

Joint review mission for Teacher Education

Madhya Pradesh

March 2013

VISIT REPORT OF JRM TEAM

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1. Executive Summary

1.1 Background

The Ministry of Human Resource Development, Government of India constituted a Joint Review Mission (JRM) to assess the progress made by various states towards implementation of the revised Centrally Sponsored Scheme for Teacher Education (CSSTE) and recommend measures for strengthening them.

The JRM was in Madhya Pradesh (MP) from January 25 to March 1, 2013. As part of review process, the JRM visited and interacted with a cross section of institutions involved with teacher education: the SCERT, 3 IASEs, 3 CTE, 8 DIETS, the State Institute of Science Education (SISE) and the Pre-Primary Teacher Training Institute, University Departments of Education and also held discussions with the Cluster Resource Persons, school teachers and Principals, faculty of a private B.Ed college, 7 NGOs working in the area of teacher education, the Regional Institute of Education (RIE) at Bhopal, and representatives of Rajya Shiksha Kendra (RSK). The Regional Chapter of the NCTE and the PU Board MP was also visited. Discussions were held with the Secretary and additional secretary in charge of the RSK, and Secretary, Department of Elementary Education, Government of MP.

A key issue in the State of MP is the Panchayat appointed teachers who are at lower salary scales, and who constitute the major teacher body in the State. A large number of these teachers were appointed without the relevant professional qualification. Further, a large proportion of them are also frustrated with their service conditions.

In response to the lack of professional training, since 2010 a massive effort has been instituted to qualify these teachers. All pre-service teacher education seats in government institutions (BEd and DEd ie in CTEs, IASEs and DIETs) are taken up by these teachers. Additionally, a large scale distance education DEd programme has also been launched. With government institutions all dedicated to such a large scale of training of effectively 'inservice' teachers, the entire pre-service teacher education is being currently provided only by the private sector.

The State has been conducting a Common Entrance Test (CET) for teachers since the past few years. The result under the 2011-12 CET are being assessed as they comprise both trained as well as untrained teachers. Of the 17 lakh applicants, around 30% (5.2 lakh) passed the CET. However, only 13% of these 5.2 lakh applicants are qualified applicants with a D.Ed or B.Ed.

The D.Ed curriculum was revised in 2007, and a small exercise has been just initiated to review the DEd curriculum in the light of the NCFTE-2009.

A large number of positions in the DIETs are unfilled. In the 14 districts, there are only 2 to 8 positions that are filled. The state has approved a cadre for Teacher Educators and recruitment under this is to be shortly announced through the state public service commission.

The enrollment ratio in the schools (at Primary and Upper Primary levels) is over 97% while the transition rates at Upper Primary level is over 90%. A very comprehensive online

information management system is in place for the entire state, covering all schools and educational institutions. The state has also begun the practice of student evaluation through 'Pratibha Parv'. More than half the students from grades I to VIII are at 'level C'. The state also has a significant number of children of tribal communities who are first generation school-goers and whose mother tongue is not Hindi. Several new programme of intervention such as creating a school vision, Activity Based Learning (ABL) and Active Learning Methods (ALM) are being implemented across the state in select schools, with a view to prepare the ground for upscaling.

All the teacher support institutions at the district and sub-district levels, the DIETs, BACs and CACs are all involved in monitoring the schools and follow the same format prescribed by Rajya Shiksha Kendra. Even in DIETs where academic staffs members are very few, 20 schools are visited by them every month.

The State has some unique resource institutions such as the RIE (NCERT) in Bhopal and the State Institute for Science Education (SISE) in Jabalpur. It also has some historically important institutions such as the IASE in Jabalpur and the Pre-primary Teacher Training Institute in Jabalpur which may be considered heritage institutions, both from the point of view of their unique establishment and as part of the early efforts of the state in teacher education.

1.2 Some Key Recommendations

A few of the key recommendations are detailed below. Others are in the body of the text as and where relevant.

1. Creation of posts and recruitments to fill vacant positions-. The new Teacher Educator cadre to be used to draw more people with academic qualifications and insights into this domain and encourage those with rich experience to continue. A policy of transfer only after completing a significant period (say, 3 years) could be considered. Staff with qualifications in Library Science need to be hired and encouraged to imagine the space as a Resource Centre than a large collection of books and magazines. Qualified Librarians in all the DIETs will ensure availability of the reference services to student-teachers and in-service teachers. The state could consider the creation of the full complement of academic posts per DIET(1 Principal,1 Vice-Principal, 6 Senior lecturers,14 lecturers and adequate support staff including Bursar and Librarian) instead of the current structure in MP with 15 academic faculty. Payscale in accordance with the national recommendation are also desirable.
2. Need to enhance the autonomy of teacher education/resource institutions at all levels from the State to the District level. More functional autonomy needs to be progressively devolved to all institutions so that there is less centralized planning with delegation of implementation, moving towards more localized and district specific uniqueness of work. DIETs need to be restructured as the apex academic authority for the district and develop vision for their district in consultation with schools, community and resource institutions. They need quicker access to resources without prior approval and support in planning professional development of TEIs, trainings and contextualization of the curriculum. The state has plans to create five model

DIETs which is a useful opportunity to develop the model for such functional autonomy and resolving implementation issues in scaling this to other institutions.

The SCERT New Delhi and Delhi DIETs could also be visited by team from Madhya Pradesh to examine how an autonomous status could empower SCERT and its DIETs to plan and perform with deep seated commitment. The availability of vertical promotions to senior lecturers within the DIET as Vice-Principal and Principal could go be very useful in sustaining the motivation levels of the DIET academic faculty. Institution could also be supported through visioning and planning exercises. It would be useful to take the idea of school vision further and help co-create academic visions for the cluster, block, district and region. The state could get support from experts to create action plans and road maps and concretely tie activities to objectives and vision. This would also led to stronger skills of education leadership and management across all institutions.

3. Quality of PSTE of BEd and DEd Institutions and curricula: Coordination of the School Education Department with Higher Education is essential for long term quality in teacher education. A strong framework of quality standards for Teacher Education related to processes (Teaching-learning and Governance) and structure (Infrastructure, Organization departments and Resources) will be necessary to have in place in order to effectively oversee and monitor quality of the newly mushrooming Teacher Education Institutions (TEIs) across the state. Formal coordination mechanisms and involvement of the SCERT and colleges of teacher education/IASEs with the University Departments of Education will be essential for both improvement of quality of B.Ed, and innovation, and effective involvement and growth of IASEs, CTEs and the SISE to play a role in inservice teacher education at the secondary level. Formal coordination mechanisms with the +2 Board will also be necessary for quality and reform of the D.Ed curriculum. The quality of the distance education D.Ed needs to be examined for its quality and effectiveness of transaction and impact on conceptual understanding and capabilities of teachers. Strengthening of M.Ed programs is also necessary to ensure the supply of teacher educators to promote contemporary thinking in school and teacher education, for both elementary and secondary education.
4. Quality of inservice education: The state requires comprehensive approach to the quality issues in inservice teacher education. Initial investment in understanding the current issues in quality as well as a road map of how the quality of inservice teacher education can be significantly improved so that it also contributes to teacher empowerment and classroom change is also essential. At present, the focus of training of inservice programs is determined by 'needs assesment' carried out through a simple form and then shared through the web portal. The focus seems to be predominantly on subject based training. Introduction of areas of relevance to the state are essential—e.g. issues of tribal children, early literacy in multilingual contexts, working with first generation school goers, girls education, Urdu language development. In addition, strengthening of areas such as reading for pleasure (children's literature), sports, art and theatre are also important. Investment in developing the understanding of master resource persons through programme that are targeted for them would also enhance the creation of a strong training group who can strengthen even cascade training. Use of Training Management System (TMS) which could help guide decision making is also essential.

5. Status and development of teacher educators: exposure visits, information about and opportunities to participate in programme outside the state, participation in short and long term programme that introduce teacher educators to contemporary ideas in education are all necessary. Provision of individual computers with internet access in all institutions is important aspect of modernizing institutions and supporting faculty to develop their academic interaction. An academic culture to be nurtured in all resources by enhancing access to resources as well as nurturing academic activities such as weekly and monthly seminars and talks, presentation of ongoing research, etc. All institutions require adequate funding provision for procurement of books, journals and educational videos in DIETs on annual basis, as well as access to e-resources in English, Hindi and Urdu. The status of teacher educators within the government system needs to be reviewed and made compatible with the system of higher education so that they are fully complimentary to and integrated into the University system. Currently they are at a disadvantage and unable to guide PhD etc. on account of anomalies in equivalence. This includes the SCERT, IASEs and CTEs and also DIETs. The identity and capability of the SCERT as an academic institution is in need to greater visualization and strengthening.
6. The development of unique institutions for teacher education of the state, the Pre-Primary Teacher Training Institute of Jabalpur, and the IASE at Jabalpur have a unique history and have contributed significantly to the establishment of teacher education in the state in the past. They need to be recognized as heritage institutions and a robust plan for their strengthening and continued development is required. While the IASE will continue to receive funds through the 12th plan, so far there is no comprehensive plan for the PPTE, as it is a preschool institute. However a suitable plan for its strengthening is required. The SISE is also a unique institute for science education and needs to be strengthened to play a state level. Though it may receive strengthening funds through the CTE grant, it should not acquire a regional character and must continue to be nurtured as a State Teacher Education Institution of importance. The state lacks adequate teacher education in Urdu medium. This is an essential and urgent requirement. So also teacher education institutions need to be nurtured which will be able to develop a focus on teacher education for tribal contexts. Innovations in these areas must be encouraged and supported. Ideally both of these require response from the University system, and need to address both BED and DED (ie both secondary and elementary teacher education). The vision of BITEs needs to be further developed and enhanced. The idea of Model DIETs could be developed with stronger university linkage and supported for such innovative work.
7. Current government institutions of the state are all meeting the backlog of untrained teachers in the system, and while they are providing PSTE programs, this is in ISTE situations to existing teachers. It is urgent and imperative that a percentage of seats in all these institutions be kept open for fresh intake so that there is a continued investment in teachers for the future. Else this requirement is currently being met only by the private TEIs which is an undesirable situation. This must be addressed immediately and not postponed till 2015 by when all existing teachers are trained. Opportunities for the employment of the graduates of the pre-primary teachers training institute at Jabalpur also need to be made possible.
8. The State has a very well designed platform for the work of the education department. It also plans to enhance the use of ICT in its model DIETs and in a new institution to

be set up at the state level. The use of ICT must lead to the empowerment of teacher educators and student teachers and teachers themselves and not fall into either outsourcing or micro management. ICT use must be supported with a great deal of human face to face interaction of high quality to support practice. Open source as opposed to proprietorial software should also inform ICT choices. Faculty need to be provided with individual computers and access to resources via internet. In view of the large scale deployment of ICT, outdated infrastructure investment into language labs should be avoided. ICT should also be integrated into resource rooms such as the library.

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2. Overview and Methodology

The Joint Review Mission – Madhya Pradesh visited the state and conducted review of the Teacher Education from February 25 to March 1, 2013. The mission consisted of the following members:

1. Dr Padma Sarangapani, Dean, School of Education, TISS, Mission Leader
2. Smt B. Seshu Kumari, Additional Director, Model Schools, A.P
3. Mr J. Inbaraj ,Reader, SCERT, Tamil Nadu
4. Mr. Utpal Chakravarthy, SCERT, Chhatisgarh
5. Dr. Mr Gurubachan Singh, Azim Premji Foundation, Bhopal, M.P
6. Dr. Bharat Poorey, Retd. Principal, MP
7. Dr. K. Ravikanth Rao, Academic Monitoring Officer, Model Schools, A.P
8. Mr F A Jami, Education Specialist, UNICEF
9. Mr Gopal Midha, Reseach Associate, School of Education, TISS
10. Dr. R. Begur, UNICEF Delhi was unable to join the mission.

Given the wide geographical spread of the state, three separate subgroups were formed. Dr Padma Sarangapani and her subgroup visited the Jabalpur region, Smt. Seshukumari and her subgroup visited the Gwalior region and Dr Jeyaraj Inbaraj and his subgroup visited the Malwa region. Between February 25 and 27, 2013, the groups visited and interacted with the SCERT, IASEs, CTEs, DIETs, NGOs and private B.Ed colleges.

The specific institutions visited have been listed in Annexure 1.

Besides extensive discussions with the faculty of the Teacher Education Institutions and the Principal, the team studied the Annual Work Plan and Budget for TE in Madhya Pradesh (2012-13), minutes of the TEAB, and sanction order, research work of faculty members and student teachers, program reports and material produced by teacher educators and curriculum and textbooks for TEIs.

The JRM team met as group in Bhopal on the 28th February and 1st March, 2013. The field experiences were shared and discussed. Further visits were made to the University Department of Education Bhopal, RIE, NCTE (Central India Chapter), IASE, DIET, CTE, Bhopal and the PU Board which is responsible for the syllabus and examination and certification of the DEd. A presentation was made by the RSK and further interactions were held at the RSK. .

3. Observations and recommendations

Observations and a discussion of issues are presented responding to the ten criteria listed in the JRM, for each of the following types of institutions: the DIETs, IASE, CTE and SCERT.

1. Processes and Pedagogical Practices: Pre-Service and Inservice (Curriculum, text books, teaching methodology)
2. Professional Development of Teachers and Teacher Educators
3. Infrastructure and Resource Materials
4. Governance and policy issues (Clarity of vision and its sharing, cadre management, filling up of vacant posts. Pay scales, vertical mobility, qualifications, attrition)
5. Research and Evaluation activities
6. Monitoring mechanisms and linkages across institutions. convergence (SCERT,

IASE, CTE, DIET, BRC-CRC, University and schools)

7. Use of ICT

8. Annual work plan and budget approvals

Following this, some additional points of reflection pertaining to strengthening teacher education in the state are discussed in an additional section.

4. DIETs

4.1 Processes and Pedagogical Practices: Pre-Service and In service

(i) Pre-service:

Faculty at the DIETs was found to be motivated and striving to provide strong support to pre-service and in-service trainings. Some of the DIETs are managing the activities with enthusiasm of faculty members and leadership. DIET Morena, DIET Mandla and DIET Dhar were found to be vibrant institutions.

In all places teacher educators were found to be conducting their classes very sincerely. The attendance in the classes is also good. The students appreciated the efforts of their teachers. In most DIETs there were no hostels or inadequate hostels for the women students.

In DIETs where there is a shortage of staff, the conduct of classes in the course for pre-service training is not regular due to shortage of DIET faculty and additional workload from SSA for other trainings through the year. In DIET Dewas, only 8 of the 17 teaching faculty members positions are filled and the trainee teachers mentioned that only 2 or 3 periods out of the planned 5 periods in a day are conducted. The rest of the time is spent in “self-study”.

In DIETs with full complement of faculty, regular classes were held and students were being taught sincerely. A lot of time, effort and money was being spent on the preparation of ‘teaching learning materials’, and lesson plans, and faculty felt the need to review such practices of teacher education as they are not always aligned to realities of teaching and classrooms. The perspective plan and discussions with the Principals did not reveal a thought-through planning of professional development of Teacher Educators at the PSTE level.

The key element of practice teaching is being conducted largely through checklist observations. The processes are largely monitored through lesson plans, guidance to students and through observation sheets. Some of these lesson plan formats were well developed and crisp (Annexure 2) and provide a wholistic assessment of engaging students. However, elements of continuous evaluation were missing. The school internship experience is also not being fully documented with only a log of students presence in the school being kept. The students and the Teacher Educators (TEs) do not maintain reflective diaries of their experience.

DIET faculty found it difficult to keep strong and long term relationships with the schools where their students go for practice teaching. In one DIET the faculty had made a special effort to coordinate the practice teaching experiences with the schools in the area, so that teacher in the school were available for mentoring of the student teachers. However, in general the TEI-school interlinkage and relationship is an aspect of all TEIs that needs to be conceptualised and worked on. In the DIETs which were visited, the faculty made their own personal efforts to build relationships with the schools. However action research interactions between the DIET and these schools could contribute to all the year round interactions and the possibility of mentoring roles to be played by the school teachers.

In the DIET where a number of the student teachers were tribals and who were going to teach in schools with large numbers of tribal children, there was a concern expressed that the PSTE curriculum did not adequately address the preparation such teachers required, both to understand issue of tribal children and for the preparation of tribal students to be teachers.

On account of the backlog of untrained teachers in the system, all the PSTE seats in the DIETs are occupied by practicing school teachers who have been given two years paid leave to acquire professional qualification. This situation which is in effect an 'in-service' situation requires serious response. First, the curriculum on offer cannot be the same as the curriculum for a fresh D.Ed student, and needs to include in it elements that reflect more particularly the fact that the students are 'experienced'. Secondly, all fresh D.Ed training is taking place only in private TEIs and this situation will continue until 2015.

All DIETS also offer the distance mode of training. Candidates in distance mode of training get 36 days of contact classes over a year as compared to about 180 days of contact classes in regular course. There is a high likelihood that the two programme are not of comparable quality. During the visit to the PU board, the materials for the distance programme were reviewed. These however have not been provided to the candidates in printed form and they are expected to download the materials from the portal. Without even this material support being provided, there is a question on the quality of instruction and learning of the distance education programme.

The PSTE syllabus was last revised in 2007-08 and is not aligned with the NCFTE 2009 guidelines and suggestions. A state level workshop is being conducted by SCERT to revise the curriculum. The fact that the D.Ed is under the PU Board rather than either the SCERT or the University system creates a difficult situation for the state as the timely as well as meaningful revision of the syllabus as well as preparation of materials and faculty development for renewed syllabus and curriculum are more difficult to coordinate and conduct.

(ii) In Service Teacher Education

The in-service training calendar as well as training programmes for the DIETs are entirely developed as per instruction from RSK with little functional participation by the DIETs. There were virtually no instances of programs that had been developed by the DIETs themselves. The calendar comprises the trainings to be conducted under Sarva Shiksha Abhiyan. The modules for the training are developed at RSK and DIETs are expected to provide the training as per these modules. Hence, there is limited support and opportunity for DIETs to develop contextual in-service training program.

However, the trainings are given based on the identified and expressed needs of the teacher. Well documented evidence of such teachers' needs was found in DIET, Morena. The DIET also had systematic organisation of in service trainings and its proper documentation for past five years. Different aspects of in-service teacher education were diligently planned and executed. In case of DIET Morena, documentation and record keeping in terms of training need assessment and planning is appreciable.

The DIETs continue to struggle due to a limited number of faculty and large number of teachers to be covered in the in-service training. The absence of Training Management System (TMS) for teachers and Resource Persons which would capture their profile, previous trainings attended, expressed needs and suggestions from resource persons hinders the planning of training batches in a more knowledgeable manner.

Another concern is the number of participants in each training batch. It was shared by DIET faculty that each batch is usually more than 40 participants which makes it difficult to manage. Hence, the tendency to fall back into lecture method which finally gets reaffirmed by the teachers in their own classrooms. Further, such trainings, usually have different participants each time which does not allow for greater community building among teachers.

ALM Training: In an interaction with teachers of a middle school and with faculty of the BACs and CACs, the experience of the training were shared. The following points were observed:

- The training did not align closely with their specific needs in class teaching. The teachers teach different subjects e.g. Mathematics, Science or Hindi but all the teachers had to go through the same training of 4 days with no discussion on interlinkages. Hence a Mathematics teacher does not find the training on Hindi or other subjects connected to her subject.
- The short time of only half-day for one subject does not allow detailed discussion on any of the topic during the training or drawing connections between the different subjects
- The capacities of trainers was found to be limited by the participants as they could not respond to the queries. This also influenced their motivation.
- In the training design, time is thoughtfully allotted to ask for the problems faced and expectation of participants in the beginning, but the subsequent sessions tend to skip the list of problems shared by participants, and the focus is on completing the module.
- Teachers felt that the ALM methodology has good elements but it is very prescriptive to apply all the steps to all the chapters and the flexibility for teachers is greatly reduced whereas certain chapters require different transactional approach but the scope is not reduced.
- It was shared that the ALM syllabus is also very lengthy and teachers are not able to go into reasonable detail, it would have been better to have fewer chapters that will allow them to have more depth.

The team also observed a training being given by Pratham. The training was aimed at strengthening the Language and Mathematics skills in classes I and II. In the training session observed in DIET Indore, the teachers were doing an activity where they were reciting poems on numbers while doing role play. A closer analysis revealed that:

- Although the activity was entertaining, there seemed to be little conceptual understanding developed through the activity on the number system. Even, formative assessments that could be done as part of the activity were not identified by either the participants or trainer.
- The training module comprised a set of activities to be imparted to the teachers. It will end up adding to the toolkit of techniques but their purpose and efficiency were not thought out.

- The ability of teachers to understand language and mathematics learning approach and skills to contextualize the teaching as per class requirement where most classes are multi-level is not addressed in the design of the program.
- It was a matter of concern that such a long training, of 10 days was being organised in the end of February when all the teachers were concerned about their day to day teaching. Such an inappropriate scheduling of training across the state was a problem. Teachers themselves were very unhappy about the fact that the training had taken them away from their schools at this time of the year.

ABL Training: DIET Indore has well-resourced training hall for ABL training and the faculty is also very enthusiastic. The ABL trainings were conducted each year for new teachers and refresher for older teachers. The In-Charge of such training showed high motivation and commitment towards ABL and was eager to display all the materials linked to ABL and the various recommendations received by her. There was thorough documentation of the ABL trainings conducted so far and feedback from teachers.

However, some aspects of the ABL need to be critically evaluated so that they can be strengthened. The design of ABL is based on competency ladders which are often simplistically linked to written exercises in the workbooks. The conceptualization of only physical movement as “activity” does not construe deep and reflective thinking as an activity. ABL requires extensive preparation of teachers in a completely new methodology and does not always build on the existing conceptual frameworks of teacher knowledge.

In Shivpuri, the training programme on ABL is conducted in different subjects. But training class rooms are overcrowded with strength more than 80, which is not conducive for conducting ABL trainings.

A training that does not match in approach with the methodology being propagated and large training class size tends to reduce the entire effort to ‘check the box’ activity.

At times, the same module with minimal changes is used in training year after year, and teachers do not find it useful.

At DIET Mandla, the trainings were being conducted in a well organised manner, but routinised manner, with the content of training being apportioned to all the participants to present by turn. While this did had the effect of covering the topics and giving everyone a chance to speak, however it was compromising the learning intended via the training. The faculty agreed that the quality of inservice training needed improvement, but they also felt that the current format did have a positive effect on the tribal teachers who, over the year, after repeated exposures at the DIET showed development of self confidence. At this DIET, in all the trainings, a session was built in to give participants an opportunity to interact with the teaching learning materials and to also replicate and make their own. There was also a good inclusive education resource centre and inservice trainees all had opportunities to interact with this section.

4.2. Professional Development of Teacher Educators

The capacity of faculty, their resourcefulness and methodologies are also key issues in the execution of pre and in-service teacher trainings. Subject knowledge of such trainers was found reasonable but perspective and objectives of subject teaching is an area of concern. The same pedagogical and research paradigms might not be applicable to teaching of Mathematics and Language courses and these subject-specific orientations and methods were found missing in DIET faculty.

The selection of resource persons for training was based on the observation of capacities of individual teachers when the DIET faculty interacted with them. While this generally meant that capable teachers were given the opportunity to be trainers, however it is possible that very often they did not have authentic pedagogic experiences which formed the basis of their capability as trainers, rather they were able to read and understand and repeat the training module contents, through effective communication skills. The pool of trainers needs strengthening and DIETs could be focussing on the preparation of master resource persons by strengthening their knowledge of pedagogical content knowledge as well as training of trainers.

Professional Development is largely linked to single events which have not usually been identified at the beginning of the year. In the past, the DIET faculty members have visited to institutions like Tata Institute of Fundamental Research and NCERT and to workshop and conferences as and when the activity is organized from state level. However, there is insufficient planning for faculty development based on faculty interests, experience and needs. Also, professional development would be possible by attending trainings at NCERT, NUEPA and other universities such as Jamia Milia Islamia, Delhi University, JNU and Tata Institute of Social Sciences (TISS). The avenues of collaboration with such institutions as a means of professional development has not been explored. It cannot be expected that individual DIETs would have information about such possibilities. The State Government would need to initiate and nurture these possibilities

Most of the faculty seem to be aware of the NCF-05, NCFTE-09 and RTE. However, their pedagogical and research strategies were more consistent with older behavioural thinking.

By and large, the Annual Work Plan and Budget (AWPB) of the DIETs lacked proposals for faculty development to respond to its challenges in the district. DIET Principals were also unaware about the avenues that can be tapped for financial resources and the expertise that can be sought for faculty development. In DIET Indore, faculty members are exploring enrolment in a PhD to enhance their capacity. Otherwise opportunities and awareness of resource institutions with which linkages can be established was minimal.

A sustained collaboration with institutions that support TE functions within and outside the state can also be sought by DIETs for a longer term development of the institution as premier institution in the districts as per its mandate. The RIE, Bhopal offers a rich four year integrated TE programme which most DIET faculty have not had any exposure to. Although the program lies in the B.Ed space, exposure visits and research by DIET faculty on the quality of such programs have not been undertaken and could greatly enhance understanding of teacher education practices and processes.

Each DIET is allocated resources and recognizes the need for TLM. Classroom interactions are severely constrained due to shortage of staff and additional load that is instructed throughout the year. Source books and handbooks for teacher educators were also had not been developed and were not available. Although the +2 board later drew our attention to the materials of the distance education programme which are available online, faculty used other kinds of textbooks and guides for the purpose of teaching. .

4.3. Infrastructure and Resource Materials

It was observed that most DIETs visited had old but well maintained buildings. DIET Morena and DIET Indore had buildings which were built more than 50 years ago but were still functional and clean. DIET Jabalpur and DIET Mandla had sufficient space and room and infrastructure for their faculty to sit. However, each faculty member did not have a computer for her/his use. A computer with internet for each faculty member should be a must. In terms of conducting trainings, most DIETs had enough rooms. However, among the observed, the Shivpuri DIET would need more rooms to accommodate all the trainees.

All the DIET buildings had a compound wall. The rooms were also were well marked with signs, were clean and had good light and air. The buildings had good water supply. However, toilets were usually not found to be very clean.

Although most DIETs were well equipped, some DIETs did not have proper laboratory. Some of the DIETs had language labs but these were in dysfunctional state. In general the investment in language labs is a waste and it is better to have a functional and well equipped computer lab centre with headphone and speaker facilities so that language learning programmes can be played on computers (through CDs or internet) rather than wasting infrastructure on language labs. Similarly investment in psychology labs is also outdated and needs to be done away with. Some of the DIETs did not have tables in their laboratory.

The libraries were usually found to be large and spacious and had a large number of books. However, the books were found to be very old with only about 3-5% were bought in the last 3 years. There was also no system in place for pruning and selling or donating books which are no longer of any relevance to the DIET faculty and students. The type of collection was focused on textbooks, guides and workbooks. The children literature was usually missing. Reflective magazines like Vimarsh , Srot and Sandarbh were also not visible. Most libraries did not have the NCF, the NCFTE nor the complete set of position papers on NCF. Most of these are also available in Hindi.

There was no system of access using call numbers or Dewey system for the libraries. The students in DIET Indore had to request the librarian-in-charge for books linked to a topic and she would search and provide them.

The access to books was kept through physical registers which not only makes it difficult to search for books but also do to perform data analysis on usage patterns (Annexure 3). Also, there were few opportunities for people from outside the DIET (school teachers, students, private colleges) to visit the library and issue books. The DIETs have also not tied up with the other universities and libraries to share their book collection.

In most libraries, the librarian position was vacant or was being managed by a current faculty as an additional charge. In DIET Gwalior, the library had been closed for five years and had been opened recently. None of the libraries visited had internet connection and access to online journals.

Most DIETs had a separate activity room/resource room which was used to also display Teaching Learning Material (TLM). Most of the materials was found to be oriented towards display and encouraging memorization of educational “facts” rather than concept development. However, DIET Jabalpur and DIET Mandla had a selection of well thought out conceptually robust teaching learning materials especially in the area of mathematics. These aids had the potential of providing interesting learning opportunities to school children, and these faculty also made a special effort to get their student teachers to prepare and replicate these models for use.

The DIETs also had an Inclusive Education room which usually had material to test students for any disability. However, teachers would not be able to use such material as it required expertise. Also, the notions of student disability were more towards identifying students through their behaviour rather than understanding their thinking and how to engage them productively in the classroom without separating them from other students. DIET Morena, DIET Mandla and DIET Jabalpur had a functional IED room and it was used to train CWSN.

The DIETs had walls painted with motivational quotations about the noble aims of teaching and teachers. The charts hung on the walls were informational. The DIETs also had flex-charts on the key points of RtE and NCF. However, similar charts linked to key concepts being discussed in the classroom and practical issues that student teachers would face and how they could respond to them were missing.

The absence of adequate girls hostels in most DIETs is a matter of concern and needs to be attended to.

4.4. Governance

The state has formulated MP School Education Teacher Education and Training Academic (Gazetted) service Recruitment and Conditions of Service Rules. This creation of a separate TE cadre is being implemented in the DIETs. In their presentation, DIET Indore shared their optimism at the new set up as it will provide a more stable career progression and curb transfers from unrelated fields into the profession. The pay scales will be as per state norms as the UGC scale will pose a financial burden on the state (AWPB, p 73)

DIET structure as envisaged in the NPE 1986 was not followed, Total faculty comprising 17 staff having Junior Lecturers, Lecturers, Senior Lecturers, Asst. Professors and Principal. Further, pay scales of DIET faculty are comparably low to other states.

The overall position of vacant posts in the DIETs has been shown in table below:

Principal			Asst. Prof.			Sr. Lecturer			Lecturer			Total		
Sanctioned	Working	Vacant	Sanctioned	Working	Vacant	Sanctioned	Working	Vacant	Sanctioned	Working	Vacant	Sanctioned	Working	Vacant
42	25	16	126	35	90	210	133	77	336	225	113	714	418	296

An average of 41% of overall positions in the DIET need to be filled. The manpower position in all DIETs is also not consistent. DIETs Indore has 33 while DIET Dhar has only 3 Academic faculty of the sanctioned 15 sanctioned academic staff. Also, 16 DIETs do not have a Principal. It was also observed that sometimes, an official is holding an additional charge. The DPC and DEO charge in Indore is being held by the same person. Similarly, the librarian in-charge at Indore is also a full time faculty. In Ujjain DIET, out of 39 sanctioned academic and non-academic posts, 11 posts are vacant and all the 3 Asst. Professor posts are not filled. Labs are not maintained well for paucity of funds. Only PG teachers give in-service training and even the pre-service training is done by contract lecturers who are paid on the basis of sessions. Such a practice has been in vogue for a long time in most of the under-staffed DIETs thus nullifying the role of DIET personnel as teacher trainers.

It is noted the last direct recruitment is done in 1987 and the state government have prepared recruitment guidelines and going to issue notification for direct recruitment shortly. Once all the posts are filled in, there is a compulsive need to orient the faculty to the roles of DIET faculty.

The state has piloted a visioning program for schools in two districts of Betul and Hoshangabad. The main objective is to develop the school, according to the expectations of students, teachers and the community and a provisions of Rs, 5000/- per school has been set. Based on the feedback of pilot study, the project expanded in 5529 EE schools in the state. Further, the state has produced a school visioning manual called “How should be our school?” and a tri-monthly newsletter.

However, such a process or a similar document highlighting the vision of the DIET was not observed in the DIETs visited. Most of the DIETs which were visited described their future plans in terms of activities which have either been mandated to them or by projecting an incremental growth as per previous year's plan. There does not seem to be a clearly articulated vision which would translate into goals and activities. The Perspective plan shared by the DIETs also contains similar lists with financial projections and is focussed on number of trainings to be done. Most of the funding being requested for is towards creation of infrastructure and purchase of equipments.

In spite of such limitations, there are good exemplars like DIET Morena and DIET Mandla which are vibrant. The Principals at these DIETS have made special efforts and have a good team of motivated staff with whom they are able to plan effectively and achieve a number of relevant activities. All the DIETs visited were keen to develop as institutions and become relevant to the work of the District.

4.5. Research and Evaluation activities

Educational research is not very well developed in the DIETs although every year at least 12 Research projects are executed by each DIET viz., by the faculty, at BRC, CRC and School level. In case of many DIETs e.g. Morena, it was observed that since 2005-06, 216 action research studies, 6 mid-term studies, 3 long-term research studies, 2 rapid research studies and 10 short-term research studies were undertaken.

However the findings of these research studies conducted were not disseminated / discussed in any forums by the DIET. The topics for these studies are identified by the DIET but sent to RSK for approval. The study is undertaken only upon the approval of RSK. Also, the final step in such research activity is sending the research report to RSK.

None of the studies undertaken were district wide or had specific recommendations for a particular district. Hence, action research has not lead to subsequent action or change in institutional policy. In the Malwa region, the team did not find research done by the DIET on district specific topics related to the region e.g. language and cultural practices and its impact on learning. Further, although the DIET conducts several trainings through the year, impact assessment of training programme has not been taken up as yet.

DIET Indore has undertaken desk analysis of text book upon instruction from RSK. This includes issues like gender sensitivity, alignment with NCF and the quality of paper. But during the interaction with faculty members, aspects related to inter-relationship between notions of learning, nature of subject, teaching method, treatment of content as per subject and evaluation approach were not observed. In the case of Jabalpur though, the DIET research was guided actively by faculty of the IASE. Capacity building trainings in conducting researches for teachers was also being taken up.

4.6. Monitoring mechanisms and linkages across institutions and Convergence

DIET faculty members monitor schools regularly. There are about 20 school visits by each DIET faculty and the monitoring report data is entered in the web portal for Madhya Pradesh. But the school monitoring is ad-hoc and there is no mechanism in practice for a systematic follow up. The quality aspect of monitoring is heavily dependent on the interpretation of the individual who goes for inspection. There is little synchronicity between the DIET faculty on the purpose of school monitoring and how would their monitoring strengthen the system.

Data of the district is maintained at SSA office, but DIET does not have access to these systems. DIET Indore did not have the data on multigrade status of schools in the district and it was shared that the data will be available with the MIS section in DPC office. It is usually difficult for a DIET to highlight specific issues linked to their district, eg subject competence of its students, community issues linked to education or training needs of their resource people.

Generally in the smaller districts there was considerable interaction between the DIET, SSA and CTEs with the faculty and officers in these institutions knowing each other well and interacting with each other to coordinate various activities and training. There were good relationships between the institutions. However the planning process does not as yet require a great deal of convergence in terms of academic planning, and the results of monitoring of schools, or inservice training experiences or research findings are not yet placed at any common forum where the academic implications can be discussed and the responses planned.

The linkage between DIET and BRC-CRC is also limited to one day meetings. A strong mechanism for live interaction and dialogue on pedagogical issues is missing. BRCs are not clear about their role in academic support at school level and the record keeping of academic

meeting is done on physical registers and notebooks which revealed a focus on administrative rather than academic issues.

Role clarity and heavy load of CACs is also a matter of concern in the effective monitoring of elementary schools in the districts. In CRC, Datana (Ujjain) the coordinators visit schools to provide academic support, but managing 41 schools for 2 CACs is difficult. Similarly in CRC Banmore, (Morena) 50 schools have been allocated for 2 CACs. The CACs spend considerable time in data collection from these schools. They do not perform any analysis on such data and rarely have any unique empirical insight into the performance of teachers and students in their cluster.

At an administrative level, Principal of High School is the head of CRC, although the support role of CRC is for elementary schools which creates a conflict.

Some DIETs are effectively monitoring the schools. DIET, Morena has used such monitoring to influence the quality of functioning of the elementary schools and in the implementation of SSA scheme towards achieving the goals of Universalising Elementary Education. This may be inferred from the less dropout rates at primary and middle school levels viz., 1.36% and 2.41% respectively. In view of low female literacy of the district i.e., 57.64%, district specific initiatives are taken up by this DIET. DIET Mandla has also been able to carry out monitoring of schools on a regular basis and the use of a common format to be used across the district by all monitoring agencies. The data has been compiled and analysed and the impact of monitoring on various aspects of the school is tracked and presented and discussed at official meetings. This is a good example of effective monitoring.

The team also visited a few schools to understand the effectiveness of the monitoring mechanism. While observing non-ABL class of V in Primary School, Siddpur it was noticed that, reading skills in Hindi and English need to be improved. In the same premises, IX std students were asked to read English text book. Only three out of twenty could read without difficulty. Wall has been planned as a colourful TLM. But teachers view it as a kind of a decorative piece of information. The algebraic diagrams and the portraits of longitudes and latitudes were not utilized well by the teachers. Students mentioned that they had never touched a globe. It was kept on the table of the Head master in a very good shape.

In terms of social equity, it was also observed that, SC/ST students are usually observed sitting in the last row.

On the whole, we noted very little discussion in DIETs on specific learning issue that needed to be addressed, or social equity issue for which the district was concerned or had evolved any special intervention programs. This was not even observed in Mandla district which has a significant tribal population or in Jabalpur or Bhopal where there is a significant minority population.

4.7. Use of ICT

All the DIETs use some elements of technology in conducting pre-service and in-service programs. Computer and E.T labs all well equipped and functional. EDUSAT facility is

available through Satellite Interactive Terminals (SITs) in 11 DIETs and provides two-way video conferencing.

The AWPB (p.48-49) provides an ambitious list of functions for such SIT facilities including online evaluation of students and online audit of accounts and verification of cash books. However, such facilities were not described or highlighted by the DIETs during the presentation and interactions. DIET Jabalpur has plans for developing an education media lab with video and film facilities. However the use of these resources for education purposes is yet to be worked out effectively. The current ideas such as adapting local songs to teach multiplication are not very good or useful ideas and need to be replaced with better use of education media to document local knowledge or empower student teachers.

Further, it was not possible to see any live programs or a recording of how such programs are conducted and what is the content they use to engage with Teacher Educators. The team did not find any recordings or documentation of such programs for review.

All the DIETs have a functional website with details of staff, district map and other details. The website is static and the data changes are infrequent. The state has developed 10 DIETs as Regional IT Literacy Training Centres through Microsoft PIL programme at Gwalior, Rewa, Ujjain, Indore, Sagar, Narsinghpur, Shivpuri, Jabalpur and Vidisha where basic computer literacy training is provided.

The DIETs visited shared their presentations using MS Powerpoint. Some of the faculty were comfortable presenting through this medium. However, the use of technology has to move beyond basic communication and presentation skills towards better understanding and teaching of concepts. DIET Jabalpur has already put into use and has plans for extensive integration of ICT into its PSTE etc. The TEI faculty has been sent for training to make use of technology in enhancing skills like presentation. However, there is little overall knowledge of educational soft ware or open source software, such as geogebra, etc.. The faculty consulted also seemed to view ICT as teleconferencing and making presentations.

There is also no use of software to track and enhance library usage. The current collection of books at all DIETs is still through a physical stock register. Despite the presence of Microsoft, using spreadsheets to capture this information and perform basic data analysis was not seen or mentioned.

The DIETs are also planned to be equipped with Electronic Media Resource Centers and Smart classrooms. However, what kind of content would be conducted through these smart classrooms has not been described. Also, the infrastructure and maintenance of such equipment would be at a high cost. The AWPB does not mention any specific measurable objectives which would be achieved through the use of such media. DIETs also need to ensure that the enhanced ICT is used to empower the PSTE students and teachers, by making them use such media to produce educationally valuable resources, and not to become mere consumers of ET and products. Not proposals that were presented were educationally worthwhile, and there needs to be some way of whetting production proposals.

4.8. Annual Work Plan and Budget

The DIETs as per the revised AWPB would be strengthened in terms of organizational and

physical structure, academic programs and human resources.

The table below shows the proposal for existing DIETs for FYP 2012-13

	Item Description	Amount (in INR lakhs)	% of total
1	Civil Works	4771.71	50.26%
2	Equipments	978.36	10.31%
3	Salary	1480.68	15.60%
4	Programs	1095.00	11.53%
5	Contingency	675.00	7.11%
6	Faculty Development	101.25	1.07%
7	Technical Support	391.50	4.12%
	TOTAL	9493.50	

Source: AWPB 2012-13

As may be observed, the state has requested funding primarily for Civil Works, Equipments and Salary. The Programmatic component and Faculty development comprises only about 12% of total expenditure. For the new DIETs, this percentage drops to 0.77%.

4.9 Future Plans

The state has proposed to develop 5 DIETS into model diets and use them as institutes of excellence. On the plan the JRM was of the view that this is generally a good idea to ensure the all-round development of at least some of the DIETs so that they serve as nodal hubs around which other DIETS can also develop. Many of the practices of devolution of academic, administrative and financial autonomy which need to be achieved in the long term for all DIETs could be developed at these site. The state government will need to have in place a method of making exceptions and nurturing initiative taking leading to differences in these model DIETs, as compared to other DIETs in the short term, and eventually contributing to overall differences among DIETs in the long term.

However, rather than the state deciding which these DIETs should be, the state could allow DIETs to present their own plan and select five of them in different regions of the state for such model development. Also, the current the idea of model development is focussed on the use of ICT. Rather, the idea of model development should be linked to the ability to offer high class programme of PSTE and ISTE in design and with faculty. The Principals for such DIET too need to be appointed by selection and then nurtured with effective programs on educational leadership and management. The SCERT would benefit through the establishment of a special cell which would be able to focus on DIET development.

The states plan also does not mention how it proposes to provide good opportunities for faculty development of DIET staff as well as upgrading their knowledge and skills in contemporary ideas relevant to education.

The State has proposed the enhancement of some DIETs to include BITEs. DIET Mandla is one such DIET. Instead of establishing a separate institute, the BITE is being merged into the DIET. However in such cases there needs to be full focus on curricular innovation that enables the DIET to address the issues that emerge with and are linked to tribals, minority groups and other underprivileged social groups.

None of the TEIs in Madhya Pradesh are in Urdu medium. This is to be noted as a matter of concern and the state must ensure that there is at least one DIET or one section of DIET in areas where there is a concentration of Urdu speakers.

5 Colleges of Teacher Education

Government Post Graduate Colleges of Teacher Education (CTE), Dewas, Ujjain and Gwalior provide B.Ed and M.Ed programs and act as study centers for B.Ed. and M.Ed. classes run under Madhya Pradesh Bhoj Open University Bhopal (MPBOU) and Indira Gandhi National Open University New Delhi (IGNOU).

5.1 Processes and Pedagogical Practices :Pre-Service and In-Service

CTE Gwalior, Ujjain and Dewas offer B.Ed. programme for in-service untrained teachers through regular and distance modes.

Faculty at the CTEs, Gwalior and Ujjain was found eager and committed to provide quality pre-service and in-service trainings. However, as in the DIETs, the PSTE was an inservice program with experienced contractual teachers being provided training to help them get certified.

The syllabus has not yet been aligned with the NCFTE 2009 guidelines and suggestions. Further, the practice teaching processes are largely supervised through lesson plans, guidance to students and through observation sheets. Some of the lesson plans and observation sheets prepared by the students observed in CTE Ujjain were maintained in attractive note books. There were very few comments in such notebooks by the faculty on quality of the comments.

The prevailing course of study is dominated by theory and transacted through conventional lectures. When CTE, Dewas was visited, all the 120 B.Ed students (untrained teachers) were sitting gender-wise in large hall attending a lecture. Conversations with the students at the CTE brought out the need for a pedagogy which could promote using their rich experience of teaching and connecting it with the PSTE curricular theory. At present, the PSTE program has not been modified for teaching to experienced teachers who might not be certified. Another fallout of having only inservice teachers present in a PSTE program was mentioned by CTE Ujjain. They felt that the lack of fresh graduates in the PSTE program prevented a richer diversity of students. Such a mix, they proposed, would pave way for more interesting dialogues within the classroom.

According to the institutions, regular attendance of all untrained teachers was an issue. Earlier, the CTEs had access to the Service Books of these teachers which allowed for more control over attendance of the students.

There was no process for structured interaction between the B.Ed and M.Ed students at the CTEs. The M.Ed course students mentioned that the course curriculum is outdated and the discussions do not provide exposure to innovations in education.

In-service courses at the CTEs are conducted according to the annual training calendar as suggested by the Rashtriya Madhyamik Shiksha Abhiyaan.

5.2 Professional Development of Teacher Educators

The CTE faculty are exposed to various training programs conducted at state and national level. However, this exposure is usually not tied to their professional needs and neither is

planned well. Applying for a Ph.D was considered the preferred way to develop professionally. Opportunities for collaboration with other institutions and exposure visits outside the state were few.

CTE Ujjain faculty has over 200 years of cumulative experience but there were limited opportunities created to share this experience within the region or to enrich this further through interaction with other CTEs. Most of the faculty is also not aware of NCF Position Papers on their academic subjects and there is no opportunity to engage with other faculty to critique such papers as a way towards professional development.

5.3 Infrastructure and Resource Materials

The CTEs visited usually had a large campus and good infrastructure. The CTE, Gwalior is located in a large area with government primary, middle and higher secondary schools in the same campus. This CTE has staff residential quarters for its Principal, academic and other staff.

The CTEs had libraries with at least 5000 books and subscriptions to a few magazines. In case of CTE Ujjain, this collection was close to 17000 books. Although a sizeable number, the number of books and magazines pertaining to research and reflective practice was usually neither enough nor did it explain the current thinking on research. There were also very few children books like Chakmak or textbooks published by NCERT for schools. The large collection of books was only searchable through physical hand-written registers or browsing through the shelves. A digital or manual system based on accession numbers is most needed.

Only about 3-5% of the total collection has been purchased in the last 3 years. It was also difficult to get the complete set of NCF Position Papers in the libraries visited. Also, the CTE libraries are not linked with other libraries in the region to increase repository and promote easy exchange of books.

The positions of Librarians at these CTEs is either not filled or is being currently serviced by a current or previous faculty as an additional charge. She is usually not able to give enough time to searching for and buying new books, interacting with faculty to assess their needs and encouraging students to read books which would go beyond the textbooks to provide a larger world-view.

At a few CTEs, the laboratory facilities were not found up to the mark. In CTE Gwalior, laboratory facilities were not sufficient to cater the needs of trainees. The furniture was found inadequate.

The CTEs usually had a well-stocked resource material room. These resource material were usually made with a focus on demonstration by the teacher to the whole class. The student teachers seemed to have spent a lot of time in making the materials look attractive and their dedication and hard work is clearly visible. However, the material was usually not found of much pedagogical importance in explaining concepts, clearing misconceptions and going beyond learning educational facts. It could be replaced by real life materials which are easily available.(Annexure 4). Also, some of the material was prepared from thermocol which is environmentally non-degradable.

5.4 Governance and Policy

The vision of most CTEs was articulated in their presentations. However, how that vision translates into measurable objectives and subsequently into activities was not clear. Further, most CTEs do not view their activities as region-specific and aimed at achieving systemic changes in that region. This gets reflected in the scope of research studies being conducted.

The staffing position in the CTEs has been described in the table below:

Place of Ins.	Principal		Prof.		Asst. Prof.		Sr. Lecturer		Lecturer		Total	
	Sanctioned	Vacant	Sanctioned	Vacant	Sanctioned	Vacant	Sanctioned	Vacant	Sanctioned	Vacant	Sanctioned	Vacant
Ujjain	1	1	2	2	10	8	4	0	4	0	21	11
Khandwa	1	1	2	2	10	8	4	0	4	2	21	13
Devas	1	0	2	1	10	8	4	1	4	3	21	13
Gwalior	1	1	2	1	10	8	4	0	4	0	21	10
Chhatrapur	1	1	2	2	10	5	4	0	4	0	21	8
Reva	1	0	2	2	10	7	4	0	4	1	21	10
	6	4	12	10	60	44	24	1	24	6	126	65

Hence, most CTEs are in relatively poor condition with an average of 50% positions lying vacant.

Pay scales of CTE faculty are comparably low to other states. In the light of revised guidelines of teacher education to get central assistance it becomes mandatory to fill up all the posts.

5.5 Research and Evaluation activities

Both the CTE faculty and the students are expected to conduct research studies as part of their work.

The topics of the action research are usually approved by the research committee of the CTE. Topics of research are aligned with present day context and with the needs of the region. After completion, a copy of these studies is sent to RSK. The library, too, has a copy of these research studies.

Both at CTE Gwalior and CTE Ujjain, the research studies addressed relevant issues like ABL, ALM, Dakshtatvardhan and educational challenges of girls. Some of the titles were:

- A study of the role and functioning of school management committee to ensure the presence and retention of girls students in school,
- How should be my school? An evaluation of school in the context of school development plan prepared under the project
- Issues in the education of Muslim girls

The research reports which were reviewed by the team showed significant investment of cost and effort in presentation of the report. It might be useful to channel this student energy towards bringing more specificity to the research topics or towards a more rigorous analysis.

Further, the findings of research studies conducted are documented and disseminated through their annual research magazine 'Edusearch' providing good exemplars.

CTE Dewas also conducts research studies but has not taken up research on specific training needs or curricula adaptation requirement in the region; although there are several tribal districts in the region. Although the institute identifies action research as one of its strength, there were no region/district specific researches conducted in the last couple of years to inform planning or decision making.

5.6 Monitoring mechanisms, linkages across institutions and Convergence

Most CTEs do not actively collaborate with DIETs, schools and other academic institutions in their region. There were no research studies or projects done as partnerships between these institutions and the CTEs.

The CTEs also monitor schools and its faculty conducts regular visits. However, as a systemic process, how and why these visits would be different from those done by the DIETs or BAC-CACs is not clear. CTE, Gwalior faculty monitored 72 primary schools in session 2011-12 & 2012-13 in the programme 'Pratibha Parv' and gave pedagogical suggestions to the teachers. However, since their focus area is preparing teachers for secondary schools, such monitoring might not be so relevant and appropriate.

5.7 Use of ICT

CTE, Gwalior uses ICT both in the transaction of pre-service and in-service TE programs. Computer labs area well equipped and functional. EDUSAT facility is available and is being put to use.

5.8 Annual work plan and budget

The total CTE budget for 2012-13 as per AWPB has been shown in the table below:

	Item Head	Amount (INR Lakhs)
1	Civil Works	408.00
2	Equipments	93.00
3	Salary	652.24
4	programs	115.47
5	Contingency	72.00
	Total	1340.71

Source: AWPB 2012-13

As may be seen, most of the expenditure is towards Salary and Civil Works. Programmatic interventions and research expenditure accounts for only 8.5% of the total budget.

6. IASE

The IASEs in MP offer higher education programs - M. Ed., M. Phil. (Education) and Ph.D.(Education) to prepare education professionals. The Department of Lifelong Education at Jivaji University (Gwalior) has recently been upgraded to an IASE. Similarly, the School of Education of Devi Ahilyabai University (Indore) has also been upgraded to an IASE. Hence, at present, there are four IASEs in the state.

6.1 Curriculum and Pedagogic Practices for Bed ad MEd

IASE Indore has ambitious plans to offer not only pre-service and in-service education but also to develop instructional strategies in different subjects and provide consultancy services on a national level.

The syllabus was last revised in 2007-08 and needs to be revisited in light of recommendations by NCFTE-09 and RtE, 2010.

Some of the IASEs have been following practices which would be useful to share with other TEIs. IASE Indore conducts seminars every Tuesday of the week. It is a weekly meeting wherein students and faculty invite a guest lecturer or present their own work for feedback and review. This is a simple and effective practice for promoting academic thought and dialogue. It seems that earlier such seminars were open to everyone and did receive a fair share of outside participants. However, since the seminar is no longer promoted, the participation has become limited to faculty and students within the campus.

M.Ed students were of the view that their curriculum is outdated and does not give them exposure to recent and contemporary innovations in education nor does it educate them on what is happening in India or abroad. Opportunities to establish robust programs of interaction and exposure by organising invited speakers from outside to come and give talks or collaborating on research studies could be considered.

As in the case of CTEs and DIETs, the IASE B.Ed student group provides education to untrained teachers. The state might consider enrolling fresh graduates into its B.Ed programme to ensure that classroom interactions between relatively inexperienced and experienced students would lead to richer discussions

6.2 Professional Status and Development of Teacher Educators and other officials

There is urgent need for interaction between the Department of Higher Education and School Education with regards the status of faculty of teacher education institutions that are under the department of school education. The faculty of IASE are not placed at equivalent positions of the university and hence are denied opportunities to be on panels, councils of the university or to be phd guides. This is an unacceptable situations, especially where IASEs and CTEs are often exposed to new ideas and programs and are more aware of the schooling situation of the state and therefore is a good position to contribute very meaningfully to curriculum renewal as well as to guiding PhD students. This needs to be addressed.

IASE Bhopal has given top priority for continuous professional development of its own faculty. Of the 18 staff, 16 have availed the facilities for study tours, participation in crash programs, seminars, conferences and doing Phds. The newly approved IASE in Indore requested a quick disbursement of funds so that they could make and implement their plans for professional development of faculty. The AWPB does not indicate any funds earmarked for professional development. (p.110). On the whole, IASE faculty were interested in but did not have ideas of where they could seek professional development opportunities.

In this context here again it should be mentioned that all faculty need to be provided with computer with internet access and information regarding various resources as well as resource institutions with which they can interact and collaborate.

If IASEs are expected to provide faculty development to DIETS, they must themselves first have ample opportunity for this.

6.3 Infrastructure and Resource Materials

The IASEs seem to have good infrastructure. The buildings are in good shape, there is usually a boundary wall and classrooms are comfortable. The library in IASE Bhopal has over 24000 books, subscription to NCERT journals and several periodicals. Significant expenditure has been approved for hostel here and a language lab is planned to be set up. It might be more useful to upgrade the computer laboratory here to also provide language lab facilities rather than creating a separate infrastructure. Recent publications in Hindi and English need to be stocked. Textbooks from other parts of the country and other states also need to be procured to give students wider exposure to school curriculum.

The IASE at Jabalpur is among the oldest in the state and was created as a part of the first phase of establishment of DIETs. It has been existence since 1889 and in its present location since 1902, and has an impressive collection of old books in its library as well as a well established identity as a premier and heritage institute. Computerisation of the collection is necessary in addition to special funds to preserve its collection of heritage archive of books and materials. Enhancement of all libraries by including ICT based access to digital resources is also essential as a part of the overall desirable modernisation of the libraries and resources.

6.4 Governance and Policy

Although the senior faculty at IASE at Indore did express a vision for their institution, they were not clear about salaries and the nature of new appointments. This comes in the way of establishing a clear road map and milestones. Further, the funds, it was highlighted, are have been received in January and need to be utilized by March providing a tight window for implementation.

The staffing of the older IASEs has been highlighted below. As might be observed, around 43% of the staff positions need to be filled in IASE Bhopal.

IASE	Principal		Prof.		Asst. Prof.		Sr. Lecturer		Lecturer		Total		% of Vacancy
	Sanctioned	Vacant	Sanctioned	Vacant	Sanctioned	Vacant	Sanctioned	Vacant	Sanctioned	Vacant	Sanctioned	Working	
Bhopal	1	0	2	2	14	8	3	0	3	0	23	13	43.48
Jabalpur	1	1	3	0	16	2	5	0	8	0	33	30	9.09
Total	2	1	5	2	30	10	8	0	11	0	56	43	23.21

The newly formed IASE, Gwalior has many vacancies as only 3 faculty members are working, rest of the posts are vacant.

The IASE Jabalpur has a strong self identity and felt the need for far greater systematic coordination with the University in order to consolidate its status as a lead teacher education institution. The lack of parity between the government and university structures for teacher educators has led to a serious anomalies that limit the possibility of highly qualified institutions to play a more central role in teacher education curriculum development as well as the development of teacher educators through MEd and MPhil PhD work. This coordination is urgently required.

6.4 Monitoring mechanisms, Convergence and Research

The IASE can play a critical role in ensuring quality across all the different regions it caters to. However, most IASEs have limited their role to academic performance within their own institutions. IASE Bhopal is responsible for the entire western MP (i.e) 22 districts and 3 CTEs . But it monitors only one DIET per year only from these 22 districts.

The AWPB also does not allocate any specific funds or mentions specific efforts to improve research in these IASEs.

6.5 Use of ICT

The use of ICT in most of the IASEs was found adequate. IASE Bhopal is unique in that it has enabled wifi and fast Broadband connectivity allowing for convenient access to students and faculty. Such extensive access to internet needs to be provided in all the TEIs. All faculty need to be provided with their own computers and to be enabled to use resources effectively.

3.3.6 Annual Work Plan and Budget

The proposal for existing IASEs shows an inclination towards construction.

	Item Head	Existing IASE Amount (INR lakh)	New IASEs Amount (INR lakh)
1	Civil Works	434.50	358.00
2	Equipments	21.10	68.50
3	Salary	402.89	297.00
4	programs	50.00	25.00
5	Contingency	30.00	40.00
	Total	938.49	788.50

Source: AWPB 2012-13

Hence, total expenditure on programs is less than 5% of the total request for funds.

A note on BEd Curriculum and admissions:

- (1) The BEd curriculum in the state is in urgent need of radical revision in all the universities. The content of the curriculum needs to be modernised and brought into alignment with the NCFTE-2009. Although revision has been undertaken from time to time, the changes have been limited and more superficial. The examination pattern has remained virtually unchanged. A process of stimulating the revision of BEd in all universities with the active involvement of other resource institutions which are more involved with mainstream innovation in the National context is urgently required. The current feature of having one language teaching paper in addition to one subject based paper is a poorly thought out feature found in the BEd programmes. While language across the curriculum needs to be a part of teacher preparation, their subject teaching components, need to follow their undergraduate degree areas and be in alignment with forms of employment.
- (2) The component of practice teaching in all BEd programme is widely recognized to be dysfunctional. Universities need to begin a process of formal interaction with the SCERT and DEOs, by involving them in their academic councils/board of studies to enable a meaningful interaction with the schooling system across the board. These arrangements cannot be left only to personal relationships of education faculty with individual schools but need to become a part of systematic planning.
- (3) Centralised admission to BEd programmes still needs to be streamlined.
- (4) Premier state supported institutions—the IASEs and CTEs need to continue to admit fresh graduates to BEd on an ongoing basis, even while they may keep a majority of their seats for the training of already employed teachers. This is urgently required in order to ensure the continued vibrancy of teacher education in the state supported institutions.
- (5) Resources and Materials in Hindi need to be developed with an active involvement of the SCERT and made available to students, in order to support teacher education curriculum change.

7. SCERT

SCERT in the state of Madhya Pradesh is headed by Commissioner, Rajya Shiksha Kendra who also heads the SSA in the state. Effectively the SCERT and RSK are the same institution. SCERT is housed in the building of SSA Authority in Bhopal. However, there is a proposal to construct a new building for SCERT near the IASE, Bhopal.

3.4.1. Processes and Pedagogical Practices:

Pre-Service Training: The DEd training course is managed by the Board of Secondary Education which is also responsible for the syllabus and the revision of the syllabus. However, the SCERT is expected to play a central role in this. The D.Ed curriculum was revised in 2007-08, and the board did this with the involvement of DIET faculty, etc. However there is little recognition of the need for new expertise in the content areas of teacher education to be involved in the exercise, and for wider consultation in the reformulation of the syllabus and in the development of resource materials. A new exercise in the light of NCTFE 2009 has been initiated. However, this needs to be made more robust through wider involvement of resource agencies outside of government within and outside the state. Although the NCF was quoted during the discussions, some of the key principles like learner-centered pedagogy, contextualization of materials and celebrating diversity of the classroom are not clearly reflected in TLM developed, trainings and manuals. There are also no Teacher Educator Handbooks which could support the DIET faculty during their instructions in the classroom.

In-service Training: Although the training at district level is conducted in DIET, the training design is developed at the state level. The 'need based training' designed by RSK attempts to provide the training to teachers as per their expressed needs and the effort is commendable. However, this training is based only on the expressed needs of the teacher through a questionnaire (See Annexure 5). Also, teacher profiling is a continuous exercise and a training system which could continue to chart the growth of each teacher would be useful. The Master Trainers were given 2 days of training and then required to conduct 10 days training. Hence, the duration of preparation phase of the training also seems to be inadequate.

A systematic long term training programme with clear objectives and road map has not been conceived. A long term plan for trainings and on how the content will be graded from year to year is also absent. Similarly, a more comprehensive approach for development in areas where the teachers in the state need most support is also absent. The state has used short modules from Pratham in the current year and NCERT in the last year.

The state has a rich experience of training practices but how that experience translates into better decision making is not clear. In the project mode of SSA, the good practices/modules that were developed earlier are also not being used. The state seems to be re-doing similar activities without any impact assessment. There is a collaboration with Pratham for reading development and numeracy skills. There was a similar program five years ago, but learning from that program and/or its impact has not been used to plan the current program. The Research department and the Training department have not worked together to assess the usefulness of trainings.

The 12th plan provides an opportunity for serious rethinking and approach to inservice teacher education so that rather than leading to wastage it can feed into strengthening and empowering teachers and into pedagogic renewal. Faculty were also of the view that the current training norms constrain quality as they limit the possibility of inviting experts as resource persons.

The guidance and support to DIETs in designing and implementing district specific programs is limited. There is no system through which SCERT can provide district level training and teacher data to DIETs to design their training programs.

SCERT needs to move from the current project mode, to reflect, look forward and guide the state in TE functions. For this the SCERT needs an academic department which can focus on teacher education, both in and preservice.

It was widely felt that training calendars need to be planned and announced well in advance to enable teachers to take full advantage and to plan their absences from school in a systematic manner.

7.2 Professional Development of Teacher Educators and other officials

Professional development of DIET faculty includes exposure visits to institutions like the National Institute of Technical Teachers' Training and Research, and Homi Bhabha Centre for Science Education and participation in various workshop and conferences. Exposure visit to other states to look at SCERT/SSA program is also undertaken. The faculty felt the need for more opportunities for such exposure visits. They also felt the need for a national level platform or forum with which they could interact on a regular and ongoing basis, with national level innovation and also with other states.

The faculty felt the need for opportunities for study through which they could increase their specialised expertise. They were of the view that a range of online and face to face courses need to be available to them for such study and development. Though IGNOU has such programme they felt that the timings of broadcasts often do not support effective use of these resources.

There were no sabbaticals taken by the faculty to build upon their professional knowledge. The SCERT functions as an extended arm of SSA (AWPB 2012-13, p.116). Faculty were of the view that they need more opportunities for their professional development and time for research and writing. They also were of the view that an academic culture needs to be nurtured within the SCERT to enable them to meet and discuss academic matters, and listen to talks, etc. For the purpose of such activities the need for visioning was felt to be necessary.

Faculty also felt the need for the development of discussion for a within the SCERT to promote academic deliberation and engagement with research and ongoing innovations. Their interactions as faculty were now limited to administrative meetings.

7.3 Infrastructure and Resource Materials

SCERT is planning to move into its own facilities, once it is constructed, near IASE Bhopal. At present, the infrastructure being used seems adequate for official meetings. The lack of a hostel or guest house makes it difficult to conduct long duration programs.

There is also a proposal to establish a Centre for Cognitive Informatics for research in cognition, learning and technology (AWPB, p.94). It will also develop content in multimedia for Hindi speaking states. The Centre is expected to fund itself after the first few years. This is noteworthy and a useful practice which could be considered when designing proposals.

However, the details of how these funds will be generated is still not clear. Also, the initial sum of Rs 10 lakhs seems inadequate given the ambitious objectives of the center.

SCERT is also responsible for developing text books. In last 4 years, the text books have been analyzed by the DIETs under the instruction of SCERT. But the analysis does not seem to have an academic rigor with little attention to the subject specific nuances being assessed in the analysis. New chapters have been added to the text book in recent years. However, the text book revision as per NCF 05 and RtE is not yet complete. The discussions with school teachers also highlighted that there is an overload of content in the text book. Despite a rich variety of tribal population in the state, the textbooks have still to draw upon the local languages and cultural features and link them to conceptual knowledge and understanding.

D.Ed text books and guidebooks from private publishers have also been found in all the DIETs visited and the role of SCERT in providing guidelines for such material has not been explored.

The library at SCERT is also planned to be upgraded. A total of Rs 11 lakh has been proposed in the AWP budget for this upgradation. However, only about 7.8% of this is to be spent on non-infrastructure and equipment related expenditure. Further, Rs 20000 has been allocated for access to membership to international libraries and journals. This needs to be enhanced to at least 2 or 3 lakhs per year.

7.4 Governance

There was no formal presentation by SCERT to the team which highlighted their vision and the specific areas of development and research they would like to focus their efforts on. The discussions with several departments and teams within the SCERT brought out the need for a common shared vision. There are useful opportunities for departments like to work together. The role of SCERT to mentor and work with IASE, CTE and DIET to develop as institutions in their respective capacity is not visualized.

The AWPB lays out the plan for the SCERT for the next few years. The focus seems to be on building infrastructure and buying equipments. Only about 1.2% of the funds have been earmarked for professional development of teacher educators and other officials. Of the 47 positions in the SCERT, 14 are vacant.

During the interaction any faculty said that the mission mode of the SCERT now needed to change to support long term planning and action. However they also felt that the ways of

funding are cumbersome and need to be revised to enable more flexibility. Timely receipt of funds was also a major problem they experienced.

7.5 Research and Evaluation activities

The Research Cell in SCERT has proposed 10 research studies to be conducted in 2012-13 with an expected budget of Rs 5 lakhs from a total requested budget of Rs 7.76 crore. The proposed areas of the study has not been indicated.

The Research and Evaluation department also does not have frequent interactions and collaborations with the Training department to assess the effectiveness of trainings.

7.6 Monitoring and Convergence

A key area of SCERT's monitoring comprises issuing NOCs to private D.Ed colleges. As a policy, NOCs are no longer issued if the no. of private D.Ed colleges reaches 5 in a district. Although this policy ensures that supply does not exceed demand for TE, it does not ensure that quality is enhanced through competition between different TEIs for the same set of applicants or through development of quality standards.

The state plans to study the monitoring mechanisms in Tamil Nadu to evolve its own approach. It also plans to develop indicators through which the TEIs assess themselves. However, the details of how such assessments would be undertaken was not shared. The state also wants to develop a portal to monitor the TEIs.

The SCERT also does not collaborate with the CTEs, IASEs and the RIE for academic work. Although these institutions have courses which prepare professionals for higher education, frequent conversations and research on how issues and challenges of primary school teaching impact academic performance in high school and providing content support from a subject lens have not been explored.

SCERT has MoU with IGNOU to run Distance Education D.Ed and B.Ed through DIETs and CTEs. SCERT also has MoU with DNS, India for the development of 5 model DIETs in the state, which monitored by this department.

7.7 Use of ICT

The ICT perspective of SCERT is planned to be supplemented by the setting up of a new cell which will establish an enabling environment to promote ICT in the state. This is a much needed initiative. The state has thought of different equipments that need to be purchased but areas of content development and research which shall be done by this Centre have been identified only as broad categories.

The State has also planned a new institute which will focus on integration of ICT on a very wide scale and use of ICT for various aspects of education management and innovation. While doing this the State must ensure that ICT usage is built on open source rather than proprietorial softwares. It must also ensure that through ict the capacities of faculty are built, and 'outsourcing' is not resorted to.

7.8 Annual work plan and budget

	Item Description	Amount (in INR lakhs)
1	Civil Works (New Building)	685.65
2	Equipments	10.00
3	Special Cell	30.00
4	Programs- Induction Training	18.00
5	Capacity Building	10.00
6	Training of educational admin.	2.80
7	Specific Projects	20.00
	Total	775.45

(source: AWPB)

The construction of the new building seems to be the top priority for SCERT. Over 90% of the total funds requested are towards creating infrastructure.

APPROVAL OF AWPB AND GRANT

As against the AWPB, MHRD has approved a total of Rs 2110.51 lakhs for non-recurring and Rs 3556.77 lakhs for recurring expenditure for all the TE institutions in MP. The Centre shall bear 75% of these expenditure. A total of Rs 2125.23 lakhs (50% of the Central share) has been released as first installment in January 2013. A mechanism for quicker disbursal of funds would be useful to the state institutions in accomplishing their work.

8. Other institutions and interactions

8.1 SISE

The State Institute of Science Education at Jabalpur is a unique Institute of its kind in the country. It was established with the purpose of strengthening science education and draws students from all over the state. At present, it is also engaged with predominantly inservice teacher training. The institute had labs for various subject areas and offered the Jabalpur university B.Ed program with additional inputs for subject enrichment. The labs seemed old and the equipment was also quite old and in need of replacement , the rooms also had a lot of equipment that was unused for a long period of time and is now unusable. The building itself was quite old and in need of repair. The library was good and well positioned and was unique in that it had many recent publications such as Srot and Sandarbh. The faculty were all young and enthusiastic, and well qualified. However most of them did not know of important science institutions with which they could interact. They had not heard of the Hoshangabad Science Teaching Program nor had they seen the Bal Vaigyanic textbooks. They also were not aware of EPISTEME although there were involved with HBCSE in the conduct of the Olympiads.

The SISE is proposed to be upgraded as a CTE. Rather, it should be upgraded in its own right and the funds of a CTE may be used for this purpose, so that it retains its state character and does not become a regional CTE. Its state profile needs to be enhanced and it needs to be placed more actively in contact with what is happening at the national level in science education through having an advisory panel that will meet regularly to review its academic plans and advise it on the same. The current Principal has been able to establish a good sense of institutional purposiveness, and direct the institutional renewal. The process needs to be strengthened going forward. Faculty of this institute need to have special opportunities for their own development as science and mathematics educators. The research being undertaken by M.Ed students needs to be made more robust and relevant. Some of the topics of research are of doubtful conceptual validity.

8.2 PPTE

The PPTE of Jabalpur is also a unique institution established for the training of pre-primary teachers in the Montessori system. Being attached to a school further enables this institution to offer a very unique and rich experience of teacher education to its students. The students coming to this institution demonstrate how they have benefitted for such an experience and are articulate about what they have learnt and understood. The faculty are also very dedicated. It is true that the curriculum of the program needs to be modernized. However, every effort should be made to keep this institution alive. First, by appointing faculty to the institute; secondly by providing an academic panel who can work with the institute to renew its curriculum; thirdly by providing opportunities for the institute to also be involved in offering an MEd with a focus on pre-school education and finally by ensuring that the graduates of the program have an advantage in job opportunities by recognizing this training for various pre-school related jobs. While today RtE does not include children below the age of six, yet it is widely recognized that pre-school education contributes significantly to educational advantage. The state should preserve and enrich this valuable institution and its work and prepare the ground for compulsory education extending into the pre-school years.

8.3 Barkatulla University and Private TTIs

This Department of Education has only two permanent staff of whom only one is qualified in the area of education. The university runs a B.Ed and M.Ed program with the help of 5 additional contractual staff. The university still has not made its staff permanent and it is the affiliating university for education for several colleges offering B.Ed and M.Ed. Given its skeletal staff as well as their contractual character the department plays a minimally active role in giving direction to teacher education. The curriculum has been recently revised, however it is not on the line of the NCTFE 2009. There is no proposal in the university to take up curriculum renewal on the lines proposed by the NCFTE. There is no official channel of coordination between the university academic council (or of the school/department of education of the university) and the State. The University acknowledges problems it has with regards schools for practice teaching. Also it has problems with regards the new system of admission of students for B.Ed which it finds cumbersome. It was alarming to find that 75% of the faculty of this department were still working as contractual workers.

One of the affiliated private colleges that was visited said that the affiliating system was highly problematic and there were many delays in the conduct of examinations and announcement of results. The students found the syllabus outdated and with emphasis on TLM preparation and lesson planning that was not in sync with modern requirements. The university faculty also felt that the curriculum was outdated and there were few elements of modern education and use of ICT in the syllabus. However there seemed to be little indication that any renewal of TE curriculum was being thought about.

The faculty of the University felt that they needed opportunities to connect with the national discourse on education and on teacher education. They lacked facilities such as personal computers with internet. They also wanted better access to journal as well as to professional development opportunities and access to reading contemporary ideas in education.

B.Ed Curriculum in the state is in urgent need of careful and considered renewal in the light of the NCTFE 2009. The RSK must initiate a process to encourage and ensure that all universities undertake a thorough revision of the BEd curriculum and syllabus, the process of practice teaching, the content of the theory papers as well as the mode and pattern of examinations. The reform of B.Ed needs to be supported with the development of a range of source book for all the papers. The B.Ed science education offered in the SISE needs to have its own unique curriculum and syllabus.

M.Ed also needs to be reviewed and redesigned. M.Ed must allow for specialization at secondary, elementary or pre-school levels.

The D.Ed curriculum also needs to be reviewed and revised. As mentioned earlier, as long as there are untrained teachers being trained through the DIETs and other TEIs, a program of Inservice-PSTE needs to be specially designed rather than assuming that the same PSTE for fresh students can work for practicing teachers. The pattern of examination and question banks also need to be reviewed.

A robust mechanism of reviewing the quality of PSTE in private colleges will have to be evolved in the state. The Regional NCTE informed the JRM that there were over 400 applications for new B.Ed/D.Ed in the state. Such a mushrooming of teacher education colleges raises severe concerns with regards quality and the state will need to institute special mechanisms for monitoring these institutions.

8.4 Regional Institute of Education (NCERT), Bhopal

Regional Institute of Education (RIE), Bhopal is a constituent unit of NCERT, New Delhi. The Institute looks after teacher education and other educational requirements of the States of Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra and UTs of Dadra and Nagar Haveli and Daman and Diu. The Institute is located in Shyamal Hills in Bhopal over a 100 acre campus designed well to provide ample spaces to study and reflect.

The institution offers one year M. Ed.(RIE), Two year B. Ed. (Secondary) and four year integrated teacher preparation programs of B. A. B. Ed. and B. Sc. B. Ed. for preparing secondary school teachers in Science, Mathematics, English and Social Science. It also offers a one year programme on Guidance and Counselling for preparing teacher

counsellors. The courses are affiliated to Barkatulla University. The pedagogy of the courses is well appreciated and the institute has a strong record of almost 100% placements of its students through campus recruitments.

The institution also has a demonstration school attached to it which allows the student teachers and the faculty to have frequent interactions with school life and integrate theory and practice of teaching more effectively.

RIE Bhopal also aims to provide in-service programs to cater to the professional development needs of teachers, teacher educators and other school functionaries.

However, there have been very few requests from SCERT or DIETs within the state to conduct training programs or workshops. It has, however, conducted courses for the faculty of Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal and its own teachers on NCF.

The campus was found to have an excellent infrastructure with good lighting and air circulation in the classrooms. The laboratories had clearly designed printed charts and diagrams on the walls to promote conceptual understanding. The library space was large and not only had an easy to use digital access to the books through their accession numbers but also provides access to online journals. There were clearly demarcated quiet areas for students to study within the library. The visit to the RIE campus happened without intimation during late evening and many students were found reading and doing their work in the library. The library remains open all days. Such practices and thoughtful infrastructure could become useful exemplars for other TEIs in the state.

The faculty of the institute engages in region and state specific studies and development projects. They also write chapters for NCERT textbooks. The RIE also has a student council elected as per the guidelines of Barkatulla University and the MP government. Such councils

provide a more authentic opportunity to practice democracy and take critical decisions regarding issues which concern both the students and the faculty.

8.5 Non Government Resource Organizations for Teacher Education in MP

A meeting was organized with NGOs working in the state. The participants included representatives from APF, Ekalavya, Special Education, Hamza, Pratham and others

Some of the issues raised are:

1. MP has not taken up TE curriculum revision based on NCFTE, while states like Haryana, Chhattisgarh, and Rajasthan revised their pre service curriculum.
2. Sub-district level institutions like BRCs, CRCs (JSKs) – there is a shift in the last 5 in their functioning. A linkage with DIETs is missing.
3. Special education requirement is very high. However there is no resource support within the state. The course offered by Bhoj University is not continued due to certain issues raised by RCI.
4. Private initiative in offering B.Ed. special education is not supported by affiliating universities as the process is inordinately delayed and expensive.
5. Need to extend central grant to NGOs offering Special Education Training courses. Extending scholarships to pre service Special Education teacher trainees
6. Pay of the special educators is very low as compared to other states. Need to bring at par with other states.
7. TE document (12th FYP) does not clearly / explicitly spell out role of NGOs in TE. Need to institutionalize the role of NGOs.
8. There is a mismatch between curriculum and textbooks
9. There is need for providing funds for infrastructure – but provide recurring funds for repairs and maintenance & upkeep.
10. In-service courses are antiquated. TEIs and teachers are in extreme learning fatigue with the repeated training programs offered by multiple agencies. Time has come to spare the schools and teachers and let them do their work.
11. Lines of control from SCERT to DIETs to BRCs to CRCs are missing. Academic linkages of BRCs / CRCs with DIETs are missing.
12. NCTE provision of D.Ed. passed at middle school level – states are proposing revision of curriculum and include middle school curriculum in the D. Ed. Syllabus. Further there is a demand to include subject proficiency in D.Ed.

8

8.6 Digdarshika Institute of Rehabilitation and Research – Bhopal:

The Institute facilitates equal opportunities, protection of rights and full participation for the people having mental illness, mental retardation and other associated conditions. It also develops human resources through various courses as follows:

Courses offered:

Name	Level	Duration
Bachelor of Education	Bachelors	2 Year
Diploma in Special Education	Diploma	1 Year
Post Graduate Diploma - Professional Diploma	PG Diploma	9 Months

Course In Special Education Distance Education Program (PGPD-SEDE)		
--------------------------------------------------------------------	--	--

Interaction with the Director, Digdarshika, Bhopal revealed certain practical problems in running the institute.

It seems that because of the stringent rules laid down by RCI, New Delhi, recognition has become cumbersome process. Further, certain Universities are charging heavily for affiliation.

Finally, as per RCI norms, the fee charged for B.Ed is Rs. 75000/- per annum and D.Ed/PGPD-SEDE is Rs. 50000/- per annum, which is high and becoming burdensome for poor students willing to pursue these courses.

8.7 Eklavya Indore

Ekalavya has trained Science teachers in the state through a collaboration with Hoshangabad Science teacher forum. But the scientific attitude and flair for teaching science with a view to enhance the inquisitiveness of students and kindling their love for doing simple experiments and projects and nurturing love for nature were lost because a large number of teachers trained in tribal districts were transferred to distant places and the state did continue its collaboration..

The institute, at present, is currently offering its expertise in developing D.Ed curriculum for Rajasthan and Chhattisgarh in Hindi which could be consulted by MP while revising the DEd curriculum. The Educational NGO has its units in many parts of the state and its resource persons may be invited to support in-service training programs in the state. The NGO also has linkages with experts who could be relied for developing good text books .

Annexure 1.
Institutions Visited

	Institution	Location	Date Visited
1	SCERT	Bhopal	Mar 1, 2013
2	DIETs	Bijalpur (Indore), Dhar Dewas Ujjain Shivpuri, Gwalior, Morena, Jabalpur Mandla Bhopal	Feb 25, 2013 Feb 26, 2013 Feb 26, 2013 Feb 27, 2013 Feb 26, 2013 Feb 25, 2013 Feb 27, 2013 Feb 27, 2013 Feb 26, 2013 March1, 2013
3	IASEs	Indore Gwalior , Bhopal Jabalpur	Feb 26, 2013 Feb 25, 2013 March 1, 2013 Feb 27, 2013
4	CTEs	Dewas, Ujjain, Gwalior	Feb 26, 2013 Feb 27, 2013 Feb 25, 2013
5	CRC	Dewas Morena Shivpuri (BRC)	Feb 27, 2013 Feb 27, 2013 Feb 26, 2013
6	RIE	Bhopal	Feb 28, 2013
7	NGOs	Eklavya, (Dewas) Digdarshika	Feb 26, 2013 March 1, 2013
8	TEIs (Private)	Indore Bhopal Jabalpur	Feb 26, 2013 March2, 2013 Feb 27, 2013
9	Other institutions	SISE, Jabalpur PPTE, Jabalpur Dept of Psychology, University of Jabalpur Secondary Education Board, Bhopal NCTE, Bhopal	Feb 27, 2013 Feb 26, 2013 Feb 27, 2013 March 1, 2013 March 1, 2013

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Institutions Visited

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1	SCERT	Bhopal	Mar 1, 2013
2	DIETs	Bijalpur (Indore), Dhar Dewas Ujjain Shivpuri, Gwalior, Morena, Jabalpur Mandla Bhopal	Feb 25, 2013 Feb 26, 2013 Feb 26, 2013 Feb 27, 2013 Feb 26, 2013 Feb 25, 2013 Feb 27, 2013 Feb 27, 2013 Feb 26, 2013 March 1, 2013
3	IASEs	Indore Gwalior , Bhopal Jabalpur & University Dept of Psychology	Feb 26, 2013 Feb 25, 2013 March 1, 2013 Feb 27, 2013
4	CTEs	Dewas, Ujjain, Gwalior	Feb 26, 2013 Feb 27, 2013 Feb 25, 2013
5	CRC	Dewas Morena Shivpuri (BRC)	Feb 27, 2013 Feb 27, 2013 Feb 26, 2013
6	RIE	Bhopal	Feb 28, 2013
7	NGOs	Eklavya, (Dewas) Digdarshika	Feb 26, 2013 March 1, 2013
8	TEIs (Private)	Indore Bhopal Jabalpur	Feb 26, 2013 March 2, 2013 Feb 27, 2013

Annexure 2

Lesson Plan format Used at DIET , Indore is concise but does not provide details on CCE

कार्यालय प्राचार्य जिला शिक्षा एवं प्रशिक्षण संस्थान, बीजलपुर इन्दौर
पाठ योजना का प्रारूप

कक्षा - _____ दिनांक - _____
विषय - _____ कालखण्ड - _____
पाठ क. व नाम - _____ दर्ज संख्या - _____
प्रकरण - _____ उपस्थिति - _____
अनुपस्थित - _____
पाठदाता का नाम - _____

समान्य उद्देश्य - _____
विशिष्ट उद्देश्य - _____
पूर्वज्ञान - _____
सहायक शिक्षण सामग्री - _____
प्रस्तावना - _____

क्र.	शिक्षक के द्वारा प्रश्न	छात्र द्वारा समाहित उत्तर
1		
2		
3		

उद्देश्य कथन - _____

प्रस्तुतीकरण - _____

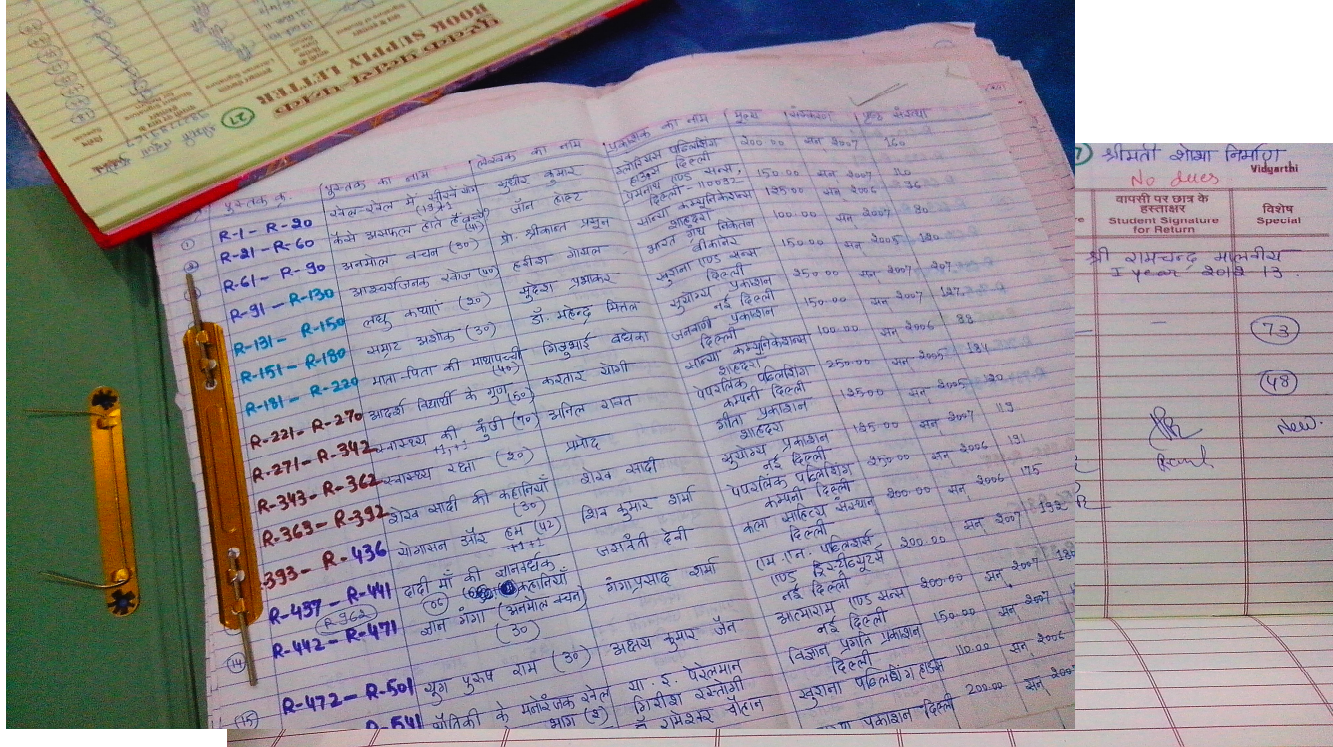
क्र.	शिक्षण विन्दु	शिक्षक क्रियाकलाप	छात्र क्रियाकलाप	सहायक शिक्षण सामग्री

पुनरावृत्ति - _____
कक्षा कार्य - _____
गृहकार्य - _____
पाठदाता के हस्ताक्षर _____ विषय अध्यापक के हस्ताक्षर _____

पंजीकृत टीप - _____

Annexure 3

The Library records at DIET Indore do not provide easy access or analysis



Annexure 4

The TLM at CTEs are more oriented towards learning educational facts rather than engaging with the student



Annexure 5

Training Needs Analysis by SCERT simply asks the teachers to identify their needs

SCERT, MP

सेवाकालीन शिक्षक प्रशिक्षण हेतु शिक्षकों द्वारा स्वेच्छा से प्रशिक्षण प्राप्त करने हेतु भरा जाने वाला प्रारत्र

1-	जिले का नाम	
2-	विकासखण्ड का नाम	
3-	शाला का उद्देश्य कोड क	
4-	शिक्षक का यूनिफ आई डी क	

अ- (प्राथमिक शाला के शिक्षकों हेतु)

विषय	विषयवार गुण याद देकराते किस पर शिक्षक प्रशिक्षण चाहता उस खण्ड में सही का निशान लगाये। (विषयवार देकराकों का विकल्प प्रथक से संकेतन है।)			
हिन्दी	✓ A	B	C	D E
गणित	A	B	C	D E
अंग्रेजी	A	B	C	D E
पर्यावरण	A	B	C	D E
उर्दू	A	B	C	D E

ब- (माध्यमिक शाला के शिक्षकों हेतु)

हिन्दी	A	B	C	D	E
गणित	A	B	C	D	E
अंग्रेजी	A	B	C	D	E
पर्यावरण	A	B	C	D	E
विज्ञान	A	E	C	D	E
संस्कृत	A	E	C	D	E
सामाजिक विज्ञान	A	E	C	D	E
उर्दू	A	F	C	D	E

शिक्षा शास्त्र (विद्यार्थी) के विन्दु जिस पर शिक्षक प्रशिक्षण चाहता है उस पर सही का निशान लगाये। (विन्दुवार विषयों का विकल्प निम्नो में दिये गये है।)

1	2	3	4	5	6	7	8	9	10	11	12

जनशिक्षक के हस्ताक्षर

शिक्षक के हस्ताक्षर