

PLANNING FORMATS

About State (as on 31st march, 2013)

Name of STATE	Chhattisgarh	No. of IASEs sanctioned functional	1
No. of Revenue Districts	27	No. of state Universities: (i) Having Department of Education (ii) Not having Department of Education	10
No. of Education Districts	27		2
No. of Blocks/Mandal	146		8
No. of DIETs sanctioned/Functional	16	Number of Lower Primary Schools	33513
No. of DRCs sanctioned/functional	0	Number of Upper Primary Schools (including composite schools)	13880
No. of CTEs sanctioned/functional	1	Number of Secondary Schools (including composite schools)	2335
		Number of Senior Secondary Schools (including Composite schools)	1870

U-DISE DATA IS NOT FINALISED SO LAST YEAR DATA IS BEING USED

STATE DASHBOARD (TABLE)

2.1 Enrolment and Teachers								
School Info.								
Education Level	Enrollment	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 Retiral vacancy
Primary (I-V)	3122131	140774	119296	26.17	74073	45223	21478	N.A
Upper Primary (VI-VIII)	1622994	76271	57871	28.05	42825	15046	18400	N.A
Secondary (IX-X)	533195	20034	13289	40.12	8387	4902	6745	N.A
Senior Secondary/PU C (XI-XII)	299483	15303	13179	22.72	7508	5671	2124	N.A

2.2 STATUS OF SUBJECT SPECILAIZATION OF TEACHERS IN CLASSES VI-VIII								
Total no. of Teachers	Subject specialization							
	Language	Other than Science	Science and mathematics	Art education	Health and Physical Education	Social Science	Work Education	Physical Education
	16424	9152	16963	N.A	N.A	16332	N.A	N.A

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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 science	Physical Sciences	Biological Sciences	Maths	Physical education	Computer science
IX-X	13289	1991	4167	2182	1996	1079	1706	157	11
XI-XII	13179	800	946	0	824	314	612	85	1

There are 24 Subjects offered in XI-XII , so the other No. of Teachers are: 9597 Totaling 13179

U-DISE DATA IS NOT FINALISED SO LAST YEAR DATA IS BEING USED

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.	18	1750			14	770	32	2520
1-Year B.Ed.	2	360	1	300	105	11100	107	11760
4-Year B.El.Ed								N.A
2-Year D.Ed.(Special Education)	-	-	-	-	-	-	-	N.A
1-Year B.Ed.(Speacial Education)	-	-	-	-	-	-	-	N.A
1-Year M.Ed	2	70	1	35	19	690	22	795

PLANNING FORMATS -

3.1 About SCERT

Name of SCERT (Address,Phone, website,etc)	SCERT, C.G. Raipur. BTI Campus Shankar Nagar Raipur. 0771-2443596, http://scert.cg.gov.in	Total Built-up Area (In Sq.mtr.)	978.33
Year of formation	2000-2001	Can more floors be added to the existing building (yes/No, How many?)	No
Overall infrastructure condition of the SCERT	Additional space to reorganise the structure and establishing various laboratories is urgently needed	Total sanctioned strength : Academic Non-Academic	73
Total Campus Area (in sq.mtr.)	68237	Filled-up posts Academic Non- Academic	50

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?

SCERT has prepared its new D.Ed. syllabus, course content, school experience programme and implemented since 2007. The whole programme puts more emphasis on teachers' role as learner, learning facilitator and resource generator.

2. Has the SCERT re-designed the school curriculum, textbooks and assessment processes based on the National Curriculum Framework 2005?

SCERT has prepared its new textbooks for elementary classes and prepared SCF 2007. In Chhattisgarh 7 out of 16 DIETs have prepared DCF our target is to carry this process to cluster level.

3. Does the SCERT have a detailed, updated district-wise database on school education in the State?

SCERT has database for elementary level but still we do not have complete data for secondary level.

4. Has the SCERT established special cells/laboratories for Mathematics, Science, Languages, Social Studies and Educational Technology?

SCERT has not yet established laboratories due to insufficient space but we have functional cells to work on these subjects. We are preparing proposal to construct new building with space to establish laboratory.

5. Does the SCERT hold regular meetings with

- a. SSA
- b. RMSA
- c. DIETs
- d. CTEs
- e. IASEs

Yes, SCERT frequently holds meeting with different functionaries working for elementary and secondary education cell wise record is maintained.

6. Has the SCERT re-organized its structure based on its requirements?

SCERT has its own structure not according to the model structure suggested by NCERT but it is very vibrant and has sufficient space to accommodate faculty of various organizations.

7. Has the SCERT developed orientation programmes for educational administrators and head teachers?

SIEMAT is working as part of SCERT which takes care of educational administrators and head of institutions.

8. Has the SCERT developed material for teacher educators to use in other teacher education institutions and for teachers in schools?

Yes, recently SCERT is engaged in process of translating NCFTE 2009 very shortly it will be circulated among TTIs. Earlier we circulated NCF 2005 and SCF 2007 among all teacher training institutes.

SCERT has developed D.Ed. ODL course and this year after getting recognition from NCTE we have registered 10000 primary teachers for this course

9. Has there been recorded feedback (through assessment & user studies) on the range & quality of material developed?

Yes, this year we are going to assess complete material and its use done by ECCE centers.

10. Does the SCERT conduct research studies related to education issues in the State?

● Yes, SCERT engage various agencies to study the impact of various plans run by the state Govt., This year we are **evaluating “Saraswati Bicycle Supply Scheme (free)”** (Saraswati Bicycle Supply Scheme’ is one of the substantial schemes run by the state government for the promotion of education. Under this scheme Ladies Black Bicycles are distributed free of cost to the girls of SC, ST category and those belonging to the BPL families who are studying in 9th standard of government schools. This scheme was launched to facilitate conveyance and promote girls’ education.)

11. How many studies have been done by SCERT faculty in the year - number of proposals submitted/accepted/completed?

A study of effectiveness of teaching in mother tongue at primary level with reference to tribal studies.

A critical study of effectiveness of “Chetna Vikas Mulya Shiksha” on the teachers of the experimental schools.

A critical study of effectiveness of “Chetna Vikas Mulya Shiksha” on D.Ed. students.

A study of effectiveness of various activities conducted by the Anganbadi centers for the mental development of the children and suggestion for their improvement

A study of effectiveness of ECCE material developed by SCERT for “shishu shiksha” at Anganbadi centers.

A study of effectiveness of Multi Grade Multi Level teaching in primary schools

12. What are the areas of research covered?

Mentioned in point 11.

13. How many publications have been authored by SCERT faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.?

SCERT faculty contributes their experiences regularly in the journal published by MHRD and SCERT also prepares magazines for teachers and elementary students.

SCERT faculty made presentations in various national platforms, like on CCE, ECCE, Teacher Education, etc.

14. Are there regular faculty development programs for SCERT faculty?

Instead of faculty development SCERT engage their faculty in different faculty enrichment programmes in order to seek clarity in understanding.

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?

In SCERT all the activities are conceptualized and executed by the core group made for the purpose so all faculty members are continuously in touch with the activities took place in SCERT and record is maintained by the concerned cell

17. What has been the most 'talked-about' process improvement in the year within the SCERT?

1. Implementation of CCE at elementary level

2. Conducting SSA training at cluster level to prepare permanent resource pulls at cluster level

Input/Activity Measures

1. % faculty vacancy in SCERT

Nil

2. Number of teacher educators who have undergone orientation programmes conducted by SCERT

More than 1000

3. Number of educational administrators and head teachers trained by SCERT

Under RMSA all principals of high school and higher secondary school principals are covered and head teachers have been trained through EDUSAT centers with the help of two way communication.

4. % of new books (< 3 years old) in the institution library

Only 2%

5. Number of learning surveys conducted by SCERT and reports of these surveys

Competency based achievement survey for primary and upper primary students have been done its report is prepared.

Base line survey to identify achievement of students and portfolio management done by teachers after implementation of CCE have been done report is awaited.

6. Development of detailed information database on school education in the State

School wise and Subject wise teachers working in high and higher secondary schools is not available

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 teachers and teacher educators

3.3 Infrastructure Proposal

Status of Non-recurring Cenrtal Assistance received:

Year	Conponent	Instalment No.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
2005	Civil Work	1/2	2500000	2500000	100%	
2007	Civil Work	2/2	2500000	2500000	100%	
Total			5000000	5000000	100%	

3.4 Current Staff and Plan - 2013-14

	NO. of Post sanctioned	Post Filled	Vacant posts	Posts Sanctioned in 2013-14	Posts filled-up during 2013-14
Administrative					
1 Director	1	1	0	0	0
2 Joint Director	2	1	1	0	0
3 Joint Director (Finance)	1	1	0	0	0
4. Asstt. Director	1	1	0	0	0
Academic					
1. Professor	3	1	2	0	0
2. Associate Professor	0	0	0	0	0
3. Reader/Asstt.Prof.	13	13	0	0	0
4.Lecturer	9	9	0	0	0
Non-Academic					
1. Asst. Supdt.	1	0	1	0	0
2. Asstt. Statistical officer	1	0	1	0	0
3. Librarian	1	0	1	0	0
4. Stenographer	2	0	2	0	0
5. Accountant	3	3	0	0	0
6. Artist	1	1	0	0	0
7. Asstt. Grade II	5	5	0	0	0

8. Computer Designer	1	1	0	0	0
9. Asstt. Grade III	11	7	4	0	0
10. Steno Typist	3	0	3	0	0
11. Data Entry Operator	2	0	2	0	0
12. Chowkidar	2	2	0	0	0
13. Driver	2	2	0	0	0
14. Peon	8	2	6	0	0
Total	73	50	23	0	0

3.5 Function wise planning formats

A CAPACITY BUILDING

Function	During 2012-13			Plan for 2013-14			
Training Types	Number of teachers/teacher educators/administrators covered	Average duration of each training	Total Expenditure	No. of teachers/teacher educators/administrators expected to be covered	Average duration of each training	Estimated Expenditure	Expected outcomes
1.Educational leadership programme for SCERT faculty (MDP on School Leadership & Management by IIM)-	NA	NA	0	40	3 to 5 days	1000000	Preparing SCERT Faculty Members with qualities of an academic leader, Monitoring the school Performance, Benchmarking towards achieving overall superior performance & Excellence
2.Training of Head teachers of primary school				500	5 days	1000000	Head teachers may get acquainted with MGML technique

3. Strengthening of SIEMAT				5		500000	Visioning of SIEMAT in the state, Enhancing Planning & Management capacity of state level functionaries, Developments of modules for capacity building of officials, Functioning of academic units of SIEMAT
						2000000	
For capacity building of teacher educators help will be taken from IIM Kochchi							

B CONTENT DEVELOPMENT		
Function	During 2012-13	Plan for 2013-14

Content Development Types	No. of publications /releases	No. of manndays spent	Total Expenditure	Planned no. of publications/releases	No. of mandays to be spent	Estimated Expenditure	Expected outcomes
1				Hindi translation of NCFTE 2009	30	1020000	Teachers and teacher educators will understand the spirit of the document
2				Revision of B.Ed. Syllabus	200	500000	Study of various teacher education curriculum and preparing guideline for B.Ed. Syllabus
						1520000	
In the process of content development SCERT, DIET, Teachers, Ekalavya, Vidya Bhawan Society, APF, Digantar and other agencies may be							

C ON-SITE SUPPORT		
Function	During 2012-13	Plan for 2013-14

Eg. Visits to Scholls, DIETs,CTEs,IASEs BRCs/CRCs	Numbers visited	Average duration of each visit	Total Expenditu re	planned numbers visited	Average duration of each visit	Estimated Expenditure	Expected outcomes
1				300	3days	900000	Understanding children, accessing teachers need.Accessing quality in elementray education
						900000	
D RESEARCH & ACTION RESEARCH							
Function	During 2012-13			Plan for 2013-14			
Research Types	Numbers	Dissemin ation tetails (How was the research used)	Total Expentit ure	Planned Numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
1				2 short studies	Through DIETs	200000	
2							
						200000	

E PROGRAMMES CONDUCTED FOR FACULTY OF SCERT		
Function	During 2012-13	Plan for 2013-14

Name of institution	No. of SCERT faculty covered	Brief nature of the programme	Total Expenditure	No. of SCERT faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
1						0	

capacity development for faculty of SCERT will be planned with the help of NCERT at least 10 training need shall be conceptualised through the field study which may be used for next year training

F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2012-13			Plan for 2013-14			
E.g. 1. EDUSAT based training 2 Teacher education MIS 3 Computer literacy programs	Number of teachers/teacher educators/covered	Brief objective	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objective	Estimated Expenditure	Expected outcomes
1							
2							
3							

G INNOVATIONS

Function	During 2012-13	Plan for 2013-14
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Nature of innovation	No. of beneficiaries covered	Brief objectives	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
1							

Function Wise Planning Formats (A-G)	4620000
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3.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

S.No	Head of Expenditure	Central assistance in 2012-13	Expenditure incurred	unspent balance as on 31.03.2013	Total prosposed 2013-14	State Contribution 2013-14	Claim from GOI (2013-14)
A	NON-RECURRING						
1	Stengthening of physical infrastructure (i) Civil Works	0	0	0	82569000	20642250	61926750
	(ii) Equipments	0	0	0	1000000	250000	750000
2	Establishment of Special Cells	0	0	0	0	0	0
	Note: Token provision for nonrecurring expenditure for the year 2012-13 has been made to make preparation and seeking administrative approval from the state government.						
B	RECURRING						
3	Specific projects for academic activities				0		
4	Salary of faculty and staff	0	0	0	0		
5	Capacity building programs for faculty of SCERT	0	0	0	1000000	250000	750000
6	Training programs for eucational administrators/Head Teachers,etc	0	0	0	1000000	250000	750000
7	Induction training of teacher educators	0	0	0	0	0	0
8	TOTAL				85569000	21392250	64176750
	Function Wise Planning (A-G)				2620000	655000	1965000
					88189000	22047250	66141750
	Development of monitoring mechanism = 2% of total budget					0	0
	Grand Total				88189000	22047250	66141750

Induction Training for Newly posted DIET Faculty Members

Training Methodology :-

Programme will be delivered through discussion, group discussion, practical exercise, case studies, presentation and self learning. The

Part A

Social Contents of Education in India

This part will cover following points

- ❖ Regional disparities in education
- ❖ Education and poverty
- ❖ Literacy development and school education
- ❖ Center – State relations in school education
- ❖ SSA
- ❖ RMSA
- ❖ Education of tribals
- ❖ Education and Gender
- ❖ Education of CWSN

Part B

Current Issues in School Education

Objective of the course

- ❖ Sensitizing participants with critical areas and issues in school education
- ❖ Enabling participants to appreciate the problems of implementing the priority programs of education in the Indian context
- ❖ Increasing the competencies of the participants for coping with the problem of implementation of the priority programmes

Themes :-

Following points are to be discussed

- ❖ Child right's to Education.
- ❖ Early Child hood Education.
- ❖ Compulsory Education and right to Education bill 2009.
- ❖ School Quality: Concept Indictors and Improvement.
- ❖ Issues of Curriculum & Test book's.
- ❖ Issues in Education of the urban deprived.
- ❖ Issues in Management of Education by School & community.

Part C

Educational Leadership for Organization Development

Objectives

- ❖ To enable the participants to understand the importance of leadership and its usage in institutional building
- ❖ Analyzing decision making process through participative culture
- ❖ Facilitating participants to analyse their behaviour and adopt new techniques to improve their leadership skills

Issues to be Considered

1- Organisation Communications :-

- ❖ Verbal and non verbal communication.
- ❖ Oral and written communication)
- ❖ Effective communication
- ❖ Role of Communication in Organizational effectiveness

2- Leadership Challenges in Transition :-

- ❖ Situational Leadership
- ❖ Developing transformational leadership.
- ❖ Inspirational leadership

3- Decision Making: -

- ❖ The process of decision making
- ❖ Impact of wrong decision in government educational institutions
- ❖ Corrective measures for wrong decision
- ❖ The criticality in making right decision

4- Self Empowerment: Over Coming Barriers

- ❖ What kind of situation can make one weak
- ❖ Ways of overcoming barriers within oneself and organization at the time of Adversaries
- ❖ Defining Empowerment.
- ❖ Case studies/profiles of self empowered people

5- Discipline at work

6- Time Management

7- Performance Appraisal

Part D
Research Methodology in Education

- ❖ Introduction to Education Research.
- ❖ Methods of Education Research.
- ❖ Conceptualising Research Problem.
- ❖ Review of Literature.
- ❖ Book Review.
- ❖ Developing Research instruments.
- ❖ Collection and processing of data.
- ❖ Report Writing and presentation.