March we have also submitted the report. We got the 3 lakh rupees for that work as well under the 12th plan. Other funds that we got was under the development plan for building construction. I got the library made under one of the funds that we got. We also prepared utilisation certificate for the UGC.

13 A. But Maharashtra state has given any funds under this?

Yes, all the funds for the colleges run by the State given by the state.

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

Annual audit is done. State government also has monthly controlling. Whatever grant we get is online, even if we get one rupee then the Finance Minister can see that in the Mantralay. He can see that this college has made this expenditure and they haven’t done this expenditure. That is also asked to us. In a year, we give our budget thrice. We give this on a quarterly, monthly and yearly basis. And along with this, next year what all expenditure do we need to make, that also we give. So the budget system that we have is very good, which tells us how much will we spend on Salary, on arrears, on additional teachers, contractual teachers then we need how much money, office expenditure for that how much we need. Based on this, we give for the entire month that we submit to the department in Pune. The department then releases that from the state government.

14 A. What about academic?

Academic also. In the beginning of the year, we have a meeting. In that meeting we decide who will take care of which department. We do work distribution. The Hard copy is provided to them, that in the entire year, you have to take care of all these departments, who will look after the cultural, student and outside duties. This is also not just for one year academic plan, it is both – financial, academic and any other additional thing that needs to be done. Extracurricular, co-curricular, all these activities needed to be done.

14 B How monitors this.

The director monitors the process. Many times the Director also visits. If we have any problem, then we write a letter to him, or talk to him. And the Director then, in at least a quarter they organize a meeting once. Then when share what grant we got, how much did we get, Maha government has developed Key Performance Indicator – KPI. These are used for marking each college – what activities did they do – for the students.

14 C Who monitors KPI?

Director himself monitors KPI.

14 D How is it ranked?

It is ranked as A, B, C, D. If it is above 160 then it is B grade, above 190 then it’s a grade. This is a very good system. The teachers work is also reviewed. There is also a confidential form that we use for reviewing the work, all promotions are based on this report.

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?

Mostly for all of these the Central point is the SCERT. RMSA etc whatever activity is done, all that happens with the SCERT. Whenever we have a meeting, they are also called. I have also been there in a few of these meetings.

15 A. How many times do you meet?

Since the course has been converted to two years, we are just entangled in this mess. We are just sorting that out first. It is mandatory for all government institutions. From 2014 onwards we didn’t have this. Before that we always used to have good coordination and we used to do action research and all. We used to get a token amount of 10,000 rupees. And for presenting this work, we had to go twice to SCERT. But since 2014 onwards, this has been disturbed. Now we go for the committee meetings of the new syllabus. The perspective plan that I will show of CTE, for that perspective plan we were there for a week.

15 B. But there is no platform where you are doing this on a regular basis?

There are two such forums. Every university has its own forum, in which there are at least 15 people from outside. This is as per the restructured institution. So the Minister is the chairperson. They meet in their own Councils. Informally also, according to the new changes, the ministers call their own meetings. All directors, joint directors, VCs etc. are sent there, whoever joins in new, trainings are provided there. I myself have attended at least four times. In university, there is a forum for higher education. But there is this, that the Higher Education forum and there is another kind of forum in the SCERT. There is no rapport between the institutes of higher education. Primary secondary is under SCERT. And my CTE runs a different forum.

1. 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?

We got the CSSTE funds in 2006 – 07 after that we have received no funds. There is no coordination between SCERT and CTE.

**C: Technology Use**

1. Is technology being used for administration and coordination?

Yes, these days everything is done on computers. We have a computer lab, language lab, psychology lab and AV room, and a curriculum lab.

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

No

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

Our Campus is wi-fi. Our students are given mobile learning etc., all that is a part of our course. Computer lessons are also compulsory for our students. There is a module called EPIC – it is for each paper. There are some EPICs which are based on drama, or computer, or on social service. The module prepared in the syllabus itself includes many activities which have changed and which we are doing. This is as per the syllabus, it’s a very good syllabus. It is also done in a very good way. Computers were included in many universities later on but in Mumbai University has computers since the past ten years. Now there is something on social media as well. How to make universal group, there is a lot of things which we are including in our work. Earlier we used to send notices in hard copy. These days, we write one notice, put it up on WhatsApp and send it to everyone. University also, the entire evaluation etc is online. If we have to send internal marks or anything, affiliation form is online, NCTE form is also online. If I have to AISHG information is to be given that also is online. All the work has ceased to be written by hand, it’s all online. NAAC information is also given online.

We use other technology in library etc. We have done library automation.

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?

In training it is not being used that much. In material development, yes there is at least something being done. One of the Ph.D. students here has prepared the CD of the training conducted for the entire Ratnagiri district. So if someone wants they can attend the training using that CD. This is his Ph.D. But this is not common. This is experimental, but it should be done. There are many people who are doing it, on educational topics which we are using. Now schools have smart classes. Here we use PPT or some links but not beyond that. That’s it. We haven’t otherwise done any other material development.

Almost all areas will improve if ICT is used. Even in Dance, drama we can show movements. Like on Tata Sky we can pay one rupee and Madhuri Dixit can teach dance steps. Similarly, we can make use of ICT in all the things. Students also like that. We can use mobiles also, we use it extensively, in learning too. It is being used in mobile learning as well. Almost all areas will be impacted by the use of technology. It can be improved really with all that. It’s not like that my teachers will focus only on training, instead, we can give trainings by providing more and more preferences.

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 training?

These days ICT using and learning means preparation of PPT and showing it to students. It has been reduced to that. But this should not be the case. ICT should be used for content development. The knowledge that they have is just clerical knowledge. They don’t know content or how to develop programmes. Trainings on how to prepare videos or some such things will be good for teachers. But what we can also see that for young teachers, they think that this is good. Older teachers however, feel that it is new and they are not able to adjust. They think the old method is good but it’s not like that it will be effective always. There is this thing that no matter how much technology we can bring in, it cannot replace a teacher. I myself don’t trust PPT. It is one of the media. If there is something in front of us then they are able to memorise better, for example, the teacher can wake them up and teach, but computers cannot do that. See I am saying that if I get good technology, then I can bring the knowledge of the entire world to them. But I can also teach them under a tree and children can do well by that too. The teacher who does that is a devotional teacher. And these devotional teachers are not those who will use technology. That teacher who uses all kinds of technology but doesn’t connect with the children, then that teacher is not such a good teacher. That connect with children in important. Like technology is important, it speeds up the process of acquiring knowledge, but this technology also creates a barrier between us. The emotional attachment is not possible with technology. So I can’t say that we will do everything with that technology.

Plans

Yes, we have bought 8 new computers. Old computers are being replaced and for the future, we have already written to the state government that we want to increase the number of computers. But, see the state government has a procedure, and it is lengthy. As soon as we see in finance that the money has been released, then we can do. We have prepared plan and it is there in the budget. That we need xerox machine or computer labs etc. We want to update our computer lab. We have made the campus a wi fi campus. We are also planning to have LAN. All this is in the plan.

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?
2. What are major roadblocks according to you for implementing the large-scale use of ICT during training?

Advance knowledge of programmes which expert teachers have that is not available to us. When we conduct trainings then at that time too we are using ICT. But that is limited to PPT. Or we show some clippings or something else. We prepare animations also, but all this is limited to this.

1. Which areas do you think will remain largely unaffected by the use of ICT?
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 I have a smart phone. Yes, I am also part of WhatsApp group. The group is of Principals, Principals of Mumbai University. And under the NCTE, B.Ed. entire Maharashtra group is also there, I am part of that too. There is also a group called Chai pe Charcha, we discuss many things there. That is of our teachers and me, it’s a small, limited group. It is of only this institute. Rest two are across Maharashtra. There are many groups like this.

Main Communication

If there are any new GR by the government, then that is shared. Across Maharashtra group only focuses on what is happening with NCTE, with each college. The discussions are around that there are so many notices. Now there is QCI, the syllabus is of two years and so on and forth. People are sharing small small things as well. These days admission process is going on, we also discuss how many students are coming and what is happening. So academic and administrative discussions mostly take place. In our groups we also have academic discussions. People share the book lists that they receive and all kinds of academic discussions also happen. Some poem, someone found is good and we also share that as well.

**E: Additional Questions**

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

Yes of course. See, the every institution has a different problem. If you are bringing all of them together, but the problems of DIETs are different. Our higher education problems are different. They are not brought together in coordination. Because the structure of our institute is such that wherever there are D. Ed. Colleges we share our infrastructure with them. Since the time DIET has been constructed in a different place. Since 1970 onwards, we were in one institute. In fact in 12 colleges, DIET and we have shared the infrastructure. We also shared the experts. We used to go to their workshops. But this is different for everyone. If they are conducting some trainings and find that they don’t have hostels their gaps are different. Academic sharing is happening on different levels because now DIET syllabus is also being prepared so even I am involved. Similarly if there are some committees, then I am going there as member. But the problems that we have are related to the universities. That is my problem. Similarly, where the institute is located also has problems. Many institutes don’t have their own buildings many have. If you bring all these on the same dias then it will be a problem. There is coordination between us, there is structure, but we are not discussing what should we do in Higher Education. We are doing at our level, primary education is doing at their level.

26 A Is there any coordination with the IASE?

None. Earlier we used to discuss in workshops. But since the time it has stopped, we have no coordination. If the central government takes initiative, and revives the CTE and IASE, then it will be very good. They should prepare a perspective plan for teacher training all over Maharashtra, then they will be able to provide continuous training to them, be that at the level of primary or secondary education.

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

We interact on everything, if there is anything new from the NCTE or from any other place. We sit together, discuss and prepare the minutes of the meeting as well. The practice is such that we discuss everything during Chai pe Charcha. If faculty are in the college then we discuss everything. If they are on internship visits then we don’t do it. If some of the faculty are not coming, then we plan for who is going to take their lectures. Planning is done and we share about it, whatever programmes we have to conduct or organize we discuss that as well. Whoever has a responsibility all that is discuss, we distribute the work accordingly and only then we work. If we have to take the students on a field trip then who will do the tickets, all that work distribution is done. Who will keep the attendance, who will take the responsibility of the food or everything else, all that is distributed and we give work to each one. We have discussions on each topic for something or the other.

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

No. Only those who are coming from other states, visit us. Those from our state have not visited. But most of the time, I go to meet them. As I am also working as the Joint Director, I attend some meetings or some committee reports have to be submitted. Recently University evaluation is also going on, so there is daily reporting that happens on an everyday basis. So I visit them on a weekly or fortnightly basis.

1. Has your Institute been visited by SCERT faculty recently? When? For what purpose?

There was a committee with which Dr. Neha Belsare had visited us. She used to visit regularly. They wanted to see how we are functioning.

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

There are many. When initially I came here in 2010, then we had made a Sports Association for all the B. Ed. Colleges in Raigad District. Because there was nothing on sports in the syllabus. Even now there is nothing. There is nothing on Sports Education, it is neglected. So we made this Association. We take the responsibility of organizing a sports event at the district level on a rotation basis. This year it is with me, last year it was in Vashi. We take this responsibility. All the students who are there in colleges, we bring them together. This is for an entire week. All colleges from Raigad district and Navi Mumbai attend. This kind of thing is not done in entire Maharashtra except us. Our students play well and last three years we have been champions on this. So we have created an environment four sports. We approached the district sports department under the Ministry. We asked them for a grant of 2 Lakh rupees for gym equipment. It is kept in a hall here. Anybody can go and use the equipment. No B. Ed. College has that kind of instrument.

The second innovation that I did was that I made groups of students and asked them to write the drama, they had to enact it and direct it. We give them that kind of work and they are asked to show this on Shiv Jayanti. We ask experts to come and analyse it. All students are asked to present their drama as group. The ones who present the best drama are given prizes in the evening. So this programme happens for the entire day. So we have done innovation in this and in sports. And the rest of the work that we do, we do as a team. We divide ourselves in small groups and the students also in groups of ten. When we do work in this way, then we are able to give importance to what they are doing. We give personal guidance to all the students who are falling behind. We also work with Marathi Vigyan Parishad on their Andhashraadha Hatao initiative. Because of this, our social ties are very good. Our hall is also open for use free of charge to all the society on Sundays. That is why there are programmes such as Ghazals etc organized. Konkan Marathi Parishad’s poem recital is also there. Every year, we have a national conference, because of which students also get to experience how to organize conferences and they fully participate in this. Also we run a National level Trilingual Journal called Beacon of Teacher Education. This journal also has an ISSN and we publish research articles as well in this. For the last four years, this is also something that we do. We also publish research article. In this other teachers also write. We also have our own annual magazine.

1. 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?

No, I am vehemently against it. Because the program is for primary education only. Our main objective of CTE is to cater to secondary education so why give it to them, instead of being given to us.

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)

CTE should have a good rapport with the society. This is one of the duties and that we are doing. Secondly, through internship or otherwise, CTE is also contributing to the schools. Recently our students helped the schools in preparing and celebrating Teacher’s Day. Anything which is going wrong in the society, whether it is the emotional or spiritual quotient then we need to increase that. That is the main job of the teacher education programme. And it should be done. Main aim is to prepare a good teacher, to produce quality teacher. Running the B. Ed. Programme is our main duty.

32 A. Do you also aim on supporting secondary in service teachers?

Apart from this, we also run courses in the Vashi unit for the in service teachers. If they want to upgrade their degree then they can do it through Yashwant Rao Open University, those centres are also being run. After the upgradation of the CTE, we are also running those.

32 B. Due to constraint of resources –

We are not able to run the CTE because of the lack of funds.

32 C. The B. Ed. Programme?

No, not the B. Ed. Programme. CTE means that there is continuous training. Ours is a regular programme. The programmes being run for the in service teachers is not being implemented due to lack of funds. Our main duty is to provide continuous training to secondary teachers. For the past many years we are not able to do that. There is compulsory training for the primary teachers – of 5 days or 21 days. That is mandatory. But there is no such thing as that. This should be brought for the secondary teachers. Without any training, can there be professional development. For the past 30 years they are teaching the same content. If there is something new, the teachers do not know that. The work that we got under CTE we are not able to do that.

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

Yes, the change of the curriculum has been done.

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

2014, and the government did this.

1. Was there any re-visioning exercise based on which these changes were made?
2. Has there been any major restructuring of the institution? Why? How does the present structure compare with the earlier structure? Better/ more problems etc.
3. 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?

MESTA Maharashtra Teacher Educators Association, one is working in Maharashtra. One association is working like that, I am the member of that. There is a college also nearby CKT College we are trying to collaborate with them too. With MESTA we organized a national conference on innovations in teacher education.

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

No, none. Key responsibility is the same, the teacher training of the districts associated with us but we are not able to fulfill this because we don’t have enough funds.

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

Our work is very systematic. Faculty come and see in the morning what their work is. Whatever planning is required and work needs to be distributed is distributed in the morning and in the evening they come back and inform me about the work that they did. Faculty work according to the plan. There is an annual work plan. There are no admissions till now, but we have already given them work and responsibilities. Now according to that we prepared a sheet, it will be given to them. Everyone will work according to the dates and the annual plan. Accordingly whoever has whatever work, for example 4 weeks internship is there, whoever has the folio they will tell their plan and take my feedback. This is very systematic and if one teacher doesn’t come for a day, then I inform the coordinator or concerned folio head. This is how we plan and control system. In every meeting we recheck the student’s performance or why is it not increasing. For example this year, we really struggled, but before that we always used to have 100% result. Now we are understanding that these students are so poor that we need to put extra efforts for them. For example students are not able to frame small small sentences in English. So we started this that each day all students will read a newspaper everyday and prepare 5 sentences which will be shown to the teacher. Now in Hindi, they have done operative learning. Students are divided in small groups and are given a topic for discussion. In this way, the findings were shared with others. There is a compulsory seminar. So for every pratical, there is under teacher observation, for completing that practicum.

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

Our own mechanism is also there, the main mechanism is that of peer review. In this we review how the entire year has been for the particular faculty. There are grades from A to E. After the grading it comes to me every year. Sometimes I also go and see the teaching. Only one evaluation from the state.

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

CSSTE schemes are not working at all so how can we say about working well. We haven’t got even one rupee.

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

We not only need the funds, but we also need human resource for spending all that money. Appointments of the teachers and others, even if it is for only one yea. Funds are required for everything. If I am calling teachers for training, then for their staying and food etc. all that funds are required. We had prepared the perspective plan. keeping in mind this, Funds along with proper recruitment will aid in smooth functioning.

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

Funds mainly.