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| TISS Evaluation of the CSSTE, August-September 2017 | Tool 5 | Institution fact sheet for 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 |  | District/Place |  |
| Name of institution | Government College of Education |  |  |
| Researcher name | Nisha Ramachandran / Sahana V P  | Date of visit | 06-09-2017 |
| Respondent name | Rama Bhoslay | Designation | Principal, College of Teacher Education |

1. When was the institution established? Was it upgraded from some earlier institution? What was its earlier form?

1970 – B. Ed College, College of Teacher Education was established in 1995,

1. Organizational Structures (organogram) today.

Principal – 7 Assistant Professor– 1 of them is Physical instructor – Lab Assistant - (Academic) 1 Superintendent (Administration) – Head Clerk – Senior Clerk – Junior Clerk – Peon

1. Academic posts vacancy (note vacancies and transfers over the last five years)

Transferrable job, 1 Vacancy for physical instructor, Superintendent has retired and head clerk. Hindi Post and History post was vacant – Hindi is still vacant. History teacher replaced by method teacher.

1. Non academic posts (note vacancies and transfers over the last five years)

 Transfer – 4 people out – 5 people in

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?

We are asked for information again and again. We keep on giving information to UGC, NCTE. We are only information giving institutions now.

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

From the last two years, change has been ongoing since 2012. NAAC, NCTE information, Affiliation rules. As departments start getting online they ask for information. We are not getting time to interact with them.

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

Yes, Pune, People came from Delhi at SCERT, 2015

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.

Major Restructuring – 2 years

Department Restructuring – CTE is almost closed there was a workshop but no implementation.

6. Collection of related Documents –Syllabus of ongoing courses (Pre-service) and Annual work plan/budget (if any)

To be collected on 07 – 09 – 2017

Perspective Plan, AWP, Pre service course curriculum -

7. Which of the following activities of the DIET are currently taking place (as envisioned in the 2012 guidelines):

|  |  |  |  |
| --- | --- | --- | --- |
| Role  | Yes/No |  |  |
| 1. Has the DIET been conducting ISTE programs? |  | No. of Master resource persons prepared, no.of courses designed, school follow up and documentation  |  |
| 2. Has the DIET planned for direct school intervention and improvement? |  | How Many interventions planned and What kind of interventions?  |  |
| 3. Has the DIET developed as a resource centre?  |  | What kind of resources? How many? Who uses the resource centre |  |
| 4. Has the DIET organized forums?  |  | How many conducted? How many participants were there? On what were the forums conducted?  |  |
| 5. Has the DIET organized co-curricular activities? |  | How many? On what? And for whom were these conducted? |  |
| 6. Has the DIET followed the staffing guidelines?  |  |  |  |
| 7. Does the DIET have a PAC?  |  | If yes, is the composition as per suggested norms? How many times have they met? Are there any minutes of meetings? Collect if any? |  |
| 8. Are the infrastructure facilities at the DIET as per the guidelines? (use guidelines to expand and check against each) |  | * Classrooms
* Seminar rooms
* Special rooms
* Staff rooms
* Library
* Hostels
* Canteen / Dining Hall
 |  |
| 9. Has the DIET established systemic linkages with other institutions?  |  | Details of linkages/interactions with SSA, RMSA, CTE, SCERT, NGOs, Higher education institutions, others. What is the nature of / operational form of these linkages and meetings?  |  |
| 10. Does the DIET conduct any programs/ activities for faculty development and capacity building?  |  | How many in the last five years, topics, number of participants?  |  |
| 11. Is the DIET involved in research activities?  |  | -Areas of research covered-No. Of publications  |  |
| 12. Has the DIET prepared the perspective plan? |  | How is it prepared?  |  |
| 13. Has the DIET prepared its annual plans?  |  | How are these prepared?  |  |
| 14. Has the DIET introduced any innovation in the role it plays ? |  | Details of innovative programs? Who has funded them?  |  |

8. CTEs

8.1. Role as envisaged under 2012 CSSTE Guidelines

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| --- | --- | --- | --- |
| Role  | Yes/No | If yes, details  | Remarks  |
| 1.Has the CTE played a role in development of excellence in secondary teacher education? | Yes, In 2006 / 07None after that.  | -Needs analysis surveys for trainings conducted-Creation of context specific handbooks-maintenance of detailed database on secondary schools and secondary school teachers-other activities  |  Conducted with the tie up with the efforts of principal, maths, science, Awareness about superstition, action research. – 2014 (B. Ed. For two years was started)Nothing in the last two years. Magazine – Vidya Nidhi Leprosy – Shanti Van, Tree plantation – since 2010 to now.  |
| 2. Have new CTEs been set up wherever a need was identified? | No  |  |  |
| 3. Has the CTE developed collaboration with IASEs? | No | -Capacity development of CTEs- Capacity development for handling research  | In the year 2006 – 07 only, we are conducting workshops from our own money.  |
| 4. Has the CTE developed collaborations with SCERT? | No | -Facilitating collaborations with other state agencies- Support provided to the CTE’s PAC |  |
| 5. Has the CTE used ICT effectively? | No | -Adherence to NCFTE 2009 norms-Retention of institutional memory-Institutional Development-Development of institutional links -Development of locally relevant teacher education modules-Development of COPs  | No maximum utilisation, Scanned documents that were there for earlier documents. College website – panvelbedcollege.org.in Alumna association – registered |
| 6. Has the PSTE programme been implemented? | Yes | How many students have completed the PSTE?  | Complete – 2012 – 17 - 349 |
| 7. Has the mandated process of tracking and monitoring been followed?  | No |  | Done only informally  |
| 8. Does professional development of TEs form a part of the CTEs activities?  | YEs | In what way?  | State govt. organizes training for them. Two teachers – refresher courses, research papers, UGC research projects, national conferences. Paper presentation by TE in Bhutan, In service courses – Yoga Courses.  |
| 9. Has the ISTE program been implemented? | No | How many participants in 5 years?  | 3 days – for teachers who were due for selection grade – senior scale – course work – booklet, teacher education related issues , SCERT; no such duties for B. Ed.  |
| 10. Has the CTE provided extension and resource support to secondary schools?  | No  | How many schools? What kind of support has been provided?  |  |
| 11. Has the CTE provided resource support to DIETs?  | Yes | How many? When? What support was provided? | As experts whenever we are invited; principal syllabus making – as an expert in that also trained them in that.  |
| 12. Has the CTE established linkages with other education institutions?  | Yes | Schools for internship (Govt. and Private – 25 schools around us – wherever there are no exams as per convenience) |  |
| 13. Has the CTE undertaken research?  | No, only on personal level | Number of research studies? What were the topics? How were these disseminated or used?  | 2 – Correlative study between administrative factors and managerial skills (Principal Study of Spiritual development of B. Ed trainee teachers – 17 K as funding in 14- 15 and ongoing); Impact of Occupational Stress on Professional Development of Secondary School Teachers in Raigad District (Ongoing)We got only 25 K for the project; Life long distance education – students register for that. (ongoing)  |
| 14. Has material development taken place?  | Research Journal, Notes developed by TE | What kind of material? How many resources were used? Where is this material available?  | Principal – Scientific attitude (2004 – 05) package is being used by the students even now. Environmental Awareness (2008 - 09) booklet – baseline test and end line test, posters, lectures.  |
| 15. Is the organisational structure and personnel as per the given norms?  | Yes | This is state govt. so it follows that.  | If these are not followed, why not? |
| 16. Are the 1989 infrastructure guidelines followed?  | Yes | PWD made the building so they followed. Norms are followed even now.  | If these are not followed, why not? |
| 17. Is the annual work plan prepared? | Yes | Collect on 07-09 -20 17 | If this is not prepared, why not? |
| 18. Are there annual reports prepared? | Yes | Annual report submitted to the Univ. Annual gathering and published in the magazine.  | If this is not prepared, why not? |
| 19. Does the CTE have a perspective plan prepared?  | Yes  |  | If this is not prepared, why not? |
| 20. What innovations have been introduced by the CTE in its role?  |  |  |  |

9 Academic and non-academic posts vacant as of August/Sept 2017:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | sanctioned | Post filled | Permanent / Contractual | Innovations/ Measures to deal with vacancies | Any Litigation for not filling up vacancies  |
| Academic |  Physical Instructor |   |   | Librarian – Vacant – Contractual (MPSC – Academic, Non academic - Director)Call someone on Clock Hour Basis for Physical instructor | None – Since it is govt. transferrable job.  |
| Non-academic | Superintendent, Head Clerk, Peon (2) |   |   |  |  |
| Total |  5 |   |   |  |  |

1. Faculty Information

|  |  |  |
| --- | --- | --- |
| 1 | Is there an appointed head or acting head? | Yes |
| 2 | What is the total faculty senior | All Senior – more than 20 years’ experience, highly qualified |
| 3 | What is the total faculty-junior |  |
| 4 | How many faculty fulfil the NCTE qualifications? | All, others have been exempted. Selected by MPSC are senior – 4 and not selected MPSC have more than 30 years experience- 3 |
| 5 | Which subject specialisations do faculty have?Science, maths, language (of the state/region), English, social sciences, work experience art, physical education, education foundations including psychology and history. | Sarvankar – Science, Londhe – History, Marathi, Joshi – Mathematics and Hindi, Bharti – English, Sonawane – GeographyBhosale – Science |

1. How may in service programmes were conducted under the CSSTE scheme?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | For teachers | For MRPs/KRPs | For teacher educators/TEIs | School heads |
| 2011-2012 |  |  |  |  |
| 2012-2013 |  |  |  |  |
| 2013-2014 |  |  |  |  |
| 2014-2015 |  |  |  |  |
| 2015-2016 |  |  |  |  |
| 2016-2017 |  |  |  |  |

1. How many inservice programmes were conducted under other schemes? (SSA/RMSA/other state funds) – None

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| --- | --- | --- | --- | --- |
|  | For teachers | For MRPs/KRPs | For teacher educators/TEIs | School heads |
| 2011-2012 |  |  |  |  |
| 2012-2013 |  |  |  |  |
| 2013-2014 |  |  |  |  |
| 2014-2015 |  |  |  |  |
| 2015-2016 |  |  |  |  |
| 2016-2017 |  |  |  |  |

11. Student Profile

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Name | No. of Students | No. of Girls | No. of SC Students | No. of ST students | No. of students from under Rs. 1 lakh annual family income | Any other details |
|  |  |  |  |  | None  |  |
|  |  |  |  |  |  |  |
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11. Funds received and utilized by DIET/CTE/BITE Under the CSSTE scheme

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S.No.  | Year  | Fund proposed (in Lakhs)  | Fund sanctioned (in Lakhs) | Fund received (in Lakhs) | Date on which funds received  | Fund utilized (in Lakhs) | If there was any additional (apart from what was received from the Centre as per guidelines) source of funding please mention  |
| 1 | 2011-12 |  |  |  |  |  |  |
| 2 | 2012-13 |  |  |  |  |  |  |
| 3 | 2013-14 |  |  |  |  |  |  |
| 4 | 2014-15 |  |  |  |  |  |  |
| 5 | 2015-16 |  |  |  |  |  |  |
| 6 | 2016-17 |  |  |  |  |  |  |

12. What were the other sources from which funds were received? (please include also funds raised by the institution locally.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| S.No.  | Year  | Source/scheme  | Amount (in lakhs) | purpose | Date on which funds received  | Fund utilized (in Lakhs) | achievements |
| 1 | 2011-12 | Nil | Nil |  |  |  |  |
| 2 | 2012-13 | Nil | Nil |  |  |  |  |
| 3 | 2013-14 | UGCUGC  | Sanctioned – 10 Received – 43  | Development FundIQSE | 7 March 201411 March 2014 | FullFull | Library ExpansionBought computers, almirahs, printers, filing cabinet – as per the heads given by UGC – support typing clerk – 60,000 honorarium for that |
| 4 | 2014-15 | Nil | Nil  |  |  |  |  |
| 5 | 2015-16 | Nil | Nil |  |  |  |  |
| 6 | 2016-17 | Nil | Nil |  |  |  |  |