**CTEs,**

- Expectation: 1989 & 2012

- Organogram standard Vs. actual : some narratives

- Vacancy

| **Type of Post**  | **% vacancy across CTEs** |
| --- | --- |
| Academic |   |
| Non-academic |   |

- Infrastructure

Table 1: Status of Infrastructure

| **Infrastructure** | **% CTEs reporting 'Yes'** |
| --- | --- |
| Room for head/principal |   |
| Staff room |   |
| Classrooms |   |
| Multipurpose hall |   |
| Library |   |
| Resource room |   |
| Labs |   |
| Storerooms |   |
| Seminar Rooms |   |
| Auditorium (if separate from multipurpose hall) |   |
| ICT lab |   |
| Separate toilets for men and women (staff) |   |
| Separate toilets for me and women (students) |   |
| Auditorium |   |
| Hostels for men |   |
| Hostel for women |   |
| Drinking water facility |   |
| Canteen |   |
| Staff Quarters |   |
| Office administration room |   |
| Electricity (on day of Visit) |   |
| Generator Backup |   |
| Internet Connection |   |
| Website |   |
| Boundary Wall |   |
| Playground |   |

Table 2: Status of Equipment and Resources

| **Equipments and Resources** | **% CTEs Reporting 'Yes'** |
| --- | --- |
| AV Equipment |   |
| Computer Equipment in lab for students |   |
| ICT in principal room |   |
| ICT in staff room |   |
| ICT for administration room |   |
| Recreational equipment |   |
| Resources and TLMs |   |
| Lab equipment |   |
| Library books |   |

- Fund flow

- Function & activities : What is mandate, What are they doing : major work

- Innovations

- Identified Challenge

- Vision & alternatives from Fields

**College of Teacher Education, Ujjain (Madhya Pradesh)**

Visited on 24/08/2017

Ananya Chatterji

The College of Teacher Education in the beautiful holy place of Ujjain was established in 1957. It is more commonly called as PGBT, i.e. Post Graduate Basic Training College (this was prior to upgradation as IASE) by the local people and even the staff and students. The college is situated in a large ground surrounded by greenery and shares the large campus with few other government offices. The Principal is working here since last 10 years and seems to have a good rapport with all the faculty members. The faculty members are enthusiastic about their work and are trying to bring quality in teaching-learning processes through various activities (discussed later). However shortage of required academic staff is a concern as out of the 21 sanctioned posts, only 11 are filled. The Senior lecturer who was interviewed also expressed the need to have a Teacher Educator cadre for CTE faculty as most of them are Higher Secondary Lecturers and are losing out on career progression because of this issue.

The structure of the building is old with some renovations. The staff rooms and classrooms were spacious with ample natural light but better lighting facility is required for classrooms. Two big halls are being used for various activities like assembly, events and classes. According to the Principal, the ICT lab has 25 computers but this could not be verified as the lab was locked due to some renovation work. However all the staff rooms, office and the Principal’s room had one computer each. The library was very very well kept and there was good reading space given for students with proper tables and chairs. It has around 23,000 books and most of the books are related to the B.Ed/M.Ed curriculum subjects like psychology, research and pedagogy courses. It was strange to know that the Science lab is not being used much and some equipments have been given away.

The main functions of the CTE from the observation and interactions are mainly training the in-service teachers in B.Ed, M.Ed, conducting researches and providing academic support to DIETs and facilitating their INSET trainings if required. The Principal and faculty agreed in one tone that DIETs should not be given the responsibility to conduct secondary teacher training because the DIET faculty are not trained and they too have lack of faculty. The training of fa

Some of the innovative programs that the institute conducts are Gurusabha (respected and renowned person from diverse fields are invited to give lectures), Lakshya Panji, Saral Vyakhyanmala, Madhyawak and Problem Solving cell. The college is also the Research Mentor for DIETs and this year will be conducting the state-level Hindi Olympiad. The college has made a compendium of the research studies conducted by the students. The monitoring of the institute is done by the RSK every 6 months and all the academic and administrative work is checked.

The faculty members shared that they get good opportunities for their capacity building and have been to TISS Mumbai and SISE Jabalpur among other places. One of them is in-charge of the Education Technology cell and has created resources like video lessons, cd scripts, OHP Transparency. The faculty members also said that they have full autonomy in academic matters and whenever there is need of funds for any purchases, they have never faced problem in getting it. Regarding revisions in curriculum post 2012, they told that it has been revised as per NCFTE and increasing the programme length of B.Ed has resulted in deeper engagement with the course for both teachers and student-teachers. This opinion was shared by students as well. They also said the duration of internship has been increased and it is very useful. The B.Ed course gives admission only to In-service teachers and hence based on seniority, teachers get admission easily.

With regard to the funding through CSSTE the opinion was that although the funds received are adequate and often in surplus for the college, it is delayed mostly. Sometimes the funds are released in the month of December whereas the letter permitting to use the funds is issued in February. Hence they have to keep everything planned and ready throughout the year so that as soon as the letter comes, they can expedite the procurement and payment processes. The Principal recommended that funds for purchase of equipments and developing subject-specific labs should be provided to the institute under the scheme. Need was also expressed to increase the student fee (from 6000 to 8000) so that few expenses at the college level can be met. It was reported that no fund is allotted for faculty’s monitoring visits during internships of students in schools. This involves cost of hiring vehicle, TA/DA for faculty, etc.

The major challenges are in terms of usage of funds as discussed earlier. Lack of faculty members and maintenance of infrastructure are the other issues. The overall feedback for CSSTE was positive as compared to earlier, more funds are available for research and capacity building of faculty. Also the institute has been able to procure more resources because of the funding.

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P. K. College of Education, Karaikal, Puducherry

29 August 2017

Nishevita Jayendran

The College of Education was established in 2001 and is affiliated to the Pondicherry University. They offer DElEd and BEd programs to 50 and 100 students respectively. The college is situated a little away from the main road in the interiors, about 135 kms from Pondicherry. It caters mainly to students in the local area and is the only government funded institute, all others being private colleges for education. The P. K. College received a NAAC accreditation of grade A and is recognised by the NCTE as a teacher training institute. The accreditation is valid till 2019 but they still prepare and submit annual reports to the governance body as work appraisals.

The building is beautiful light grey brick and concrete structure with high ceilings that gives it an open airy feeling. All rooms are well lit and ventilated and neatly maintained. All the posts are filled in DElEd and there is one vacancy in BEd. This is because the Tamil teacher was promoted. They have advertised for the vacancy and are waiting for the application to be processed.

There was some confusion regarding the college. They said they are not a CTE but some of their functions resemble that of an IASE. The teachers are enthusiastic and motivated. Most of them possess at least one postgraduate degree and definitely a degree in education (either a BEd/MEd, or MPhil in Education). The teachers interviewed for BEd have MPhils and PhDs in Education.

The college primarily offers pre-service training programs. They do not offer in-service training at all. But they do get called on as resource persons for other training programs that happen in the area. Pondicherry university had, for instance, changed the BEd syllabus and all the faculty of the college were consulted regarding the changes needed. The Principal, Mrs. Banumathi, was also an active participant in the change. The new syllabus reflects the inputs made by all these teachers. They have multiple optional papers on environment education, communication skills, leadership and personality development programs etc. One compulsory paper is Gender that covers everything from policy to legal, social cultural and economic aspects of Gender studies. This is by far the most popular paper among students, followed by child psychology. Last year, the college with the students organised a symposium on gender where the students wrote and presented papers.

The BEd follows the curriculum of Pondicherry University. DElEd is affiliated to Tamilnadu SCERT. There is thus a certain discomfort as the teachers stated that they needed their own DElEd curriculum. The syllabus is outdated and not very relevant to the students. They however welcomed the two year duration of both programs and the extended duration of internships. They felt it benefits the students by giving them hand-on experience of schools.

The teachers are actively involved in school visits and collaborations. There are at least four visits where they supervise students. There is no cap on the maximum numbers. Students participate in the school activities during internships which includes helping with mid-day meals, admin duties, maintaining discipline and teaching using their own TLMs. Their evaluation system comprises one end of year exam of 3 hour duration that has descriptive questions, and multiple unit tests, projects, demo lessons, reports on field visits to regular and special schools, resource centres, training sessions etc. The TLMs they create are also made into portfolios and evaluated at the end of the year.

The infrastructure is impressive. There are fully functional toilets (4-5) per floor, for boys and girls. The toilet on the ground floor also had a sanitary pad dispensing and disposal mechanism. There are RO plants on every single floor. Recently, the college also built a restroom for students in case they feel unwell. This is kept mainly locked unless a pressing need arises. The college has a gym but the room was locked when I visited.

They have an ICT lab with nearly 50 computers. Some of these do not have internet connection. The college has subscription to infinet and the journals that come under it. On the day of visit there was a power cut but their back-up generator kicked in within a few minutes. Students said they would like a canteen. That is missing on campus. College does not have hostel facilities. Students are either day scholars or live in the nearby hostels of Pondi University.

BEd faculty are engaged in some research. They however do not get opportunities to attend more seminars, workshops or conferences. The principal also stated that they get no intimation of any events happening anywhere. They want a more robust system of communication. Teachers say they want more opportunities as well.

There seems to be quite a lot of collaboration between the college and Azim Premji University. The faculty have gone for data collection to schools for different studies conducted by Azim Premji. They have however not been part of the report writing or research discussions.

The college now plans to expand and offer integrated BA/BSc-BEd programs and BEd-MEd programs as well. They have put in the request for additional funds requirements and faculty positions. Process has been initiated, but they are awaiting inspection and other formalities before approval is granted by NCTE. This will be the only government funded college in Karaikal to offer these courses at the current fee structure.

Students are motivated and believe the courses are good. They believe they can get a job after the program and become financially independent. They like the 2 year long internship and field presence. They like the learning experience.

Their biggest challenge is the CTET. This has to be taken in English and it is a challenge for Tamil medium students. Teachers take extra coaching classes for CTET as well as in communicative English among other trainings for the students but it is a struggle. The earlier students who have cleared it also need to redo the tests if they are in Tamil.

One of the faculty mentioned that the students here are better and much more serious than the arts and science colleges because they come here to get a job. It’s a professional degree and they therefore are sincere. Selection process is principally based on marks and merit so they get the toppers. It’s a transparent process. Evaluation is holistic with round the year assessments, projects, reports, field visits, training and observation, internship and unit tests. Students enjoy the courses and find it interesting. They say they now use the subject knowledge gained in their undergrad or school and now learn how to deploy it. The college ensures that the subject eligibility criterion is strictly followed during their counselling sessions. Students are advised on which subjects to choose - English, Maths, Science, Social Studies etc - during the time of admissions.

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CTE

Government College of Teacher Education, Aurangabad.

Vidya Pratishthan's College of Teacher Education , Ahmednagar.

Visited on 1, 5,6,7 September,

Shrikant

B.Ed colleges in Maharashtra are now in crisis of admission of students, the number of government and private colleges are rapidly closed since last five years. This decline rate is the result of the policy of disseminating the unregulated approvals to open the private B.Ed. colleges.

 Excess mushrooming of B. Ed college went up to number 550 in the year2015. This irrelevant expansion of the B.Ed colleges made this professional training course demandless. The proportion of opportunities in granted government schools with the number of candidate graduated with B. Ed. Degrees became highly inverse. The government aided private school organisers opened a new market in the recruitment of the teacher, the donation /bribe cost of one secondary teacher post crossed the limit of ten lakhs. As a result of that, enthusiasm in the field of teacher education declined rapidly since last decade. Because of this B. Ed. carrier option became the least, and last prefered. Now students try to seek degree in minimum efforts and without being regularly present in the classroom in a short cut way. After the revision in the course Bed and Med coursed turne from one year to two year duration period. This change has created more resistance to the number of admissions. Some students and teachers asy this change is good but some say that this is too lengthy and B. Ed. college teachers lose the connectivity students teachers in the prolonged internship period of four months.

 Since 2004 CTE's have not received any grant other than salary.No achievements have reported by the principals in this field , No help from state other than CET admission process. Upgradation is needed in this field in terms of the current issues , new evaluation processes,teaching techniques, use of new ICT, and school related issues needs to be discussed with the CTE. Emphasis has to be given to the correlation between CTE and the ground level issues in the school. Being a student from rural area online application process is difficult to handle with every online updates.They should get the help in this regard. Except one rare example, teachers are not enthusiastic with research, and innovations. Even a single CTE has not reported conducting any research activity. No innovative programs. No enthusiasm in the making of TLM material by BEd teachers, only student-teachers are made to create TLM for practice lessons. Both principals of CTE argued that school education in twenty first century is dynamically changing at the school level,however we are not changing as per the needs of the twenty first century learner. It is expected that CTE's should lead teachers and educators with the dynamic innovative practices, unfortunately we are lacking behind the school context. SCERT should coordinate the CTE, DIECPD, and BITE with appropriate administrative mechanism on a single platform, but as we are not the part of SCERT we are out of school context.

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