

DRAFT

**PROGRAMME FOR IMPROVEMENT OF
SECONDARY TEACHER EDUCATION INSTITUTIONS**

**SALIENT FEATURES
AND
GUIDELINES FOR PROJECT FORMULATION**

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CHAPTER 1

POLICY PERSPECTIVE AND THE SCHEME IN OUTLINE

1.1 The Present Situation

The present state of secondary teachers education in our country presents a mixed picture - some spectacular achievements, innovations of far-reaching significance and observance of rigorous norms, side by side with alarming distortions and structural shortcomings.

In practically all parts of the country colleges of teacher education have given evidence of an enormous capacity to meet the challenges arising out of the new demands on them. Many of them have kept pace with latest developments in teacher education processes and have engaged themselves in experimentation and innovation of significant nature. Even if, by and large, the curriculum of teacher education has not kept pace with changing circumstances in several colleges of teacher education, the faculty have done all that is possible within the limits in which they are working. Indeed, some institutions in the country can be said to have infrastructure and institutional arrangements which are entirely satisfactory.

At the same time the overall picture of secondary teacher education leaves much scope for improvement in the system of teacher education and there is an obvious need for observance of much better norms of ethical propriety.

There are regional imbalances in facilities and little relationship between demand and supply of trained teachers. This situation is the outcome of ill-planned and mushroom growth of teacher education institutions and has resulted in surplus teachers in certain areas and acute shortage in others - geographically as well as with reference to content areas. These imbalances have now to be corrected through planned efforts.

There has been an enormous increase in the number of sub standard institutions in teacher education and there are reports of several of them indulging in grave malpractices. Universities have laid down norms for these colleges, including staff requirement, admission criteria, etc., but they are not strictly followed. An analysis of the norms prescribed reveal that even the universities have prescribed requirements which are not quite rigorous. There is an urgent need, therefore, to develop national norms for teacher education institutions and also to evolve a statutory mechanism for enforcing them.

A large number of colleges of education suffer from inadequate facilities - human, physical and academic - which are essential for sound professional education. Laboratory and related equipments are not available; libraries are ill-equipped. There are no effective arrangements for practice teaching in actual environment. These

facilities are too inadequate to prepare teachers. Added to this, some universities are now offering first degree in education through correspondence, the suitability of which is being questioned in several quarters from the professional point of view. Moreover, correspondence courses have contributed to the dilution of standards in the preparation of teachers. The quality of pre-service education offered in our colleges of education has not kept pace with recent developments in pedagogical sciences and communication technology.

Teacher education programmes are largely confined to pre-service training with practically no provision of inservice training and continuing education of teachers. Where such facilities do exist, they, too, cater to a limited number of teachers, and do not cover all areas of professional need. The NPE envisages regular in-service education of all teachers. Systematic programmes of continuing education of teachers will require additional facilities - both human and material.

There is a general feeling today that one-year B.Ed. programme is inadequate to meet even partially the multifarious demands of the teaching profession. The one-year B.Ed. course in actual practice, works out to be of 7 to 8 months' duration in most states because of several factors over which teacher education institutions, as such, seem to have little control. There is, therefore, a need to try-out four-year programme of teacher education at least in some selected institutions, and to increase number of training days in order that the content of the existing B.Ed. may also improve.

The support provided by the University Departments of Education and the SCERTs to Colleges of Education have been insufficient and there are no signs of effective linkages between them. It has to be made a part of a planned effort in this area. Linkages also needs to be established between teacher education at the elementary stage and the secondary stage.

Considering the points mentioned above, the National Policy on Education has stated that the existing system of teacher education will be overhauled. Moreover, the new programme of teacher education has to emphasise the need for teachers to meet the thrusts envisaged in the Policy. It is obvious that whatever measures are taken, ultimately they are to be implemented by the teacher. Improvement in the quality of teacher education, therefore, acquires tremendous significance in the context of implementation of the Policy.

1.2 The Policy Perspective

The National Policy on Education 1986 (NPE) is a framework of educational reconstruction in the country. There are certain aspects of NPE which have a direct bearing on teacher performance. Some of these parameters are as follows:

- (a) Establishment of National System of Education of which national core curriculum, achievement of minimum levels of learning by all pupils by the time they reach the end of a particular stage of education, and provision of equality to all not only in access to education but also in success.

- (b) Inculcation of certain national values in the entire system of education —these include: India's common cultural heritage, national integration, equalitarianism, democracy, secularism, women's equality, protection of the environment, observance of small family norms, etc.
- (c) Stress on the role of education to promote equality - social equality, regional equality, and equality between sexes. In this context special attention will have to be paid to the education of the females; improvement of participation rate of persons belonging to SC, ST and other educationally deprived sections; and to hilly, desert and remote rural areas.
- (d) Substantial changes in the content and processes of education, including improvements in teaching methods, introduction of work-experience at all stages, and reform of all major areas of study - language, mathematics, science, social studies, social sciences, etc.
- (e) A major thrust is to be made in introduction of vocationalisation throughout the country. Streaming 10% of Higher Secondary Students to vocationalisation by 1990, and 25% by 1995.

In view of these parameters, and several other thrusts envisaged, the policy gives ~~the~~ paramount importance to teachers' status and their training. Indeed, the quality of training has predominant role in the teachers' performance, and consequently the respect the teacher earns in the community and the students. NPE goes on to say that keeping in view the pivotal importance of teachers' education, and pre-service and in-service education of teachers being inseparable, priority attention will be given to a complete reorganisation of the system of teacher education. The programme of action for implementation of NPE emphasises the need for upgradation of quality of secondary teacher education institutions and introduction of 4 years' integrated courses in selected institutions. Referring to the partnership role between the Central and State Governments, NPE acknowledges that the former will take larger responsibility, inter alia, in regard to quality of education, particularly for teacher education.

1.3 Clarifications regarding meaning

In this document:

- (a) the term "Secondary" means the Classes 9th to 12th and includes senior/higher secondary stage; and
- (b) the term "Secondary Teacher Education Institutions" (STEIs) has been used to denote all existing institutions of secondary teacher education - whether existing independently or as a department of a larger institution, or as a university department - which offer courses leading to B.Ed. or any other University degree recognised as equivalent to B.Ed.

1.4 Restructuring and Reorganisation of Secondary Teacher Education: Objectives

The Secondary stage is a vital one in the educational system. It is the terminal stage of school education which prepares students either for higher education or for going into a vocation of their choice. With the introduction of the 10+2 system throughout the country and the objective of introducing vocational courses at the +2 stage, secondary stage of the school system has acquired an even greater significance, and so naturally has the education of secondary school teachers.

With the setting up of proposed District Institutes of Education and Training for elementary school teachers, it would also become very necessary to produce good quality elementary teacher educators. Thus some selected secondary teacher education institutions will have to combine the twin functions of education of secondary school teachers as well as of elementary teacher educators.

The system of secondary teacher education would, therefore, be expected to perform the following broad functions:

- (i) Imparting of quality pre-service and in-service education to the secondary school teachers;
- (ii) Preparation of personnel for the faculties of elementary teacher education institutions, and their continuing education;
- (iii) Provision of general resource support to the secondary schools and elementary teacher education institutions; and
- (iv) Research, innovation and extension work in the field of secondary education and elementary teacher education.

1.5 The Strategy

In the light of what has been stated above, the strategy for improvement of secondary teacher education would consist of the following:

- (i) Reorganisation of the content and methods of secondary teacher education to enable it to play the role and discharge the functions envisaged under this scheme.
- (ii) Improvement of standards of selected Secondary Teacher Education Institutions which are already reasonably well-established, by giving additional inputs by way of qualified staff and physical facilities;
- (iii) Promotion of research, inter-disciplinary studies and setting of norms of excellence by upgradation of a small number of institutions as institutions of advanced study; and
- (iv) Phasing out institutions which are substandard, surplus or have been indulging in malpractices.

1.6 Action plan for upgradation of selected Secondary Teacher Education Institutions

Under the Centrally Sponsored Scheme of Strengthening and Reorganisation of Teacher Education, which was first communicated to State Governments/UT Administrations vide letter no. F.7-7/87-Sch.II dated 24.6.87 of the Joint Secretary, Ministry of Human Resource Development, Department of Education, it is proposed to select during the VII Plan period, about 250 existing STEIs of an adequate standard and good reputation for being provided financial assistance, on a Project basis, for staff and physical facilities, so that they may competently discharge the role envisaged of them. Out of these 250 institutions, 50 will be provided assistance on an enhanced scale so that they may develop into centres of excellence and research. For the sake of convenience, hereafter in this document, these 50 specially selected institutions will be referred to as "Institutions of Advanced Study in Education" (IASEs), while the remaining 200 upgraded Secondary Teacher Education Institutions will be referred to as "Colleges of Teacher Education" (CTEs).

1.7 Action to be taken in respect of existing institutions not selected for upgradation

(A) Closure of Institutions

An essential feature of the Centrally Sponsored Scheme for Restructuring and Reorganisation of Teacher Education is that not merely are selected STEIs to be upgraded for providing high quality academic inputs into School Education, but simultaneously, institutions which are either surplus or sub-standard or have been indulging in malpractices are to be phased out. The criteria for this would be as follows:

1. Institutions indulging in malpractices

There are several existing institutions which have been indulging in serious malpractices of, among others, the following kinds:

- (i) Charging of capitation fee or exorbitant amounts in the shape of other fees or as donations/contributions to various kinds of funds;
- (ii) Selection of trainees on improper and unfair bases;
- (iii) Malpractices in the conduct of examinations;
- (iv) Other financial irregularities and commercialisation of Teacher Education.

State Governments/UT Administrations are expected to have such institutions closed down, through administrative measures and by taking coordinated action with the Universities concerned.

2. Sub-standard Institutions

If an institution is considerably sub-standard in relation to the norms for STEIs as laid down by the NCTE/University concerned, and the body running it is unwilling or incapable of making necessary improvements within a reasonable period, such institutions would have to be phased out.

3. Surplus pre-service training capacity

If on the basis of the manpower planning exercise carried out on the lines indicated in Annexure VII, it transpires that a particular State or UT will have training capacity considerably in excess of its requirements for the 7th and 8th Plan periods, even after institutions are closed down on the basis of criteria given under (1) and (2) above, the size of such surplus capacity should be assessed and the relatively less equipped institutions from amongst those left after closure under criteria (1) and (2) above, should be identified to the extent of such remaining surplus capacity, for closure of their pre-service training courses. While doing so, spatial requirements may also be kept in view.

In respect of institutions identified for closure under any of the above criteria:

(i) All necessary legal and administrative steps (including disaffiliation for examination purposes and de-recognition) should be taken in conjunction with the Universities/other concerned authorities to ensure that further admission to the pre-service course stops in such institutions with effect from the academic year 1988-89 and such course is completely closed down with the passing out of the batch admitted in the academic year 1987-88; and

(ii) If, in particular, such institutions are receiving Govt. grants, such grants should also be discontinued after the current academic year.

(B) Institutions whose continuance may be warranted

If a Secondary Teacher Education Institution being run by a State Government/UT Administration is not selected for upgradation into a CTE/IASE but its continuance is found to be necessary on manpower considerations, suitable additional inputs in such institutions will have to be provided by the Govt./Administration concerned to ensure that its basic deficiencies, if any, are removed and it comes up to a reasonable level. Unless State Governments/UT Administrations give a commitment in this behalf, it would not be possible to consider and sanction their proposals for upgradation of selected institutions into CTEs/IASEs.

In respect of such non-Government institutions also, which are not identified for being closed down, State Governments/UT Administrations will be expected to take suitable steps to see that their basic deficiencies are rectified by 1989-90.

1.8 Role of the State Governments/UT Administrations/Managements of Non-Government Institutions selected for upgradation, under the Centrally Sponsored Scheme

Under the Scheme, State Governments/UT Administrations will be expected to play the following role and will be eligible for Central assistance only subject to their giving a clear-cut commitment in this behalf:

- (i) Phasing out of surplus and sub-standard STEIs, as also those indulging in malpractices, in accordance with the guidelines of para 1.7.
- (ii) Acquisition of land for upgradation projects pertaining to Government institutions, wherever necessary.
- (iii) For the in-service programmes which will be conducted in the upgraded institutions, Central Government would pay for (a) contingent expenditure (e.g., stationery, course material, etc.), and (b) board of the outstation participants coming from Government and semi-Government institutions @ Rs. 20 per day per person, and for working lunch for the local participants of the same category. Outstation participants would also be entitled to free lodging in the hostel. However, expenses on account of the participants' TA (including cost of local travel) and out-of-pocket allowance (at the rate applicable where free board and lodge are provided) as also the liability for their compensatory leave, as admissible, would have to be borne by the State Governments/UT Administrations/employer concerned.
- (iv) Continuing to meet all those maintenance liabilities in respect of the STEIs selected for upgradation which State Govts./UT Administrations had been meeting prior to such selection.
- (v) Meeting the development expenditure for such institutions on those items which may be necessary but not covered under this Scheme, either out of the resources of the State/UT/Institution itself, or by seeking assistance from UGC etc.
- (vi) Carrying out necessary improvements in those Government institutions which are to be retained but without upgradation into CTEs/IASEs, so as to bring them up to the level indicated in Annexure-I.
- (vii) A lot of expensive equipment - especially audio-visual and computer equipment - would be provided to the CTEs/IASEs. Unless adequate financial and other arrangements are made for the upkeep of this equipment and for provision of necessary software on a continuing basis, its potential will remain substantially under-utilised. State Governments/UT Administrations would have to see that this does not happen.

- (viii) At present, by and large, Teacher Education institutions are a neglected lot, having inadequate provision for upkeep of buildings, furniture, equipment, replenishment of library books and lab material etc. State Governments/UT Administrations would have to ensure that once an institution is upgraded under the Centrally Sponsored Scheme, it stays in that shape even after central assistance ceases.
- (ix) States/UTs would have to ensure that the non-Government STEIs selected for upgradation as CTEs/IASEs fully abide by the terms and conditions of the development assistance which would be given to them.
- (x) States/UTs would also have to ensure that CTEs/IASEs are staffed by qualified and able personnel. In regard to Government Institutions - those selected for upgradation as well as those to continue without being covered under the scheme - State Governments/UT Administrations will have to prepare a detailed plan of action indicating the measures proposed to be taken in this behalf.
- (xi) States/UTs would have to make adequate arrangements in the District/Divisional level set up of their Education Departments to see that secondary teachers, elementary and secondary teacher educators, and heads of Secondary Schools are systematically sponsored for in-service programmes in accordance with the pattern envisaged in this Scheme.

Items (iv) to (viii) and (x) above would also apply to the managements of those non-Government STEIs which are either selected for upgradation as CTE/IASE or are allowed to continue, though without such upgradation.

CHAPTER 2: FUNCTIONS AND ORGANISATION OF COLLEGES OF TEACHER
EDUCATION AND INSTITUTIONS OF ADVANCED STUDY IN
EDUCATION

2.1 Functions

The following are visualised as the specific functions of the Colleges of Teacher Education and Institutions of Advanced Study in Education:

(A) Colleges of Teacher Education

1. Organise pre-service teacher education courses for preparation of secondary teachers.
2. Organise subject-oriented (3-4 weeks duration) and shorter, theme-specific (3-10 days duration) in-service teacher education programmes for secondary teachers, with a view to making every teacher undergo at least one subject-oriented training course every 5 years, apart from shorter, theme-specific courses.
3. Provide extension and resource support services to secondary schools, school complexes and individual teachers.
4. Conduct experimentation and innovation in school education.
5. Provide training and resource support for the new areas of educational concern, e.g., value-oriented education, work experience, environmental orientation of education, population education, educational technology, computer literacy, vocationalisation and science education.
6. Provide support to professional bodies.
7. Encourage community participation in teacher preparation programmes.

(B) Institutions of Advanced Study in Education

In addition to the above functions, these Institutions will perform the following functions:

1. Conduct programmes in Elementary Teacher Education so as to prepare elementary teacher educators.
2. Conduct M.Ed., M.Phil. and Ph.D. programmes in Education so as to prepare Elementary and Secondary Teacher Educators and research workers in education. Some of the IASEs may also start 4-year integrated courses for Secondary School Teachers.

3. Conduct in-service courses for (i) elementary and secondary teacher educators, (ii) Principals of Secondary Schools, (iii) persons involved with supervision of secondary schools, etc.
4. Organise pilot programmes in Teacher Education.
5. Conduct advanced level fundamental and applied research and experimentation in education, especially of inter-disciplinary nature, e.g., sociology of education, education and economic development, educational psychology etc.
6. Conduct training programmes for preparation of software and use of educational technology.
7. After the system of organising in-service programmes gets stabilised and depending upon the capacity of an IASE, and the demand, such an Institution may also organise some longer duration and specialised courses in appropriate areas.
8. Provide academic guidance to DIETs and resource support to CTEs.
9. The IASE may also engage in the development of instructional material, e.g.
 1. Unit plans or content-cum-methodology Instructional Packages.
 2. Question Banks.
 3. Teachers' Hand Books, Students' Work books etc.
 4. Source Books and resource materials.
 5. Innovative programmes/practice and experimental projects.
 6. Self-learning Instructional packages.
 7. Teaching aids and kits.

2.2 Broad Areas of Academic Responsibility of CTEs/IASEs

Colleges of Teacher Education and Institutions of Advanced Study would be expected to shoulder academic responsibility in areas which would include the following:

Colleges of Teacher Education

1. Foundations of Education: This area will be concerned with instructional work in connection with foundation disciplines of education relevant to professional course of teacher preparation.
2. Pedagogy and Methodology: This area will be concerned with the instructional work connected with developing teaching methodologies for various school subjects and will be consciously developing

models of integrating content and pedagogy. Sufficient amount of practice teaching will be organised for the trainees, and Method Laboratories will be developed and maintained.

3. Educational Technology and Media Resources: Audio-visual support needed in the area of Pedagogy and Methodology will be developed. It will also be concerned with development of low cost teaching aids and other audio-visual materials.
4. In-service Education and Extension Programmes: This will be one of the main areas of responsibility of these institutions. On the basis of felt needs, and in consultation with educational administration, areas of in-service teacher education will be identified, and programmes conducted.
5. Special Programmes, including Science Education, Vocational Education, Environmental Education, Work Experience, Population Education, Language Teaching etc. The institution could play the following roles in the context of the new programmes formulated as a part of implementation of NPE:
 - special training of teachers and technicians
 - development of materials and methods
 - provision of general resource support
 - formative evaluation
 - improvement of supervision and
evaluation skills among heads of institutions and teachers.

The overall staff and physical resources of a CTE will be suitably harnessed to enable the institution to play its role in such of the above kinds of programmes as may be under implementation in the districts it is expected to serve. For example, the programme of improvement in science education will be implemented through the Science Faculty of the institution assisted by that of Foundations, ET, Computers and In-service Programmes. Many of the CTEs may also serve as District Resource Centres under the programme for improvement of Science Teaching.

6. Computer Education & Services: Each CTE will have a computer centre for the district in which the CTE is located, which may also serve as a Resource Centre under CLASS unless a Resource Centre is already functioning in another institution in the district, or a better equipped computer unit is available elsewhere in the district for being developed as a resource centre under CLASS for that district. This unit will, to begin with, provide necessary training and resource support to CLASS, but over a period of time would develop capability to provide support in planning and management of computer-aided learning, and interact with other teaching-learning processes in the CTE.

Institutions of Advanced Study

IASEs will broadly have the same areas of responsibility as those indicated for the CTEs above, with the possible addition of some more specific areas like (i) Elementary Education, (ii) AE & NFE, (iii) Special Education, and (iv) Planning & Management. They will have a pronounced research orientation, and may concentrate in certain areas to develop special expertise in them. In the area of in-service programmes, these institutions will pay special attention to the training of teachers of the +2 stage.

The areas for CTEs and IASEs mentioned above are purely suggestive. The identification of specific areas of academic responsibility for a particular CTE/IASE will ultimately depend upon the specific needs and requirements of the geographical area it would serve, the competence of the CTE/IASE concerned, and the consensus among the faculty.

2.3 Norms for CTEs and IASEs

Norms in respect of the following matters for a typical CTE/IASE envisaged in the Scheme, are given in the Annexures shown below:

- Annexure II : Overall Staff and Physical Facilities
- Annexure III : Suggested Area-wise Staffing Pattern for CTEs & IASEs
- Annexure IV : Illustrative List of Programmes which may be organised by a fully upgraded CTE/IASE in the course of a year
- Annexure V : Pattern of Central Assistance for various items of upgradation of STEIs into CTEs/IASEs

The above norms have been worked out for CTEs/IASEs which would serve two average-sized districts. They may have to be suitably adapted for individual States and Union Territories, as also while preparing individual project proposals so as to suit the local conditions and requirements of the State/UT/District. However, deviations, if any, from the norms should be a well-considered, conscious decision. Further, the overall limits of recurring and non-recurring expenditure mentioned in Annexure V shall not be exceeded save for exceptional reasons.

2.4 Academic Inputs for CTEs and IASEs

Every State/UT will have to develop, with the help of appropriate teams of experts, the following two kinds of academic inputs for the CTEs/IASEs:

- (i) For the various kinds of courses which would be run in the CTEs/IASEs except those (like B.Ed., M.Ed., etc). whose contents are determined by the Universities; and

- (ii) For the initial orientation of some key faculty members e.g. the Principal and persons who would look after in-service education, educational technology, planning and management, etc.

It is important that States/UTs develop the above inputs simultaneously with the preparation of the first lot of projects so that these inputs are ready for use by the time the first CTEs/IASEs are sanctioned. Model packages may also be developed at the national level and circulated to all States/UTs as early as possible but the latter would be well advised to go ahead with the development of their own packages and modify them to the extent necessary, on receipt of packages from the NCERT, etc.

2.5 Pattern of Central Assistance for CTE/IASE Projects:

As the details given in Annexure V would show, Central assistance would be available during the remaining years of the VII Plan period for various items of recurring and non-recurring expenditure of CTE & IASE projects, as summarised below:-

a) Recurring Expenditure (per annum)	Rs. in lakhs	
	CTE	IASE
1. New posts/upgradation of existing posts	2.70	6.70
2. In-service and extension programmes	2.75	3.75
3. Research Projects	0.8	2.0
	-----	-----
Total (Rec.)	6.25	12.45
	-----	-----
b) <u>Non-Recurring Expenditure</u>		
1. Furniture, Equipment & Library books	10.0	15.0
2. Buildings	38.0	45.0
(i) Institute Bldg.	8.0	10.0
(ii) Hostel (for 150 inmates)	23.0	25.0
(iii) Staff Quarters	7.0	10.0
	-----	-----
Total (Non-Rec.)	48.0	60.0
	-----	-----

Details of the above items of expenditure are given in Annexure V.

Pay scales etc. of the posts which would obtain in CTEs & IASEs would have to be decided by the State Govts/UT Administrations keeping in view the guidelines contained in para 4.2 of this document.

2.6 Conduct of University Programmes: Some Aspects

(a) Curriculum

The implementation of the NPE would require that Secondary Teacher Education Institutions follow a new curriculum which emphasises the thrusts envisaged in the Policy. Some of these thrust areas which have a bearing on teacher education are - Education for All, Education for Equality, "Core Elements" of National Curriculum, Learner-Centered Education, Value Education, Integrated Education of the Disabled, Institutional Planning, Mass Media and Educational Technology. The NCTE would be revising the framework for Teacher Education curriculum, reflecting these trends. The upgraded CTEs & IASEs will be expected to pay special attention to these. The curriculum should have in-built flexibility so as to provide scope for innovation and adjustments at the institutional level to suit local requirements.

b) Duration & Intake

The duration of the B.Ed. course offered in the Colleges of Teacher Education and Institutions of Advanced Study in Education would be one year, consisting of two semesters. Each semester should have not less than 120 working days. The intake should be dependent on the facilities available in the Institution concerned. Some IASEs may start 4 year composite programmes as well.

(c) Selection Procedure

Candidates for the pre-service teacher education course should be selected on the basis of scientific selection procedure. This may include tests of general ability, general knowledge, language ability and aptitude for teaching. The tests may be supplemented by interviews and group discussions to assess the applicants for their seriousness of purpose, sensitivity to the requirements of the profession, knowledge of the content of school subjects, general awareness and alertness, clarity of speech, communication skills, and other attributes of a good teacher.

The selection procedure may be designed and a common admission test conducted at the state level by an appropriate body.

In devising the selection procedure, needs of special areas like tribal and hilly tracts etc., would have to be kept in view. Similarly, preference would be given to women in the selection process.

Besides the usual reservations for the SC/ST candidates, preference may be given, other things being equal, to candidates from backward and remote areas and candidates who would be willing to work in such areas.

(d) Evaluation

The evaluation of student teachers in the pre-service programmes should be largely internal, and should be based on written assignments, periodical tests, oral discussions, quizzes and seminars. The internal tests should consist mainly of objective and short answer type questions. Assessment in theory papers would be made through semester and external examinations conducted by the University.

Of the above four matters, (a) & (b) would be ultimately subject to the discipline of the University, and (c) and (d) to that of the University and the State Govts. State Govts. and Union Territory Administrations would however be expected to take suitable action along the above lines. The National Council for Teacher Education would also take up these matters with them and the Universities.

2.7 Organisation of in-service programmes

It would be seen from Annexure IV that CTEs/IASEs will be expected to organise a substantial number of in-service programmes of mainly the following two types:-

- (i) Subject-oriented courses mainly covering content-cum-methodology in common school subjects, of 3 to 4 weeks duration; and
- (ii) Shorter, theme-specific courses of 3 to 10 days duration.

A CTE/IASE is expected to broadly serve two average-sized districts with a secondary teacher population of about 4,000. With the objective of having every secondary school teacher undergo a subject-oriented in-service programme at least once in five years, about 800 teachers would need to be trained every year. It is expected that a CTE/IASE would be able to conduct about 16 such courses every year, with about 40 participants per course. The courses may be organised two at a time, thus having about 80 in-service participants in the institution at a time. However, since it is not possible for teachers to stay away from their duties for such long periods during the months of January to April, such courses may be concentrated during summer and autumn vacations and during the months July to December.

Most common school subjects fall under the following four broad Groups:

- (1) Arts, i.e.
 - (i) Languages, and
 - (ii) Social Sciences and Humanities.
- (2) Mathematics and Science
- (3) Commerce
- (4) Home Science

The two subjects in which in-service programmes are held at any given time should, as far as possible, be chosen from two different Groups so that the limited staff of a single Group does not get overburdened due to simultaneous running of two subject courses belonging to the same Group.

The period January to April should be utilised for conducting programmes which do not, by and large, involve school teachers. These programmes could be related to research, AE/NFE, community and social education, planning and management, etc.

If the group of districts to be served by a CTE/IASE has, say, 4000 school teachers necessitating coverage of 800 teachers annually under subject-oriented in-service programmes and the CTE/IASE is able to train only about 600 to 650 teachers per year, it would still leave some 150 to 200 teachers who would not get covered in the programmes conducted in that institution. These teachers would have to be trained in other appropriate institutions in those districts by holding, what may be called, some decentralised in-service programmes. However, resource persons for conducting such programmes would be oriented in the CTEs/IASEs which will also depute some of their faculty members to participate in such decentralised programmes.

In-service training of secondary school teachers is not merely envisaged in the Scheme of Teacher Education but also in the schemes of Improvement of Science Education (meant for Science teachers) and CLASS (Computer Literacy and Studies in Schools), etc. Some financial outlays would be available for organising in-service courses for secondary teachers under those programmes as well. Such courses may, to the extent feasible, be held in the CTE/IASE but, with funding under the concerned Scheme. It will only be by pooling the resources available for in-service training of school teachers under these various schemes (i.e. Teacher Education, Science Education, CLASS, etc.) that it would be possible to attain the objective of every secondary school teacher undergoing at least one subject-oriented in-service training programme every five years.

States/UTs would have to make adequate arrangements in the District/Divisional level set up of their Education Departments and in DIETs to see that secondary teachers and elementary and secondary teacher educators are systematically sponsored for in-service programmes in accordance with the pattern envisaged in this Scheme. For this purpose, it would be advisable to earmark some nucleus staff in the District/Divisional offices exclusively for planning and monitoring of in-service education of all teachers in the district/division. This cell will have the following functions:-

- (i) To systematically sponsor teachers for in-service programmes in such a manner that every teacher is covered, and neither some teachers get completely left out nor some others given repeated coverage;

- (ii) To maintain an up-to-date data base of educational qualifications and in-service training profile of every teacher;
- (iii) To see that adequate action is taken against teachers who willfully abstain from undergoing in-service programmes for which they are sponsored so that this tendency is curbed; and
- (iv) To maintain close coordination with the DIET and the CTE/IASE concerned in the matter of in-service programmes.

2.8 Research

IASEs, will have a pronounced research orientation, though CTEs would also engage in it. The research grant of Rs. 0.8 lakh annually for the CTE, and Rs. 2 lakhs for the IASE, indicated in para 2.5 would only be in the nature of a nucleus provision. These institutions especially IASEs - will be expected to seek additional funds for specific research projects from organisations like Ministry of HRD, UGC, NCERT, Indian Council of Social Science Research, State Governments, etc.

Research Projects would be taken up with the above nucleus provision (of Rs. 0.8 or 2 lakhs, as the case may be) only after they are approved by a Research Committee which may be set up for each IASE/CTE and should include specialists in the areas concerned.

Such a Committee may also consider research projects taken up or proposed to be taken up with the above mentioned "other" sources of funding, and give such suggestions regarding their planning, design and conduct, as it may deem fit.

2.9 Linkages

Every CTE & IASE will be expected to establish suitable linkages with other institutions/agencies engaged in the same area of work (e.g., NCERT, NIEPA, University Deptts. of Education, SCERT, SIET, State Resource Centre of Adult Education, RCE, DIETs, other Secondary and Elementary Teacher Education Institutions, the School system etc.) so that they interact, share resources, facilities and experiences, and work in mutual coordination, to mutual advantage. A conscious and vigorous effort would be expected to be made to break the present isolation between Teacher Education Institutions and the School System.

2.10 Planning and evaluation of CTE/IASE's work

Every District Board of Education is expected to prepare a district level perspective education plan. Based on these plans for the districts it is expected to serve, each CTE/IASE would, soon after its upgradation as such, prepare a perspective plan concerning all its functions for the area to be served by it. It would also prepare its 5-year and annual institutional plans, with detailed plans for each of its different areas of academic responsibility (para 2.2), with time-bound implementation schedules.

For academic purposes, the CTE/IASE will be answerable to various agencies as follows:

- (i) For university programmes including the degree level courses and research conducted by it, the CTE/IASE will be subject to the discipline of the university as envisaged in the relevant university enactment and statutes/ordinances.
- (ii) In respect of all other matters, e.g., in-service programmes, resource and extension services and innovation, the institution would be answerable to the State Government (which in turn may assign this responsibility to State Council of Teacher Education, and/or to SCERT), which will continuously monitor and evaluate the former's work in the context of its perspective and institutional plans.
- (iii) In general terms, and particularly regarding implementation of the various parameters of the scheme, and the measures taken by the State Governments/UT Administrations and the institutions concerned, an overall overseeing responsibility will rest with NCERT.

Every CTE/IASE will prepare and send its Annual Report to the University, the SCERT and all others concerned. It will also be expected to undertake academic self-evaluation at the end of every academic year.

2.11 Programme Advisory Committee (PAC)

In order that a CTE/IASE may receive suggestions and feedback from all concerned quarters so as to be able to perform its role and conduct its programmes in the most effective possible manner, it would be desirable to set up a Programme Advisory Committee for every such institution, with the following suggested composition:-

- (1) Principal, CTE/IASE - Convenor.
- (2) Representatives of all Agencies with whom the institution is expected to have linkages e.g.,
 - (i) Education faculty of the University.
 - (ii) SCERT & SIET
 - (iii) Regional College of Education (for IASE only)
 - (iv) Divisional/Distt. level officers of Education Deptt.
 - (v) Divisional/Distt. level officers in charge of A3 Programmes (for IASE only)
 - (vi) Local radio/TV station (wherever applicable and necessary)

- (vii) Principals of DIETs of the districts which the CTE/IASE is expected to serve.
 - (viii) Principals of two Secondary Schools belonging to the districts which the CTE/IASE is expected to serve.
- (3) Representatives of the Client Group and Staff:-
- (i) One or two students of the degree/postgraduate courses.
 - (ii) Two teachers who may have undergone an in-service programme in the last one year or who may otherwise be interested in in-service/continuing education of teachers.
 - (iii) One research scholar working in the institution.
 - (iv) Two representatives of the Faculty of the Institution of whom one would be a Professor/Reader and one Lecturer.
- (4) Others
- (i) Two eminent educationists/teacher educators/teachers who may be interested in associating themselves with and contributing to the activities of the Institution.
 - (ii) One or two representatives of Voluntary Organisations working in the field of education in the districts concerned.

Meetings of this committee may be held at least twice a year. The PAC may set up a Programme Coordination sub-committee to ensure day-to-day coordination with the District/Divisional level officials, with persons responsible for specialised programmes (e.g. Science Education, CLASS, environmental orientation to education, ET, etc.) and with DIETs.

CHAPTER 3: GUIDELINES FOR PERSPECTIVE
PLANNING AND PROJECT FORMULATION

3.1 Setting up of a Task Force

At the State/UT level, a Task Force should be set up on Secondary Teacher Education for preparation of:

- (a) A perspective plan for Secondary Teacher Education for the State/UT as a whole; and
- (b) Individual projects for upgrading selected STEIs into CTEs/IASEs.

This Task Force may consist of the following members:

- (i) Representative of the State Government in the Education Department not below the rank of a Deputy Secretary
- (ii) Director, SCERT, or his representative.
- (iii) Representative of the Directorate dealing with Secondary Teacher Education (not below the rank of a Joint Director).
- (iv) NCERT representative not below the rank of Field Adviser/Reader
- (v) Two or three specialists in the field of Secondary Teacher Education, to be nominated by the State Government

In States where the work involved is not too much and in UTs, there could be common Task Forces for this programmes as well as for the Scheme of establishment of DIETs.

3.2 Collection of relevant data and preparation of a perspective plan for Secondary Teacher Education for the State/UT as a whole

The Task Force should prepare a Perspective Plan for Secondary Teacher Education, for the State as a whole, for the remaining period of the VII Plan (1987-90), keeping in view manpower requirements for the VIII Five Yer Plan period as well. This exercise would consist of:

- (a) Collection of basic data in regard to all existing STEIs, in the State/UT, in the format given in Annexure VI.
- (b) Compiling basic statistical and systemic information regarding Secondary Teacher Education in the State/UT in the format given in Part I of Annexure VII.

(c) Assessment of the present and future requirements of teachers at the Secondary stage on account of;

- i. Additional enrolment; and
- ii. Attrition

Suggested format for the purpose of (c) above is given in Annexure VII, Part II.

(d) Determination of the number of existing STEIs, which should be (i) upgraded into CTEs/IASEs, (ii) continued without such upgradation and (iii) phased out, so as to meet the pre-service and in-service training requirements of the State/UT without a large surplus of trained teachers being created, and to achieve the objectives spelt out in para 1.5. This exercise should be done as per part II of Annexure VII.

3.3 Area and Locational planning for CTEs and IASEs and decision-making in regard to other existing STEIs

Generally speaking, one STEI will be upgraded so as to broadly serve two adjoining districts in a State/UT though its structure and size could vary depending upon the nature and size of the districts it would serve and the tasks involved. In case of exceptionally large districts, one STEI may be chosen for upgradation so as to primarily serve the requirements of that single district. On the other hand, only one STEI may be upgraded for a cluster of more than two districts, if the constituent districts are smaller than average in size.

Of the total number of STEIs worked out for upgradation on the basis of the above criterion, roughly one-fifth should be upgraded into IASEs and the rest into CTEs.

Allocation of districts among CTEs and IASEs will be primarily for the purpose of in-service training of teachers. As far as pre-service training is concerned, manpower planning would have to be done for the State/UT as a whole rather than for individual clusters of districts. Likewise, as far as training of teacher educators and Heads of Secondary Schools is concerned, this function will be discharged primarily by the IASEs and not by CTEs. Hence for this purpose, districts would have to be generally divided among IASEs only, and not among CTEs and IASEs together.

The following steps are suggested for locational planning for CTEs and IASEs and for taking appropriate decisions in regard to other existing STEIs which may not be selected for such upgradation:

(a) Preparation of an abstract of salient data regarding all existing Secondary Teacher Education Institutions

A district-wise abstract as per format suggested in Part III of Annexure VII should be prepared for all the existing Secondary Teacher Education Institutions, both Government and non-Government management.

(b) Identification of institutions for (i) closure, (ii) upgradation into CTEs/IASEs, and (iii) continuation with such upgradation

Every institution included in the abstract prepared in accordance with (a) above should be studied with reference to its location, size, management, accommodation, availability of land, staffing pattern, infrastructure facilities, intake-output, internal efficiency, past record and general reputation etc. Accordingly, the existing STEIs should be grouped into the following three categories:

(i) Institutions proposed for upgradation into CTEs/IASEs

While selecting an institution for upgradation into a CTE/IASE, the following aspects should be taken into account:

- Only those institutions will be eligible for upgradation which have an unblemished record - those charging capitation fee or unreasonably high fees or being run for profit will be altogether ineligible;
- The Institution should have at least 5 acres of land if chosen to be a CTE and 7 acres in case of an IASE, with adequate possibilities for development;
- Institutions should be so selected for upgradation as CTEs/IASEs as to ensure their fairly uniform geographical/regional dispersal in the State/UT - special care being taken to cater to the needs of remote and educationally backward regions;
- The institution should be a well-established one in terms of the norms given in Annexure I.

In the selection of institutions those with good facilities and which are promising should be given preference. Non-government institutions which fulfil the criteria for selection should be included.

(ii) Institutions proposed to be continued without upgradation into CTEs/IASEs

These institutions should be identified only in case there is justification for their continuance in accordance with the projected requirements of teacher training worked out on the basis of methodology suggested in Part II of Annexure VII. Only those institutions should be selected for continuance which broadly conform to the norms given in Annexure I.

The Institution/District-wise decisions taken as per the above guidelines should be summarised in the format given in Part IV of Annexure VII. This abstract will also indicate clubbing of adjoining districts to be served by a single CTE/IASE on a long term basis.

(iii) Institutions proposed to be closed down

Identification of Institutions for closure should be done by the Task Force on the basis of data collected in Annexure VI, criteria given in para 1.7 and the result of the exercise done in Part II of Annexure VII.

3.4 Decisions to be taken at the State/UT level regarding Administrative and Academic arrangements for the CTEs/IASEs

The CTEs and IASEs would be quite different from the general run of existing Secondary Teachers Education Institutions. Apart from preparing individual upgradation projects, a number of administrative and academic exercises will have to be concomitantly under-taken at the State/UT level to get the upgraded institutions properly started. These exercises/arrangements/policy decisions have been indicated in Part V of Annexure VII and Chapter 4 gives certain general guidelines in this behalf. The process of taking all these necessary concomitant steps must be completed simultaneously with the preparation of the first lot of CTE/IASE projects. The Empowered Committee will consider individual projects only after satisfying itself that material placed before it in Part V, Annexure VII, shows satisfactory progress in the above connection.

3.5 Project formulation

Once it is decided that a particular STEI is to be upgraded into a CTE/IASE, an exercise in project formulation should be undertaken in the format given in Annexure VIII. The Task Force or a smaller sub-committee thereof would be expected to visit and study at firsthand the STEI proposed to be upgraded and the districts it would primarily serve, before embarking on the detailed project formulation exercise.

This exercise will have the following 4 components:

- (a) Compiling basic information regarding secondary teacher education for the districts concerned in the format given in Part I of Annexure VIII.
- (b) Preparing a plan for meeting in-service training requirements of the districts as per Part I of the said Annexure.
- (c) Preparing the basic design for the CTE/IASE which would be set up to serve the districts, looking to the salient features of the districts as shown up in Part I of Annexure VIII. The design should be prepared in the format given in Part III of that Annexure. Every CTE/IASE need not have all the areas enumerated in Chapter 2. The 'design' part of the project formulation exercise would comprise -

- (i) Determination of the Areas which a CTE/IASE will have, looking to local conditions and needs;
 - (ii) The detailed structure (i.e. staff and physical facilities) which the CTE/IASE will have after full upgradation; [Since an institution may have a lot of competing needs and it may not be possible to provide for all of them within the broad financial parameters laid down in Annexure V, very careful attention will have to be paid to the prioritization of these competing needs so that the limited resources available are put to the best possible use. This prioritization will be one of the most crucial activities in the 'designing' of a CTE/IASE]; and
 - (iii) The phasing of the development of the institution from its present state to the ultimate developed state envisaged in (ii) above.
- (d) Preparation of a detailed project for developing the existing STEI selected for upgradation from its present state to the design and state conceived in the said Part III. This will be a detailed exercise giving full, year-wise phasing of each item of development. Project formulation is to be done in the format given in Part IV of Annexure VIII.

3.6 Year-wise phasing of projects

Of the total number of CTEs/IASEs proposed to be set up through upgradation in a State/UT as per the perspective plan prepared in accordance with para 3.2 above, projects for roughly one third should be prepared for being posed for sanction in each of the remaining three years of the VII Plan period, i.e. in 1987-88, 1988-89 and 1989-90. However, for the latter two years, the exact number of projects which it will be possible to sanction will be known only after outlays for the scheme in the concerning Annual Plans are finalised. The projects for 1988-89, and 1989-90 should be readied latest by March of 1988 and 1989, respectively, so that they can be considered and sanctioned by the Empowered Committee right at the commencement of the concerning financial years and implementation can begin in good time.

3.7 Setting up of Empowered Committee and sanctioning of proposals

Each State should constitute an Empowered Committee to scrutinise and sanction project proposals prepared by the Task Force for establishment of DIETs. Its membership should include all persons necessary to give final clearance and may typically consist of the following:

- Education Secretary of the State
- Director of SCERT

- Commissioner/Director(s) dealing with Secondary Education, Secondary Teacher Education.
- Representative of the State Finance Department.
- Representative of NCERT.
- One specialist to be nominated by the State Government
- Two representatives of the Ministry of HRD (Department of Education) - one being from the Bureau of Elementary Education and the other to represent Internal Finance.

The basic underlying principle about the composition of the Empowered Committee is that it should have powers to accord final sanction which will be honoured by the Central Government as well as State Government/UT Administration. If necessary for this purpose, the committee may be headed by the Chief Secretary, Additional Chief Secretary or Development Commissioner - otherwise by the Education Secretary. It shall be essential to have at least one representative of the Ministry of HRD in every meeting of the Empowered Committee.

CHAPTER 4: IMPLEMENTATION: SOME ASPECTS

4.1 Introductory

The projects for upgradation of STEIs will have the following main components:

- i) Staffing,
- ii) Construction of buildings, and
- iii) Provision of equipment

The following paragraphs 4.2-4.4 contain certain guidelines in regard to the above three components. They have been formulated primarily with Govt. institutions in mind, but would apply, to non-Govt. institutions as well.

4.2 Staffing

Staffing of a CTE/IASE would have the following three main sub-components:

- (a) Determination of qualifications, level and pay scales, recruitment procedure and cadre formation for the posts,
- (b) Recruitment/selection of personnel, and
- (e) Induction level training and orientation of key personnel.

The following guidelines are recommended in respect of the above three matters.

4.2.1 Qualifications

CTEs & IASEs will be institutions of higher learning, within the University system, and therefore subject to all the discipline of that system. The most important corollary of this would be that posts of Lecturers, Readers and Professors in these Institutions will necessarily have to be manned only by persons satisfying, mutatis mutandis, the eligibility criteria laid down by the UGC for these posts, for the 'General' - category of colleges (i.e. those imparting instruction in Science, Humanities, Commerce, etc.). The posts of principals of CTEs & IASEs would likewise have to be manned by persons satisfying, the eligibility criteria laid down for such posts.

4.2.2 Levels and Pay Scales

Holders of the above posts in CTEs/IASEs must not merely be recruited in accordance with rigorous qualifications as above, but should also be given parity with their counterparts in the 'General' colleges in the matter of pay scales. In certain States, Lecturers, Principals, etc. of STEIs are not placed in the UGC or 'General' college

pay scales but on par with State Govt. Officers like Assistant Directors, Dy./Joint Directors etc. Wherever such prevailing scales are poorer than the ones suggested above, the State Government may attempt to increase them and bring them on par with scales applicable in 'General' colleges. Wherever such upgradation is done, Central assistance will be available to the extent of State's/UT's additional liability created on this account, until the end of the VII Plan period.

4.2.3 Recruitment procedures and cadre formation

State Govts/UT Administrations are expected to finalise recruitment procedures for the CTEs'/IASEs' faculty posts very quickly. For manning of faculty posts in the first lot of CTEs/IASEs, special selection procedures may have to be devised to ensure that persons are recruited quickly and yet of good quality. For institutions to be upgraded from 1988-89 onwards, long-term recruitment procedures should be finalised.

Both short and long-term selection procedures will have to be so devised that only persons of outstanding or at least very good ability and record are recruited to posts in these institutions and these posts do not become mere betterment avenues for incumbents of lower level posts in the existing institutions or elsewhere in the State/UT Education Department, nor a dumping ground for the un-wanted elements of the Department.

Creation of a separate cadre for staff engaged in Teacher Education and Educational research in the State/UT, comprising faculty posts in the DIETs, CTEs/IASEs, and the SCERT/SIE, should be seriously considered. Suitable financial incentives (especially for outstanding research and innovation work) and promotional avenues should also be provided for the CTEs/IASEs faculty to ensure continuity and retention of competent personnel in these institutions.

4.2.4 Framing of Service Rules:

A comprehensive set of service rules providing for all the matters mentioned in paras 4.2.1-3 above would have to be framed, so that the whole system of staffing of CTEs/IASEs gets institutionalised.

4.2.5 Recruitment/Selection of Personnel:

Some new faculty posts will be created in almost every STEI whose upgradation is sanctioned by the Empowered Committee. In addition, some of the present incumbents of the existing posts would have to be shifted elsewhere either because they do not fulfil the eligibility criteria mentioned in para 4.2.1 or are otherwise not found suitable for being retained in the upgraded institutions. Their shifting would have to be effected as soon as the annual exams for the 1987-88 session get over.

State Govts. and UT Administrations will be well advised to initiate the process of selection of persons for the above two kinds of posts as soon as the Empowered Committee clears projects so that no time is lost. Interviews, if necessary, should be conducted immediately

after issue of formal post creation orders and appointment letters should be issued as soon thereafter as possible so that properly staffed institutions start functioning without delay.

Selection of personnel should be done by a high level committee of completely objective and impartial persons in accordance with properly laid down guidelines and criteria.

4.2.6 Initial Training and Orientation of Principals and certain other faculty members:

Principals and faculty members in certain areas like In-service Education, Educational Technology, Planning and Management etc. would have to be suitably oriented at the outset or as soon after they join as possible. Other faculty members would also have to be gradually covered under suitable training and orientation programmes.

Initial orientation courses for Principals and the other three categories of faculty members would be organised, as far as possible, in NCERT (including CIET and Regional Colleges of Education), NIEPA and the University Departments of Education. Courses for other faculty members would have to be conducted in RCEs, SCERTs, SIETs etc.

4.3 Construction of buildings

In purely financial terms, construction of buildings would probably be the single largest component of most CTE/IASE projects. It is, therefore, imperative that this activity is undertaken in such a manner as to make the most efficient possible use of the money allocated for the purpose. The following guidelines are recommended in this connection:

- (i) It has already been stated in para 1.6 that acquisition of land for CTE/IASE projects where Govt. STEI's are to be upgraded will be squarely the responsibility of the State Govt./UT Administration. It must however be ensured that land is actually acquired by the time projects are considered by the Empowered Committee. As far as possible, only unoccupied Government land should be taken for the projects so that there is minimum cost and time lapse involved.
- (ii) Buildings should be designed in such a manner as to be aesthetic and yet economical in terms of space as well as cost.
- (iii) Local building material, practices and techniques should be used to the maximum possible extent to achieve economy.
- (iv) Living rooms of hostels may be generally double seated ones with roughly 60 sq. ft. of carpet area being provided per pupil teacher. However, an IASE hostel should have some single rooms of appropriate size for research scholars and guest faculty. As far as bathrooms and toilets are concerned, one should be provided for every 10 inmates or so.

- (v) Adequate space should be left in the CTE/IASE campus for play grounds, tree plantation, development of lawns, gardens and for agricultural activities. Such development/activity should be undertaken to the extent possible through work experience by the students and faculty.
- (vi) The agency for undertaking construction work can be the State PWD, State Housing Board, Urban Development Authority/Improvement Trust or the Department/Organisation of the State Government responsible for constructing buildings in the rural areas. Different agencies may be chosen for different places. However, it must be ensured that agencies are chosen and work allocated among them in such a manner that there are no time and cost over-runs in building construction.
- (vii) It is possible that in the case of certain existing STEIs which may be proposed for upgradation, their existing buildings may have fallen into a state of serious dis-repair and may be in need of large scale repairs or they may be lacking in such basic amenities as water and electricity. In such cases, such special repairs and provision of basic amenities costing not more than Rs.3 lakhs, can be included as a part of the project within the overall ceiling of Rs.38/45 lakhs for construction work mentioned in Annexure V. Special repairs should be done only to the extent absolutely necessary. In those exceptional cases where building of an existing institution may require more than Rs. 3 lakhs for special repairs and basic amenities, such a proposal may be included in the project within the overall financial ceiling for buildings mentioned above, but it would have to be scrutinised by the Empowered Committee in minute detail before it is sanctioned.

4.4 Purchase of equipment

CTE/IASE projects will involve a considerable outlay on purchase of books, furniture and various categories of equipment. These purchases should be made in accordance with the following principles:

- (i) All purchases should be made in accordance with the relevant rules prevalent in the State/UT.
- (ii) Purchases should be made in the same financial year in which Central Government's assistance is released for the procurement of the concerned equipment.
- (iii) If any rules require relaxation to ensure (ii) above, that should be got done in accordance with prescribed procedure.
- (iv) State Governments/UT Administrations should take a well considered decision at the outset as to the categories of equipment which would be purchased for the CTEs/IASEs at the State level in a centralised manner, and those categories power for whose purchases will be delegated to the Principals of these institutions or other appropriate functionaries.

Generally speaking, orders for purchase of all Audio-Visual and Computer equipment and all other expensive equipment should be placed at the State/UT level but with instructions to deliver in the institutions concerned, while purchase of smaller and relatively inexpensive items may be delegated.

- (v) Purchase of wooden furniture should be kept at the minimum, preference being given to steel/tubular, plastics articles.
- (vi) In selecting the items of purchase, every effort should be made to select materials of good quality, even if the costs are some what more.

4.5 Procedure for release of funds to State Governments/UT Administrations

Once a project is sanctioned by the Empowered Committee, the minutes of the relevant meeting shall be drawn up and signed by all the members. After such confirmation, the project will be formally approved by the Central Government and money to the extent approved by the Empowered Committee will be released to the State Government/UT Administration as follows:

Purpose	Instalment		Conditions for release of instalment
	No./Nature	Amount	
1. Buildings	I	50% of sanctioned cost	1. Preparation of detailed plans and structures. 2. Sanction of the project by Empowered Committee.
	II	Balance 50% of sanctioned cost	On 75% utilisation of first instalment and corresponding physical progress of work.
2. Equipment	One	Full amount to the extent sanctioned	Sanction of the project by Empowered Committee.

Purpose	Instalment		Conditions for release of instalment
	No./Nature	Amount	
3. Recurring Expenditure	Annual (Financial year wise)	To the extent necessary for incurring expenditure till end of financial year	<ul style="list-style-type: none"> i. Sanction of project by Empowered Committee. ii. For release of annual instalments after the first one, on furnishing utilisation certificate of at least 75% of the previous instalment and full utilisation of all earlier instalments. For instalments after the first one, demand for the next financial year will have to be placed with the GOI in March of the previous year.

Central assistance for upgradation of non-Government STEIs also, wherever approved by the Empowered Committee, will be released to the concerned State Government/UT Administration only, and not directly to the institution.

Assistance for upgradation of a non-Govt. STEI will be released only after its Management formally undertakes to abide by all terms and conditions of such assistance, and in particular, to conduct such pre-service and in-service training programmes and other activities, as may be envisaged in these Guidelines or as the Central Govt. and State Govt./UT Administration may subsequently specify.

CHAPTER 5: MONITORING AND EVALUATION

5.1 State and Institution Level Review

Once projects for establishment of CTEs/IASEs get sanctioned, a suitable machinery for steering and monitoring their implementation as well as for monitoring the working of the newly set up CTEs/IASEs will be necessary at the State level. Ultimately this function will be performed by the State Council of Teacher Education. Till these councils become fully operational, the "Empowered Committees" referred to at para 3.7 should undertake a review of the implementation of this scheme. As far as the CTE/IASE level review is concerned, it should be a responsibility of the Programme Advisory Committee, referred to at para 2.11. If necessary, the PAC may set up a Special Monitoring Group for this purpose.

5.2 Periodic Reporting System

For proper monitoring of the scheme and projects at the State and National levels, relevant information would need to flow periodically, from the CTEs/IASEs to the State, and from the States to the Central level. Formats of periodical returns in which information would need to be reported between the above two sets of levels would be designed and introduced by NCERT.

5.3 Evaluation

Para 2.10 discusses institutional evaluation of the CTEs/IASEs. Besides, the scheme of CTEs/IASEs as a whole would need to be continuously evaluated at national as well as State/UT levels with a view to applying suitable, timely correctives. Finally, a thorough evaluation of the scheme as a whole, as well as of selected individual CTEs/IASEs should be undertaken at the end of the 7th Plan period at both the Central and State/UT levels so as to determine their strengths and weaknesses with a view to taking suitable remedial action at the commencement of the 8th Plan.

ANNEXURE I

NORMS FOR SELECTION OF SECONDARY TEACHER EDUCATION
INSTITUTIONS FOR BEING UPGRADED INTO CTEs/IASEs
UNDER THE CENTRALLY SPONSORED SCHEME

S.No.	Items	Norms for being upgraded into	
		CTE	IASE
1	2	3	4
1.	Years since Establishment	More than 5 years.	More than 7 years.
2.	Courses offered	B.Ed./L.T.	B.Ed. & M.Ed.
3.	Intake of students	B.Ed. 100	B.Ed. 100 M.Ed. 10
4.	Academic Staff	(i) At least 10 (Full time & qualified for different school subjects) (ii) Lecturer/Instructors in Phy.Edn./Art/Music/Work Experience	(i) At least 14 (with at least 3 or 4 having research qualification). (ii) Lecturer/Instructors in Phy.Edn., Art/Music/Work Experience (iii) A whole time, qualified Librarian.
5.	Teacher-Pupil Ratio	1 : 10	1 : 10
6.	Area of the Campus	Minimum 5 acres	Minimum 7 acres
7.	Accommodation (Desirable)	Lecture Hall 1 Lecture Rooms 3 Staff Room 1 Girls Common Room 1 Boys Common Room 1 Art/Craft Room 1 A.V.Room 1	Lecture Hall 1 Lecture Rooms 5 Staff Room 1 Cabins for staff members Girls Common Room 1 Boys Common Room 1

1	2	3	4
		Toilet Facilities	Art/Craft room 1
		Admn. Room Playfields	A.V. Room 1 Toilet Facilities Admn. Room Playfields
8. Laboratories		One each for science and psychology	One each for physical science, Biological science and Psychology.
9. Library		Library with reading room for atleast 30 students	Library with read- ing room for about 50 students.
		Books 4000 (including multiple copies Journals 10 (including at least 3 professional Journals)	Books 8000 (includ- ing multiple copies) Journals 12 (includ- ing at least 5 professional Journals).
10. Hostel		Separate hostel accom- modation for men and women students to accommodate at least half the student population.	Separate hostel accommodation for men and women students to accommodate at least two-thirds of the student population.
11. Practice Teaching & Demonstration		The institution should be having a standing arrangement with a suitable Secondary School for the practice teaching of the former's pupil- teachers.	The institution should be having a standing arrangement with a suitable Secondary School for the practice teaching of the former's pupil - teachers.
12. Finances		Adequate financial position	Adequate financial position

13. Management

The Institution:

- (i) should not be one being run for profit to any individual or group of individuals;
- (ii) should not have been admitting more than the sanctioned number of seats;
- (iii) should have been following the courses of studies as prescribed by the University concerned;
- (iv) should have been charging fees and contribution to funds etc., strictly as per the regulations laid down by the Competent Authority;
- (v) should have been effecting admissions on the basis of centralised admission tests or any other procedure laid down by the University/ State Govt., and should not have been admitting students on an unfair basis;
- (vi) should have been showing consistently good results in University exams; and
- (vii) should in all respects be having a completely unblemished record of service.

14. Research & Innovation

--

Evidence of interest in research and innovation effort on institutional and individual basis.

LIBRARY & DOCUMENTATION CENTRE

National Institute of Educational Planning and Administration,
 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 DOC, No. 7069
 Date 1.6.92

ANNEXURE II

NORMS FOR CTEs AND IASEs
(after upgradation) - OVERALL
STAFF AND PHYSICAL FACILITIES

Sl.No.	Items	College of Teacher Education	Institution of Advanced Study in Education
1	2	3	4
1.	Student Intake	B.Ed. 100	B.Ed. 100 M.Ed. & other specialised courses upto 50
2.	Academic Staff	Principal 1 Readers 3 Lecturers 13	Principal 1 Professors 2 Readers 6 Lecturers 18
		----- 17 -----	----- 27 -----
		(Details in Annexure III)	(Details in Annexure III)
3.	Other Staff	Librarian 1 Physical Ed. Instructor 1 Technicians/Instructors (Computers/ET/Arts/Crafts) 3-4 Lab.Asstt. 2 Clerical and Class IV staff in min. necessary numbers	Librarian 1 Physical Ed. Instructor 1 Technicians/Instructors (Computers/ET/Arts/Crafts) 4-6 Lab.Asstts. 3 Clerical & Class IV staff in min. necessary numbers
4.	Minimum Campus Area	5 acres	7 acres

1	2	3	4
5. Accommodation			
(a) Academic Wing	Lecture Hall Lecture Rooms Inservice Ed. Room Seminar Room A.V. Room Art Room Craft/WE Room Sc. Lab. Psycho Lab. Edu.Tech. Room	1 3 1 1 1 1 1 1 1 1 1	Lecture Hall Lecture Rooms Inservice Ed. Room Seminar Room A.V. Room Art Room Craft/WE Room Sc. Labs. Psycho Lab Edu.Tech. Room
		1 5 1 1 1 1 1 3 1 1	
(b) Administration Wing	Principal's Room Office Room Staff Room Store Room Girls' Common Room Boys' Common Room Adequate Toilet facilities Canteen & Drinking Water facilities	1 1 1 1 1 1 1	Principal's Room Office/Store Room Cubicles for Staff members Staff Room Girls Common Room Boys' Common Room Adequate Toilet facilities, Canteen and Drinking Water facilities
		1 1 each 1 1 1 1	
6. Library	(i) Library with reading room for about 50 students (ii) Books - 10,000 (iii) Journals (Professional) - 10		(i) Library with reading room for about 50 students (ii) Books - 20,000 Journals - 15 (Professional including research).
7. Hostel	Separate Hostel accommodation for boys and girls so as to accommodate a total of about 150 inmates at a time		Separate Hostel accommodation for boys and girls so as to accommodate a total of about 175 inmates at a time.
8. Play Ground	Play grounds for games, sports, athletics and physical education activities		Play grounds for games, sports, athletics and physical education activities

1	2	3	4
9. A.V. Equipment	VCP & 22" Colour TV 2 units Audio Two-in-One 2 units Slide Projectors 2 Adequate no. of educational video films, slides & Audio Cassettes Overhead projectors 2 Amplifiers & Microphones 1	Same as for CTEs, with the difference that IASEs will have a larger collection of films, slides and cassettes.	
10. Computer Equipment	Micro Computers] Disc Drives] 10 Colour monitors] each Printers 3 Voltage stabili- sers Adequate no. of software packages	Same as for CTEs, with the difference that IASEs will have a larger collection of software packages.	

ANNEXURE III

SUGGESTED AREA-WISE STAFFING PATTERN FOR CTEs/IASEs

As per Annexure II, CTEs and IASEs are expected to have an academic faculty consisting of 16 and 26 members respectively, excluding the Principal. These faculty members may belong to the areas specified below, so as to cover all the main academic areas of the Institution's responsibility:

Area	CTE			IASE			
	Reader	Lect.	R/L	Prof.	Reader	Lect.	P/R/L
1	2	3	4	5	6	7	8
A. "Education" Subjects							
1. Foundation of Education (Philosophy, Sociology & Psychology of Education)	1	1	-	1	-	2	-
2. Elementary Education	-	-	-	-	1	1	-
3. In-service Education & Extension Services	1	-	-	-	1	1	-
4. Educational Technology	-	1	-	-	-	1	-
5. Educational Planning & Management/Admn.	-	-	-	-	1	-	-
6. AE/NFE	-	-	-	-	-	1	-
7. Special Education	-	-	-	-	-	1	-
B. "School" Subjects- Content-cum-Methodology							
(i) Science & Mathematics							
1. Maths	-	-	1	-	-	-	1
2. Phy. Sciences	-	-	1	-	-	-	2
3. Biological Sciences	-	-	1	-	-	-	2

1	2	3	4	5	6	7	8
4. Home Science	-	-	1	-	-	-	1
(ii) <u>Others</u> (Languages, Humanities, Social Sciences, Commerce & WE)							
1. Languages (Regional/Classical/Hindi/English)	-	-	3	-	-	-	3
2. Social Sciences & Humanities	-	-	3	-	-	-	4
3. Commerce (Including Accountancy, Banking and Insurance)	-	-	1	-	-	-	1
4. Work Experience	-	-	1	-	-	-	1
	2	2	12	1	3	7	15
Add (+) break up of R/L or P/R/L	1	11(1 Reader) (11 Lects.)	1	3	11	[(1 Prof., 3 Readers & 11 Lects.)	
	3	13		2	6	18	

Note:

- As far as school subjects are concerned, the criterion for providing a post in CTE/IASE for any of them would be that:
 - a sufficient no. of postgraduates of that subject are consistently getting admission to B.Ed./M.Ed. courses in the institution, and
 - there are about 200 or more teachers in that subject in the Govt. and Aided secondary schools of the districts which the Institution is expected to serve.
- "R/L" stands for "Reader/Lecturer" and "P/R/L" stands for Professor/Reader/Lecturer.
- In a CTE:

of the 12 posts in 'School' subjects, one may be Reader and the rest Lecturers.

4. In an IASE:

(i) Of the 15 posts in 'School' subjects, one, three and eleven may be of Professor, Readers and Lecturers respectively.

(ii) The post of Professor may be in any 'School' subject. Of the 3 posts of 'Readers, one and two respectively may be in 'Science' and 'other' subjects.

5. Apart from the Lecturer in Educational Technology, instruction to pre-service and in-service trainees in computers and their applications would also be imparted by faculty members belonging to school subjects, after they have themselves been suitably trained in computers.

ANNEXURE IV

ILLUSTRATIVE LIST OF PROGRAMMES WHICH MAY BE ORGANISED BY A
FULLY UPGRADED CTE/IASE IN THE COURSE OF A YEAR

Target group/ Objective	Title of the Programme	Duration	Suggested No. of Courses which may be organised annually	Suggested Intake per course
1	2	3	4	5

I. CTE

1. Secondary School Teachers	1. Pre-service Training Course (B.Ed.)	One year	1	100
	2. Subject-oriented, In-service Training Courses in common School subjects e.g.	3-4 weeks	16	40
	(i) Regional Language			
	(ii) Hindi			
	(iii) English			
	(iv) Sanskrit/Urdu			
	(v) Maths			
	(vi) Physics			
	(vii) Chemistry			
	(viii) Biological Sciences			
	(ix) Integrated Science			
	(x) Economics			
	(xi) Civics			
	(xii) History			
	(xiii) Geography			
	(xiv) Social Sciences			
	(xv) Commerce			
	(xvi) Accountancy			
	(xvii) Banking			
	(xviii) Insurance			
	(xix) Home Science			
	(xx) Fine Arts			
	(xxi) Work Experience			
	(xxii) Selected vocational courses (e.g. those related to Commerce, Home Science, etc.) for which Institution may have adequate facilities			

1	2	3	4	5
---	---	---	---	---

3. Short Term, theme-specific courses in areas like -

- (i) Audio-Visual Aids in Education
- (ii) Computers
- (iii) Environmental Orientation to Education
- (iv) Population Education
- (v) Health & Physical Education
- (vi) Work experience, Vocationalisation and Careers Guidance
- (vii) Curriculum and Methods
- (viii) Evaluation
- (ix) Value-oriented education
- (x) Education of Disadvantaged Groups
- (xi) Education of the Handicapped
- (xii) Educational Psychology, Counselling and Guidance
- (xiii) Social and Adult Education
- (xiv) Organisation of Co-curricular Activities
- (xv) Cultural Orientation of Education
- (xvi) Education of the Gifted

2. Resource persons for organising decentralised in-service programmes	Orientation Programmes for Resource Persons	5-10 days	1-2	20
3. Research, Innovation and Development of Teaching Learning materials and techniques	Seminars/Workshops/Symposia	1-3 days	5-6	10-20

II. IASE (In addition to the above)

4. Sec. School Teachers	* 4 Years Integrated Course	4 years	-	-
-------------------------	-----------------------------	---------	---	---

1	2	3	4	5
5. Elementary Teacher Educators	(i) B.Ed. (Ele. Edn.)	1 year	1	20-30
	(ii) In-service Course for Ele. Teacher Educators (including DIET faculty)	2-4 weeks	2-3	20-30
	(iii) In-service, short, theme-specific courses for Ele. Teacher Educators	3-10 days	2-3	20-30
6. Secondary Teacher Educators	In-service, short theme-specific courses for Sec. Teacher Educators of other institutions	3-10 days	1-2	10-20
7. Elementary/Sec. Teacher Educators	M.Ed.	1 year		
	*M.Phil	1 year		
	*Ph.D.			
8. Heads of Secon- dary Schools, Ele. Teacher Education and Middle level Educational Administrators	In-service Orientation Courses for	2-3 weeks	2-3	20-30
	(i) Principals of Institutions Sec. Schools			
	(ii) Principals of ETEIs (including DIETs)			
	(iii) Middle level Educational Administrators			

* Subject to availability of necessary faculty and other facilities.

ANNEXURE V

PATTERN OF CENTRAL ASSISTANCE FOR VARIOUS
ITEMS OF UPGRADATION OF STEIs INTO CTEs/IASEs

Items	Indicative norm for Central Assistance for Upgradation into	
	CTE	IASE
1	2	3
<u>I. Non-Recurring Expenditure</u>		
<u>1. Buildings</u>		
(i) Institute buildings (so as to bring it up to or close to the norms of Annexure II)	Rs. 8 lakhs	Rs. 10 lakhs
(ii) Hostel for 150 inmates	Rs.23 lakhs	Rs. 25 lakhs
(iii) Staff Quarters	Rs. 7 lakhs	Rs. 10 lakhs
	Rs.38 lakhs	Rs. 45 lakhs
<u>2. Equipment</u>		
(i) Furniture	Rs.2.5 lakhs	Rs. 3 lakhs
(ii) Lab.	Rs. 1 lakh	Rs. 2 lakhs
(iii) Books etc. for the Library	Rs.2.5 lakhs	Rs. 5 lakhs
(iv) AV equipment (Details in Annexure II)	Rs. 1 lakh	Rs.1.5 lakhs

1	2	3
(v) Computer equipment (Details in Ann. II)	Rs. 3 lakhs	Rs. 3.5 lakhs
	Rs.10 lakhs	Rs. 15 lakhs
Total Non-Recurring:(I)	Rs.48 lakhs	Rs. 60 lakhs
 <u>II. Annual Recurring Expenditure</u>		
1. Staff (New/upgraded posts) (so as to bring it upto or close to the norms of Ann. II & III)	Rs.2.7 lakhs	Rs.6.7 lakhs
2. In-service and Extension Programmes	Rs.2.75 lakhs	Rs.3.75 lakhs
3. Research projects	Rs.0.8 lakh	Rs.2.0 lakhs
Total Rec. (II):	Rs.6.45 lakhs	Rs.12.45 lakhs

- Note: 1. If the building of an existing Secondary Teacher Education Institution requires special repairs or the campus lacks basic amenities like water and electricity, such repairs/augmentation of amenities can also be taken up under the Scheme. The money required for such repairs/provision of amenities should normally not exceed Rs. 3 lakhs and should be adjusted within the total provision of Rs. 38/45 lakhs indicated above for various kinds of buildings, i.e., the provision of new buildings should in such cases be suitably reduced so as to accommodate the total expenditure on special repairs, amenities and new buildings within the indicated ceiling. If, in an exceptional case, more than Rs. 3 lakhs are required for special repairs/amenities, the Empowered Committee may consider such proposals on merits and may sanction them to the extent absolutely necessary, after close scrutiny, but again subject to the overall ceilings for civil works indicated above.
2. The above provisions for In-service Programmes indicate the amount which will be available under the Scheme of Teacher Education and should largely be utilised for programmes other than those envisaged under Schemes like Improvement of Science Education and CLASS, which also have a teacher training component. The total funds available under all such schemes should be so pooled as to attain the desired level of coverage of teachers under the programme of in-service training.
3. As far as in-service programmes for teachers are concerned, Central assistance would be limited to providing funds for (i) contingent expenditure (e.g. course material, stationery, etc.) at an appropriate rate, and (ii) the board of outstation participants coming from Government and Semi-government Institutions @ Rs. 20/- per day per person, as also for working lunch of the local participants of the same category. Outstation participants would also be entitled to free stay in the CTE/IASE hostel. The responsibility of bearing their T.A. and out-of-pocket allowance as per State/UT Rules (applicable for the case where the trainee gets free board and lodge facilities) as also the liability for their compensatory leave (for courses held during vacations) would have to be borne by the State Government/UT Administration/Employers concerned.
4. The provision indicated above for research projects is a nucleus provision, which will be augmented by the institution by seeking grants from organisations like MHRD, UGC, NCERT, ICSSR, CSIR, ICHR etc. for specific educational research projects in relevant areas.

ANNEXURE VI

SURVEY OF EXISTING SECONDARY TEACHER EDUCATION INSTITUTIONS (STEIs)
(Parts A-G to be got filled by each institution)

A. Identification

A.1 Name and Address -----

_____ District _____ Block _____

A.2 Year of Establishment _____

A.3 Location: Rural/Urban/Metropolitan/Tribal/Hilly/Desert

A.4 Meant for : Boys/Girls/Co-education

A.5 Type: Fully Residential/Partly residential/Non-residential

A.6 Distance (in Kms) from District HQs : _____

A.7 Management : Govt/Local Body/Non-Govt aided/Non-Govt. unaided

A.8 Is it a Minority Institution ? _____

A.9 Name and Location of the University
with which affiliated: _____

B. ACTIVITIES OF THE INSTITUTION SINCE 1984-85

B.1 University Courses: Enrolment and Results

Year	Sanctioned Intake		Enrolment				Results (in percentage)		
	B.Ed.	M.Ed.	B.Ed.	M.Ed.	Other Univ. Courses (Pl. Specify)	Total	B.Ed.	M.Ed.	Other Univ. Courses (Pl. Specify)
1	2	3	4	5	6	7	8	9	10
1984-85									
1985-86									
1986-87									
1987-88									

B.2 On What basis are students selected for admission to each of the above courses:

1. B.Ed.
2. M.Ed.
3. Others (Pl. specify)

B.3 Subjects/Papers taught in the institution in above courses

Courses	Subjects/Papers taught in the Institution	
	Type	Name
1. B.Ed.	Compulsory	1
		2
		3
		4
	Optional	1
		2
		3
		4
2. M.Ed.	Compulsory	1
		2
		3
		4
	Optional	1
		2
		3
		4
3. Other Courses (Pl. specify)	Compulsory	1
		2
		3
		4
	Optional	1
		2
		3
		4

B.4 Details of in-service programmes conducted in the institution, if any

Year	Details of in-service programmes conducted				Remarks
	Title of the Programme	No. of Courses conducted in the year	Average No. of participants per course	Who funded the programme	
1984-85					
1985-86					
1986-87					
1987-88					

B.5 Details of the following kinds of activities organised by the Institution, if any

Activity Details

1. Extension Services
2. Resource Support to Schools
3. Research and Innovation
4. Others (Pl. specify)

C. Staff Position

Kindly attach the following information on academic and non-academic staff :

C.1 Statement of Posts in the Institution:

S.No.	Name of Post	Pay Scale	No. of Posts			Qualifications prescribed for the post	Method of Rectt.	Remarks
			Total sanctioned	Filled up	Vacant			
1	2	3	4	5	6	7	8	9

C.2 Statement of Staff in Position:

S.No.	Name of Person	Post Held	Pay Scale	Age	Qualifications	Remarks
1	2	3	4	5	6	7

D. Physical Facilities

D.1 Total Area of the Institution's Campus (in acres) _____

D.2 Ownership of Land/Building _____

D.3 Present Land use pattern in the Institution's Campus

<u>Item of use</u>	<u>Area (in acres)</u>
1. Total Campus Area	
2. Buildings	
3. Gardening and Horticulture	
4. Play grounds and other open air activities	
5. Other Services (Service roads water supply etc.)	
6. Spare land available for expansion and development of the Institution	
7. Unusable land (Give reasons)	

D.4 Present status of availability of basic amenities on the Campus/Institution

- a. Water
- b. Electricity
- c. Waste disposal
- d. Service Roads
- e. Telephone

D.5 Present Status of the Institution's Buildings

Nature of the Building	Year of Construction	Approximate building area (in sq.ft.)	Details of Accommodation (e.g. no of halls & rooms with seating capacity, cubicles, toilets etc.)	Is the Building in a good State of Repair? If not, give details	Remarks
1.	2.	3.	4.	5.	6.

- i) Administrative Wing/Block
- ii) Academic Wing/Block
- iii) Labs.
- iv) Library
- v) Workshop
- vi) Auditorium
- vii) Hostel
- viii) Staff Quarters
- ix) Others

Note: In case of Hostels, please indicate inmate capacity, and in case of Staff Quarters, their typewise number, in the remarks column.

D.6 Hostel facilities

a) No. of seats in the hostel:
 for Men _____ For Women _____ Total _____

b) Ownership of Hostel Building : _____

c) Distance from the Institution (in kms) _____

D.7 Adequacy of other facilities (In case of inadequacy, details thereof)

a) Furniture & equipment for

i) Office -----

ii) Classrooms & Auditorium -----

iii) Library & Reading Room -----

iv) Hostel -----

b) Equipment & material for work experience _____

c) Lab. Equipment _____

d) Audio-visual & other teaching aids _____

e) Games & Sports material _____

f) Equipment for arts, music, etc. _____

D.8 Library/Reading Room:

a) No. of Titles: (i) No. of Books connected with courses offered by the Institution.

(ii) No. of Reference Books (e.g. Encyclopaediae, Dictionaries etc.)

(iii) No. of other Books (e.g. general, fiction etc.)

(iv) Total no. of Titles

b) No. of periodicals being regularly subscribed to : (i) Professional & Research Journals _____

(ii) General Periodicals _____

(iii) Total _____

c) No. of Newspapers : _____

E. Arrangements for Practice Teaching for Pupil - Teachers

E.1 Kindly explain briefly the existing arrangements and the difficulties faced, if any _____

E.2 In case certain schools are attached to the STEI for the purpose of practice teaching, the following information may kindly be given about them :

Name of School	Distance from STEI (in kms)	Management	Classes		Number of		Remarks
			From	To	Students	Teachers	
1	2	3	4	5	6	7	8

F. Budgetary Position, Fees etc. charged by the Institution & position regarding projects for its development taken up earlier, if any:

F.1 Budgetary Position

Particulars	Amount in Rupees			
	1984-85	1985-86	1986-87	1987-88 (Estimated)
1	2	3	4	5

a) Institution's Annual Income
(To be filled up only for non-govt. institutions)

1. Fees of the Institution _____

2. Govt. grant _____

3. Other sources (Pl. specify)

- i) _____
- ii) _____
- iii) _____

Total (a)

b) Annual Expenditure

1. Staff Pay & Allowances _____

2. Contingencies _____

3. Others (Please specify)

- i) _____
- ii) _____
- iii) _____

Total (b)

F.2 Fees etc. charged by the Institution (to be filled by non-Govt. Institution only):

Please give complete details of all kinds of fees/donations/contributions etc. which a student has to pay to the institution:

Name of Course	Full details of all kinds of money taken from a general student			
	Name of fee etc.	Periodicity of payment	Amount charged	Remarks
1. B.Ed.				
2. M.Ed.				
3. Other courses: (Pl.Specify)				

G. General Remarks

If any audit objections or remarks/reports regarding irregularities have been communicated to the Institution during the last five years, details thereof and steps taken, if any, to rectify them :-

Date:

Name, Signature & Seal of the
Head Of STEI

H. Remarks of the Controlling Authority

(i.e. DEO/Joint Director of Education etc., who may be empowered to inspect the Institution and/or release grants to it, as the case may be)

H.1 Whether the information given above by the Institution is correct? Give details of inaccuracies, if any _____

H.2 Is the Institution known to have indulged in the following kinds of malpractices :

- a) Charging of Capitation fee
- b) Unfair selection of candidates
- c) Malpractices in conduct of Exams
- d) Any other serious malpractices or irregularities

If so, please give details:-

H.3 General comments on overall functioning of the Institution -----

Date: Name, Signature & Seal of the Officer

I. Recommendation of the Task Force, with reasons, on whether the STEI should be:

- i) Upgraded into a CTE/IASE
- ii) Continued, though without upgradation as above
- iii) Closed down

Date: Name, Signature and Designation of Chairperson of the Task Force

J. Decision of the State Govt. on the Task Force's Recommendation (with reasons, if Recommendation is not accepted)

Date: Secy, Govt. of _____
Education Deptt.

ANNEXURE VII

STATE/UT LEVEL PROFORMA FOR PERSPECTIVE PLANNING OF
SECONDARY TEACHER EDUCATION

PART - I : BASIC INFORMATION

A. Basic Statistics:- .

A.1 Name of the State _____

A.2 Population (1981) (i) Total _____

(ii) Percentage of (a) SC _____

(b) ST _____

A.3 Number of Districts _____

A.4 Number of Blocks _____

A.5 Literacy Rate (1981) Male _____

Female _____

Overall _____

A.6 Number of Secondary Schools and Elementary and Secondary Teacher Education Institutions in the State/UT in 1987-88:

Type of Institution	No. of Institutions managed by					Number of Institutions exclusively for Girls out of those in Col.6	Annual Intake Capacity of Pre-service Trainees (in the case of ETEIs and STEIs only)
	Govt.	Non-Govt.			Total Govt.+ non-Govt. (2+5)		
		Aided	Unaided	Total Non-Govt.			
1	2	3	4	5	6	7	8

1. Secondary Schools

a. Having only Classes IX and X

b. Having only Classes XI & XII

c. Having Classes IX - XII

Total Secondary Schools (a+b+c)

2. Elementary Teacher Education Institutions (ETEIs)

2.A Against which total no. of proposed DIETs

3. Secondary Teacher Education Institutions (STEIs)

A.7 Enrolment Trends

	1986-87	1989-90 (7th Plan Target or Projected figure)	1994-95 (Proposed/Con- templated 8th Plan Targets)
	1	2	3

a. Enrolment in Secondary Schools

- i) Classes IX-X
- ii) Classes XI-XII
- iii) Classes IX-XII (i+ii)

b. Enrolment in Teacher Education Institutions

- i) ETEIs
- ii) STEIs
- iii) Total (i+ii)

A.8 Number of Teachers as on 1.4.87

	No. of Teachers/Instructors			Total		
	Govt. Institu- tions	Non-Govt. Institutions		(Govt. + Non-Govt.)		
		Aided	Un- aided	Total	Non-Govt.	
	1	2	3	4	5	6

a. Secondary Schools

b. ETEIs

c. STEIs

A.9 Teacher/Pupil Ratios (1986-87)

a. Secondary Schools _____

b. ETEIs _____

c. STEIs _____

A.10 Subject-wise No. of Teachers in Secondary Schools as on 1.4.87 (or whichever latest may be available)

Group	Subject	No. of Teachers						Remarks
		Govt. Schools	Non-Govt. Schools			Total of		
			Aided	Unaided	Total	(3+4)	(3+6)	
1	2	3	4	5	6	7	8	9
1. Maths & Science	1. Mathematics							
	2. Physics							
	3. Chemistry							
	4. Botany							
	5. Zoology							
	6. Others (Pl. specify)							
	7. No. of Non-Postgraduate Science Teachers							
	Total (1)							
2. 'Arts' (i.e. Languages, Humanities & Social Sciences)								
(A) Languages	1. Regional Language							
	2. Hindi							
	3. Sanskrit							
	4. Urdu							
	5. English							
	6. Others (Pl. specify)							
	Total (A)							

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

- (B) Humanities & Social Sciences
1. History
 2. Geography
 3. Logic/Philosophy
 4. Economics
 5. Civis/Pol.Science
 6. Sociology
 7. Psychology
 8. Others
(Pl. specify)

 Total (B)

- (C) No. of non-P.G. Arts Teachers

 Total (2) (A+B+C)

3. Commerce
1. Elements of Commerce
 2. Accountancy
 3. Banking
 4. Insurance
 5. Others
(Pl. specify)
 6. No. of Non-P.G. Commerce Teachers

 Total (3)

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

4. Home Science
1. General Home Science
 2. Child Development
 3. Nutrition
 4. Others
(Pl. specify)
 5. No. of Non-F.G. Home Science Teachers

Total (4)

5. Fine Arts
1. Drawing & Painting
 2. Music
 3. Dance
 4. Others
(Pl. specify)
 5. No. of Non-P.G. Fine Arts Teachers

Total (5)

6. Vocational Subjects
- 1.
 - 2.
 - 3.
 - 4.

Total (6)

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

7. Work Experience
- 1.
 - 2.
 - 3.
 - 4.

 Total (7)

8. Others (Pl. specify)
- 1.
 - 2.
 - 3.
 - 4.

 Total (8)

9. Total of all Teachers except Science Teachers (2 to 8)

10. Grand Total of all Teachers (1 + 9)

Note: If a particular secondary school teacher is not specifically or formally appointed to teach any one particular subject, the school subject in which he holds a Master's Degree may be taken to be his subject. In case a Secondary School Teacher is only a graduate and not a post-graduate, he should be counted against the category "non-P.G. teachers" under the relevant Group (e.g. Arts/Science/Commerce etc.).

A.11 Likely no. of Elementary Teacher Education Institutions on 1.4.90 in the light of plan regarding DIETs and phasing out of sub-standards ETEIs.

Description	No. of Institutions	No. of Academic Posts (i.e. Elementary Teachers Educators who would require in-service training)
1	2	3

1. DIETs
2. Other ETEIs which will be allowed to continue
3. Total (1+2)

B. System of Secondary Teacher Education (STE) in the State/UT

B.1 What is the administrative and supervisory set up for Secondary Teacher Education at:

- a) Secretariat/Directorate Level
- b) SIE/SCERT Level
- c) University Level
- d) Regional/Divisional Level
- e) Distt. Level

B.2 Please give the following information regarding the Pre-service training course of Secondary School Teachers in the State/UT:

- a) Name of the course (e.g. B.Ed., B.T. etc.) _____
- b) Duration of Course _____
- c) Minimum Prescribed qualifications for admission _____
- d) Mode of selection of candidates for Admission to the course _____

e) Are the course contents and design broadly in accordance with NCTE guidelines? _____

If not, please give details of the deviation from the above guidelines _____

B.3 What is the system of fixing intake of pre-service trainees in Govt. STEIs? _____

B.4 What is the system of pupil evaluation in the Pre-service Training Course? _____

B.5 What is the system of recruitment (qualifications & selection procedure), training, posting and cadre management of Teachers in Govt. STEIs?

B.6 Are Lecturers, Readers, Professors and Principals in STEIs on par with their counter-parts in 'General' colleges, in terms of Qualifications and Pay Scales, and are these, in turn, as per UGC norms? (Please give details)

B.7 What is the system of granting recognition and financial aid to, supervision of and fixing intake of pre-service trainees for non-government STEIs?

B.8 Has the State Council of Teacher Education been set up? _____

If yes, please give a note regarding its activities in the last three years in relation to Secondary Teachers Education.

B.9 What are the existing arrangements for in-service training of Secondary Teachers? Give a note on the duration and content of courses, method of selection of teachers, and agency and system of conducting these programmes at State, District & Lower Levels. Also indicate rates of TA/DA paid to the participants in these courses.

B.10 When was 10+2 system introduced in the State/UT? What is the progress of introduction of vocational courses in the +2 stage, in the State/UT?

C. System of Training of Elementary and Secondary Teachers Educators

C.1 What are the organisational arrangements for pre-service and in-service training of Elementary and Secondary Teachers Educators in the State? (Please give details)

C.2 Kindly give a note on course contents, duration and agency responsible for conducting pre-service and in-service training programmes for Elementary and Secondary Teachers Educators in the State.

D. System of Training of Heads of Secondary Schools, ETEIs and STEIs

What are the arrangements for in-service training of Heads of Secondary Schools, ETEIs, STEIs and concerned field officers of the Education Department?

E. Educational Technology

E.1 Production/Replication Facilities:-

Please give details of the facilities obtaining in the State/UT, if any, for production/replication of the following kinds of educational aids:-

i) Slides

ii) Audio Programmes

iii) TV Programmes

iv) Video replication of TV/original programmes

v) Films

E.2 Instruction Facilities:-

Facility	No. Possessing the facility in 1986-87			No. Proposed to be provided facility by 1989-90 (7th Plan Targets)			Remarks
	Sec. Schools	ETEIs	STEIs	Sec.Schools	ETEIs	STEIs	
1	2	3	4	5	6	7	8

1. Radio
2. TV
3. Other Audiovisual equipment
4. Language Lab.
5. Instructional computer facility

E.3 Educational Broadcasting/Telecasting:- Please give a brief note regarding present and proposed arrangements for, and coverage of educational (radio) broadcasts and telecasts in the State for Secondary Schools.

E.4 Please attach a brief note giving other relevant information regarding the State level present and future programmes and organisational arrangements in the area of educational technology.

F. Pupil Evaluation System

What are the organisational arrangements and systems for conducting pupil evaluation at X and XII classes of Secondary Education?

G. State/UT Budget for Teacher Education Programmes

Kindly give the following information from the budget of Education Department for Secondary Teacher Education Programmes of the State/UT:

Items	Actual Expenditure			Estimated Expenditure
	1984-85	1985-86	1986-87	1987-88
1	2	3	4	5

a) Recurring:

1. Pay & Allowances
2. Pre-service Programmes
3. In-service Programmes
4. Other Contingencies/
Programmes/Activities
5. Grants to non-govt.
Institutions
6. Other Items
(Please specify)

Total: (a)

1	2	3	4	5
---	---	---	---	---

b) Non-Recurring

(Please specify the items)

Total (b)

c) Grand Total (a+b)

PLAN FOR MEETING PRE-SERVICE AND IN-SERVICE TRAINING REQUIREMENTS
FOR SECONDARY TEACHERS OF THE STATE/UT

H. Estimation of Annual Requirement of Pre-Service Training of Secondary School Teachers during 1988-90 and 1990-95:

Subject Group:	Secondary School Teachers on 1.4.1987			No. of Secondary School Teachers' posts created during					Average No. of posts likely to be created annually during	
	Total No.	% of untrained Teachers	No. of untrained Teachers	1984-85	1985-86	1986-87	1987-88	Average during last 4 years	1988-90	1990-95
1	2	3	4	5	6	7	8	9	10	11
1. Maths & Science										
2. Arts (Pl. see Note 4 below)										
3. Commerce										
4. Home Science										
5. Others										
Total										

No. of trained unemployed teachers on 1.4.1987	State Govt's. Plans for liquidating backlog of untrained teachers		Projections regarding employment of trained, unemployed teachers		Estimated No. of Secondary School Teachers Posts on 1.4.90 (col 2+8+10x2)
	No. of years in which will be done	No. which will be trained annually	No. of years in which likely to happen	No. likely to get jobs annually	
12	13	14	15	16	17

No. of Vacancies likely to arise due to attrition (death, retirement, resignation etc.) annually during		Estimated Requirement of Pre-Service Training of Secondary Teachers during		Present Annual Intake Capacity of STEIs				Remarks
1988-90 (col. 2+8)x Attrition Rate	1990-95 (col. 17)x Attrition Rate	1988-90 (col.10+14+18-16)	1990-95 (col 11+19+14x X/5-16xY/5)	Govt.	Non-Govt. aided	Non-Govt unaided	Total	
18	19	20	21	22	23	24	25	26

- Note: 1. To fill up col.18 and 19, attrition rate may be taken as the actual rate calculated for the State/UT, or if such data are not readily available, may be assumed appropriately in the range 2-2.5%.
2. In the heading of col. 21:
- X = No. of years of the VIII Plan period (1990-95) upto which backlog of untrained teachers will last as per col 13.
- Y = No. of years of the VIII Plan period (1990-95) upto which backlog of unemployed teachers will last as per col 15.
3. Under cols. 22-25, there will be no entries against different subject groups, but only in the row of "Total". In other columns also, wherever group-wise data are not available, only totals may be worked with.
4. The subject group 'Arts' should be taken to include all school subjects commonly classified as Languages, Humanities and Social Sciences. For an Illustrative list of such subjects, pl see S1.No. '2(A)' and '2(B)' under column 1 of the table in Item A.10 of Part I of this Annexure.

1. Plan for matching of the annual pre-service intake as given in col. 25, of the table in Item H, with the estimated annual requirement of pre-service training of Secondary Teachers during 1990-95 as given in col 21, ibid:

Particulars	<u>Govt. Institutions</u>		<u>Non-Govt. Aided</u>		<u>Non-Govt. Unaided</u>		<u>Total for</u>	
	<u>Number</u>	<u>Annual Intake</u>	<u>Number</u>	<u>Annual Intake</u>	<u>Number</u>	<u>Annual Intake</u>	<u>All Institutions</u>	<u>Number Annual Intake</u>
1	2	3	4	5	6	7	8	9

- i) Existing STEIs proposed for being closed down during 1988-90 as per para 1.7 of the guidelines
- ii) No. of existing STEIs proposed for being continued (indefinitely) but without upgradation into CTEs/IASEs

1

2

3

4

5

6

7

8

9

iii) No. of existing STEIs,
proposed for upgradation
into CTEs/IASEs during

1987-88 a) CTEs
b) IASEs
c) Total

1988-89 a) CTEs
b) IASEs
c) Total

1989-90 a) CTEs
b) IASEs
c) Total

1987-90 a) CTEs
b) IASEs
c) Total

iv) Anticipated position as on 1.4.90
[(ii)+(iii)]

[Total in column 9 of item (iv)
above should match the figure in col.21,
of the Table in Item H]

J. Estimation of In-service Training Requirements

J.1 Based on the 1987-88 figure of Secondary School Teachers' posts in the State/UT, subject - group-wise no. of teachers who would have to be trained annually if all teachers in the State/UT are to be imparted at least one subject-specific in-service training every 5 years:

Subject Group	No. of Teachers who would have to be trained annually
1	2
1. Maths & Science	
2. 'Arts' (i.e. Languages, Humanities and Social Sciences)	
3. Commerce	
4. Home Science	
5. Fine Arts	
6. Vocational Subjects	
7. Work Experience	
8. Others (Pl. Specify)	
Total	

J.2 Proposed arrangements for organising in-service training to the extent indicated in J.1.

No. which will be trained annually:

- (i) In CTE and IASEs
- (ii) At other suitable Centres
(Pl. indicate kinds of each Centres)
- (iii) Total

J.3 No. of Heads of Secondary Schools to be trained annually if all such Heads are to be imparted atleast one in-service training once in 3-5 years. (Please specify desired frequency).

J.4 Proposed arrangements for organising in-service training to the extent indicated in J.3:

No. which will be trained annually in

(i) IASEs

(ii) Other suitable centres
(Pl. indicate kinds of such centres)

(iii) Total

J.5 No. of the Elementary Teachers Educators to be trained annually if all such persons (as on 1.4.90) are to be imparted at least one in-service training once in 3-5 years (Pl. specify desired frequency):

J.6 Proposed arrangements for organising in-service training to the extent indicated in J.5:

No. which will be trained annually in:

(i) IASEs

(ii) Other suitable centres
(Pl. indicate kinds of such centres)

(iii) Total

DISTT-WISE ABSTRACT OF EXISTING SECONDARY TEACHER EDUCATION INSTITUTIONS

K. To be prepared on the basis of data collected in the Institutional Proforma given in Annexure VI)

District	Name & Address of the Institution	Management Govt./Non-Govt.aided/ Unaided	Year of Estab- lishment	Meant for (Boys/Girls/ Co-education)	Distance from Districts Head Qtrs (in kms.)	Annual Intake capacity of pre- service trainees	Enrolment (1986-87)		
							B.Ed.	M.Ed.	Total
1	2	3	4	5	6	7	8	9	10

Land/Building Position

Owner- ship	Total Campus Area (in Acres.)	Built-up Area	Spare Land availa- ble in in the campus for further develop- ment	Number of existing rooms					Hostel		Availability of basic amenities like Electricity, Water, etc.
				Class rooms	Audito- rium/ Halls	Lab.	Lib- rary	Other Rooms	Owner- ship	Inmate Capa- city	
11	12	13	14	15	16	17	18	19	20	21	22

Whether Proposed for being				If an STEIs is proposed for being upgraded into a CTE/IASE names of districts it will serve for the purpose of in-service education of				Remarks
Upgraded into CTE	Retained without such upgrada- tion	Phased out	Secondary Teachers	Elementary Teacher Educators (For IASEs only)				
23	24	25	26	27	28			29

NB: Totals must be struck in cols. 2, 7, 10, and 23-26 for every Distt.
and for the State/UT as a whole.

PART IV : Three Year Plan with District-wise Break-up for closure, continuance and upgradation of existing Secondary Teacher Education Institutions

L. On the basis of Part III, kindly give the following consolidated information, district-wise, for the State:

S.No.	District	Popula- tion	Special Characteristics, if any (eg. Hilly/ Tribal/Desert/ Metropolitan etc)	No.of Teachers in Secondary Schools	Estimated No. of Academic Staff in ETEIs as on 1.4.1990	No.of Existing STEIs			Annual pre- service intake capacity of existing STEIs	
						Govt.	Non-Govt. Aided	Non-Govt. Unaided		
1	2	3	4	5	6	7	8	9	10	11

Proposals for CTEs and IASEs

Existing STEIs proposed to be continued
but without upgradation into CTEs/IASEs

No. of existing STEIs proposed to be upgraded into CTEs/IASEs								Total No. of CTEs and IASEs (col 18+19)	Proposed Intake Capacity of Pre- service Trainees of Institutions in col.20	Number			Annual Intake capacity of pre-service trainees of STEIs in col. 25	
1987-88		1988-89		1989-90		Total	Govt.			Non-Govt. Aided	Non-Govt. Un-aided	Total		
CTEs	IASEs	CTEs	IASEs	CTEs	IASEs	CTEs	IASEs							
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

No.of Existing STEIs. proposed for being
phased out during 1988-90

Remarks

Govt.			Non-Govt.			Total			Remarks
No.	Intake	Reasons	No.	Intake	Reasons	No.	Intake	Reasons	
27	28	29	30	31	32	33	34	35	36

Note: In cols. 29, 32 and 35, reason-wise breakup may be given i.e. no. of Institutions proposed for being phased out due to (a) Malpractices, (b) sub-standard and (c) Surplus characters.

PART - V : PROPOSED ADMINISTRATIVE & ACADEMIC ARRANGEMENTS
FOR CTEs/IASEs IN THE STATE/UT

- M. Please indicate the Department/Office/Agency in the State Govt./UT Administration which will coordinate, monitor, evaluate and oversee the work of the CTEs/IASEs in the State/UT. Which Section/Branch/Unit in the Agency will do this work, what is its present staff and work load, and how will it be ensured that it is suitably equipped to discharge its functions relating to CTEs/IASEs adequately?
- N. Please indicate the functional relationships which the CTEs/IASEs will have in the State/UT with:-
- i) Education Deptt. at the State/UT Level
 - ii) Concerning Commissionerate/Directorate of Education
 - iii) SCERT/SIE
 - iv) University Department of Education
 - v) SIET (if in existence)
 - vi) Divisional and Distt. level field officers of Education Deptt.
 - vii) Secondary schools situated within the Distts. to be served by the CTEs/IASEs.
 - viii) DIETs and other ETEIs situated within the Distts. to be served by the CTE/IASE.
 - ix) Others (Please specify).

0. Staffing

0.1 Please give information on recruitment aspects of CTEs/IASEs in the following format.

Sl.No.	Name of post in the CTE/IASE	Pay Scale	Level (Equivalent post in State Edu.Deptt.)	Qualifications that will be prescribed for the post	Arrangements for Recruitment	Are proposed qualifications and pay scales as per UGC norms? If not, please give reasons.	Progress of framing of recruitment/ cadre rules	Remarks							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Exis-Proposed	Exis-Proposed	Educational and professional	Experience limit	Upper age limit	Who will recruit of	Pro-mode	Who will appoint	Likely date by which first lot of incumbents will be in position					

1. Principal
2. Professor
3. Reader
4. Lecturer
5. Others (Pl. specify)

0.2 Please give a brief note regarding proposed cadre formation and career prospects for persons who would be recruited to the CTE/IASE posts mentioned above. If the Draft/Final Recruitment/Service Rules are ready, a copy thereof may please be attached.

P. Development of Academic Packages

In the context of para 2.4 and Annexure IV of the Guidelines, please give the following details:

- (i) List of programmes which CTEs/IASEs in the State would be conducting.
- (ii) Agencies which have been assigned the task of developing academics packages for the above programmes, except University Programmes.
- (iii) Progress of development of above packages and date by which they would be ready.

Q. Arrangements for construction work

Q.1 Which Agency/Agencies will be entrusted construction work under the scheme? _____

Q.2 On what terms will it/they carry out construction work for the Education Deptt.? _____

Q.3 How will it be ensured that construction work gets completed on schedule and there are no cost escalations due to delays? _____

R. Arrangement for purchase of Furniture, Equipment etc.

R.1 What will be the mode of purchase (Authority to place orders for purchase, place of delivery, suppliers agency etc) of the following for the CTEs/IASEs.

- i) Furniture
- ii) Books
- iii) Audio-Visual Aids
- iv) Computer Equipment
- v) Science Equipment

vi) Workshop/WE Equipment

vii) Sports and Physical Education Equipment

viii) Other Equipment

R.2 How will it be ensured that purchases are made in a fair manner and quality goods are supplied to the CTE/IASEs on schedule? _____

S. Phasing Out of Institutions

What legal and administrative steps will be taken and according to what time schedule, to phase out institution identified for closure? How will coordinated steps be got taken at the University Level?

T. Position regarding CTEs/IASEs which will or will not serve as District Resource Centres under the Scheme of (i) Science Education and (ii) CLASS

Name of Proposed CTE/IASE	Will it serve as			
	Distt. Science Resource Centre		Resource Centre for CLASS	
	Yes/No	If not, reasons	Yes/No	If not, reasons
1	2	3	4	5

U. What steps are being taken to ensure coordination, in general, between CTEs/IASEs and Distt./Divisional Level setups of Education Deptt., and in particular, to establish an In-service Education Cell in the Distt/Divisional Education Office as suggested in para 2.7 of the Guidelines?

V. Does State Govt./UT Administration have properly framed rules for giving Development Assistance (as distinct from Maintenance Grant) to non-Govt. Colleges? If yes, please enlose a copy. If not, please indicate how such assistance will be disbursed to non-Govt. STEIs selected for upgradation, on the lines indicated in para 4.5 of the Guidelines.

W. How will State Govt./UT Administration ensure proper compliance by non-Govt. STEIs selected for upgradation, with the terms and conditions of the Development Assistance?

X. Other remarks (if any).

ANNEXURE VIII

PROFORMA FOR FORMULATING PROJECTS FOR UPGRADING AN STEI INTO
A CTE/IASE

PART I: BASIC INFORMATION ABOUT THE DISTRICTS WHICH
THE CTE/IASE WILL SERVE

A. Basic Statistics:

- | | | | |
|-----|---|---|---|
| A.1 | Names of Districts which CTE/IASE will serve for the purpose of in-service training of Secondary Teachers | } | 1 |
| | | } | 2 |
| A.2 | Names of additional districts which the IASE will serve for the purpose of in-service training of elementary teachers educators and Heads of Secondary Schools (for IASEs only) | } | 3 |
| | | } | 4 |
| A.3 | Basic data about the Districts mentioned in A.1 (for CTEs) <u>or</u> in A.1 and A.2 (for IASEs) | | |

Items	Distt.1	Distt.2	Distt.3	Distt.4	Over-all for the entire area
-------	---------	---------	---------	---------	---------------------------------

1. Population

- (i) Total
- (ii) % of SC
- (iii) % of ST

2. No. of Blocks

3. Literacy Rate

- (i) Over-all
- (ii) Male
- (iii) Female

4. No. of Sec. Schools
and Elementary and
Secondary Teacher
Education Institutions
in 1987-88

- (i) Secondary Schools
 - (a) Govt.
 - (b) Non-Govt. Aided
 - (c) Non-Govt. Un-aided
 - (d) Total

- (ii) Elementary Teacher Education Institutions
 - (a) Govt.
 - (b) Non-Govt. Aided
 - (c) Non-Govt. Un-aided
 - (d) Total
 - (iii) No. of DIETs proposed to be set up by 1989-90.
 - (iv) Secondary Teacher Education Institutions.
 - (a) Govt.
 - (b) Non-Govt. Aided
 - (c) Non-Govt. Un-aided
 - (d) Total
5. Enrolment Figures: Actual for 1986-87 and Anticipated for Terminal Years of VII and VIII Plans
- (i) Enrolment in Secondary Schools in:
 - (a) 1986-87
 - (b) 1989-90
 - (c) 1994-95
 - (ii) Enrolment in ETEIs in:
 - (a) 1986-87
 - (b) 1989-90
 - (c) 1994-95
 - (iii) Enrolment in STEIs in:
 - (a) 1986-87
 - (b) 1989-90
 - (c) 1994-95

Note: For 1989-90, please give VII Plan targets or projected figures.
For 1994-95 please give proposed/contemplated VIII Plan targets.

6. No. of Teachers as on 1.4.87 in
- (i) Secondary Schools
 - (a) Govt.
 - (b) Non-Govt. Aided
 - (c) Non-Govt. Un-aided
 - (d) Total

(ii) ETEIs

- (a) Govt.
- (b) Non-Govt. Aided
- (c) Non-Govt. Un-aided
- (d) Total

(iii) STEIs

- (a) Govt.
- (b) Non-Govt. Aided
- (c) Non-Govt. Un-aided
- (d) Total

7. Teacher Pupil Ratios (1986-87)

- (i) Sec. Schools
- (ii) ETEIs
- (iii) STEIs

A.4 Subject-wise No. of Teachers in Sec. Schools as on 1.4.87 (or whichever latest may be available) for the distts envisaged in A.1

Group	Subject	No. of Teachers												
		Govt. Schools			Non-Govt. Schools									
		Distt.1	Distt.2	Total	Aided			Un-aided			Total Non-Govt.			
					Distt.1	Distt.2	Total	Distt.1	Distt.2	Total	Distt.1	Distt.2	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	

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No. of Teachers						Remarks
Totals for Distt. 1		Totals for Distt. 2		Totals for Distt. 1 & 2		
(3 + 6)	(3 + 12)	(4 + 7)	(4 + 13)	(5 + 8)	(5 + 14)	
15	16	17	18	19	20	21

Note: Entries in Cols 1&2 should be on the lines indicated in Item A.10 of Annexure VII.

A.5 Likely no. of ETEIs on 1.4.90 in the light of plan regarding DIETs and phasing out of sub-standard ETEIs for the distt. envisaged under A.3

Description	No. of Institutions					No. of Academic Posts (i.e. Elementary Teacher Educators who would require in Service Training)				
	Distt.1	Distt.2	Distt.3	Distt.4	Total	Distt.1	Distt.2	Distt.3	Distt.4	Total
1	2	3	4	5	6	7	8	9	10	11
1. DIETs										
2. Other ETEIs which will be allowed to continue										
3. Total (1+2)										

A.6 Availability of modern Educational aids in Sec. Schools in the Distts. envisaged in A.1

Nature of Facility	No. of Sec. Schools having/likely to have the facility in						Remarks
	1986-87			1989-90 (VII Plan targets)			
	Distt.1	Distt.2	Total	Distt.1	Distt.2	Total	
1	2	3	4	5	6	7	8
1. Radio							
2. TV							
3. Other AV equipment							
4. Instructional Computer Facility							

A.7 Present and proposed coverage of educational broadcast and telecasts in the districts envisaged in A.1

A.8 Details of (i) Distt. Science Resource Centres and (ii) Resource Centres under CLASS, in the distts envisaged in A.1

Name of Distt.	Name & Address of Institution which is functioning/would function as		Remarks
	Distt. Science Resource Centre	Resource Centre under CLASS	
1	2	3	4
1.			
2.			

A.9 Expenditure on Secondary Teacher Education Programmes in the Distts. envisaged in A.1

Items	Actual Expenditure									Estimated Expenditure		
	1984-85			1985-86			1986-87			1987-88		
	Distt.1	Distt.2	Total	Distt.1	Distt.2	Total	Distt.1	Distt.2	Total	Distt.1	Distt.2	Total
1	2	3	4	5	6	7	8	9	10	11	12	13

(a) Recurring

1. Pay & Allowances
2. Pre-Service Programmes
3. In-service Programmes
4. Others contingencies/programmes/
activities
5. Grants to Non-Govt. Institutions
6. Other items (Pl. specify)

Total Recurring (a)

(b) Non-recurring
(Pl. Specify Items)

- 1.
- 2.
- 3.

Total (b)

(c) Grand Total (a+b)

A.10 Estimation of In-service Training Requirements of the Distts. envisaged in A.3. Please give distt-wise information for the above distts. for item J1 and J2 (for CTE projects)/items J1-J6 (for IASE projects) of Annexure VII.

PART II

b. Please give information for the Distts envisaged in A.3 regarding (i) abstract of existing STEIs, and (ii) three year plan for their closure, continuance and upgradation, in the formats given in Parts III and IV of Annexure VII.

PART III

BASIC DESIGN PROPOSED FOR THE CTE/IASE

This and the following parts are meant for preparation of detailed project proposals for upgrading an STEI. The Task Force or a sub-committee of it should visit the STEI to be upgraded before filling up these two parts (III & IV).

C. BASIC INFORMATION

C.1 Name and address of the STEI proposed to be upgraded _____

C.2 For detailed information on the STEI to be upgraded, copy of information received in the Institutional Proforma (Annexure VI) should be enclosed.

D. Functions and Tasks envisaged to be performed by the proposed CTE/IASE

D.1 Training Programmes

i) University Courses

Name of Course which Institute will offer	Duration	Annual Intake	If the course is not being offered at present, year in which it is proposed to start
1	2	3	4
1.			
2.			
3.			

ii) In-service Training Programmes and other Programmes which the Institution will regularly conduct:

Description of the proposed Programmes	Proposed			Remarks
	Duration	Average No. of participants per Programme	Approx. No. of Programmes to be organised annually	
1	2	3	4	5

I. CTE

1. Subject-oriented In-service Training Courses in common School subjects e.g.

- (i) Regional Language
- (ii) Hindi
- (iii) English
- (iv) Sanskrit/Urdu
- (v) Maths
- (vi) Physics
- (vii) Chemistry
- (viii) Biological Sciences
- (ix) Integrated Science
- (x) Economics
- (xi) Civics
- (xii) History
- (xiii) Geography
- (xiv) Social Sciences
- (xv) Commerce
- (xvi) Accountancy
- (xvii) Banking
- (xviii) Insurance
- (xix) Home Science
- (xx) Fine Arts
- (xxi) Work Experience
- (xxii) Selected vocational courses (e.g. those related to Commerce, Home Science, etc.) for which Institution may have adequate facilities

2. Short Term, theme-specific courses in areas like -
- (i) Audio-Visual Aids in Education
 - (ii) Computers
 - (iii) Environmental Orientation to Education
 - (iv) Population Education
 - (v) Health & Physical Education
 - (vi) Work experience, Vocationalisation and Career Guidance
 - (vii) Curriculum and Methods
 - (viii) Evaluation
 - (ix) Value-oriented education
 - (x) Education of Disadvantaged Groups
 - (xi) Education of the Handicapped
 - (xii) Educational Psychology, Counselling and Guidance
 - (xiii) Social and Adult Education
 - (xiv) Organisation of Co-curricular Activities
 - (xv) Cultural Orientation of Education
 - (xvi) Education of the Gifted

3. Orientation Programmes for Resource Persons

4. Seminars/Workshops/Symposia

II. IASE (In addition to the above)

1. (i) In-service Course for Ele. Teacher Educators (including DIET faculty) of 3-4 weeks
 - (ii) In-service, short, theme-specific courses for Ele. Teacher Educators
2. In-service, short, theme-specific courses for Sec. Teacher Educators of other institutions

1	2	3	4	5
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3. In-service Orientation Courses for

- (i) Principals of Sec. Schools
- (ii) Principals of ETEIs (including DIETs)
- (iii) Middle level Educational Administrators

D.2 Extension Functions:

D.3 Resource Functions:- _____

D.4 Research, Innovation and Project Experimentation _____

D.5. Other Activities (please specify) _____

E. Proposed Design for the CTE/IAE as it would look after it is fully upgraded for Performing the functions and tasks listed in D:

Academic and other areas in which the Institution will function	Staff			Special Equipment required for the area, if any	Year in which the area is to be established/strengthened		
	Name of Post	No.	Pay Scale		1987-88	88-89	89-90
1	2	3	4	5	6	7	8

A. "Education" Subjects

1. Foundations of Education
2. Elementary Education
3. In-service Education and Extension Services
4. Educational Technology (including Computers)
5. Educational Planning and Management/Admn.
6. AE/NFE
7. Special Education
8. Others (Pl. Specify)

B. "School" Subjects - Content-cum-Methodology

(i) Science and Mathematics (including Home Science)

1. Maths
2. Physics
3. Chemistry
4. Bio-Science
5. Home Science
6. Others (Pl. Specify)

1

2

3

4

5

6

7

8

(ii) Others

1. Languages (Pl. Specify)

a.

b.

c.

2. Humanities and Social
Sciences (Pl. Specify)

a.

b.

c.

d.

3. Commerce

4. Work Experience

5. Others (Pl. Specify)

C. Other Areas

1. Art Edn.

2. Phy.Edn.

3. Library

4. Hostel

5. Others

(Pl. specify)

F. Land and Building Requirements for the proposed Upgradation:-

a) Requirement of Additional Buildings

Description of Building	Details of Accommodation (e.g. No. and size of rooms etc.)	Built up Area	Remarks
1	2	3	4
Total: a) Ground floor			
b) Ist floor			
c) Total Area proposed for construction			

b) Requirement of Land for Non-Building Use:-

<u>Nature of Use</u>	<u>Area Required</u>	<u>Remarks</u>
1. Playgrounds		
2. Horticulture & Gardening		
3. Other open-air activities (Pl specify)		
4. Services (Roads, Water supply, Sewerage etc.)		
5. Others (Pl. specify)		
Total :		

c) Total Requirement of Land for Building & Non Building purposes:-

PART IV

G. THE PROJECT

G.1 NON-RECURRING EXPENDITURE

Item	Present Availabi- lity	Net Addition Proposed	Cost Per Unit (if appli cable)	Proposed Year-wise Phasing								Remarks
				1987-88		1988-89		1989-90		Total		
1	2	3	4	5	6	7	8	9	10	11	12	13

1.Land Acquisi-
tion (To be
funded entirely
by the State/UT/
Management of
non-Govt. STEI)

2.Provision of
Basic Amenities

i) Water Supply

ii) Electricity

iii) Waste Disposal

iv) Telephone

Total (2)

1	2	3	4	5	6	7	8	9	10	11	12	13
---	---	---	---	---	---	---	---	---	----	----	----	----

3. Building Works

a) Special Repairs
to Existing
Buildings

- i)
- ii)
- iii)
- iv)

Total (a) *

b) New Construction

- i) Classrooms/Lecture
Halls
 - ii) Rooms for Admn.
use.
 - iii) Auditorium
 - iv) Workshop/Labs.
 - v) Library
 - vi) Hostel
 - vii) Staff Quarters
- | Type | No. |
|------|-----|
|------|-----|

- a.
- b.
- c.
- d.

Total (b)
Total [3 = (a+b)]

* For each proposed item of new construction, please indicate proposed built-up area, total cost, and also per square foot cost of construction, in the Remarks column.

4. Equipment

i) Books

- a) Books connected with University Courses and other programmes which the Institution will offer
- b) Reference Books
- c) Others Books (e.g. General, Fiction etc.)
- d) Total (a+b+c)

ii) Furniture

iii) Phy.Edn./Sports

Equipment

iv) Lab. Equipment

- a. Science Lab
 - b. Language Lab.
 - c. Psycho.Lab.
- Total (iv)

v) Workshop

Equipment

(Pl. specify)

vi) Art/Music Equip-

ment(Pl.specify)

vii) Audio-Visual Aids

- a) Radio
 - b) TV
 - c) Slide Projector
 - d) Over-Head Projector
 - e) Educational Slides
 - f) Educational Video Films
 - g) Other Audio-visual Equipment (Pl. specify)
- Total (vii)

1	2	3	4	5	6	7	8	9	10	11	12	13
---	---	---	---	---	---	---	---	---	----	----	----	----

viii) Computer Equipment

(Pl. specify)

- a) Micro-computers
- b) Disk Drives
- c) Colour Monitors
- d) Printers
- e) Voltage Stabilisers
- f) Software Packages
- g) Other Equipment
(Pl. specify)
- h) Total (viii)

ix) Other Equipment

(Pl. specify)

Total (4)

Grand Total (G.1=2+3+4)
(Excluding provision
for land acquisition
which will be met by
State/UT/Private Management
out of its resources)

G.2 RECURRING EXPENDITURE

(i) Staff

Area	Existing posts to be utilised with or without upgradation					
	Name of Post	No. Pre-sent	Pre-Pay scale	Desg.	New Pay Scale	If to be upgraded Addl. annual Expdr. on upgradation
1	2	3	4	5	6	7

A. "Education" Subjects

1. Foudnation of Ecucation
2. Elementary Education
3. In-service Education and Extension Services
4. Eductional Technology (including Computers)
5. Educational Planning and Management/Admn.
6. AE/NFE
7. Special Education
8. Others (Pl. Specify)

1

2

3

4

5

6

7

B. "School" Subjects - Content-
cum-Methodology

(i) Science and Mathematics
(including Home Science)

1. Maths
2. Physics
3. Chemistry
4. Bio-Science
5. Home Science
6. Others (Pl. Specify)

(ii) Others

1. Languages (Pl.Specify)
 - a.
 - b.
 - c.
2. Humanities and Social Sciences (Pl. Specify)
 - a.
 - b.
 - c.
 - d.
3. Commerce
4. Work Experience
5. Others (Pl. Specify)

C. Other Areas

1. Art Edn.
2. Phy.Edn.
3. Library
4. Hostel
5. Others
(Pl. specify)

Total (i)

Proposed Additional Staff with Year-wise Phasing

1987-88				1988-89				1989-90				Total			
Posts proposed for creation		Estimated Recurring Expenditure on pay, allowances etc.		Posts proposed for creation		Estimated Recurring Expenditure on pay, allowances etc.		Posts proposed for creation		Estimated Recurring Expenditure on pay, allowances etc.		Posts proposed for creation		Estimated Recurring Expenditure on Pay allowances etc.	
Name of Post	No. Pay Scale	Pay	etc.	Name of Post	No. Pay Scale	Pay	etc.	Name of Post	No. Pay Scale	Pay	etc.	Name of Post	No. Pay Scale	Pay	etc.
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

(ii) CONTINGENCIES

Description of Items	Year-wise Estimated Expenditure (to be supported with separate sheet giving details)			
	1987-88	1988-89	1989-90	Total
1	2	3	4	5

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Total (ii)

Grand Total (G.2)

G.3 ABSTRACT OF THE PROPOSALS

Item	Year			
	I Year	II Year	III Year	Total

I. Proposed Non-Recurring Expenditure

- i) Land Acquisition
- ii) Provision of Basic Amenities
- iii) Buildings
 - a. Special Repairs
 - b. New Construction
 - c. Total
- iv) Equipment

Total (I) Excluding
land aquisition,
i.e. (ii)+(iii)+(iv)

II.A Proposed Recurring Expenditure

- i) Staff
- ii) Contingencies

Total (II.A)

II.B Subtract:-

- (i) Present level
of Recurring Expenditure
- (ii) Amount of Recurring Assistance
which would be obtained from
other sources e.g. UGC, State
Govt., etc. (Pl.give details)

Total II.B

II.C Net demand of Central Assistance
for Items of Recurring Expenditure
(II.A-II.B)

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