**Teacher Education Planning Handbook**

**2017-2018**

**Centrally Sponsored Scheme of Teacher Education, 2012**

**FORMAT FOR ANNUAL WORK PLAN**

**(2017-18)**

**Government of India**

**Ministry of Human Resource Development**

**Department of School Education and Literacy**

**Preface**

This Handbook has been designed to help planners at different levels to plan local specific need based interventions for Teacher Education at the institution and State levels. The Guidelines of the Centrally Sponsored Scheme on Teacher Education, 2012 have been incorporated in this Handbook to help the planners prepare a comprehensive Annual Work Plana and Budget (AWP&B) that is actionable, can be monitored and has realistic estimates of fund requirement for each intervention. The handbook has been primarily organized at three levels:

**LEVEL 1:**

* The genesis and background of the Revised Teacher Education Scheme, and
* Priorities at the national level

**LEVEL 2:**

* The overall role of the State and its planning approach,
* Corresponding norms under the scheme and
* State level formats for providing consolidated information at a glance

**LEVEL 3:**

* The Role of each institution (SCERT, IASE, CTE, DIET and BITE) in the revised Scheme,
* The Planning approach and methodology,
* The corresponding norms and approvals under the Scheme
* Institution level planning formats

# 1.1 GENESIS AND BACKGROUND OF REVISED TEACHER EDUCATION SCHEME

1. The massive spatial demands, numerical expansion of elementary, secondary schooling and rising qualitative pursuits has triggered modification in the Scheme for Reorganisation and Restructuring of Teacher Education.
2. Recent developments like the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the National Curriculum Framework for Teacher Education 2009 (NCFTE), and other contemporaneous developments in the field of Teacher Education have renewed the vigour and resolve to rejuvenate teacher education in the country.
3. Issues like integrated planning, linkages across institutions, availability of resources, and professional development are to be dealt with proactively.

1. Demand for qualified teachers over the next few years would be substantial especially in the context of RTE Act. It becomes extremely critical for States to expand the current institutional capacities, not only of infrastructure but also of qualified and trained faculty.

1. There is also a need to revisit the Teacher Education curriculum in local specific contexts so as to develop the teachers as facilitators of socio-educational processes besides developing competencies in students. There is need to develop skills in them to understand her student and the community of parents so that students attend regularly and learn. The teachers should understand the sociology, psychology and economics of education which would help them in understanding the nuances of enrolment and retention and other important factors of teaching-learning processes such as refraining from inflicting corporal punishment, timely completion of curriculum, student assessment, students, involving the parents and SMCs.
2. There is need to develop a systematic and robust monitoring and evaluation system and a strong support and facilitating centre. Increasingly SCERT, IASE, CTE, DIETs have to play the role of an effective resource and monitoring centre.

1. Technology in Teacher Education is to be actively integrated in all TE institutions. Satellite transmission communication, content development, MIS, interactive and self paced learning should be the focus areas for bridging the divide digitally.

1. Public-Private partnership in the field of teacher education would be encouraged at the level of DIETs to complement the efforts of the DIETs in areas of pre-service and in-service teacher education and related activities.

**1.2 PRIORITIES AT THE NATIONAL LEVEL**

Quality teacher education, both pre-service and in-service, is a national priority. It is therefore imperative to integrate the planning for teacher education institutions across the country and prioritise and address issues in a manner to address shortage of trained teachers, on-going capacity development of in-service teachers, infrastructure up-gradation of teacher education institutions and functional diversification and rationalization among them.

The limitations in financing, both at the Central level as well as the State level, need to be recognized. It is important for planners to be conscious of the same in physical and financial proposals and should be able to prioritize the expenditure in order to achieve the “optimal state” with the given constraints. For example, the States should be realistic in assessing its own 40% State share (10% share for States of NER & Himalayan Regions i.e. J & K, H.P. and Uttarakhand) and therefore prioritize opening of new institutions or technology deployment in way that it caters to the areas and institutions which need urgent intervention. The States may also prioritize in a way to rationalize the human resources across institutions based on their current capacity, demand and deployment indices.

In order to achieve the above, each State plan should be able to present -

1. Integration of teacher education with the overall education in the state by collation of information and data from SSA (DISE), RMSA (SeMIS) etc for a holistic picture at the State level.
2. A comprehensive status and plan of action for expanding the intake capacity of institutions in the context of existing untrained teachers and new recruits to rationalize PTR as per the provisions of the RTE Act.
3. Methodology to expand the in-service training capacity both in SSA and RMSA by building synergies amongst DIETs, CTE, IASEs and SCERT and also developing innovative mechanisms using technology in teacher education.
4. Strengthening of linkages of teacher education institutions with BRCs and CRCs in order to re-develop them as resource centres and build their capacities to help them develop as in-service training institutions in the long run.
5. A system of continuing education for teachers and teacher educators by linking them to higher education institutions to further develop their abilities in research, content review and education management.
6. An integrated monitoring system of the different teacher education institutions for academic monitoring and functioning, assessing the needs of the teachers and building them back into their training.
7. A consolidated budget for teacher education in the State including budgets at the institution level as well as State level. The budgets should also incorporate provision for the 40% State share (10% share for States of NER & Himalayan Regions i.e. J & K, H.P. and Uttarakhand) and adjust for previous years’ unutilized balances.

**1.3 STATE LEVEL COMPILATIONS AND PLAN COMPONENTS**

Every State would create a State Dashboard which would have one glance information on number and types of institutions, vacancies, projected growth and gaps, school information on enrolment, teachers trained, teachers untrained, etc. A similar compilation could be done at the district level. These compilations would be helpful in assessing the resources at each level and map them in a way to optimize for effective resource utilization in every institution.

## 1.4 STATE PLANNING APPROACH & METHODOLOGY

1. A State Plan Coordinating Centre or Secretariat should be functional to compile all the plans and information from all the districts and respective institutions.
2. A detailed spatial mapping of the State and its institutions should be done in order to assess the demand-supply situation as well as mapping areas unreached or under-served.
3. The State Government would also have to plan activities on Professional Development and use of Technology which cuts across institutions as well as geography.
4. Professional development at the State level should be planned after reading through the different institutions’ plans in a way that the State level program or activity should complement the field plans. Largely the State level activity should facilitate the institution level activity.
5. Similarly, technology in teacher education could be planned at the State level keeping in mind the needs of the institutions. The State Government could optimize on procurement through scale and prioritize to extend the services to institutions which could really get benefitted through its use.
6. The State Government should also devise a plan to continuously monitor the activities of the different institutions. This would include alignment with the proposed plan, approvals in case of any deviation and authorisation of any new activities not earlier budgeted in the plan.
7. The State Government would also devise a system of timely release of funds, efficient and effective fund utilization and preparing timely program and financial reports and updates to Central Government.

## 

## PLANNING FORMATS

### 2 ABOUT STATE (AS ON 31ST MARCH, 2016)

| **Name of State** |  | No. of IASEs sanctioned/functional |  |
| --- | --- | --- | --- |
| No. of Revenue Districts |  | No. of State Universities :  (i) Having Department of Education  (ii) Not having Department of Education |  |
| No. of Education Districts |  |  |
| No. of Blocks/ Mandal |  |  |
| No. of DIETs sanctioned/functional |  | Number of Lower Primary Schools |  |
| No. of DRCs sanctioned/functional |  | Number of Upper Primary Schools (including composite schools) |  |
| No. of CTEs sanctioned/functional |  | Number of Secondary Schools (including composite schools) |  |
|  |  | Number of Senior Secondary Schools (including composite schools) |  |

**State- Level Indicators**

| 1. **Has the State begun preparing a detailed database of information on teacher education in the State**    1. Number of government & private teacher education (M.Ed., B.Ed. & D.Ed.) institutions (district wise)    2. Number of unqualified teachers at elementary and secondary levels (district wise)    3. Number of teacher educators required and number available (district wise)    4. Teacher-Student ratio at teacher education institutions (district-wise)    5. Qualification/experience of teacher educators (district-wise)    6. Infrastructure requirements of teacher education institutions (district wise)    7. Library and instructional resources available at teacher education institutions (district wise) 2. **Has the State held discussions with critical stakeholders (education experts, teacher educators, teachers, student- teachers) to decide its teacher education policy and strategy for the next five years?** 3. **Has the State prepared/begun preparing a five-year perspective plan for teacher education?** 4. **Has the State completed the process of creating a cadre for teacher educators?** 5. **Has the State developed selection criteria and selection process to fill existing faculty vacancies in the SCERT, DIETs, IASEs and CTEs?** 6. **Has the State planned for the capacity development of those selected?** 7. **Has the State initiated the process of re-designing teacher education curriculum based on National Curriculum Framework for Teacher Education 2009?** 8. **Has the State initiated the process of re-designing the school curriculum and textbooks based on the National Curriculum Framework 2005?** 9. **Average time taken for Central funds (other than salary) to reach the DIETs, CTEs and IASEs from the State treasury** |
| --- |

**State Level Dashboard**

**(To be Tracked every Year)**

| **Teachers** | **Teacher Educators** |
| --- | --- |
| 1. **Total number of unqualified teachers in**  * Government Schools * Aided Schools * Unaided Schools  1. **% of candidates who have cleared TET** 2. **Has the TET data been used to analyse the performance of Teacher Education Institutions?** 3. **Number of new teachers needed annually**    * For Elementary Level    * For Secondary Level 4. **Year-wise total number of teacher trainees passing:**    * Through DIETs    * Through BITEs    * Through CTEs    * Other B.Ed. Colleges    * Other D.Ed. Colleges | 1. **Approved capacity of preparing Teacher Educators(M.Ed.)** 2. **Total number of M.Ed. graduates every year** 3. **Teacher -Student ratio in**    * DIETs    * CTEs    * IASEs    * BITEs    * Other B.Ed. Colleges    * Other D.Ed. Colleges 4. **% of faculty vacancy in**  * SCERT * DIETs * CTEs * IASEs  1. **Total faculty capacity in**  * BITEs * DIETs * CTEs * Other B.Ed. Colleges * Other D.Ed. Colleges |

**STATE DASHBOARD (TABLE)**

**2.1 ENROLMENT AND TEACHERS**

**SCHOOL INFORMATION**

| **Education Level** | **Enrolment** | **Sanctioned Strength of Teachers** | **Total no. of teachers appointed** | **PTR** | **Total no. of teachers with NCTE qualification** | **Total no. of teachers without NCTE qualification** | **Teacher vacancy** | **Annual Average Retrial vacancy** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Primary (I-V)** |  |  |  |  |  |  |  |  |
| **Upper Primary (VI-VIII)** |  |  |  |  |  |  |  |  |
| **Secondary (IX-X)** |  |  |  |  |  |  |  |  |
| **Senior Secondary/PUC (XI-XII)** |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |

**PTR:** Pupil Teacher Ratio

**2.2 STATUS OF SUBJECT SPECIALIZATION OF TEACHERS IN CLASSES VI-VIII**

| **Total No. of**  **Teachers** | **Subject specialization** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English** | **Indian Languages** | **Science and Mathematics** | **Social Studies** | **Art Education** | **\*Health and Physical Education** | **\*Work Education** | **\*Physical Education** |
|  |  |  |  |  |  |  |  |  |

**\* Including part-time Instructors**

**2.3 STATUS OF SUBJECT SPECIALIZATION OF TEACHERS AT SECONDARY AND SENIOR SECONDARY LEVEL**

| **Class** | **Total No. of**  **Teachers** | **Subject specialization** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English** | **Indian Languages** | **Social Sciences** | **Physical Sciences** | **Biological Sciences** | **Math’s** | **Art/Craft** | **Physical Education** | **Computer Science** |
| IX-X |  |  |  |  |  |  |  |  |  |  |
| XI-XII |  |  |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |  |  |

### 2.4 TEACHER EDUCATION INSTITUTIONS

| **Type of Teacher Education Institution** | **Government** | | **Aided** | | **Private** | | **Total** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No. of Institutions** | **Intake Capacity** | **No of Institutions** | **Intake Capacity** | **No. of Institutions** | **Intake Capacity** | **No. of Institutions** | **Intake Capacity** |
| **2-year D.Ed.** |  |  |  |  |  |  |  |  |
| **2-year B.Ed.** |  |  |  |  |  |  |  |  |
| **4-year B.El.Ed.** |  |  |  |  |  |  |  |  |
| **2-year D.Ed. (Special Education)** |  |  |  |  |  |  |  |  |
| **1-year B.Ed. (Special Education)** |  |  |  |  |  |  |  |  |
| **1-year M.Ed.** |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |

## 3 STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

The SCERTs are visualized as lead academic institutions at State level providing support to DIETs, CTEs, IASEs and also engaged in educational research and training. They should function along the lines of NCERT at the state level, providing advice to State governments on policy issues, support to implementation and appraisal of programmes and to undertake activities for quality improvement in school education and teacher education.

## Role of SCERTs



## Planning Approach & Methodology

1. SCERT planning cannot be done in isolation; the plan has to be well integrated with the plans of the DIETs, CTEs, IASEs and also with the training plans of SSA and RMSA. The functionaries in SCERT have to closely align with the overall vision of the State Education Department and prepare a perspective plan. The vision should include:
   1. Addressing the numeric need of teachers in the State, both in elementary and secondary education
   2. Addressing the capacity development of in-service teachers to handle complex school learning situations and reality based difficulties in transacting school curriculum
   3. Attention to professional development of teacher educators in DIETs and other institutions
   4. Monitoring the post training implementation and creating a loop to feed it back into future training programs
   5. Knowledge creation through research/ action research, curriculum revision based on field realities and changing global scenario, updating training content with teacher need analysis, etc.
2. The planners have to ensure that the planning is not limited to deciding outlays for a particular financial year. It is to be closely linked to intended outcomes expected out of the efforts of SCERT. For example, executing the 20-day SSA training should not be the objective; rather, the effectiveness of the training, follow-up of the training and building in feedback from field realities should become the objective, which automatically would impact the intended outcome of quality learning in the classrooms.
3. The planning exercise should be a result of extensive consultations at the field level. Expectations, needs and aspirations of teachers should be effectively captured before preparing the plans. Practical difficulties of teacher educators, resource shortage, mutli-tasking working environments should be proactively considered while deciding for annual activities and nature of training programs. Consultations with other Departments/agencies like SSA, RMSA at the state as well as district level are extremely critical for the plans.
4. A bottom-up plan is more realistic than a stand-alone institutional plan. Information from Blocks and upwards and plans of DIETs, CTEs and IASEs have to be considered in physical and financial plan of the State Government. Data from DISE, SeMIS and other MIS should be centrally collated to assess vacancy gaps, retiral vacancies and demand related growth of teachers in the State.
5. Every component or activity in the plan should be measurable. The activity and its corresponding expenditure would have little meaning if it cannot be assessed on its intended benefits. For example, number of visits to a school has little value unless it is coupled with duration of visit, the activities done during those visit and a feedback from the school on how they benefitted from the particular visit.
6. The planning norms and finances cannot be innovatively allocated among different institutions, unless it is specifically defined and intended for a particular institution. For example, resources for Professional Development of Teacher Educators under different institutions could be pooled in at the State level and managed more efficiently and effectively. Similarly technology in teacher education could also be judiciously used to have maximum coverage and benefits.
7. Apart from the Government network, the role of non-profit private institutions also needs to be harnessed. These institutions develop talent which could be productively used and can become part of the overall planning effort. It would be useful to collect information about private colleges and consider them in the overall planning of the State.

## 

## PLANNING FORMATS –

## 3.1 ABOUT SCERT

| **Name of SCERT (Address, Phone, website, etc)** |  | **Total Built-up Area (in sq. mtr.)** |  |
| --- | --- | --- | --- |
| **Year of Formation** |  | **Can more floors be added to the existing building (Yes/No, How many?)** |  |
| **Overall infrastructure condition of the SCERT** | Urgently needs repair and additional construction  or  Needs Minor Repair and general facelift | **Total sanctioned strength :**  **Academic**  **Non-Academic** |  |
| **Total Campus Area (in sq. mtr.)** |  | **Filled-up posts**  **Academic**  **Non-academic** |  |

## 3.2 PROCESS AND PERFORMANCE INDICATORS

| **Process Indicators** | **Suggested Performance Indicators** |
| --- | --- |
| 1. Has the SCERT revised the teacher education curriculum of D.Ed course based on National Curriculum Framework for Teacher Education 2009?   a) If yes,    (i) What processes were undertaken and consultation done on revision of the syllabus?  (ii) Have the teacher educators been re-oriented to the new syllabus?  (iii) Has new learning material been developed for teacher trainers and teacher educators?  (iv) From which academic session would the new syllabus be put in place.  (b) If no, what processes have been initiated for undertaking the revision, and by when would the revision be finalized?   1. Has the SCERT re-designed the school curriculum, textbooks and assessment processes based on the National Curriculum Framework 2005? 2. Does the SCERT have a detailed, updated district-wise database on school education in the State? 3. Has the SCERT established special cells/laboratories for Mathematics, Science, Languages, Social Studies and Educational Technology? 4. Does the SCERT hold regular meetings with    1. SSA    2. RMSA    3. DIETs    4. CTEs    5. IASEs 5. Has the SCERT re-organized its structure based on its requirements? 6. Whether the re-organized organizational structure of SCERT been notified by State Govt? 7. Has the SCERT developed orientation programmes for educational administrators and head teachers? 8. Has the SCERT developed material for teacher educators to use in other teacher education institutions and for teachers in schools? 9. Has there been recorded feedback (through independent assessment & user studies) on the range & quality of material developed? 10. Does the SCERT conduct research studies related to education issues in the State? 11. How many studies have been done by SCERT faculty in the year - number of proposals submitted/accepted/completed? 12. What are the areas of research covered? 13. How many publications have been authored by SCERT faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.? 14. Are there regular faculty development programs for SCERT faculty? 15. What percentage of faculty members at SCERT were deputed for conferences; opted for study leave and undertook exposure visits? 16. What is the frequency of faculty meetings within the SCERT? Are there records of the same? 17. What has been the most ‘talked-about’ process improvement in the year within the SCERT? | **Input/Activity Measures**   1. % faculty vacancy in SCERT 2. Number of teacher educators who have undergone orientation programmes conducted by SCERT 3. Number of educational administrators and head teachers trained by SCERT 4. % of new books (< 3 years old) in the institution library 5. Number of learning surveys conducted by SCERT and reports of these surveys 6. Development of detailed information database on school education in the State   **Output/Outcome Measure**   1. School curriculum reflecting National Curriculum Framework 2005 2. Teacher Education curriculum in alignment with National Curriculum Framework for Teacher Education 2009 3. Availability of resource material for teacher trainees and teacher educators |

## 3.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of the SCERT, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2016-17 in the following format.

**Status of Non-recurring Central Assistance received:**

***(Fig. Rs. in lakh)***

| **Year** | **Component** | **Instalment No.** | **Amount** | **Amount of Grant Utilized** | **% of Grant Utilized** | **Remark** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

## 3.4 CURRENT STAFF AND PLAN – 2017-18

|  | **No. of post sanctioned** | **Post Filled** | **Vacant posts** | **Posts sanctioned in 2016-17** | **Posts filled-up during 2016-17** |
| --- | --- | --- | --- | --- | --- |
| **Administrative**  **1 Director**  **2 Joint Director** |  |  |  |  |  |
| **Academic**   1. **Professor** 2. **Associate professor** 3. **Reader** 4. **Lecturer** |  |  |  |  |  |
| **Non-academic**  **1**  **2**  **3**  **4** |  |  |  |  |  |
| **Total** |  |  |  |  |  |

## 3.5 FUNCTION WISE PLANNING FORMATS

**A CAPACITY BUILDING**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Training Types** | **Target of teacher training proposed in the Annual Work Plan for 2016-17** | **Achievement made against committed target** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of teachers/teacher educators/ administrators expected to be covered** | **Average duration of each training** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |

**B CONTENT DEVELOPMENT**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Development Types** | **No. of publications**  **Releases targeted in the AWP 2016-17** | **No. of man days spent** | **Achievement made against committed target** | **Shortfalls if any with reasons** | **Expenditure**  **incurred** | **Planned no. of publications/releases** | **No. of man days to be spent** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**C ON-SITE SUPPORT**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Eg.** Visits to  Schools,  DIETs, CTEs, IASEs  BRCs/CRCs | **Number of visits planned as per AWP 2016-17** | **Achievements during 2016-17** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Number of visits Planned** | **Average duration of each visit** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |

**D RESEARCH & ACTION RESEARCH**

***(Fig. Rs. In lakh)***

| **Function** | **During 2016-17** | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Research Types** | **Number of research planned as per AWP 2016-17** | **Achievements during 2016-17** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned Numbers** | **Dissemination details**  **(How would the research be used)** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |

**E. PROGRAMMES CONDUCTED FOR FACULTY OF SCERT**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Institution** | **No. of SCERT faculty planned to be covered as per AWP 2016-17** | **Brief nature of the programme** | **Achievements during 2016-17** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of SCERT faculty to be covered** | **Brief nature of the programme** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**F. TECHNOLOGY IN TEACHER EDUCATION**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | |  | | | **Plan for 2017-18** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **E.g.**  **1** EDUSAT based training  2 Teacher education MIS  3 Computer literacy programs | **Number of teachers/ teacher educators planned to be covered as per AWP 2016-17** | **Brief objective of the programme** | **Achievements during 2016-17** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned Number of teachers/ teacher educators**  **covered** | | **Brief objectives** | | **Estimated Expenditure** | **Expected outcomes** | |
| **1** |  |  | |  |  | |  | |  |  | |  |
| **2** |  |  | |  |  | |  | |  |  | |  |
| **3** |  |  | |  |  | |  | |  |  | |  |

**G. INNOVATIONS**

***(Fig. Rs. In lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nature of innovation** | **No. of beneficiaries proposed to be covered as per AWP 2016-17** | **Brief objective** | **Achievements during 2016-17** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of beneficiaries proposed to be covered** | **Brief objectives** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

## 3.6 BUDGET AND FINANCE (ATTACH ADDITIONAL DETAILS/DOCUMENTS OF PROPOSALS): SCERT

***(Fig. Rs. In lakh)***

| S. No. | Head of Expenditure | For 2016-17 | | | | | | For 2017-18 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Approved Amount | Released | | Expenditure incurred | | Unspent balance as on till date (31.03.2016) | Total proposed amount | State Contribution | Net Claim from GOI as Central Share |
| Central Share | State Share | Central Share | State Share |
| **A** | **NON-RECURRING** | |  |  | | | | | | |
| 1 | Strengthening of physical infrastructure  (i) Civil Works |  |  |  |  |  |  |  |  |  |
| (ii) Equipments |  |  |  |  |  |  |  |  |  |
| 2 | Establishment of Special Cells |  |  |  |  |  |  |  |  |  |
| **B** | **RECURRING** | |  |  | | | | | | |
| 3 | Specific projects for academic activities |  |  |  |  |  |  |  |  |  |
| 4 | Salary of faculty and staff filled after re-organisation of SCERT |  |  |  |  |  |  |  |  |  |
| 5 | Capacity building programs for faculty of SCERT |  |  |  |  |  |  |  |  |  |
| 6 | Training programs for educational administrators/ Head Teachers, etc |  |  |  |  |  |  |  |  |  |
| 7 | Induction training of teacher educators |  |  |  |  |  |  |  |  |  |
| 8 | TOTAL |  |  |  |  |  |  |  |  |  |

**3.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES: SCERT**

**Location of SCERT:-**

**Present Director & Pay Scale:- (Fig. Rs. In lakh)**

| ***No. of Posts*** | | | | | | | | | | | | | | | **Estimated Annual**  **Expenditure (for**  **2016-17) on posts**  **which were** | | **Actual expenditure in 2016-17 on**  **salaries** | **Amount admissible for 2017-18 in Salaries** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professor**  **Pay scale [ ]**  **Grade Pay** | | | **Associate Professor**  **Pay-Scale [ ]**  **Grade Pay** | | | **Assistant Professor**  **Pay-Scale [ ]**  **Grade Pay** | | | **Technical Staff**  **Pay-Scale [ ]**  **Grade Pay** | | | **Project Staff/Administrative Staff**  **Pay-Scale [ ]**  **Grade Pay** | | | **In existence prior**  **to up-gradation** | **Filled up as on**  **31.03.16** |
| **SANCTIONED** | |  | **SANCTIONED** | | **Filled up**  **as on**  **31.3.16** | **SANCTIONED** | | **Filled up**  **as on**  **31.3.16** | **SANCTIONED** | | **Filled**  **up as on**  **31.03.16** | **SANCTIONED** | | **Filled**  **up as on**  **31.03.16** |
| **Before re-organisation** | **After Re-organisation** | **Filled up**  **as on**  **31.3.16** | **Before re-organisation** | **After Re-organisation** | **Before re-organisation** | **After Re-organisation** | **Before re-organisation** | **After Re-organisation** | **Before re-organisation** | **After Re-organisation** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** |
| 1. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **TOTAL** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Note : Column under ‘After up-gradation’ includes posts ‘before up-gradation’) **It is mandatory to give details of Pay Scales along with Grade Pay.**

# 4 INSTITUTE OF ADVANCED STUDIES IN EDUCATION (IASE)

# Planning

The Institutes of Advance Studies in Education (IASE) are centres of excellence who also work in the field of secondary education– both pre-service and in-service. In addition, they have the responsibility of conducting M.Ed., M.Phil. and Ph.D. programs for the preparation of teacher educators and may also conduct and pilot new teacher education programs, such as the 4-year integrated B.El.Ed. course. Teacher Education Scheme has envisaged a renewed role for IASEs whereby their contribution would not be limited to teacher training but also evolve as Regional Resource centres.

## Role of IASEs in the new scheme



## Planning Approach & Methodology

1. IASE are being envisaged as the leading institution(s) in the State which will actively contribute in State policy making, high quality research and innovation, and standardizing best practices from the field.
2. The IASE and SCERT would have to complement each other’s roles and functions and in case of more than one IASE in the State, each would have to work coherently and constructively with each other.
3. Each IASE would have to do a detailed mapping of teacher education institutions in the State, especially of CTEs and DIETs and align their activities in a way to complement and support the regional needs and preferences of the teacher educators and teachers.
4. Professional development of teacher educators is top priority for IASE. The planning at IASE should involve various aspects such as skill development related to curriculum and pedagogy, effective decision making, use of ICT tools like computers, internet and communication in raising efficiency and gaining knowledge. The IASE should also look at ways and means of incentivising good practices by bringing them on national/ international platform, create mechanism to sustain such practices and develop a system of cross-sharing.
5. Research in IASE would have to be looked differently. The research would not only have to be limited to sectors such as ECE, Elementary, Secondary, but also in terms of equity, inclusion, hidden curriculum, teaching-learning etc. IASEs are uniquely placed to generate inter-disciplinary research by inviting higher education teachers in other departments of universities to co-teach and co-supervise the teacher education research. More specifically, the IASEs can:

* Conduct pedagogic, sociological research related to teaching-learning
* Generate research based understanding of children, how they learn; multiple facets of child development
* Generate research on issues of equity and inclusion with respect to school and teacher education
* Provide an inter-disciplinary platform for academic exchange and production of research
* Carry out rigorous research exercise along with the concerned CTE/DIET to assess the needs of in-service programs.

1. Since the renewed role of IASE is not merely education training but also management training to educational administrators, IASE would have to reorient themselves from mere education institutions to more of education management institutions. The IASE would have to create a matrix of functions, people and resources to efficiently execute the intended tasks like training, content development, knowledge management etc. They would also have to add and develop human resources towards this renewed role.



## PLANNING FORMATS

**4.1 ABOUT IASE (to be filled up separately for each IASE)**

| **Name of IASE(Address, Phone, website, etc)** |  | **No. of teacher educators of DIETs/BITEs covered** |  |
| --- | --- | --- | --- |
| **Year of Formation** |  | **Overall infrastructure condition of the IASE** | Urgently needs repair and additional construction or Needs Minor Repair and general facelift |
| **Number of districts covered by the IASE** |  | **Total Campus Area (in sq. mtr.)** |  |
| **Pre-service programmes offered**  **B.Ed (annual capacity)**  **M.Ed (Annual capacity)** |  | **Total Built-up Area (in sq. mtr.)** |  |
| **Other programmes offered** |  | **Can more floors be added to the existing building (Yes/No, How many?)** |  |

### 4.2 PROCESS AND PERFORMANCE INDICATORS

| **Suggested Process Indicators** | **Suggested Performance Indicators** |
| --- | --- |
| 1. Does the IASE have a detailed database on the teacher education institutions and teacher educators in the area that it serves? 2. Has the IASE conducted a training need analysis for teacher educators? 3. Has the IASE created special courses for teacher educators in identified areas of need? 4. Does the IASE use ICT during in-service training programmes? 5. Does the IASE hold regular meetings with    1. SSA    2. RMSA    3. DIETs    4. CTEs    5. SCERT 6. Has there been positive feedback by student teachers on the M.Ed./B.Ed. and other pre-service programs? Are there records of the same? 7. Has there been positive feedback on the in-service programmes by teacher educators? Are there records of the same? 8. Does the IASE use a Training Management System? 9. Does the IASE conduct research studies related to teacher educators in the area that it covers? 10. How many research studies have been done by IASE faculty - number of proposals submitted/accepted/completed? 11. What are the areas of research covered? 12. How many publications have been authored by IASE faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.? 13. Are there regular faculty development programs for IASE faculty? 14. How many faculty members at the IASE were deputed for conferences, went on study leave and undertook exposure visits? 15. What is the frequency of faculty meetings within the IASE? Are there records of the same? 16. What has been the most ‘talked-about’ process improvement in the year within the IASE? | **Input/Activity Measures**   1. % faculty vacancy in IASE 2. Number of modules created for teacher educators 3. IASE as Regional Resource Centre 4. % of new books (< 3 years old) in the institution library   **Output/Outcome Measures**   1. Success ratio in pre-service examination 2. % of IASE students who cleared TET 3. No. of teachers benefitted from training programmes 4. No. of research publications/documents released 5. No. of resource materials prepared for teacher educators |

### 4.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of the IASE, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

**Status of Non-recurring Central Assistance received:**

***(Fig. Rs. in lakhs)***

| **Name of IASEs** | **Year in which central assistance received** | **Details of Components** | **Instalment No.** | **Amount** | **Amount of Grant Utilized** | **% of Grant Utilized** | **Remark** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |

### 4.4 CURRENT STAFF AND PLAN – 2017-18

| **Post** | **Sanctioned** | | **Posts Filled** | | **Vacant** | | **Percentage of posts vacant** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Before  up-gradation | After  up-gradation | Before  up-gradation | After  up-gradation | Before  up-gradation | After  up-gradation | Before  up-gradation | After  up-gradation |
|  | (1) | (2) incl. (1) | (3) | (4) incl. (3) | (5) | (6) incl.(5) | (7) | (8) incl. (7) |
| **Head** |  |  |  |  |  |  |  |  |
| **Professor** |  |  |  |  |  |  |  |  |
| **Associate professor** |  |  |  |  |  |  |  |  |
| **Reader** |  |  |  |  |  |  |  |  |
| **Asst. Professor** |  |  |  |  |  |  |  |  |
| **Lecturer** |  |  |  |  |  |  |  |  |
| **NON-ACADEMIC** |  |  |  |  |  |  |  |  |
| **1** |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |  |  |  |

### 4.5 FUNCTION WISE PLANNING FORMATS

**A PRE-SERVICE PROGRAMMES**

| **Name of course**  (B.Ed./ M.Ed., etc.) | **Intake approved by NCTE** | **Duration of programme** | **Actual no. of trainees admitted in 2016-17** |
| --- | --- | --- | --- |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |

**B RESEARCH**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Research Title** | **Number of research planned as per AWP 2016-17** | **Dissemination details**  **(How was the research used)** | **No. of research under-**  **Taken during 2016-17** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned Numbers** | **Dissemination details**  **(How would the research be used)** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**C RESOURCE CENTRE AND SUPPORT TO DIETs, CTEs, etc.**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource support types** | **No. of documents/**  **publication**  **targeted for release as per AWP 2016-17** | **No. of orientation held with teacher educators** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned no. of documents/**  **publications**  **releases** | **Planned no. of orientation held with teacher educators** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**D CAPCITY BUILDING OF TEACHER EDUCATORS**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nature of programme** | **No. of participant targeted as per AWP 2016-17** | **Average duration of programme** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned number of participants** | **Average duration of programme** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**E. PROGRAMMES CONDUCTED FOR FACULTY OF IASE**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Institution** | **No. of IASE faculty proposed to be covered as per AWP 2016-17** | **Brief nature of the programme** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of IASE faculty to be covered** | **Brief nature of the programme** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**F. TECHNOLOGY IN TEACHER EDUCATION**

***(Fig. Rs. In lakh)***

| **Function** | **During 2016-17** | | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **E.g.**  **1** EDUSAT based training  2 Teacher education MIS  3 Computer literacy programs | **Number of teacher educators**  **proposed to be covered as per AWP 2016-17** | **Brief objective of the programme** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | | **Planned Number of teachers/ teacher educators**  **covered** | **Brief objectives** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  | |  |  |  |  |  |
| **2** |  |  |  |  | |  |  |  |  |  |
| **3** |  |  |  |  | |  |  |  |  |  |

**G. INNOVATIONS**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nature of innovation** | **No. of beneficiaries proposed to be covered as per AWP 2016-17** | **Brief objective** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of beneficiaries proposed to be covered** | **Brief objectives** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**H. MATERIAL DEVELOPMENT**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **No. of publications/**  **Releases targeted as per AWP 2016-17** | **Target Group** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of proposed publications/**  **releases** | **Target Group** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

1. **ON-SITE SUPPORT TO TEACHER EDUCATORS**

***(Fig. Rs. in Lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Eg.** Visits to  DIETs, | **Number of visits proposed as per AWP 2016-17** | **Average duration of each visit** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned numbers visited** | **Average duration of each visit** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

### 4.6 BUDGET AND FINANCE (Attach additional details/documents of proposals): IASEs

***(Fig. Rs. in Lakhs)***

| S. No. | Head of Expenditure | For 2016-17 | | | | | | | | | For 2017-18 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Approved Amount | Released | | Expenditure incurred | | | | | Unspent Balance as on (31.03.2016) | Total proposed | State  Contribution | Net Claim from GoI as Central Share |
| Central Share | State Share | Central share | | | State share | |
| **A** | **EXISTING IASEs** | |  |  | | | |  | | | | | |
| 1 | Strengthening of physical infrastructure  (i) Civil Works  (ii) Equipments |  |  |  |  | | |  | |  |  |  |  |
| 2 | Programmes and activities |  |  |  |  | | |  | |  |  |  |  |
|  | Salary of faculty and staff sanctioned and filled up after up-gradation |  |  |  |  | | |  | |  |  |  |  |
| 3 | Contingency |  |  |  |  | | |  | |  |  |  |  |
| **B** | **NEW IASEs proposed** | |  |  | | | | | | | | | |
| 4 | Strengthening of physical infrastructure  (i) Civil Works  (ii) Equipments |  |  |  | |  |  | |  | |  |  |  |
| 5 | Salary of faculty and staff sanctioned and filled up after up-gradation |  |  |  | |  |  | |  | |  |  |  |
| 6 | Programs and activities |  |  |  | |  |  | |  | |  |  |  |
| 7 | Contingency Grant |  |  |  | |  |  | |  | |  |  |  |
|  | **TOTAL** |  |  |  | |  |  | |  | |  |  |  |

### 4.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES : IASEs

***(Fig. Rs. in Lakhs)***

| **S**  **No** | **Name**  **of**  **IASE** | **Yr. of**  **Sanction** | NO. OF POSTS | | | | | | | | | | | **Estimated annual**  **expenditure (for 2016-17) on posts which were** | | **Actual**  **Expenditure in**  **2016-17 on**  **salaries** | **Amount**  **Admissible for 2017-18** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professor**  **Pay scale and Grade Pay** | | | **Sr. Lecturer / READER**  **Pay scale and Grade Pay** | | | **Associate Prof./Assistant Prof.**  **Pay scale and Grade Pay** | | | **Non-teaching staff**  **Pay scale and Grade Pay** | | **In**  **existence**  **prior to**  **up- gradation** | **Filled-up**  **as on**  **31.3.16** |
| Sanctioned | | Filledup  as on  31.3.16 | Sanctioned | | Filled up  as on  31.3.16 | Sanctioned | | Filled up  as on  31.3.16 | Sanctioned  prior to  up-gradation | Filled-up as  on 31.3.16 |
| Before  Up  Gradation | After up gradation | Before  Up-gradtion | After up-gradation | Before  Up-gradtion | After up-gradation |  |  |  |  |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** |
| **1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | TOTAL  IASEs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

(Note : Column under ‘After up-gradation’ includes posts ‘before up-gradation’) **It is mandatory to give details of Pay Scales along with Grade Pay.**

# 5 COLLEGE OF TEACHER EDUCATION (CTE)

# Planning

The Colleges of teacher Education (CTEs) were established following the National Policy on Education (NPE) 1986 and the POA (1992)*.* The CTEs are meant to work in the field of secondary teacher education – both pre-service and in-service. In addition, they also have the responsibility of carrying out research, innovation, material development and provide extension and support to schools and other bodies.

In the context of RMSA, the role of CTEs has become extremely important in not only expanding the quantity and quality of secondary school teachers but also reinvent itself to proactively integrate with the larger state teacher education system.

## Role of CTEs in the new scheme



## Planning Approach & Methodology

1. Each CTE has normally three districts under its jurisdiction and the CTE is expected to provide training and academic support to the teachers of secondary and senior secondary classes in those districts.
2. The CTEs have to closely plan with the District Education Officer of each of the districts on the long-term and short-term requirements of secondary school teachers, especially in the context of RMSA. Careful analysis also has to be done on subject-wise teacher requirement.
3. CTEs have to plan meticulously on the training needs of the in-service teachers which would include aligning with updated curriculum, student friendly pedagogical practices and simplifying delivery of complex content. Detailed baseline surveys have to be organised so that teacher needs could be captured realistically. The baseline surveys should not be limited to current course content but also seek feedback on students’ aspirations and subjects which are more relevant in today’s socio-economic environment.
4. In order to develop well-updated training programs, the CTE would have to reinvent itself with latest knowledge, professional development of its own cadres and seek professional help while planning and execution.
5. The CTEs would have to continuously engage with the schools and teachers to ensure effectiveness of the training programs and also capture feedback to strengthen the training further. Continuous impact assessment would have to be done by the faculty of CTE.
6. Since CTEs are not located far from each other, inter-CTE exchange could be organized to learn from each other. This would be useful in developing best practices and plugging resource gaps. Technology could play an important role and the State must ensure that CTEs are equipped to hold webinars and video conferencing.



## 5.1 PLANNING FORMATS

**ABOUT CTE (Separately for each CTE)**

| **Name of CTE(Address, Phone, website, etc)** |  | **No. of secondary/senior secondary teachers in Govt. schools covered** |  |
| --- | --- | --- | --- |
| **Year of Formation** |  | **Overall infrastructure condition of the CTE** | Urgently needs repair and additional construction  or  Needs Minor Repair and general facelift |
| **Number of districts covered by the CTE** |  | **Total Campus Area (in sq. mtr.)** |  |
| **Pre-service programmes offered**  **B.Ed. (annual capacity)**  **M.Ed. (Annual capacity)** |  | **Total Built-up Area (in sq. mtr.)** |  |
| **Other programmes offered** |  | **Can more floors be added to the existing building (Yes/No, How many?)** |  |

## 5.2 PROCESS AND PERFORMANCE INDICATORS

| **Suggested Process Indicators** | **Suggested Performance Indicators** |
| --- | --- |
| 1. Does the CTE have a detailed database on the secondary schools and secondary school teachers in the districts that it serves? 2. Has the CTE done a training need analysis for secondary school teachers? 3. Has the CTE developed modules for secondary school teachers? 4. Does the CTE use ICT during in-service training programmes? 5. Does the CTE hold regular meetings with    1. SSA    2. RMSA    3. DIETs    4. IASEs    5. SCERT 6. Has there been positive feedback on the B.Ed. programme by student teachers? Are there records of the same? 7. Has there been positive feedback on the in-service programmes by secondary school teachers? Are there records of the same? 8. Does the CTE use a Training Management System? 9. Does the CTE conduct research studies related to secondary education issues in the districts that it covers? 10. How many studies have been completed by CTE faculty - number of proposals submitted/accepted/completed? 11. What are the areas of research covered? 12. How many publications have been authored by CTE faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.? 13. Are there regular faculty development programs for CTE faculty? 14. How many faculty members at CTE were deputed for conferences, went on study leave and undertook exposure visits? 15. What is the frequency of faculty meetings within the CTE? Are there records of the same? 16. What has been the most ‘talked-about’ process improvement in the year within the CTE? | **Input/Activity Measures**   1. % of faculty vacancy in CTEs 2. Number of school teachers prepared by CTEs 3. Number of in service programme- conducted through CTEs 4. Availability of technology-enabled infrastructure (functioning computers, internet connection, email id and multi-media facilities) 5. % of new books (< 3 years old) in the institution library   **Output/Outcome Measure**   1. Success ratio in pre-service examination 2. % of CTE students who cleared TET 3. No. of teachers benefitted from training programmes 4. No. of research publications/documents released 5. No. of resource materials prepared for teachers |

### 5.2 (a): TOTAL BUDGET AND FINANCE PROPOSE BY STATE/UT (2017-18) - Institutions & Component-Wise.

***(Fig. Rs. in Lakhs)***

| **Sl. No.** | **Institutions** | **Civil Works** | **Equipments** | **Establishment of Spl. Cell** | **Specific projects for Academic Activities** | **Programmes and Activities** | **Salary of faculty and staff sanctioned and filled up after up- gradation** | **Contingency** | **Training programmes for educational admn./ Head Teacher** | **Technology support** | **Induction training of teacher educators** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **1** | **DIETs** |  |  |  |  |  |  |  |  |  |  |
| **2** | **CTEs** |  |  |  |  |  |  |  |  |  |  |
| **3** | **IASEs** |  |  |  |  |  |  |  |  |  |  |
| **4** | **SCERT** |  |  |  |  |  |  |  |  |  |  |
| **5** | **BITEs** |  |  |  |  |  |  |  |  |  |  |
| **Total** | |  |  |  |  |  |  |  |  |  |  |

## 5.3 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of the CTE, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2017-18 in the following format.

**Status of Non-recurring Central Assistance received:**

***(Fig. Rs. in Lakhs)***

| **Name of CTEs** | **Year in which central assistance received** | **Component** | **Instalment No.** | **Amount** | **Amount of Grant Utilized** | **% of Grant Utilized** | **Remark** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |

## 5.4 Current Staff and Plan – 2017-18

| **Post** | **Sanctioned** | | **Posts Filled** | | **Vacant** | | **Percentage of posts vacant** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Before  up-gradation | After  Up-gradation | Before  Up-gradation | After  Up-gradation | Before  Up-gradation | After  Up-gradation | Before  Up-gradation | After  Up-gradation |
| **Academic** | (1) | (2) incl. (1) | (3) | (4) incl. (3) | (5) | (6) incl. (5) | (7) | (8) incl. (7) |
| Head |  |  |  |  |  |  |  |  |
| Professor |  |  |  |  |  |  |  |  |
| Associate Professor |  |  |  |  |  |  |  |  |
| Reader |  |  |  |  |  |  |  |  |
| Asst. Professor |  |  |  |  |  |  |  |  |
| Lecturer |  |  |  |  |  |  |  |  |
| **Non-Academic** |  |  |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| TOTAL |  |  |  |  |  |  |  |  |

### 5.5 FUNCTION WISE PLANNING FORMATS

**A. PRE-SERVICE PROGRAMMES**

| **Name of course**  (B.Ed/  M.Ed, etc.) | **Intake approved by NCTE** | **Duration of programme** | **Actual no. of trainees targeted for admission in 2016-17 as per AWP** | **Achievement** | **Shortfalls if any with reasons** | **Actual no. of trainees targeted for admission in 2017-18** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |

**B. RESEARCH AND ACTION RESEARCH**

***(Fig. Rs. in Lakhs)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Research Title** | **Number of research targeted as per AWP 2016-17** | **Dissemination details**  **(How was the research used)** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned Numbers** | **Dissemination details**  **(How would the research be used)** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**C. RESOURCE CENTRE AND DOCUMENTATION**

***(Fig. Rs. in Lakhs)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource support types** | **No. of documents/**  **Publications proposed to be**  **Released as per AWP 2016-17** | **No. of orientation held with teachers** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned no. of documents/**  **publications**  **releases** | **Planned no. of orientation held with teachers** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**D. CAPACITY BUILDING OF TEACHERS**

***(Fig. Rs. in Lakhs)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nature of programme** | **No. of participants proposed as per AWP 2016-17** | **Average duration of programme** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned number of participant** | **Average duration of programme** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**E. PROGRAMMES CONDUCTED FOR FACULTY OF CTE**

***(Fig. Rs. in Lakhs)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Institution** | **No. of CTE faculty proposed to be covered as per AWP 2016-17** | **Brief nature of the programme** | **Achievements** | **Shortfall if any with reasons** | **Expenditure incurred** | **No. of CTE faculty to be covered** | **Brief nature of the programme** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**F. TECHNOLOGY IN TEACHER EDUCATION**

***(Fig. Rs. in lakhs)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **E.g.**  **1** EDUSAT based training  2 Teacher education MIS  3 Computer literacy programs | **Number of teacher educators proposed to be covered as per AWP 2016-17** | **Brief objective of the programme** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned Number of teachers/ teacher educators**  **covered** | **Brief objectives** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**G. INNOVATIONS**

***(Fig. Rs. in Lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nature of innovation** | **No. of beneficiaries proposed to be covered as per AWP 2016-17** | **Brief objective** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of beneficiaries proposed to be covered** | **Brief objectives** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**H. MATERIAL DEVELOPMENT**

***(Fig. Rs. in Lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **No. of publications/**  **Releases proposed for 2016-17 as per AWP** | **Target Group** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of proposed publications/**  **releases** | **Target Group** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**I. ON-SITE SUPPORT TO TEACHERS**

***(Fig. Rs. in Lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Eg.** Visits to  Schools | **Number of visits proposed as per AWP 2016-17** | **Average duration of each visit** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned numbers visited** | **Average duration of each visit** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

### 5.6 BUDGET AND FINANCE (Attach additional details/documents of proposals): CTEs

***(Fig. Rs. in Lakh)***

| **S. No.** | **Head of Expenditure** | **Central assistance in 2016-17** | **Expenditure incurred** | | | **Unspent balance as on 31.03.2016** | **Total proposed 2017-18** | **State Contribution**  **2017-18** | **Claim from GOI**  **(2017-18)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Central share** | | **State share** |
| **A** | **EXISTING CTEs** | | | | | | | | |
| **1** | **Strengthening of physical infrastructure**  **(i) Civil Works**  **(ii) Equipments** |  |  | |  |  |  |  |  |
| **2** | **Programmes and activities** |  |  | |  |  |  |  |  |
|  | **Salary of faculty and staff sanctioned and filled up after up-gradation** |  |  | |  |  |  |  |  |
| **3** | **Contingency** |  |  | |  |  |  |  |  |
| **B** | **NEW CTEs proposed** | | | | | | | | |
| **4** | **Strengthening of physical infrastructure**  **(i) Civil Works**  **(ii) Equipments** |  |  |  | |  |  |  |  |
| **5** | **Salary of faculty and staff sanctioned and filled up after up-gradation** |  |  |  | |  |  |  |  |
| **6** | **Programs and activities** |  |  |  | |  |  |  |  |
| **7** | **Contingency Grant** |  |  |  | |  |  |  |  |
|  | **TOTAL** |  |  |  | |  |  |  |  |

**5.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18:**

**PART-II: ESTIMATED EXPENDITURE ON SALARIES: CTEs**

***(Fig. Rs. in lakh)***

| **S**  **No** | **Name**  **of CTE** | **Yr. of**  **Sanction** | NO. OF POSTS | | | | | | | | | | | **Estimated annual**  **expenditure (for 2015- 16) on posts which were** | | **Actual**  **expenditure in**  **2016-17 on**  **salaries** | **Amount**  **Admissible for**  **2017-18** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professor**  **Pay scale and Grade Pay** | | | **READER / Sr. Lecturer / Lecturer**  **Pay scale and Grade Pay** | | | **Assistant / Associate Prof**  **Pay scale and Grade Pay** | | | **Lower-level teaching staff**  **Pay scale and Grade Pay** | | **In**  **existence**  **prior to**  **up- gradation** | **Filled-up**  **as on**  **31.3.16** |
| **Sanctioned** | | **Filled up**  **as on**  **31.3.16** | **Sanctioned** | | **Filled up**  **as on**  **31.3.16** | **Sanctioned** | | **Filled up**  **as on**  **31.3.16** | **Sanctioned**  **prior to**  **up-gradation** | **Filled-up as**  **on 31.3.16** |
| **Before**  **Up**  **Gradation** | **After up gradation** | **Before**  **Up-gradation** | **After up-gradation** | **Before**  **Up-gradation** | **After up-gradation** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** |
| **1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **TOTAL**  **CTEs** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

(Note: Column under ‘After up-gradation’ includes posts ‘before up-gradation’) It is mandatory to give details of Pay Scales along with Grade Pay**.**

# 6 DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)

# Planning

DIETs are nodal institutions for improving the quality of elementary education in the district. They are mandated to transact pre-service and in-service training programs for elementary school teachers. The DIETs need to be strengthened in all respects in terms of organisational structure, physical infrastructure, academic programmes, human resources, and financial support. Under the revised Scheme, the responsibility of DIETs grows multi-fold especially in the context of RTE Act, RMSA and NCF and not limited to teacher training but as an institution to manage quality aspects in schools, professional development of teachers, intra-district academic coordination in the district, academic assessment monitoring, research and action research, ICT interventions, innovative practices and academic planning in the district.

## Role of DIETs in the new scheme



## 

## Planning Approach & Methodology

1. The DIET has a major responsibility at the district level. Seamless coordination is required with District SSA, District RMSA, DEO, BRCs and CRCs to prioritize on academic issues, training requirements, teacher growth over the next few years.
2. The DIET plans should reflect speed of expansion of services without compromising on the quality. For example, if the in-service training has to be provided under RMSA (in the absence of CTE), the DIET should quickly identify resources which it could use in such a training rather than wait to develop it over a period of time. It could be government resources (like retired teachers) or private resources (private colleges in the district); it could also be resource persons from outside or a CTE which may be out of the jurisdiction.
3. DIET plans should exhibit innovation not only in terms of academic plans but also operationalizing those plans. Balancing time, resources and capacity is critical while planning.
4. The DIET Principal has the added responsibility of not only managing programs but also people. The team of the Principal and the faculty should function as one unit to deliver quality services. Therefore the Plan should articulate clearly as to how the functions would be divided across individuals or sub-teams. This would also instil ownership and accountability towards the desired goals. It would also be advisable that each sub-team should develop its own plan which gets integrated at the DIET level. It is preferable to have a “MECE approach” (Mutually Exclusive, Collectively Exhaustive) i.e. though every sub-team is working exclusively on its plan; however when put together it becomes a collective and an exhaustive plan. The Principal as a manager has the responsibility to oversee the collectiveness and exhaustiveness of the plan.
5. The planners should closely consult district and state level MIS systems to support their planning decisions. DISE and SeMIS are easily accessible. In addition, it would be advisable to conduct some pre-planning consultations at Block levels to incorporate field realities and ownership of teachers and officials. A pre-planning consultation at the district level would also be useful where the relevant CTE, IASE and representatives from SCERT, SSA, RMSA and DEO offices could also be involved. Sincere efforts should be made to involve the District Collector in the planning process.
6. Previous knowledge and experience should be actively used as a data-point. DIET may organize consultations with former Principals, faculty and other stakeholders in the district who had been associated with teacher education.
7. The competency of the existing staff and faculty is of utmost importance and in order to develop the same, DIET must do an assessment of the strengths and weakness in the institution and of the people. This would help in designing and executing programs focussed on its strengths. In case of an absence of certain skills, DIET may actively pursue to acquire such talent or additionally build the competency in the existing set of people by offering them time to pursue those skills, whether through distance learning programs or part-time courses. The plan should capture such an assessment.
8. In addition, the DIET planners should also carefully read the SCERT approach and methodology in this document as the planning of SCERT is significantly dependant on DIETs. Concepts of outlays versus outcomes, measurability, bottom-up approach are equally relevant to the DIETs as well.



**6.1 ABOUT DIETs (to be filled up by the State Government)**

| **No. of districts created upto March, 2011** |  | **No. of DIETs which submitted self-appraisal Report to NCTE for 2016-17** |  |
| --- | --- | --- | --- |
| **No. of districts created between April 2002 and March 2011** |  | **No. of DIETs which submitted Annual Action Plan for 2017-18** |  |
| **No. of DIETs sanctioned**  **(i) Upgraded**  **(ii) New** |  | **No. of DIETs functional** |  |
| **No. of DIETs with NCTE recognition for D.Ed. course** |  | **No. of DRCs sanctioned and functional** |  |
| **Annual Intake capacity in DIETs**  **Actual no. of trainees admitted in 2016-17** |  |  |  |
| **No. of DIETs having functional website** |  |  |  |

**6.2 PROCESS AND PERFORMANCE INDICATORS**

| **Suggested Process Indicators** | **Suggested Performance Indicators** | |
| --- | --- | --- |
| 1. Does the DIET have a detailed database on the schools, teachers, Block Resource Centres & Cluster Resource Centres in the district that it serves? 2. Has the DIET conducted a training need analysis for teachers? 3. Does the DIET hold regular meetings with    1. SSA    2. RMSA    3. IASE    4. CTE    5. SCERT 4. Has there been positive feedback on the D.Ed. programme by student teachers? Are there records of the same? 5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of the same? 6. Does the DIET use a Training Management System? 7. Does the DIET conduct research studies related to teachers in the area that it covers? 8. What are the areas of research covered? 9. How many publications have been authored by DIET faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.? 10. Are there regular faculty development programs for DIET faculty? 11. How many faculty members at the DIET were deputed for conferences, went on study leave and undertook exposure visits? 12. What is the frequency of faculty meetings within the DIET? Are there records of the same? 13. What has been the most ‘talked-about’ process improvement in the year within the DIET? | | **Input/Activity Measures**   1. Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period) 2. Number of DIET faculty visits to schools in a quarter (each visit to be at least 4 hours of interaction) 3. Availability of technology enabled infrastructure (functioning computers, internet connection, email id and multi-media facilities) 4. Average duration of Principalship in the last 5 years 5. % of faculty positions filled 6. % of new books (< 3 years old) in the institution library   **Output/Outcome Measures**   1. Number of qualified teachers added to the system through DIETs 2. % of DIET students who cleared the TET 3. No. of modules for training of teachers, etc prepared by DIET faculty 4. No. of action research undertaken by the DIET faculty 5. No. of resource material developed by DIET faculty for school teachers 6. No. of faculty of DIETs who underwent capacity development and training programs 7. Has the DIET prepared the Annual Action Plan 2016-17 | |

**6.3 INFRASTRUCTURE PROPOSAL**

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2016-17 in the following format.

**Status of Non-recurring Central Assistance received:**

| **Name of DIET/DRC** | **Year in which central assistance**  **received** | **Component** | **Instalment No.** | **Amount** | **Amount of Grant Utilized** | **% of Grant Utilized** | **Remark** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |

**6.4 CURRENT STAFF AND PLAN – 2017-18**

| **S. No.** | **Name of DRCs/DIETs** | **Intake approved by NCTE** | **No of posts sanctioned** | | | | | | **Post Filled** | | | | | | **Vacant posts** | | | | | | **% of vacant posts** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Academic | | Non  academic | | Total | | Academic | | Non  academic | | Total | | Academic | | Non  academic | | Total | | Academic | | Non  academic | | Total | |
|  |  |  | B.U | A.U. | B.U | A.U | B.U | A.U | B.U | A.U | B.U | A.U | B.U | A.U | B.U | A.U | B.U | A.U | B.U | A.U | B.U | A.U | B.U | A.U | B.U | A.U |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**B.U. – Before Up-gradation**

**A.U. – After Up-gradation (including posts before up-gradation)**

**6.5 FUNCTION WISE PLANNING FORMATS (TO BE PREPARED BY EACH DIET AND CONSOLIDATED IN THE STATE ANNUAL WORK PLAN)**

**A PRE-SERVICE PROGRAMME**

***(Fig. Rs. in lakh)***

| **Name of course**  **(D.Ed.)** | **Intake approved by NCTE** | **Duration of programme** | **Actual no. of trainees targeted in 2016-17 as per AWP** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |

**B RESEARCH AND ACTION RESEARCH**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Research Title** | **Number of research proposed as per AWP 2016-17** | **Dissemination details**  **(How was the research used)** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned Numbers** | **Dissemination details**  **(How would the research be used)** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**C RESOURCE CENTRE AND DOCUMENTATION**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource support types** | **No. of documents/**  **Publications proposed to be released as per AWP 2016-17** | **No. of orientation held with teachers** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned no. of documents/**  **publications**  **releases** | **Planned no. of orientation held with teachers** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**D TRAINING POGRAMMES FOR TEACHERS, BRC and CRC COORDINATORS, VEC, SMC MEMBERS, etc.**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nature of programme** | **No. of participants proposed to be covered as per AWP 2016-17** | **Average duration of programme** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned number of participants** | **Average duration of programme** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**E PROGRAMMES CONDUCTED FOR FACULTY OF DIET**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Institution** | **No. of DIET faculty proposed to be covered as per AWP 2016-17** | **Brief nature of the programme** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of DIET faculty to be covered** | **Brief nature of the programme** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**F TECHNOLOGY IN TEACHER EDUCATION**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **E.g.**  **1** EDUSAT based training  2 Teacher education MIS  3 Computer literacy programs | **Number of teacher educators proposed to be covered as per AWP 2016-17** | **Brief objective of the programme** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned Number of teachers/ teacher educators**  **covered** | **Brief objectives** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**G INNOVATIONS**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nature of innovation** | **No. of beneficiaries proposed to be covered as per AWP 2016-17** | **Brief objective** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of beneficiaries proposed to be covered** | **Brief objectives** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**H CONTENT & MATERIAL DEVELOPMENT**

**(Fig. Rs. In lakh)**

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **No. of publications/**  **Releases proposed as per AWP 2016-17** | **Target Group** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **No. of proposed publications/**  **releases** | **Target Group** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**I ON-SITE SUPPORT TO TEACHERS**

***(Fig. Rs. in lakh)***

| **Function** | **During 2016-17** | | | | | **Plan for 2017-18** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Eg.** Visits to  Schools | **Number of visits proposed as per AWP 2016-17** | **Average duration of each visit** | **Achievements** | **Shortfalls if any with reasons** | **Expenditure incurred** | **Planned numbers visited** | **Average duration of each visit** | **Estimated Expenditure** | **Expected outcomes** |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |

**6.6 BUDGET AND FINANCE (Attach additional details/documents of proposals): DIETs/DRCs**

***(Fig. Rs. in lakh)***

| S. No. | Head of Expenditure | For 2016-17 | | | | | | | For 2017-18 | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Approved Amount | Released | | Expenditure incurred | | Unspent balance as on 31.03.2016 | | Total proposed 2017-18 | | State Contribution  2017-18 | Claim from GOI  (2017-18) |
| Central Share | State share | Central share | State share |
| **A** | **EXISTING DIETs/DRCs** | | | | | | | | | | | |
| 1 | Strengthening of physical infrastructure  (i) Civil Works  (ii) Equipments |  |  |  |  |  |  | |  | |  |  |
| 2 | Programmes and activities |  |  |  |  |  |  | |  | |  |  |
| 3\* | Salary of faculty and staff sanctioned and filled up after up-gradation |  |  |  |  |  |  | |  | |  |  |
| 4 | Faculty Development |  |  |  |  |  |  | |  | |  |  |
| 5 | Contingency |  |  |  |  |  |  | |  | |  |  |
| **B** | **UPGRADATION OF DRCs** | | | | | | | | | | | |
| 6 | Strengthening of physical infrastructure  (i) Civil Works  (ii) Equipments | BLANK | | | | | | |  | |  |  |
| **C** | **NEW DIETs proposed** | | | | | | | | | | | |
| 7 | Construction  (i) Civil Works  (ii) Equipments | BLANK | | | | | | |  | |  |  |
| 8\* | Salary of faculty and staff sanctioned and filled up after up-gradation |  |  |  | |  |  | |  | |  |  |
| 9 | Programs and activities |  |  |  | |  |  | |  | |  |  |
| 10 | Faculty Development |  |  |  | |  |  | |  | |  |  |
| 11 | Contingency Grant |  |  |  | |  |  | |  | |  |  |
| D | **TECHNOLOGY IN TEACHER EDUCATION** | | | | | | | | | | | |
| 12 | Hardware support |  |  |  | |  |  |  | |  | |  |
| 13 | Purchase of hub/switch |  |  |  | |  |  |  | |  | |  |
| 14 | One-time orientation/training of teacher educators |  |  |  | |  |  |  | |  | |  |
| 15 | Additional support/maintenance |  |  |  | |  |  |  | |  | |  |

**(\* To be filled up separately under 6.7 below)6.7 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18 : PART-II : ESTIMATED EXPENDITURE ON SALARIES : DIETs/DRCs**

***(Fig. Rs. In lakh)***

| S.NO | Name of  District  where DIET  / DRC is  located | Whether  Upgraded or  New | Year Of  Sanction | *No. of Posts* | | | | | | | | | | | | Estimated Annual  Expenditure (for 2016-17) on posts  which were | | Actual expenditure in 2016-17 on  Salaries of posts mentioned in col.  7,10,13 & 16, to the extent they were  filled up | State Contribution | Net claim from GOI on account of salaries  for 2017-18 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Principal  Pay-scale [ ] | | | Vice-principal / Sr. Lecturer  Pay-Scale [ ] | | | Lecturer  Pay-Scale [ ] | | | Para Academic Staff  Pay-Scale [ ] | | | In existence prior  to up-gradation  (whether filled  up or not) | Filled up as on  31.3.16 |
| SANCTIONED | | Filled up  as on  31.3.16 | SANCTIONED | | Filled up  as on  31.3.16 | SANCTIONED | | Filled  up as on  31.03.16 | SANCTIONED | | Filled  up as on  31.3.16 |
| Before upgradation | After  upgradation | Before  upgradation | After  upgradation | Before  upgradation | After  upgradation | Before  upgradation | After  upgradation |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **TOTAL** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

(Note : Column under ‘After up-gradation’ includes posts ‘before up-gradation’) **It is mandatory to give details of Pay Scales along with Grade Pay.**

# 7 BLOCK INSTITUTE OF TEACHER EDUCATION (BITEs)

# Planning

The Government has identified 196 districts in the country which have high concentration of SC/ST and Minorities for setting up elementary pre-service teacher training institutions to ensure preparation of elementary school teachers from amongst persons from these communities. Every such District is eligible to set-up a Block Institute of Teacher Education (BITE) imparting elementary pre-service teacher education program (D.Ed.) which would ensure access to good quality teacher education facilities for rural and remote areas and facilitate the entry of talented persons, particularly from SC/ST and minority concentration areas.

## Role of BITEs in the new scheme



## Planning Approach & Methodology

1. State and district authorities have to do a detailing on the location, earmarking land and other detailing for establishment of the BITE.
2. The following options needs to be explored before finalizing a BITE
3. Possibilities should be explored for approaching well performing private teacher education institutions for admitting eligible persons from the SC/ST/Minority communities to the teacher education course; the Government would meet the cost of tuition and other fees in respect of persons so admitted;
4. Identify an existing elementary teacher education institution in the district which can be up-graded as a BITE. Non-recurring Central assistance would be available for civil works for up-gradation of an existing elementary teacher education institution into a BITE based on the specifications mentioned in the norms and standards of the NCTE for a D.Ed. institution and for a 50-seater hostel, in accordance with State SORs. Equipment grant of Rs. 10.00 lakh would also be made available. Recurring grant will be made available for salaries in respect of posts sanctioned and filled up after up-gradation of the institution in a BITE and of Rs. 5.00 lakh per year as contingency grant.
5. Explore the possibility of using unused capacity or for increasing the capacity of the DIET in the district for admitting eligible persons from these communities to the teacher education course;
6. Establish a new BITE (in a block other than the one where the DIET is established). Non-recurring Central assistance would be available for civil works for construction of a BITE based on the specifications mentioned in the norms and standards of the NCTE for a D.Ed. institution and for a 50-seater hostel, in accordance with State SORs. Non-recurring assistance up-to Rs. 20.00 lakh for equipments would also be available. Recurring assistance would be available for salaries in respect of the posts sanctioned and filled up, including Rs. 5.00 lakh as contingency grant.

## Components of Central Assistance to be provided to BITEs



## 7.1. BITEs – PROPOSAL 2017-18:

| **S. No.** | **Name of the District** | **Name of the Block/ Mandal** | **Concentration of community (for which the district has been identified) in the block (%)** | **Whether by up-gradation**  **or new institution** | **If new Institution, whether land is earmarked for BITE** |
| --- | --- | --- | --- | --- | --- |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |

## 7.2 INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirement for establishment of the BITEs in accordance with the Norms and Standards of a D.Ed. course as specified by the NCTE, along with a 50-seater hostel, and submit the proposal before the Teacher Education Approval Board.

***(Fig. Rs. In lakh)***

| **Name of BITE** | **Year in which Central assistance received** | **Components** | **Amount received as Central assistance** | **Amount of State share released** | **Amount of grant utilized (both Centre + State)** | **Remarks, if any** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

## 7.2 (A) Details of BITEs:

1. **Total No. of BITEs Entitled:**
2. **Total No. of BITEs Sanctioned:**
3. **Total No. of BITEs Functional:**

## 7.3 CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2017-18: PART-II: ESTIMATED EXPENDITURE ON SALARIES: BITEs

**1. Total No. of BITEs**

**(a) Up-graded**

**(b) New**

**2. Has TEAB approved setting up of BITEs in 2012-13?**

**3. If yes,**

**a) How many was approved?**

**b) what is the status of establishment of BITE?**

**4. Has TEAB approved setting up of BITEs in 2013-14?**

**5. If yes,**

**a) How many was approved?**

**b) what is the status of establishment of BITE?**

**6. Has TEAB approved setting up of BITEs in 2014-15?**

**7. If yes,**

**a) How many was approved?**

**b) what is the status of establishment of BITE?**

**8. Date of notification for establishment of New BITEs**

**9. Details of Post sanctioned along with pay scales after establishment of BITEs**

**10. No. of posts filled as on 31.3.2016**

**11. Expenditure incurred on salary during 2014-15**

**12. Claim for salary for 2014-15**

**13. Expenditure incurred on salary during 2016-17**

**14. Claim for salary for 2016-17**

**(Give details of posts, pay scales and Grade Pay)**

**NB: It is mandatory to give details of Pay Scales along with Grade Pay.**

## 7.4. BUDGET AND FINANCE (Attach additional details/documents of proposals): BITEs

***(Fig. Rs. In lakh)***

| S. No. | Head of Expenditure | Central assistance in 2016-17 | | Expenditure incurred | | | | Unspent balance as on 31.03.2016 | | Total proposed 2017-18 | | State Contribution  2017-18 | Claim from GOI  (2017-18) | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Central share | State | | |
| **A** | **EXISTING BITEs** | | | |  | | | | | | | | | |
| 1 | Strengthening of physical infrastructure  (i) Civil Works  (ii) Equipments |  | |  |  | |  | | | |  |  | |  |
| 2 | Programmes and activities |  | |  |  | |  | | | |  |  | |  |
| 3\* | Salary of faculty and staff sanctioned and filled up after up-gradation |  | |  |  | |  | | | |  |  | |  |
| 4 | Faculty Development |  | |  |  | |  | | | |  |  | |  |
| 5 | Contingency |  | |  |  | |  | | | |  |  | |  |
| **B** | **NEW BITES PROPOSED IN 2017-18** | | | | | | | | | | | | | |
| 6 | Construction  (i) Civil Works  (ii) Equipments |  |  | | |  | | |  | |  |  | |  |
| 7\* | Salary of faculty and staff sanctioned and filled up after up-gradation |  |  | | |  | | |  | |  |  | |  |
| 8 | Programs and activities |  |  | | |  | | |  | |  |  | |  |
| 9 | Faculty Development |  |  | | |  | | |  | |  |  | |  |
| 10 | Contingency Grant |  |  | | |  | | |  | |  |  | |  |

**7.5 CLAIM FOR RECURRING ASSISTANCE - ESTIMATED EXPENDITURE ON SALARIES (2017-18): BITEs**

***(Fig. Rs. in lakh)***

| **S. No.** | **Name of**  **District & Block**  **where BITE is**  **located** | **Year Of**  **Sanction** | ***No. of Posts*** | | | | | | | | **Estimated Annual**  **Expenditure (for 2016-17) on posts**  **which were** | | **Actual expenditure in 2016-17 on**  **Salaries of posts mentioned in col.**  **5, 7,9, & 11, to the extent they were**  **filled up** | **State Contribution** | **Net claim from GOI on account of salaries**  **for 2017-18** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Principal**  **Pay-scale [ ]** | | **Vice-principal / Sr. Lecturer**  **Pay-Scale [ ]** | | **Lecturer**  **Pay-Scale [ ]** | | **Para Academic Staff**  **Pay-Scale [ ]** | | **In existence**  **(whether filled**  **up or not)** | **Filled up as on**  **31.3.16** |
| **Sanctioned** | **Filled up**  **as on**  **31.3.16** | **Sanctioned** | **Filled up**  **as on**  **31.3.16** | **Sanctioned** | **Filled**  **up as on**  **31.03.16** | **Sanctioned** | **Filled**  **up as on**  **31.3.16** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** |
| **1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Note:** ***1. Sanctioned and filled-up posts should be accordance with the Norms and Standards of a D.Ed. course as specified by the NCTE.***

***2. It is mandatory to give details of Pay Scales along with Grade Pay.***