

TISS Evaluation of the CSSTE, August-September 2017		Tool 4	Institution head interview at IASE, CTE, DIET and BITE
Instructions Please fill 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	Vdaipur.	District/Place	Dabok.
Name of institution	CTE		
Researcher name	Surbhi & Ankit	Date of visit	26-8-17
Respondent name	Dr Shashi Chittoda	Designation	Head -

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

1. What is the teacher education scenario in the state? V. poor - No. of pvt teacher edu institution has much. recognized but not monitored
2. How is teacher education organized in the state? What are the key challenges  
CTE, IASE, DIETs (pre-service)  
CTE, IASE, SCERT, DIET (in-service)
3. What is the state's vision for teacher education?
4. How has the state's vision evolved in light of the NCFTE 2009 and RTE 2009?  
- State has focused on quality by using internship period. But since home district schools, supervision not possible.  
~~Student~~ - Student internship unpaid is a problem - children don't want to attend college
5. 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?  
Monitoring mechanism - Mandatory Affidavit programme.

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

No clear answer

7. 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 & state govt has coordination -  
Pvt & NGO - no interaction

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

For students the criteria for job is entrance exam & not quality training. They take admissions in pvt-colleges, give exams at the end & simultaneously focus on preparing for entrance exam  
• controlling growth of pvt-educ institutes.

## B: CSSTE in the State

9. How has the state's approach towards teacher education changed post 2012?

Not clear

10. Has the state prepared a perspective plan for teacher education under the CSSTE? Could you mention some of the salient features of this plan?

Not aware

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

There were some workshops for RTE -  
Nothing significant reported.

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

No clear answer

13. Have you seen to the 12<sup>th</sup> 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 12<sup>th</sup> plan scheme of the guidelines?

- Funds are not enough / insufficient  
- Implementation of 12<sup>th</sup> plan poor

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

~~Monthly meetings~~ Quarterly reports to DO, Bikaner  
Sometimes data is collected through  
formats

15. 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?

Joint Module development (S-SC) & others

16. Under the CSSTE how has the flow of funds to your institution been? Are the funds received adequate? What were the timelines of receipt of the same? If there were bottlenecks how were these resolved?

Lot of hurdles in receiving funds

- ① Delayed
- ② Various channels (C-State-DO-Univ-CTE)
- ③ Contingency / Travel funds as proposed by 12<sup>th</sup> plan were not the part of the budget.

#### C: Technology Use

17. Is technology being used for administration and coordination?

Yes. for monitoring & coordination

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

Provided but not functional

19. Could you elaborate through specific examples?

Edu-set was installed but had technical faults & was eventually removed.

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

online resources.

21. 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?

N- clear

22. 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?

N- Answered.

23. 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?

MOOCs ~~are~~ <sup>sounds</sup> beneficial but field not prepared in terms of facilities & resources. All teachers not self motivated.

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

Lack of Facilities & Resources

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

I dont know.

26. 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 whats app for communication (official)

#### E: Additional Questions

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

Question not clear.

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

— Whats app

— Bulk sms

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

Yes

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

Yes. PAC meeting

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

32. 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?

\*No - Not qualified staff  
\* With training its possible.

33. 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)

— in-service & pre-service

—

34. Has there been any recent major revision of the duties and functions of the institute? After RIE? After CSSTE 12<sup>th</sup> plan?

No

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

No

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

No

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

No

38. 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?

Not in this area

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

~~SSA~~ RMSA training  
RMSA module

Trained Master Trainer

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

Review meeting (15 days)

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

- DO Bikanere (Visits + Filling formats)
- 2 times a year qualitative study.

↑ quantitative data

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

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

Nothing Reported

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

- Staffing ↑
- Timely fund
- Funding ↑
- Just like external experts, faculty should be given incentives for inservice training