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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 |  | District/Place |  |
| Name of institution | DIET, Vaijapur | Aurangabad |  |
| Researcher name | Shrikant Kalokhe | Date of visit | 1/9/2017 |
| Respondent name | Dr. Subhash Kamble | Designation | Principal and head of District Academic Authority. |

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

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

* DELD curriculum is different from the ground reality. Pragat Sashaikshanik Maharasahtra has started in 2005. This program has aimed that students could learn, there is gap in between the pre service and in service teachers, in service gives filed of autonomy, sharing, experiences. We have not been able to do good in the in preservice programe. We can reflect on practice in the in-service programme.

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

* We have to include the field practices in the pre service teacher training . Their curriculum is not useful for outcome based teaching . Since last two years we have focused only on preservice.To create the confidence in the teachers. We discuss the challenges.

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

* For every student, we don’t have the teacher trainers available to foster the motto of the preparing 100% teachers. Curriculum is not useful. Best teacher has to be there.

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

* Right to education accepted in 2005 and implemented in 2013, we do accept the norms , meant to prepare good teachers we have to work hard. we have to create skilled labors to serve the field .

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?

* We have been able to increase public private participation has increased, merit has increased because that. society is supporting to that.

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

* One month internship was on one month now it has to be do four days in a week. Different school visits, are there, inclusion of practical subject. However it does not focus on 100 outcomes.

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?

* No role in the preservice. Some time they participate and they support us. ISKCON has given the support for teacher training programme for techno savvy teachers.

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

- Out come basis , it should not be only for passing the exam, but it should help to crack the TET cracking, competitive exam, good human being, good civic sense.

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B: CSSTE in the State

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

* After it has been shifted to state the funding has been almost stopped, nothing other than salary.

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,

We have been able to identify the four wings. we have planned budgets after the perspective plan, because of lack of fund we have not been able to do satisfy with our work.

- It was the construction, estimate, we haven’t received that . approved at administrative level but it has denied at tib level.

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

* Digital e-learning, public participation, expertise development, was there in the perspective plan but lack of fund this plan has failed.

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

* We prepared this perspective plan, it had approved, if budget provision would have doen the perspective plan. I am not satisfied with whatever we have to fulfill the expectations.

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?

* No

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

* Face to face interactions, third party interactions, observations,

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?

* State government has provided the plan ,we at office r level ad then we implement, platform, teacher training achievement, centrally sponsors school, expenses, manage , ppp contribution,

1. July workshop conducted for the science teachers , we have collaborated teacher and headmasters, we have convinced the VC of the University, we have been able to disseminate the concept within the month. They offered us more collaboration with their expertise , he has also guided us.
2. Under the CSSTE how has the flow of funds to your institution been? Where the funds received adequate? What were the timelines of receipt of the same? If there were bottlenecks how were these resolved?

* It is very less, we spent our own more we are hoping the TA bills. We emphasized the programs without fund, we arrange , last year 9 hth July 8 district 900 officers and center conducted workshop with residence and we have been able to arrange with the help of Mahatma Gandhi Mission, in that chief secretary of education , Mr. Nandkumar have visited our programme .

**C: Technology Use**

1. Is technology being used for administration and coordination?

100 digitalisation, we share email, what app, we have started the work on the google drive. Module , planning we sahre on the videos on the website, we have post on the website which is lined too You tube, Mitra apps, shares, we us we effectively Mitra app, 15 bloggers,

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

No,it has stopped.

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?
3. LCD, Powerpoint , Laptop , OHP,website internets.
4. 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?

Definitely, ICT will help all question, learning in put , oupt research material,we take feed back , we have links of school visits, every experience we share on the link.

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?
2. 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?

Involvement increase, same speed together everyone can learning, group learning , peer learning,

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

* No we can use it by router I can do it. We manage on smartphone.

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

* Only ICT could make the things successful in the area of education.I have came on the conclusion, that there should not be the gap in the training and I should not stop at any point just because of use of ICT. We use google effectively.

1. Do you own a smartphone? Are you a part of any whats app or telegram groups? Which ones? What is the main communication taking place through whatsapp.

* I am admin of 40 whats app groups, state, I run the biggest what app group in the state,officer, teacher techno savvy , English teachers math , social , movement , subject wise.

**E: Additional Questions**

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

* Connection in the planning , state level authorities do not involve district level people in the planning therefore misplanning happens , need analysis does not happen in the planning, district wise need analysis doesn't happens , repetition of the things happens.

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

* Follow up , planning, timeline, to organise smoothly in the school.

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

-Visited three times, vaijapur, was visited by deputy secretary Mrs. Suvarna Kharat,

Workshop, review meeting of department has organised at our institute.

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

* Inter DIET visit, 2014, sports activity , preservice lesson observation,

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

* Last year i have found out the schools in which enrollment is increasing, and we have shared their experience as best practices to others . we have 345 school where enrollment has increased , there are some schools where enrollment has increased from 30 to 150. We are happy with this achievement.

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?

* Now we have got the human resources, we can conduct but still struggling for physical infrastructure. , state monitoring has to be increased , financial support should be 100 %, learning outcome has to be decided by the state and follow up mechanism has to be developed. Introduction of smart tool in the monitoring and evaluation , time bound structure sustainable structure , achievable structure has to be there.

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)t

* Teachers training and continues support to strengthening the elementary education. We have been able to do 100 percent outcome oriented work in inservice teacher training. We are not able to serve students,we can conduct classroom interaction and field interaction we can't manage both the things.we are not satisfied with our work for pre service work, we can fulfil their expectation regarding facilities,

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

* We can't say that the change has happened however we have accepted the responsibility but majorly in the sector of inservice. In last three four years there has been the major gap in the field of the DLED. Perception of parent and student has changed since last few years. After RTE responsibility has increased. The 100 enrollment awareness has increased after the RTE.

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

* After the RTE

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

* DIET is the upgradation of D.Ed college. Therefore it is also perceived as D.Ed college , Effects of CSSTE has not seen into the picture. CSSTE has misunderstood by the teachers because of the same status as D.Ed college and not change in the major structure if the scheme. There are two wings , one is administration and other is academic, the superiority complex is there in the administrator wing because of power which is leads to the hierarchical mindset against the academicians. Academician has no power in this culture therefore heady of the district receives less respect and appreciation than the chief officer at cluster level just because of dominance of the administrative power.

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.

* In the previous 100 MPSC structure legitimisation, acceptance was not there , for the resource persons,
* We have restructured on the restructuring , to involve the field person in the planning and implementation ., Good practices can b shared with the other teachers to inspire them. We are looking forward towards the collaboration between the DIET faculty selected through MPSC,field teachers and NGO private actors. we have planned 60% MPSC, 20% field resourse, 20 % private actors NGOs involvement. It is now useful and to be operated systematically. We collaborate with all of them with respect to need.

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?

* Teach for India- technical support ICT literacy and educational applications,
* NYAS- In the field of science education , establishment of need based low cost labs,development of scientific temperament , research attitude experimenting capacity.
* British Council- training , english language improvement programme and Tata Trust for - CSR

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

* 100 % developed school's, the restructuring of syllabus. Mastery in the skills and competencies of the corresponding class and and child should achieve 75% master, 100 % techno savvy teachers, to minimize the dropout rate less than 5% especially for girls. Every child deserve A grade school. Use of ICT in teaching learning processes.

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

* Face to face communication online .

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

* Reviews, meetings, online communication , buy providing links,

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

- Funds are not released on time,very less fund , late funding timely arrangement of fund,

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

* Without fund it has not worked well, it is not working well.

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

- 100 percent centrally governed budget allocation should be there. Making of policies should be done at the ground level ,state should do only monitoring.