

FOR REFERENCE ONLY

**Review of Centrally Sponsored Scheme  
of  
Teacher Education**

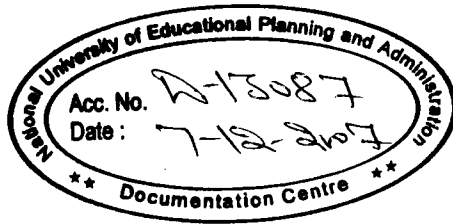
**Synthesis Report**



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NCTE

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## FROM CHAIRPERSON'S DESK

National Council for Teacher Education (NCTE) a statutory body in teacher education at the national level was assigned responsibility of undertaking the Mid-Term Review (MTR) of Centrally Sponsored Scheme of Teacher Education during X<sup>th</sup> Five Year Plan (2002-2007) by Ministry of Human Resource Development, MHRD, Government of India. A Teacher Education Resource Group (TERG) as an advisory body was constituted by MHRD as an institutional mechanism for the purpose of overseeing the status and functioning of teacher education and implementation of the Centrally Sponsored Scheme of Teacher Education in the States/ UTs. The secretariat of the TERG is located in NCTE. As part of this functional responsibility, NCTE through the TERG so constituted undertook the Mid-Term Review (MTR) of 29 States/ UTs where this Centrally Sponsored Scheme of Teacher Education was in operation.

Review reports of these 29 States/ UTs submitted by the MTR team were discussed in the 2<sup>nd</sup> meeting of TERG on 25<sup>th</sup> June, 2007. Members of TERG desired that the synthesis report based upon the cross analysis of these 29 States/ UTs may be prepared and forwarded to MHRD and other organizations to enable them to formulate appropriate affirmative policy decisions in the implementation of the Scheme of Teacher Education during the XI<sup>th</sup> Five Year Plan. The present report is prepared in deference to the view point of the TERG members.

I express my gratitude to the MHRD who have entrusted this responsibility to NCTE. I also wish to acknowledge the contributions of the members of the TERG who deliberated and discussed various facets and policy implications and practical problems in the implementation of the Scheme in the States/ UTs against the back drop of historical evolution of Teacher Education and management of School System.

Professor V.P. Garg, Chief Consultant who has been associated in the execution of this project from the initial stage has prepared the preliminary draft which has been further vetted and finalized by a sub-committee of the TERG members namely Prof. K.P. Pandey, Prof. G.L. Arora, Prof. M.N.G. Mani and Shri M.G. Marathe.

I wish to put on record my appreciation to these experts who have taken all necessary pains to prepare this final Report. NCTE is genuinely indebted to their sincere efforts, cooperation and concern for this endeavor. My thanks are also due to Prof. S.K. Thakur, then acting Chairperson, NCTE & TERG for providing support and guidance to the project.

August, 2007  
NCTE, Delhi

**Shardindu**  
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## Acknowledgement

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### Sub-committee

- Prof. K.P. Pandey
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# CHAPTER 1

## Introduction

### 1.0 Background

The National Policy on Education 1986 (modified: 1992) is a framework of educational reconstruction in the country wherein a particular reference was made to restructuring and re-organization of Teacher Education Scheme to ensure quality improvement in teacher education. Some of the basic parameters of restructuring and re-organization of Teacher Education Scheme are related to the enhancement of the quality, competence and performance of teachers and teacher educators. This *interalia* envisages providing additional physical infrastructure, human resources development and capacity building of the teacher education institutions through Centrally Sponsored Scheme of Teacher Education. As a corollary to this framework, a Centrally Sponsored Scheme of Teacher Education was launched in 1987-88 with the following components.

1. Establishment of District Institutes of Education & Training [DIETs] – by upgradation of existing Elementary Teacher Education Institutions [ETEs] wherever possible, and establishment of new DIETs where necessary.
2. Upgradation of selected Secondary Teacher Education Institutions [STEs] into:
  - (a) Colleges of Teacher Education [CTEs] &
  - (b) Institutes of Advanced Study in Education [IASEs], and
3. Strengthening of SCERTs.

During Seventh, Eighth and Ninth Five Year Plans, Central assistance for the first two components was provided on 100% basis, and for the third component on 50:50 basis. Slight modifications were also made in the Scheme for the VIII & IX Five Year Plan periods. Continuation during the IX Plan period also envisaged execution of an M.O.U. between Central and State Governments binding the latter to fulfill certain commitments relating to adoption of appropriate personnel policies and expeditious filling up of posts, completion of civil works and procurement of equipment. Upto the end of the IX Five Year Plan, Central assistance had been sanctioned for a total of 481 DIETs, 85 CTEs and 37 IASEs in the country. A few more DIETs, CTEs and IASEs have been sanctioned during the Tenth Plan period and sanctions were also accorded to strengthening of SCERTs of 19 States and 1 UT. During the 10<sup>th</sup> Five Year Plan, MHRD revised the Scheme of Teacher Education in January, 2004.

## **1.1 Centrally Sponsored Scheme of Teacher Education in the Tenth Five Year Plan Period: Objectives**

Main objectives of the Teacher Education Scheme during the Tenth Five Year Plan were being:

1. Speedy completion of DIET/ CTE/ IASE/ SCERT projects sanctioned but not completed to the end of the IX Plan period.
2. Making DIETs, CTEs, IASEs sanctioned [and SCERTs strengthened] upto the IX Plan period, optimally functional and operational.
3. Sanction and implementation of fresh DIET/ CTE/ IASE/ SCERT projects to the extent necessary.
4. Improvement in the quality of programmes to be undertaken by DIETs, etc. – especially those of pre-service and in service training so as to enable them to effectively play their nodal role of improving quality of elementary and secondary education in their respective jurisdiction, as measured in terms of levels of learner achievements.

## **1.2 Constitution of Teacher Education Resource Group (TERG)**

MHRD constituted a Teacher Education Resource Group (TERG) in pursuance of the Para 6.2 of the revised guidelines (January, 2004, MHRD) on teacher education scheme for the 10th five year plan. The composition of TERG in its order included 15 members which were further expanded to 20. The composition of the TERG is at **annexe - 1**. The National Council for Teacher Education (NCTE) New Delhi was assigned the responsibility of undertaking a review of Centrally Sponsored Scheme of Teacher Education by MHRD through Teacher Education Resource Group (TERG) whose secretariat is located in NCTE HQs. This review was in respect of DIETs, CTEs, IASEs and SCERTs/ SIEs which have been funded by Central Government for recurring and non-recurring heads of expenditure.

## **1.3 Functions of Teacher Education Resource Group (TERG)**

The functions of TERG are as follows:-

- (i) Team from the TERG will visit each State at least once during the year, report on the status and functioning of teacher education in the State, implementation of Memorandum of Understanding and will make suitable recommendations.
- (ii) TERG will make a detailed Mid-Term Review at the end of the third year of the Tenth Plan Period.

- (iii) TERG will examine proposals of institutions including NIEPA now (NUEPA), NCTE, NCERT, Universities, Research Institutes and Non-Government Organizations (NGOs) for activities and innovations related to teacher education, and advise Teacher Education Approval Board (TEAB) regarding their suitability. It may also make suggestions about gap areas in which proposals may be specially invited.

#### **1.4 Sanction and Release of Funds for Mid-Term Review (MTR) by MHRD**

MHRD sanctioned the first installment of grant to NCTE for work relating to appraisal of the Centrally Sponsored Scheme of Teacher Education by MHRD vide its order No. F.44-11/2005-EE-9 dated November 18, 2005 for Rs.10 lacs out of the total outlay of Rs. 34.86 lacs based on the recommendations of 11th meeting of the Teacher Education Approval Board held on September 12, 2005 in Delhi.

#### **1.5 Modalities of Mid-Term Review (MTR)**

The first meeting of Teacher Education Resource Group (TERG) was held on December 23, 2005 which provided plan of action on MTR. The sub-committee of TERG held its meeting on January 3-5, 2006. It developed the document "*Guidelines: Review of Centrally Sponsored Scheme of Teacher Education, January, 2006*". This document was published and sent to the State/UT Governments for further necessary action. In a meeting organized by MHRD held in Vigyan Bhawan on February 8, 2006 this document was circulated to Directors/ Principals of SCERTs/ SIEs, and Principals of DIETs. A DO letter from Ms. Anuradha Gupta, then Joint Secretary (EE-1) Department of Elementary Education & Literacy, MHRD, Govt. of India was dispatched to all Education Secretaries of States/ UTs in January 2006 for Mid-Term Review of Teacher Education Scheme. This letter was followed by a DO letter from the then acting Chairperson, NCTE on February 15, 2006, as a follow up with details for MTR to all Education Secretaries of States/ UTs. An orientation meeting of subject experts in teacher education, to be involved in MTR as members of the visiting team for field appraisal, was held on March 6, 2006. Under this orientation the experts were apprised with the objectives of MTR, details of guidelines which are to be followed by the members of the team, different formats of the appraisal, procedure of appraisal, and chapter scheme which have to be adopted for writing the report. The relevant questions which had to be asked by the members of the team from the state authorities/heads of institutions to be visited and the responsibility of convener of the team and other members and timely submission of the reports were also discussed in detail.

## **1.6 Terms of Reference of the Mid-Term Review (MTR)**

The terms of reference of the Mid-Term Review were as under:-

- i. Review the status and functioning of teacher education in the State/UT with particular reference to the Revised Guidelines (2004) for Centrally Sponsored Scheme of DIETs, CTEs, IASEs, and SCERTs.
- ii. Analyze the strengths and constraints which have a bearing upon the functioning of the scheme with particular reference to MOU and Perspective Plans of Teacher Education (2002-07) or otherwise.
- iii. Suggest interventions to overcome the existing constraints.
- iv. Suggest plan of action for capacity building of DIETs, CTEs, IASEs and SCERTs with particular reference to the utilization of EDUSAT and other modes of distance education.
- v. Suggest effective system of vertical and horizontal linkages between national level and state level authorities and institutions for quality improvement of teacher education in the country.

## **1.7 Coverage of the MTR in the States/ UTs**

So far 29 States/UTs have been covered under the Mid-Term Review of Centrally Sponsored Scheme of Teacher Education based upon the release of funds by MHRD to States/ UTs till 06.03.2007 under the scheme. The dates along with the institutions respectively visited by the team are given in **annexe - 2 & 3**.

## **1.8 Interaction Modalities of Visiting Team with the States/UTs Authorities**

The visiting team as per Programme Schedule took the following measures:

- Consultation of the documents provided by the NCTE/State Authorities.
- Interaction with the State Secretary in-charge of the scheme, senior officers at the beginning of the visit and in the wrap up meeting.
- Institutional visits
- Interaction with the heads/faculty of the institutions visited.

## **1.9 Basis of the Review**

The present review of DIETs, CTEs, IASEs and SCERTs/ SIEs is based upon the responses, information and data provided by the state authorities, interaction with the heads and faculty members, student-teachers during visits and observations of the team members. This report covers a cross-analysis of 29 States/ UTs which have been covered under this MTR.

# CHAPTER 2

## Colleges of Teacher Education and Institutes of Advanced Studies in Education

### Part – I

#### Colleges of Teacher Education

##### 2.0 Background

The National Policy of Education (NPE 1986/ 92) recognized that “...*teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs of and capabilities of and the concerns of the community.*” The policy further states that “...*teacher education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled.*” As stated in introductory chapter, as a part of action plan for restructuring and reorganization of secondary education, Ministry of Human Resource Development, Department of Education, Government of India, proposed to select during the 7<sup>th</sup> plan period about 250 existing secondary teacher education institutions (STEIs) of an adequate standard and good reputation to be 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 had to be provided assistance on an enhanced scale so that they might develop into centers of excellence and research. For the sake of convenience, hereafter in this document, these 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). This action plan was covered under the Centrally Sponsored Scheme of “Strengthening and Reorganization of Teacher Education” which was communicated to state Governments/ UT Administrations vide MHRD letter no. F.7-7/87-Sch.II dated 24.06.1987.

##### 2.1 Role and Functions of CTEs

As per the revised guidelines (January 2004, MHRD) the system of secondary teacher education is expected to perform the following broad functions:

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

Subject to the above broad framework, following are visualized as the specific functions of CTEs and IASEs:-

### **(A) Colleges of Teacher Education**

1. Organize pre-service teacher education courses for preparation of secondary teachers.
2. Organize subject-oriented [more than one week duration] and shorter, theme-specific [less than one week 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 course.
3. Providing extension and resource support service to secondary schools, schools complexes and individual teachers.
4. Conduct experimentation and innovation in secondary education.
5. Provide training and resource support for areas like value-oriented education, work experience, environment education, population education, information and communication technology [ICT], vocationalisation and science education.
6. Provide support to professional bodies.
7. Encourage community participation in teacher preparation programmes.

## **2.2 Criterion for Sanction of New CTEs during Tenth Plan**

As per the CSS, states were entitled to upgrade a maximum of one STEI for every three districts into a CTE. States which had less CTEs, at the end of Ninth Plan than indicated by the above criterion, were entitled to get fresh CTEs sanctioned so as to attain the above ratio. New CTEs were sanctioned for groups of three contiguous districts not having a CTE. In states where CTEs sanctioned upto IX Plan exceeded the number indicated by the above norm, continuing Central assistance during Tenth Plan was restricted to amounts admissible as per the norms of one CTE per 3 districts.



## 2.3 Norms of Central Assistance

**A) Existing CTEs:** Central Assistance upto a maximum of Rs.1 crore per existing CTE for the Tenth Plan period was available for activities and programmes stated in para 2.1 especially

- In-service training of secondary teachers,
- Small projects with schools, such as computer education,
- Other activities to upgrade the quality of education in secondary schools.

Central assistance was available for civil works, equipment, salaries and programmes. However, a CTE that had already availed Central assistance for civil works would not be eligible to receive any further assistance for such works. All CTEs were eligible to receive Central assistance upto Rs. 12.00 lakh to establish computer education cells including computer labs with 5 computers, salary of one computer professional, and upto Rs. 50,000 per year for computer consumables.

**B) New CTEs:** A new CTE was eligible for Central assistance during the Tenth Plan, upto Rs. 50 lakhs for civil works and equipment including computers, and upto Rs. 50 lakhs for salaries and programmes.

## 2.4 Status of Sanctioned and Operational CTEs

Upto the 9th Plan, 83 CTEs were sanctioned of which 77 were functional. During the 10 Plan as of 31st January 2006, 21 CTEs were sanctioned of which 15 were functional. After rationalization between IASEs and CTEs (Revised Guidelines: MHRD, 2004) in Andhra Pradesh, Gujarat, Orissa and Rajasthan, the nos. of CTEs sanctioned at the end of 31st January, 06 stood at 104, of which 92 were functional.

In Andhra Pradesh, during 10th Five Year Plan the status of 10 IASEs got reduced to 2 IASEs, 8 IASEs sanctioned upto the 9th Plan were rationalized as per revised norms. The State has now 2 IASEs and 8 CTEs. In Gujarat out of 4 IASEs sanctioned during the 9th Plan 2 have been downgraded to CTEs and hence nos. of CTEs in Gujarat has gone up to 8 and IASEs down to 2. In Orissa, 3 IASEs and 7 CTEs were sanctioned during the 9th Plan and 7 CTEs but 1 IASE (Behrampur) was downgraded to CTE as the State is entitled for 2 IASEs and 10 CTEs (having 30 revenue districts). In Rajasthan, 4 IASEs were sanctioned upto 9th Plan and 7 CTEs. During the 10th Plan 2 IASEs were downgraded to CTEs so the number of IASEs got reduced to 2 and CTEs 9. (**annexe – 4 & 5**) There is no CTE in the state of Arunachal Pradesh, Goa, Haryana, National Capital Territory (NCT) Delhi, Puducherry and Sikkim.

## **2.5 Observations on Flow of Funds to CTEs**

### **Non-Recurring**

Up to the 9th Plan, CTEs of Andhra Pradesh, Assam, Gujarat, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Orissa, Rajasthan, Tripura, Uttar Pradesh and West Bengal received funds under non-recurring heads of account. Similarly, during 10th Plan (upto 31st January, 2006) CTEs of the States/UTs viz., Andhra Pradesh, Assam, Gujarat, Maharashtra, Meghalaya, Mizoram, Tamil Nadu and West Bengal received funds under non-recurring heads of account which have strengthened the physical infrastructure of these institutions.

### **Recurring**

Up to the 9th Plan, CTEs of the States/UTs viz., Andhra Pradesh, Assam, Gujarat, Karnataka, Kerala, Orissa, Rajasthan, Tripura and Uttar Pradesh received funds for CTEs. Similarly, during 10th Plan (upto 31st January, 2006) CTEs of the States/UTs viz., Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Orissa, Rajasthan, Tamil Nadu, Uttarakhand and West Bengal received funds for CTEs. **(annexe – 6 & 7)**

## **2.6 Status of Staff in CTEs**

Additional posts for CTEs have not been created resulting in non-performance of the envisaged mandatory tasks assigned under the Revised Guidelines - MHRD, 2004 and NCTE norms. **(annexe - 8)** Even all the posts sanctioned for the Secondary Teacher Education Institutions are not filled hence the scheme of CTEs has not taken off as envisaged.

## **2.7 Awareness on the Objectives of Centrally Sponsored Scheme (CSS)**

Most of the faculty members of CTEs and IASEs are not aware of the additional functions of these institutions. Examples of Andhra Pradesh, Tamil Nadu and West Bengal may be cited to this effect. There is a need for orientation of the faculty to the objectives and functions of CTEs and IASE and tie-up arrangement with national level teachers training organizations like National Council of Educational Research & Training (NCERT), Central Institute of Educational Technology (CIET), National University of Educational Planning and Administration (NUEPA), National Council for Teacher Education (NCTE), Central Institute of English and Foreign Languages (CIEFL), Indian Institutes of Management (IIMs) and Indira Gandhi National Open University (IGNOU) could be made.

## **2.8 Some General Observations about CTEs**

Some States/UTs require upgradation of existing Secondary Teacher Education Institutions (STEIs) into CTEs as per revised Guidelines, viz., Arunachal Pradesh, Goa, Haryana, Sikkim, Tripura and Puducherry. The faculty of CTEs requires re-orientation of the objectives and goals of CSS. In Chhattisgarh, the capacity building of faculty of CTEs in research methodology, ICT education, teaching methodology, educational technology and evaluation techniques needs to be enhanced. In Gujarat, there is a need for enhancing intake capacity of teacher education institutions. Most of CTEs have reported blank entries in respect of completion of research projects and workshops for the development of TLM including textual material. The Library and IT equipments in the CTEs have been quite deficient and not functional in most of the cases. Himachal Pradesh has only 1 CTE for 12 districts whereas it should have 4. In Maharashtra, CTEs are not performing the new assigned role. The state is entitled for 12 CTEs but only 4 CTEs are stated to be functional. Only 2 Colleges are running M.Ed. programmes in addition to B.Ed. Course in the state. In Nagaland also, the CTE runs the pre-service teacher education programme of B.Ed. There were 80 in-service deputed teacher trainees from Government schools of Nagaland in the CTE and opportunities were given to only 20 pre-service trainees. Among the pre-service teacher trainees some also belonged to outside states to fill up the seats. In Meghalaya, CTEs are having part-time lecturers too working. CTEs are not providing any M.Ed. Course. In Mizoram, no M.Ed. course is run in CTE inspite of qualified academic staff. CTEs in Punjab are a non-starter. In Rajasthan, one of the CTEs (Vidya Bhawan) at one time an IASE has been down graded in 2005 to the status of a CTE. This needs reconsideration. GVM College of Education, Ponda, Goa needs upgradation into CTE. There is need for creating structures of teacher education in Goa. Tamil Nadu is entitled for 10 CTEs but only 5 STEIs have been converted into CTEs. CTEs have not taken seriously their In-service Education and Training (INSET) for teacher education programmes. In Uttar Pradesh, CTEs need streamlining according to norms. In Uttarakhand, the state is yet to formulate and articulate a clear cut policy of in-service education of secondary teachers and teacher educators of B. Ed. Colleges.

## **Part – II**

### **Institutes of Advanced Studies in Education**

#### **2.9 Role and Functions of IASEs**

As per the CSS, IASEs will, in addition to the functions envisaged for CTEs are expected to perform the following functions also:

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 offer 4-year integrated courses for 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. Organize 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 ICT.
7. Provide academic guidance to DIETs and resource support to CTEs.
8. Development of instructional material, e.g.
  - (i) Unit plans or content-cum-methodology instructional packages.
  - (ii) Question Banks
  - (iii) Teacher's Hand Books, Students' Work Books, etc.
  - (iv) Source Books and resource materials.
  - (v) Innovative programmes/ practice and experimental projects
  - (vi) Self-learning Instructional packages.
  - (vii) Teaching aids and kits.

## 2.10 Criterion for Sanction of New IASEs during Tenth Plan

A state would be eligible for IASEs depending on the number of districts in it at the beginning of the Tenth Plan, as given in the table below.

<b>Number of districts in the State as on 1.4.2002</b>	<b>Number of IASEs which the State may have</b>
0-20	1
21-40	2
More than 40	3

Upgradation of fresh STEIs into IASE was to be funded during the Tenth Plan if a state had less IASEs than the number indicated by the table above. In states where IASEs sanctioned upto IX Plan exceeded the number indicated above, continuing Central assistance during Tenth Plan would be limited to a maximum amount admissible for the number of IASEs as per the above norm.

## 2.11 Norms of Central Assistance

**A. Existing IASEs:** Assistance to IASEs was to be provided for programmes oriented towards elementary as well as secondary education. Central assistance upto a maximum of Rs. 2.25 crores per IASE was provided during the Tenth Plan period for programmes and activities stated in para 2.1 especially-

- Programmes that innovate and promote excellence in elementary and secondary education, including projects with schools and DIETs.
- Courses to promote excellence in teacher education [pre-service and in-service]
- Courses for elementary and secondary teacher educators.
- Collaborative projects among teacher education institutes.
- Research studies in teacher education.
- Material development for schools and teacher education.
- Workshops and seminars for teacher educators.
- Faculty and institutional development.

In the conduct of these programmes, additional facilities needed in terms of staff, building and equipment would be provided. IASEs that have availed of Central assistance for civil works in earlier plan periods were not eligible for more civil works, but those which have not, would be eligible for assistance for civil works upto Rs.70.00 lakhs.

Central assistance upto Rs. 12.00 lakhs would also be availed for establishment of computer education cells, including computer labs of 5 computers, salary of a computer professional and consumables.

**B. New IASEs:** For new IASEs to be sanctioned during the Tenth Plan, maximum limit of Central assistance for civil works and equipment would be as follows:

Civil works	Rs. 70 lakhs
Equipment including computers	Rs. 30 lakhs

These IASEs would be eligible for Central assistance for recurring items [salaries and programme costs] such that total assistance during the Tenth Plan per IASE does not exceed Rs. 225 lakhs.

## 2.12 Status of Sanctioned and Operational IASEs

Upto the 9th Plan, 36 IASEs were sanctioned of which 35 were operational. During the 10th Plan (up to 31st January, 06) 8 IASEs were sanctioned of which 6 were functional. So in total, up to 31st January, 2006, 44 IASEs had been sanctioned of which 41 were functional in these 29 States/ UTs.

**(annexe – 4 & 5).**

- It may also be stated that there is no IASE in Arunachal Pradesh, Goa, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim & Puducherry.

## 2.13 Flow of Funds to IASEs

### Non-Recurring

Up to the 9th Plan IASEs of Andhra Pradesh, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Uttar Pradesh, West Bengal and NCT Delhi received funds for non-recurring heads of account. Similarly, during 10th Plan (upto 31st January, 2006) IASEs of the States/UTs viz., Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Haryana, Maharashtra, Tamil Nadu, Uttarakhand, West Bengal and NCT Delhi received funds for non-recurring heads of account which have strengthened the physical infrastructure of these institutions.

### Recurring

Up to the 9th Plan IASEs of the States/UTs viz., Andhra Pradesh, Gujarat, Karnataka, Orissa, Rajasthan and Uttar Pradesh received funds for IASEs. Similarly, during 10th Plan (upto 31st January, 2006) IASEs of the States/UTs viz., Andhra Pradesh, Chhattisgarh, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, West Bengal and NCT Delhi received funds for IASEs. **(annexe - 9 & 10).**

## 2.14 Status of Staff in IASEs

The posts in IASEs have not been filled up as per revised norms and hence scheme of IASEs has not taken off as envisaged in the revised Guidelines, MHRD, 2004. **(annexe - 11).** Kerala should allow additional posts in the IASE for starting this programme. Some States/UTs require upgradation of existing Secondary Teacher Education Institutions (STElS) into IASEs as per revised Guidelines viz. Arunachal Pradesh, Bihar, Goa, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram,

Nagaland, Sikkim and Puducherry. In Assam, two IASEs were sanctioned during 10th Plan, but they are yet to be made operational. The faculty of IASEs require reorientation of the objectives and goals of CSS. Courses in M.Ed. need to be started in IASEs where these are not being run like in Karnataka and Kerala. In Chhattisgarh, IASE has not been able to organize any in-service education programme for secondary teachers, senior secondary teachers and teacher educators or any other relevant group of beneficiaries. In Kerala, the state must evolve a policy framework for recurrent INSET for secondary teachers. IASE in Punjab is a non-starter. In Uttar Pradesh IASEs need to be streamlined as per norms.

#### **2.15 Absence of Networking among different Agencies at the State level**

CTEs and IASEs in majority of cases are not under the direct control of SCERTs / SIEs. These are governed by Higher Education Department whereas SCERTs/ SIEs and DIETs are under control of School Education Department. It leads to adhocism in the control of academic programmes of these institutions. Further, IASEs have not fully utilized IT resources which could facilitate the process of networking among different agencies at the state level.

# CHAPTER 3

## State Councils of Educational Research & Training

### 3.0 Background

State Institutes of Education (SIEs) were established in mid-60s for qualitative improvement of elementary education. Their function comprised organizing in-service training for teachers and supervisory personnel, extension activities, research and publication of instructional materials. Subsequently, in course of time, State Institutes/ agencies were also set up in some States to provide academic support to the school education in areas of growing importance like science education, educational technology, English language teaching, etc. and specific areas of concern like examination reform, evaluation, educational and vocational guidance, etc. As the number of institutions meant for providing academic support to the school system increased, need for coordination among them arose. The then Ministry of Educational and Social Welfare recommended in 1973 that all such existing institutions be merged into a single organization to be called the State Council of Education Research and Training (SCERT). Like the SIE, the SCERT was also primarily intended to pay special attention to universalisation of primary education, though it also concerned itself with other stages of school education. By and large, the SCERTs started getting established from 1979 onwards, though a few like the one in Andhra Pradesh had been established much earlier.

### 3.1 SCERTs

SCERTs have been in existence in practically all states of the country for the past three decades. Though SCERTs were envisaged as the single institute in the states for educational research and training, the older, state-created institutes such as the State Institutes of Education also continue to function in some states like Arunachal Pradesh, Goa, Jammu and Kashmir & Sikkim. State of Jharkhand does not have any SCERT. In other states i.e. Punjab & West Bengal SCERT are non-functional on account of lack of sanctioned staff.

### 3.2 Functions of SCERTs

SCERTs have been modeled in the state on the pattern of National Council of Educational Research & Training (NCERT) at the national level. While



recognizing the diverse and state specific needs, SCERTs function basically for the following mandated tasks:

- Preparing syllabi, textbooks, teacher resource material.
- Organizing teacher training programmes.
- Organizing entrance examinations for teacher trainees.
- Conducting research in school education

### **3.3 Norms of Central Assistance to SCERTs as per Revised Guidelines of MHRD (January, 2004)**

Central support to SCERTs and institutions that are part of SCERTs was to be provided to help SCERTs become institutions of excellence and innovation. Central assistance upto a maximum of Rs. one crore per SCERT or institutions that are part of SCERT would be admissible over the Tenth Plan period provided the State Government contributes a matching share on 50:50 basis. This amount could be spent for the following:

- (i) Strengthening of SCERT infrastructure, especially computers and hostel facilities, upto a limit of Rs. 50 lakhs for the whole plan period. SCERTs that have availed of Central assistance upto Rs. 50 lakhs in previous Plan periods were not eligible for assistance for civil works in the Tenth Plan period. SCERTs that have availed of less than Rs.50 lakhs upto the Ninth Plan, were eligible to the extent of the remaining amount [vis-à-vis the ceiling of Rs.50 lakhs] in the Tenth Plan period.
- (ii) Establishment of cells in SCERTs or support to similar institutions for computer education and English education (or strengthening of English Language Training Institutions –i.e. ELTIs) upto Rs. 22 lakhs per State for the whole Plan period. This would include funding of module sets of 5 computers and linkages with integrated net connecting DIETs and all institutions, salaries for upto 2 faculty members per SCERT/ institution, and recurring costs of computer labs. Funds could be spent on curriculum and material development, faculty development, development of evaluation practices, etc. in these areas.
- (iii) Specific projects included under this scheme were:
  - Assessment/ research related to school education and pre-service and in-service teacher education,
  - Development of curriculum and material for school education and teacher education,
  - Training of teacher educators, and
  - Projects related to school/ institutional development.
- (iv) Faculty development through exposure visits, placement of faculty in resource institutions, etc.

### **3.4 Flow of Funds to SCERTs/ SIEs**

#### **Non-recurring**

Upto the 9th Plan SCERTs/ SIEs of Assam, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Orissa, Rajasthan, and Uttar Pradesh received funds under non-recurring heads of account. Similarly, during 10th Plan (upto 31st January, 2006) SCERTs/ SIEs of the States/UTs viz., Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Haryana, Jammu & Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Uttarakhand, West Bengal and NCT Delhi received funds under non-recurring heads of account which have strengthened the physical infrastructure of these institutions.

#### **Recurring**

Upto the 9th Plan SCERTs/ SIEs of the States/UTs viz., Gujarat, Jammu & Kashmir, Karnataka, Mizoram, Rajasthan and Sikkim received funds for SCERTs/ SIEs. Similarly, during 10th Plan (upto 31st January, 2006) SCERTs/ SIEs of the States/UTs viz., Assam, Chhattisgarh, Gujarat, Jammu & Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Sikkim, Tripura and NCT Delhi received funds for SCERTs/ SIEs. **(annexe – 12 & 13).**

### **3.5 Status of Staff in SCERTs/SIEs**

#### **3.5.1 Academic Staff**

States/UTs – Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Kerala, Maharashtra, Mizoram, Orissa, Punjab, Rajasthan, Uttar Pradesh, Uttarakhand, West Bengal and NCT Delhi have a significant number of vacancies. **(annexe - 14).**

#### **3.5.2 Supporting Staff**

States/UTs – Bihar, Chhattisgarh, Gujarat, Haryana, Karnataka, Maharashtra, Mizoram, Punjab, Rajasthan, Tripura, Uttar Pradesh, Uttarakhand, West Bengal and NCT Delhi have a significant number of vacancies. **(annexe - 14)**

### 3.6 Some General Observations on SCERTs

- In some States, SIEs are still functioning, which need to be upgraded into SCERTs.
- In Assam, faculty of SCERT is not organized in terms of academic department. EduSat facilities have not been extended to SCERT. There is no hostel, guest house and conference room in SCERT. There is hardly any promotional avenue for teacher educators in the entire cadre. The ICT component is conspicuously absent in teacher education institutions. There is no provision for induction level training for DIETs/CTEs and SCERT.
- SCERT, Chhattisgarh has not undertaken any academic programmes under the CSS between 2002-03 and 2005-06.
- In Himachal Pradesh, SCERT at present is fully under the administrative control of the Directorate of Higher Education. Being an academic organization to carry out its functional responsibilities, administrative structure of SCERT should be patterned as an autonomous organization. To utilize full potential of EduSat, SCERT should take necessary steps.
- DSCERT, Karnataka needed strengthening in the establishment of computer and English education cells, research and study.
- The Madhya Pradesh Government has imposed a ban on recruitment of new staff in school education department. Ninety four thousand two hundred seventy-eight professionally untrained teachers are registered in D.Ed. (Distance Education) course under 'Operation Quality Programme' done by SCERT. SCERT of Madhya Pradesh needs orientation/ training in the development of distance mode textual/instructional material, training in the use of software viz., SPSS, MS Project, Statistics and School Management Software as well as in the areas of educational planning, textbook designing and formative and summative evaluation of teaching-learning material.
- In Meghalaya, branches in DIETs/ CTEs/SCERT are not according to Revised Guidelines. DERT is not a separate autonomous SCERT. EduSat facilities need to be installed in DERT. The Teacher Education Institutions (BTCs & NTSS) are still continuing with their 1 year teacher training course to clear the backlog of untrained primary teachers.
- SCERT, Tripura needs capacity building of faculty in areas (i) preparing project proposals, (ii) training in multi-media packages, (iii) action research and (iv) computer literacy.
- In Uttar Pradesh, there is a need to strengthen English, Science and Mathematics teaching to the faculty of constituents of SCERT. The GOI should sanction the budget under the salary head against the posts created upto 31st March and not against the filled-up posts.
- SCERT, Uttarakhand is facing serious problems specially with regard to working space for the staff, shortage of lecture halls and non-availability of hostel accommodation for the participants of INSET programmes, non-availability of adequate vacant land for the construction of additional accommodation at Narendar Nagar.

# CHAPTER 4

## District Institutes of Education & Training

### 4.0 Background

After the adoption of the National Policy on Education 1986, a Centrally Sponsored Scheme for Restructuring and Reorganization of Teacher Education is being implemented since October, 1987. One of its components is establishment of District Institutes of Education and Training (DIETs). Draft guidelines were circulated to States and Union Territories in October, 1987. That document, together with certain subsequent circulars, has formed the basis for implementation of the DIET Scheme so far. The first lots of DIETs were sanctioned in February – March 1988. By and large, it is only now that these are getting operationalized.

### 4.1 Role and Functions as per Revised Guidelines (January, 2004) MHRD

DIETs are meant to be nodal institutions for improving quality of elementary education in the district. Originally, the Teacher Education Scheme envisaged establishment of one DIET for every district. This continues to remain as the goal. However, there are certain small districts in the country, which neither require a full-fledged DIET, nor can be served effectively by DIET of a neighbouring district. For such districts, there has been a provision for setting up smaller-sized or “telescoped” DIET, which would now be called District Resource Centres (DRCs). **DRCs may not conduct pre-service courses**, but will undertake in-service courses and all other activities related to quality of elementary education. Thus, a State may choose to locate its pre-service programmes in a specified number of DIETs set up in the larger districts, and establish DRCs in the rest.

DIETs have so far generally confined themselves to preparation of elementary teachers. They will now be encouraged to run pre-service training programmes for pre-school teachers also. Further, they would be expected to strengthen their courses for elementary teachers so as to adequately equip them to teach at the upper primary level.

DIETs and District Resource Centers would be expected to undertake:

- initiatives to upgrade the quality of teaching-learning process in the district's elementary schools- levels of learner achievement being the ultimate index of such quality.
- preparation of elementary and **pre-school** teachers through pre-service and in-service education [DRCs may not undertake pre-service education].
- preparation of district plans for universalisation of elementary education.
- development of district-specific curricula and teaching learning material.
- support to resource centres at sub-district level i.e. to BRCs and CRCs.
- research to build an improved understanding of elementary education in the district.
- activities to improve and support community involvement in elementary education.
- support to training programmes in adult education.
- strengthening of their own capacities.

## 4.2 Structure of DIET

Structure of DIETs and DRCs is left to the States, apart from some broad maximum limits given below. It is expected that States would evolve structures to suit state and district-specific needs. For instance, a DIET/ DRC in a tribal district or a district with especially low female literacy may have a branch or unit working on issues related to tribal or women's girls' education, districts with a large number of out-of-schools children may have units specially catering to the needs of such children, and so on. Over time, different DIETs/ DRCs may also develop expertise in selected areas and provide resource support to other institutions in those areas.

### (i) Criterion for Sanction of Fresh DIETs/ DRCs during Tenth Plan

Establishment of new DIETs/ District Resource Centres would be assisted in districts existed on 1.4.2002 but for which no DIET could be sanctioned upto the IX Plan. Criteria for setting up new institutions would be:

- One DIET for each district having a minimum of 2,500 teachers. If there is an existing Government Elementary Teacher Education Institution (ETEI), in the district, it would be upgraded into a DIET. If no Government ETEI exists in the district, a new institution (DIET) will be established.
- District Resource Centres (DRCs) in districts with less than 2,500 teachers. If a Government ETEI exists in the district, it would be upgraded into a DRC. Otherwise, a new DRC would be established in which case it would not conduct pre-service course.

If location of existing Government ETEI in a district is not conducive to its proper functioning as DRC, a DRC may be established a new - either at the district headquarters or other appropriate location.

- If in a district with more than 2,500 teachers, State Government wishes to establish a DRC in preference to a DIET, it would be able to do so.

### 4.3 Norms of Central Assistance during Xth Plan Period for DIETs

#### (1) Non-Recurring assistance for Fresh Projects sanctioned during Tenth Plan

Maximum Central assistance admissible for non-recurring items for DIET and DRC projects which may be sanctioned during Xth Plan period would be as follows:

##### DIETs

Item	New	Upgraded
Civil works	Rs.150 lakhs	Rs.90 lakhs
Equipment	Rs.25 lakhs	Rs.20 lakhs

##### DRCs

Item	New	Upgraded
Civil Works	Rs.75 lakhs	Rs.45 lakhs
Equipment	Rs.12.5 lakhs	Rs.10 lakhs

While these are maximum permissible limits of Central assistance, states will be encouraged to undertake civil works economically, so that costs are kept low.

#### (2) Additional Non-Recurring Assistance in Appropriate Cases for DIETs Sanctioned upto IX Plan

- Additional Central assistance upto a maximum of Rs.20 lakhs per DIET would be available during the Tenth Plan period for strengthening of infrastructure of existing DIETs, especially with reference to provision of water, electricity and boundary wall, on a strictly need-based criterion.

- Additional Central Assistance would also be available for purchase of needed equipment, especially computers, equipment needed for distance education, and development of libraries upto a maximum of Rs.6 lakhs per existing DIET, and Rs. 3 lakhs per existing telescoped DIET/ DRC over the Plan period. Each DIET may plan to have upto two computer module sets of 5 computers each, and each DRC, one such set could be provided.
- Additional non-recurring Central assistance upto Rs.5 lakhs would also be admissible to existing DIETs for pre-service teacher training course for pre-primary teachers. However, the DIET will be expected to charge fees for this course in such a manner as to meet its full recurring cost. In any case, no recurring Central assistance would be admissible for running such courses.

**(3) Recurring Assistance for DIETs sanctioned up to IX Plan and those sanctioned during Tenth Plan**

Subject to the State Government continuing to bear recurring expenditure upto the level of their commitment at the end of the IX Plan period, Central assistance for recurring items would be available as given below:

**(i) Salaries**

**(a) DIETs:**

Central assistance would be provided for salary of DIET faculty for not more than 17 professionals, 5 posts of technicians / statistician / librarian etc., 11 clerical posts, and 6 class IV posts per DIET. From among these posts, at least one shall be a computer Programmer/ System analyst, in view of the need for promotion of Computer Education in DIETs. State liability regarding salaries for upgraded DIETs will remain at the same level as in 2001-2002, in terms of number of persons appointed, and will be shown clearly in the State Plan & Budget (SPB), [i.e. states will continue to fund the posts they have been supporting]. The state will choose its own pattern of staffing.

**(b) DRCs:**

Salary for upto 8 professionals, 3 technicians/ Statistician/ librarian etc., 3 clerical posts and 3 class IV posts will be funded. Existing "telescoped DIETs" would be eligible for funding on the same pattern as the DRCs.

## **(ii) Programmes**

- (a)** Each DIET/ DRC to organize programmes for untrained teachers, school improvement projects, preparation of training modules and evaluation tools, assessment of teachers and teacher training, material development, research-oriented projects, distance education, orientation of resource persons working in BRCs & CRCs, and other activities to improve the quality of elementary education.

Annual Central assistance upto a maximum of Rs.17.00 lakhs per DIET and Rs.10.00 lakhs per DRC [or “telescoped” DIET] will be admissible.

- (b)** Central assistance upto Rs. 1 lakh per DIET and Rs.0.60 lakhs per DRC /telescoped DIET would also be admissible each year for faculty development, including training, exposure visits, small projects in collaboration with resource persons, etc.

## **(iii) Contingencies**

- (a)** Assistance for recurring expenses on computer labs would be available upto Rs.50,000/- per DIET and Rs.25,000 per DRC, per year.
- (b)** Central Assistance would be available for other contingent expenditure upto Rs.5.00 lakhs per DIET and Rs.3.00 lakhs per DRC, per year.

## **4.4 Sanctioned Versus Functional DIETs/ DRCs**

As seen from **(annexe - 15 & 16)**, there is a gap between sanctioned and functional DIETs/DRCs. It may be noted here that the DIETs/DRCs sanctioned during 10th Five Year Plan have yet to start civil works. Reasons for non-functionality of DIETs/DRCs are stated to be:

- (a)** Non-availability of land for new DIETs/or existing rented DIETs  
**(b)** Delay in construction and handing over the completed civil works by the PWD.

## **4.5 Flow of Funds to DIETs/ DRCs**

### **Non-Recurring**

Upto the 9th Plan except the States of Andhra Pradesh, Chhattisgarh, Mizoram, and Punjab received funds under non-recurring heads of



account. During the 10th Plan (Upto 31st January, 06) except Bihar, Himachal Pradesh, Jammu & Kashmir, Kerala, Maharashtra and Punjab received funds under non-recurring heads of account which have helped in creating additional physical infrastructure in DIETs/ DRCs viz. Seminar Room, Science Laboratory, Psychology Laboratory, Computer Laboratory, separate room for each branch of DIET, Staff Room, Auditorium/ Conference/ Training Hall, Principal's Room, Art Room, Work Experience Room, Physical Education/ Sports Room, Canteen, Safe Drinking Water, regular supply of electricity, separate toilets for men and women, separate toilets for hostels.

### **Equipment**

A significant number of DIETs/DRCs in the States/UTs have been provided equipment and apparatus viz, T.V. Set, Photocopier, V.C.R., Video Camera, Film Projector, OHP with screen, Public Address System, Slide Projector, Radio, Audio Recorder, Audio Cassettes, Video Cassettes, Camera, Telephone, Fax Machine, Mathematics Kit, Science Kit, Mini Tool Kit, Computer Software, Computer Hardware and Printers.

### **Recurring**

Upto the 9th Plan except Goa, Haryana, Sikkim, Tripura and Uttarakhand States/UTs have received funds for additional financial support for salary, programmes, contingency components under recurring heads of account. During the 10th Plan (Upto 31st January, 2006) except Bihar, Goa, Haryana, Jammu & Kashmir, Maharashtra and Sikkim have received funds under this head. It has strengthened DIETs/ DRCs with additional manpower, funding for programmes viz. pre-service and in-service. (**annexe 17 & 18**).

## **4.6 Problem Areas in Flow of Funds to DIETs/ DRCs**

### **Non-Recurring**

There is a time gap between sanctioned amount and receipt by the DIETs/DRCs resulting in non-utilization of funds. In case of non-recurring items (for civil works and equipment) the States/UTs viz. Karnataka, Madhya Pradesh, Orissa, Puducherry, Rajasthan and Tripura have not utilized the released amount.

### **Infrastructure (Civil Works)**

A significant number of DIETs/DRCs in the States/UTs are in need of their own building viz., Andhra Pradesh (1), Gujarat (3), Maharashtra (9), Punjab (4), Tamil Nadu (1), Uttar Pradesh (1) and West Bengal (1) and are deprived of the physical infrastructure viz, Seminar Room, Science

Laboratory, Psychology Laboratory, Language Laboratory, Computer Cell, Separate Room for Each Branch of DIET, Staff Room, Auditorium/Conference/ Training Hall, Art Room, Work Experience Room, Physical Education/Sports Room, Canteen, Safe Drinking Water, Regular Supply of Electricity, guest house, staff quarters, transport facilities and fencing and retaining wall.

### **Equipment**

A significant number of DIETs/DRCs in the States/UTs are facing the problem of maintenance of equipment and apparatus provided to them.

### **Recurring**

Under the Head of Account for Programmes, the DIETs have organized short-term – 2 to 3 days programmes and not 3 weeks duration programmes which were expected from them. Programmes under Action Research have been less in numbers.

### **North-eastern States**

Additional sanction of 30% budget for civil works as per norms is required for these states.

## **4.7 Status of Staff in DIETs**

As seen from (**annexe – 19**) there is a significant number of vacancies of faculty in DIETs/DRCs against the expected norms. This has adversely affected the working of the scheme in DIETs/DRCs. Mention may be made of the States/UTs which are affected by this phenomenon – Arunachal Pradesh, Bihar, Chhattisgarh, Gujarat, Karnataka, Maharashtra, Meghalaya, Mizoram, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal and NCT Delhi.

## **4.8 Observations on Programmes of DIETs/ DRCs**

### **Pre-service**

A significant number of DIETs have been providing Pre-service training course in teacher education as per mandate of the State Authority. However, in some states like Assam, Himachal Pradesh & Punjab suspension of pre-service teacher training programmes is a cause for concern. U.P. is organizing two types pre-service programmes in DIETs. The first programme is Vasisht Basic Training Course meant for those who have already done B.Ed./LT earlier. This programme is of 6 months duration with a focus on elementary education. The second programme is Basic

Training Course for Urdu teachers who have done B.A. and have studied Urdu as an elective subject at the +2 level. The programme is of 2 years duration. In Tripura the State has started 6 months abridged course at 2 DIETs for untrained teachers at primary stage and has also started 1 year regular course for primary teachers and Madhayamik Plucked Kokborok Teachers for fresher at 2 DIETs. Two year Undergraduate Training Course has been started at 2 newly established DIETs at Kailashahar and Kamalpur. In Uttarakhand, DIETs are not offering regular BTC of 2 years duration. Instead, the special BTC programme for 6 months duration for B.Ed. qualified teachers is conducted. In addition, training of Shiksha Mitras is also conducted. In many states, the annual intake of students in the pre-service education programme has been enhanced to 200 whereas in the original guidelines it was stipulated that a DIET shall admit only 50 students. This requires corresponding physical infrastructure and manpower. In Haryana, the admission to D. Ed course has been made for graduates and not for 10+2 passed students in the academic session 2006-2007. Upgradation of the admission criteria will be demoralizing and adding to the problems of unemployment among the eligible +2 passed youth. As per NCTE norms the admission criteria for D. Ed. course is +2 passed. In Sikkim, intake of DIETs though 50 but enrolment was 27. Again in Arunachal Pradesh, intake in D. Ed. Programmes is very poor ranging from 1 to 10 students only. Capacity building programmes for BRCs & CRCs are almost negligible.

### **In Service**

Capacity building (preparation of district plan for UEE), development of curricular material, development of TLMS, action research, activities to improve and support community involvement, adult-education, strengthening of their own capacities (staff development programmes), training programmes (BRCs and CRCs coordinator, regular teachers, untrained teachers, para teachers, newly recruited teachers, pre-primary school teachers) were some in-service training programme organized by DIETs. But pre-dominantly, pre-service teachers training programme is functional in the DIETs. Action research and lack of adequate programmes for physically challenged persons are the weak areas of DIETs due to low educational profile of DIET faculty, inadequate capacity building of the faculty, unstable recruitment and transfer policy of the state governments and inadequate staff to take care of pre-service and in-service training programmes at DIETs level.

#### **4.9 Weak Inputs to BRCs and CRCs by DIETs**

Under SSA, DIETs or DPO's office organizes in service training programmes for coordinators of block resource centres and in turn coordinators of BRC's provide in-service training and organize monthly meetings of coordinators of

cluster resource centres who have a direct rapport with school teachers. Data suggest that due to shortage of staff at the DIETs as well as lack of transport facilities, DIETs faculty finds it difficult to supervise and conduct such programmes. Then number of on-the-spot visits as well as organization of in-service training programmes by DIETs to BRCs and in turn CRCs, are few and far between. So the ultimate impact of improving the quality of teaching and learning process at the school level has not gone far ahead as expected. This requires a serious consideration in terms of adequate funding and providing full strength of faculty to DIETs/DRCs.

#### **4.10 Monitoring and Supervision**

States with widely spread districts like Andhra Pradesh, Assam, Bihar, Haryana, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal need strong and close institutional monitoring and supervision mechanism for programmes covered under DIETs.

# CHAPTER 5

## Findings

### 5.0 Modalities of MTR

The TERG gathered data from all possible sources for the study. The information on physical infrastructure of the teacher education institutions, release and utilisation of grants, teacher qualifications, monitoring mechanisms, etc., were gathered through questionnaires, and visiting teams interacted with the officials of the State Governments to gather more information and also to substantiate the data sent by them to the NCTE. The preceding chapters provided a detailed analysis of each component of the CSS. The consolidated findings of the study are enumerated below:

### 5.1 Marked Improvement in Teacher Education as a Result of the CSS

Despite limitations in the implementation of the scheme, there is a general agreement among the functionaries at the state level that the CSS has contributed to marked development in teacher education. The various components of the CSS involving curriculum, teaching methods, additional training, etc., have certainly contributed to the knowledge of the teachers, as observed by the visiting teams and the state education authorities. However, the administrative lacunae of the scheme need to be addressed in its implementation in the future.

### 5.2 Positive Contributions of CSS Evident in States

The CSS has contributed in terms of creating additional physical infrastructures like buildings, classrooms, laboratories, and also equipped the institutes through provision of computers, teaching-learning materials, laboratory equipment, etc. These have resulted in developing a positive ambience to teacher education at all levels. Besides infrastructural developments, the scheme has also provided additional faculty and support staff, which have contributed to visible qualitative ethos in the institutions. The instructional strategies in curriculum transactions too improved significantly as a result of in-service programmes offered to the teachers. The scheme has also created awareness about quality concerns in schools as well as teacher education institutions. However, there are perceptible gaps in the implementation of the scheme which are enumerated in the following paragraphs:

### **5.3 Shortfall in Achieving the Targets set Forth under the CSS**

Though the centrally sponsored scheme of teacher education aimed at creating at least 200 CTEs and 50 IASEs in the country, only 104 CTEs and about 44 IASEs could be established over the years in 29 States/ UTs where the CSS has been reviewed. This clearly indicates a gap between planning and implementation and therefore, a review of the guidelines, state-centre coordination, etc., may be necessary.

### **5.4 Lack of Proper Orientation of the Scheme to Various Functionaries**

The failure to achieve the targets may also be attributed to the lack of proper orientation of the functionaries at the state level and the teaching faculty of DIETs, CTEs, IASEs and SCERTs to various aspects of the scheme. Involvement of the national institutes in this process and frequent communication on the status of implementation of the scheme might have yielded better results, as observed by the states and the visiting teams.

### **5.5 Non-availability of Finance in Time**

The biggest problem faced by the DIETs, CTEs and IASEs is the non-availability of recurring grants in time. In order to facilitate effective implementation of the scheme, the centre should ensure timely release of funds to the states, preferably at the beginning of an academic session itself instead of at the fag end of the financial year.

### **5.6 Unsatisfactory Utilization of Sanctioned Grants**

As a result of getting grants late during the financial year, most of the states were not able to make full use of the grants allocated for teacher education programmes under the CSS. Lack of policy at the state levels with regard to contribution of State's share and flow of grants in time to institutions concerned, lack of initiative to put the CSS into effective implementation, etc., too emerged as potential reasons for less utilization of grants available under this scheme.

### **5.7 Absence of Networking among different Agencies at the State Level**

Instances have come to the notice of the appraisal teams that there is multiplicity of authorities at the state level which creates a problem of coordination and control. DIETs at present conduct in-service training for Sarva Shiksha Abhiyan. These programmes are not coordinated by SCERT (controlling authority of the DIETs) because these programmes are

given to DIETs by State Project Director, SSA or District Project Office, SSA. SCERTs in the majority of States do not have proper coordination with the State Project Office of SSA. Similarly, CTEs and IASEs in majority of the cases are not under the direct control of SCERT/SIEs. These are governed by Higher Education Department whereas SCERT/SIEs/DIETs are under the control of School Education Department. It leads to adhocism in the conduct of academic programmes of these institutions.

## **5.8 Partial Compliance of MOU**

The MOU between Govt. of India and the State Governments includes provisions relating to personnel policy of teacher education institutions in terms of staffing, service conditions, leadership roles, capacity building, their functioning, linkages with the field, autonomy, infrastructure and physical facilities as well as financial parameters. In most cases, the visiting teams observed partial compliance of the MOU by the state governments and this scenario needs to change to uphold the spirit of the MOU.

## **5.9 State Coordination Committee (SCC)**

State Coordination Committee is expected to serve as the vital link between the States and the Centre as far as the regulation of the CSS, clarifying policy issues, programmatic administration, and evolving monitoring mechanisms, etc., are concerned. In many states, the State Coordination Committee is not existent or wherever it exists, there is lack of clarity of roles and responsibilities. The SCC needs to be strengthened for the effective implementation of the activities visualized under the CSS.

## **5.10 Programme Advisory Committee**

Except in a few states, Programme Advisory Committees (PACs) for IASEs/CTEs/SCERTs/DIETs, which are expected to provide academic guidance to the programmes such as curriculum transaction, fixing research priorities, providing guidelines for preparation of appropriate teaching-learning materials, etc., are not functioning effectively and therefore, they need to be activated at the earliest.

## **5.11 Delay in Operationalizing the Sanctioned Institutions**

There is a long delay in operationalizing the sanctioned institutions. The reasons for such delay are with respect to non-availability of land, delay in construction of civil works, providing facilities like electricity, water supply, transfer of ownership to the concerned department and above all deployment

of manpower for running these institutions, etc. This kind of delay may be avoided in the future to accelerate the implementation of the scheme in its proper perspective.

#### **5.12 Shortage of Staff in Teacher Education Institutions**

Though teachers play a vital role in the success of the CSS, it is disparaging to observe that in many DIETs, CTEs, and IASEs, adequate teaching faculty is not available. Non-availability of qualified staff, lack of initiative to fill-up the sanctioned posts, etc., are cited as the common reasons for the shortage of such staff.

#### **5.13 Lack of Faculty Improvement Programme (FIP) for Teacher Educators**

The teacher efficiency is one of the essential determinants for the success of education and therefore, faculty improvement programme is vital. There is no scope for FIP for teacher educators at the CTEs and IASEs similar to what is available in other disciplines and therefore, many teacher educators are not able to update their knowledge and competencies. Institution of FIP in the revised CSS may enhance quality of the CTEs and IASEs.

#### **5.14 Lack of Focus for In-service Training of Secondary Level Teachers**

In-service training is viewed as an integral component of SSA. Accordingly continuing education in the case of teachers from the primary levels is being insisted. As a result, the DIETs, SCERTs/SIEs offer a number of capacity building programmes for elementary teachers. However, policy on in-service education is conspicuously missing in secondary education. This needs to be addressed as teacher refresher courses are considered vital for ensuring quality of teaching in classrooms.

#### **5.15 Lack of Academic Qualifications of the Teaching Staff**

The profile of faculty in DIETs/CTEs/ IASEs/SCERTs does indicate that in majority of the cases academic qualifications of the staff are not in accord with the guidelines provided by the Ministry of Human Resources Development and also the NCTE. As the quality in education is influenced to a large extent by the teacher, lack of properly qualified teachers definitely affects the system of teacher education.



## **5.16 Absence of a Separate Cadre of Teacher Educators**

In most states in the country, there is no separate cadre of teacher educators available at both primary and secondary levels. In the case of DIETs, transfer from general schools is made to fill up the vacancies. The faculty posted in these institutions is deprived of a separate identity as a teacher educator. Principal/Vice-Principal, Sr. Lecturer and Lecturer are appointed through transfer/departmental promotion from school cadre or vice-versa. In order to provide special impetus to teacher education and to rectify this anomaly, there is a need to create a separate cadre of teacher educators.

## **5.17 Status of Staff Vacancies**

As discussed in each type of institution, significant percentage of vacancies of academic and supporting staff exists. This has affected adversely both pre-service and teacher training programmes in IASEs, CTEs, SCERTs and DIETs. Frequent transfers of the faculty in these institutions too have tended to create further problems. These have also proved to be counter productive in terms of sustaining of qualified human resources in these institutions, lack of application of the knowledge and experiences acquired through in-service courses.

## **5.18 Lack of Priority for Pre-School Education**

Education is a continuum of services right from the pre-school level and therefore, adequate input on pre-school education is also necessary at the primary level teacher preparation courses. The pre-primary education seems to be finding a low priority in the existing scheme of the DIETs and this needs to change.

## **5.19 Lack of Focus on Education of Special needs Children**

One of the vital components of the SSA scheme is the promotion of inclusive education for children with special needs to facilitate their inclusion in the society. Inclusion cannot become successful unless the pre-service teachers are taught about special education during their training. Review of the programmes at the DIETs, CTEs, IASEs and SCERTs clearly reveals that special education has not become a priority for many. The lack of training of the teacher educators in this area is also one of the main reasons why this important area is not being assigned adequate weightage. Appropriate training facility needs to be created to enable the existing teacher educators in addressing special education components in teacher education courses.

# CHAPTER 6

## Suggested Plan of Action

### 6.0 Recruitment and Deployment of Academic Staff

The academic staff of DIETs, CTEs, IASEs and SCERT should not be recruited on the basis of seniority in the school system. A separate cadre of teacher educators with the designations of Lecturers, Senior Lecturers, Readers and Professors should be created. A person joining the cadre at the initial stage, i.e. Lecturer should have the opportunity to move up on the ladder depending on the qualifications and length of experience prescribed for the higher posts. The mode of recruitment at the initial level should be 'direct' and a mix of 'direct' and 'promotion' at the senior levels. Recruitment rules should be framed by taking into consideration the qualifications prescribed by NCTE for the academic staff of teacher education institutions. There is a need for transparent policy of recruitment of contract employees/ faculty in DIETs, CTEs, IASEs, SCERTs and at the lower rung - BRCs, CRCs and Schools.

### 6.1 Filling of the Vacant Posts

Sincere efforts should be made by the State Governments to fill up expeditiously all the sanctioned posts of academic and supporting staff as per the MHRD guidelines and NCTE norms. Some affirmative policy is required to fill up the vacant positions in DIETs located in rural areas.

The following aspects should also be addressed in the scheme in this regard.

- Provision of residential staff quarters
- Provision of transport facilities
- Provision of hostel facilities for trainees
- Tenurial posting with additional allowances
- Preference in deputation for professional development

### 6.2 Coordination Mechanism and Networking

At state level there is a need for constituting a State Coordination Committee/Steering Committee with the following responsibilities:

- to oversee the successful implementation of the scheme.

- to streamline procedure for timely and adequate flow of funds to the user institute.
- to prepare administrative guidelines and necessary policy framework for both deployment and manpower, programme monitoring and supervision.
- to institutionalize mechanism of coordination and networking of teacher education institutes, and concerned departments.
- to advise from time to time to address the gap areas/thrust areas which need immediate action in teacher education.
- to carry out field visits to oversee the implementation of the scheme and give advice accordingly.
- to help in the preparation of a perspective plan for teacher education and annual plans for submission to MHRD.
- to examine and approve the annual plans prepared by different institutions.
- to provide guidance to the institutions for the preparation and implementation of institutional plans.
- to allocate responsibilities to different institutions concerning teachers' in-service education in different subject areas.
- to determine geographical jurisdiction of different institutions.
- to decide the rates of TA/DA and honorarium for participants and resource persons of INSET programmes.
- to undertake quarterly review of the performance of different teacher education institutions.
- to finalize the state annual plan for submission to MHRD.
- to frame procedure for early release of grants for civil works and purchase of equipment and other physical infrastructure and facilities.
- to monitor and supervise periodically construction works.

To ensure coordination between different Directorates of the Education Department, this group/ committee should be represented by all Directors of Education Department, Director, SCERT and a few experts in teacher education drawn from the universities, higher education institutions (CTEs & IASEs), NGOs and other stakeholders. This group/committee should be chaired by Secretary School Education.

### **6.3 Teacher Education Resource Groups**

#### **National Level TERG**

National Level Teacher Education Resource Group – A Pro-active regular institutional mechanism should be established on a permanent footing. The TERG should provide technical and professional support to CSS institutions in the states. It should also be expected to identify important gap areas in teacher education in the states and suggest appropriate remedies thereof.

## **State level TERG**

Similarly state level Teacher Education Resource Group comprising teacher education experts in the state may be constituted to perform similar functions in respect of teacher education institutions in the state.

### **6.4 Faculty Exchange Programme**

In consideration of expertise and excellence in content and pedagogy, a favorable climate for exchange of faculty among DIETs, CTEs, IASEs & SCERTs should be encouraged.

### **6.5 INSET Policy for Teachers**

The states should formulate a clear cut policy for INSET of teachers for capacity building of teacher education institutions, faculty and teachers. INSET policy shall facilitate preparation of realistic plans by the teacher education institutions on the one hand and allocation of required funds by the state and central governments on the other.

The policy should incorporate details about

- the nature and content of training,
- periodicity, duration,
- mode of training,
- incentives for participation etc.

### **6.6 Capacity Building of Teacher Educators**

The states should develop a time-bound action plan for the upgradation of professional competencies of the faculty of DIETs, SCERTs, CTEs, and IASEs in addition to the opportunities provided by national level institutions like: NCERT, NUEPA, NCTE, CIEFL, IGNOU and RCI etc.

### **6.7 INSET Programmes through Open and Distance Learning (ODL)**

IGNOU is to lead in organizing INSET programmes through Open and Distance Learning (ODL) at the national level and State Open Universities/SCERT at the State level.

## **6.8 Review of the Scheme – CTEs and IASEs**

There is need to review the scheme in terms of its linkages with SCERT, logistics, deployment of additional staff, additional physical infrastructure/ INSET Programmes.

### **6.8.1 Better Liaison and Coordination of CTEs and IASEs with their University System**

CTEs/IASEs governed under State Government should fall in line with recruitment rules of academic staff, their qualification with UGC scale for teacher educators so as to gain acceptability, better liaison and coordination with the University system.

### **6.8.2 Operationalization of Sanctioned CTEs and IASEs**

To operationalize sanctioned CTEs & IASEs as well as establishment of new CTEs & IASEs as per norms should become the focus in the XI<sup>th</sup> Five Year Plan.

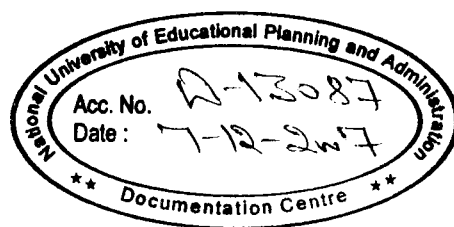
### **6.8.3 Constitution of Programme Advisory Committee**

- Necessary steps should be taken to constitute a programme advisory committee in all CTEs/IASEs.
- Where constituted, it is to be made pro-active for institutionalizing programme planning and monitoring .

### **6.8.4 Special Initiatives**

There is a need to undertake special initiatives in the following domains:

- start of M.Ed. Programme
- In-service Training Programme
- strengthening research projects on school education
- subject-oriented in-service teacher education programmes for secondary teachers, theme specific programmes, resource support services, innovative activities in secondary education, ICT, environmental education, adolescence education, science-education (hard-spots) life-skill-education programmes etc.



### **6.8.5 Capacity Building of IASEs**

- The States should make arrangements to provide content and theme-based training to their faculty.
- NCERT, NUEPA, University Departments of Education, and Rehabilitation Council of India (RCI), which organize in-service training programmes for senior faculty of SCERTs, IASEs, CTEs and senior officers of the Education Department should prepare in advance a proper content material and training packages for use in in-service training.

### **6.8.6 Performance Appraisal Mechanism**

Performance appraisal mechanism needs to be evolved for assuring continuous professional improvement of all members of faculty of teacher education institutions.

### **6.9 Review of Functioning – SCERTs and SIEs**

There is a need to review functioning of SCERTs/SIEs with a view to make them robust professional organizations which could meet the challenges of teacher education of elementary and secondary school stage. For the time being immediate steps should be taken to constitute a Programme Advisory Committee for SCERT/SIEs to help it in the planning and implementation of academic programmes where constituted, to be made pro-active for institutionalizing programme planning and monitoring. Capacity building of the faculty in the formulation of perspective plan in teacher education and ICT application is also necessary.

#### **6.9.1 Strengthening of SCERTs**

The SCERT may be further strengthened in the following areas:

- (i) Computer Education, (ii) English Education, (iii) Psychology Laboratory, (iv) Science Laboratory, (v) Media Laboratory/Library.
- Additional finance should be provided for the creation of hostel facilities for in-service trainees.
- SIEs should be converted into full fledged SCERTs.
- Capacity building of the faculty of SCERTs should be undertaken by having crash training programmes in the areas of (i) development of modules for teacher education / teachers and teacher educators in distance-mode-SLM's, (ii) Audio-video-Programmes, (iii) Telecast Training manuals, (iv) films, (v) multi-media packages (Satellite-based teacher education programmes).

- Establishing a Research Wing with adequate funding and qualified personnel.
- Equipping them with Satellite Interactive Terminal (SIT) which will provide uplinking as well as down linking two-way video and audio facilities for harnessing the full potential of EduSat.

## **6.10 Review of Scheme – DIETs / DRCs**

The scheme of DIETs / DRCs should be reviewed keeping in view the following areas:

- to organize in-service training programmes of primary and upper-primary school teachers (particularly the master trainers) in the areas of (i) preparation of district plan and budget, (ii) management competence of school heads as leaders, (iii) school- community linkages for school effectiveness, (iv) action research and documentation of good pedagogical practices in schools, (v) content upgradation and enrichment programmes.
- to organize activity based learning training programmes.
- to generate software and multi-media packages in distance mode as defined earlier.
- to strengthen the orientation and training programmes of BRCs and CRCs
- to network with NGO's
- to train community workers
- to conduct centralized admission and entrance exam for pre-service courses for private and government teacher education institutions.
- to create own website by each DIET to highlight its activities.
- to formulate a clear cut admission policy for enhancement of intake capacity for pre-service training programmes wherever needed subject to proportionate provision of physical infrastructure, equipment and manpower.
- to operationalize sanctioned DIETs/DRCs as well as establishment of new DIETs/DRCs as per norms.

### **6.10.1 Up-scaling of Funding in DIETs/DRCs**

There is a need for up-scaling of funding in DIETs/DRCs for additional infrastructure such as computer laboratory, psychology laboratory, language lab, science labs, seminar room, separate room for each branch of DIET, staff room, auditorium/ conference/training hall, art room, work experience room, physical education/sports room, canteen, safe drinking water, regular supply of electricity, hostels for trainees, installing direct reception system (DRS) for down-linking facilities for EduSat based programmes, strengthening of staff, and staff development programmes.

### **6.10.2 Maintenance of Old Buildings and Equipment**

In majority of the cases, old elementary teacher education institutions (operating in old buildings) have been upgraded. These buildings are quite old and warrant renovation, major repairs and additional civil works. Special dispensation for civil works should be worked out for the upgraded DIETs so as to sustain the usability of their buildings. A significant number of DIETs/DRCs in the States/UTs are facing the problem of maintenance of equipment and apparatus provided to them. So a policy for funding maintenance of these equipment/apparatus should be worked out between State and Central Government.

### **6.10.3 Salary Component**

The Central Govt. releases the budget on the basis of filled up posts as on April 1st. But the positions of posts in the States do not remain the same as on April 1st because of transfers, postings, etc. after the commencement of the session. But the grant is not increased by the Central Government in the middle of the session. The Government of India should sanction the budget under the salary head against the posts created upto 31st March in the said financial year rather than for the posts filled up. However, if some money is left unspent due to non-filling up of the posts against the sanctioned posts, it could be adjusted against the 'sanction' for the next financial year.

### **6.10.4 Programme Advisory Committee**

The academic programmes of BRCs and CRCs serve as 'hubs' for Block and Cluster Level In-service Training Programmes in the chain of institutions at the lower end of the loop. The Programme Advisory Committee of the DIET should be made more proactive with an adequate representation of resource institutions for teacher education at the district level. This Committee should carry out regular on-the-spot visits to BRCs and CRCs to strengthen in-service training programmes, regular monitoring of the activities carried out by these lower rung training institutions. The Programme Advisory Committee should also provide guidance to the DIETs in terms of planning, execution and monitoring of the programmes. *Adequate budget provision should be made for this arrangement to accommodate TA/DA and honorarium of the members of this Committee in the District Education Plan and Budget.*



### **6.10.5 Developing a Registry of Resource Persons/Inventory of Resource Support**

DPOs or DIETs should develop a registry of resource persons/inventory of resource support (physical or technical) which could serve to strengthen both pre-service and in- service training programmes with particular focus on hard spots in Science, Mathematics, Language (English), Education for Physically Challenged Persons, Adolescence Education, Physical Education and Environment Education and put them on its website for sharing amongst DIETs, resource-support institutions in the district.

### **6.11 Creating a Data-base for Manpower Planning in Teacher Education**

There is need to create a data base on demand and supply estimates for teachers and teacher educators for different levels and types of teacher education institutions which should be utilized for realistic manpower planning in teacher education. This data base should be disaggregated by course/ subject specialization. For this purpose there is a need to create a 'special cell' for manpower planning in teacher education in the Directorate of School Education. Data base of private teacher training institutions, their intake and outturn should also be included and proper profile of faculty and their academic performance should be put on website. This special cell should be manned by professionals.

### **6.12 Training the DIET / CTE / IASE / SCERT Staff in Special Education**

In order to promote inclusion of children with disabilities in the mainstream, training programmes on disability management need to be conducted by enlisting at least one staff from the above institutions. The duration of the course and technical requirements may be planned in collaboration with the Rehabilitation Council of India.

### **6.13 Thrust on Information and Communication Technology**

In order to provide special impetus to the learning of information and communication technology, short-term and need-based courses at frequent intervals may be organized for the teaching staff of teacher education institutions. Curriculum input on ICT may also be necessarily included in the teacher education curricula at all levels.

### **6.14 Formulation of Separate Cadre of Staff in Teacher Education**

In order to elevate the status of teacher educators in the country, it is imperative that separate cadre of teacher educators at different levels is created in all the states at the earliest.

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# **Annexures**

## Composition of Teacher Education Resource Group (TERG)

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Member Secretary  
Rehabilitation Council of India  
B-22, Qutub Institutional Area,  
New Delhi – 1100 16
20. **Member Secretary,**  
NCTE & TERG  
NCTE Hans Bhawan, Wing - II,  
1, Bahadur Shah Zafar Marg,  
New Delhi – 1100 02

**COVERAGE OF THE MTR IN THE STATES/ UTs**

<b>Sr. No</b>	<b>State</b>	<b>Dates</b>
1	Maharashtra	13.3.06 to 17.3.06
2	Meghalaya	14.3.06 to 15.3.06
3	Tamil Nadu	27.3.06 to 30.3.06
4	Gujarat	27.3.06 to 30.3.06
5	Rajasthan	31.3.06 to 4.4.06
6	Bihar	2.4.06 to 4.4.06
7	Uttar Pradesh	3.4.06 to 6.4.06
8	Kerala	3.4.06 to 7.4.06
9	Madhya Pradesh	10.4.06 to 13.4.06
10	Arunachal Pradesh	10.4.06 to 15.4.06
11	Andhra Pradesh	18.4.06 to 21.4.06
12	Sikkim	18.4.06 to 21.4.06
13	Chhattisgarh	25.4.06 to 30.4.06
14	Himachal Pradesh	4.5.06 to 7.5.06
15	Uttarakhand	15.5.06 to 18.5.06
16	Karnataka	15.5.06 to 18.5.06
17	Puducherry	21.5.06 to 24.5.06
18	West Bengal	6.6.06 to 9.6.06
19	Tripura	13.6.06 to 16.6.06
20	Punjab	13.6.06 to 15.6.06
21	Mizoram	10.7.06 to 13.7.06
22	Assam	24.7.06 to 27.7.06
23	Goa	21.8.06 to 25.8.06
24	Orissa	18.9.06 to 22.9.06
25	Haryana	26.11.06 to 2.12.06
26	Jammu & Kashmir	10.12.06 to 16.12.06
27	Manipur	19.02.07 to 24.02.07
28	NCT, Delhi	05.03.07 to 9.03.07
29	Nagaland	22.04.07 to 27.04.07

1. A Team of 3 to 4 members (1 or 2 TERG Members, 1 or 2 Expert (s) and 1 NCTE Representative) has been constituted to visit States/UTs for MTR.
2. Jharkhand, A & N Island, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep were not covered under this review.

**TEACHER EDUCATION INSTITUTIONS (TEIs) VISITED BY MTR TEAM**

(Nos.)

S. No.	State/UT	SCERT/SIE	IASEs	CTEs	DIETs/ DRUs
1.	Andhra Pradesh	1	2	1	2 ®
2.	Arunachal Pradesh	-	-	-	1
3.	Assam	1(DSCERT)	-	1	2
4.	Bihar	1	-	-	1
5.	Chhattisgarh	1	1	1	3
6.	Goa	1 (SIE)	-	*	1
7.	Gujarat	1 (GCERT)	2	1	4@
8.	Haryana	1	1	-	3
9.	Himachal Pradesh	1	-	1	2
10.	Jammu & Kashmir	2 (SIEs)	-	2	2
11.	Karnataka	1(DERT)	1	1	2
12.	Kerala	1	1	1	2
13.	Madhya Pradesh	1(MPSCERT)	1	1	2
14.	Maharashtra	1(MSCERT)	1	1	3
15.	Manipur	1	-	1	2
16.	Meghalaya	1 (DERT)	-	1	2
17.	Mizoram	1	-	1	2
18.	Nagaland	1	-	1	2
19.	Orissa	1(DTE SCERT)	1	1	2
20.	Punjab	1	-	1	3
21.	Rajasthan	1 (SIERT)	1	3	4
22.	Sikkim	1 (SIE)	-	**	1
23.	Tamil Nadu	1 (DTERT)	1	1	3
24.	Tripura	1	1	-	2
25.	Uttar Pradesh and its constituents	\$1(SCERT)	-	-	3
26.	Uttarakhand	1	1	1	2
27.	West Bengal	1	1	3	2
28.	NCT Delhi	1	2	-	2
29.	Puducherry	-	-	-	1#

® Visited Zila Parishad High Schools

\* Team visited GVM College of Education (Government Aided), Ponda.

@ Visit to BRC &amp; CRC at Dwarka

\*\* Team visited a self-financing college of education affiliated to North-Bengal University.

\$ SCERT's constituents – State Institute of Science Education, Allahabad, State Institute of Education and Management and Administration, Allahabad, English Language Teaching, Allahabad also were visited by the team.

# Visited State Training Centre and State Project Director, SSA

**TEACHER EDUCATION INSTITUTIONS (CSS)  
SANCTIONED UPTO 9TH PLAN**

Sl. No.	State/UT	SCERT/ SIE (Nos.)	IASEs		CTEs	
			Sanc.	Oper.	Sanc.	Oper.
1.	Andhra Pradesh	1	10*	10*	4*	4*
2.	Arunachal Pradesh	1(SIE)	-	-	-	-
3.	Assam	1(DSCERT)	-	-	9	9
4.	Bihar	1	-	-	4	-
5.	Chhattisgarh	1	1	1	1	1
6.	Goa	1(SIE)	-	-	-	-
7.	Gujarat	1(GCERT)	4 ®	4 ®	7	7
8.	Haryana	1	1	1	-	-
9.	Himachal Pradesh	1	-	-	1	1
10.	Jammu & Kashmir	2 (SIE)**	-	-	2	2
11.	Karnataka	1(DSCERT)	1	1	10@	10@
12.	Kerala	1	1	1	3	3
13.	Madhya Pradesh	1(MPSCERT)	2	2	6	6
14.	Maharashtra	1(MSCERT)	1	1	4	4
15.	Manipur	1 SCERT	-	-	1	1
16.	Meghalaya	1(DERT)	-	-	#	#
17.	Mizoram	1	-	-	1	1
18.	Nagaland	1	-	-	1	1
19.	Orissa	1 (DTE SCERT)	3\$	3\$	7	7
20.	Punjab	1	1	NF	2	NF
21.	Rajasthan	1 (SIERT)	4	4	7	7
22.	Sikkim	1(SIE)	-	-	-	-
23.	Tamil Nadu	1 (DTERT)	2	2	5	5
24.	Tripura	1	-	-	1	1
25.	Uttar Pradesh	1	1	1	3	3



26.	Uttarakhand	1	-	-	-	-
27.	West Bengal	1	2	2	4	4
28.	NCT Delhi	1	2	2	-	-
29.	Puducherry	-	-	-	-	-

NF: Non Functional

\* Rationalized for 8 CTEs and 2 IASEs.

® Two IASEs downgraded to CTEs.

\*\* One at Jammu and one at Srinagar.

@ Six Government and 4 Private Aided Colleges

# No CTE has been established under the scheme but 2 CTEs have received central grants under the scheme.

\$ Rationalized – IASE, Behrampur downgraded to CTE.

**TEACHER EDUCATION INSTITUTIONS (CSS)  
SANCTIONED DURING 10TH PLAN  
(As on 31<sup>st</sup> January, 2006)**

Sl. No.	State/UT	IASEs		CTEs	
		Sanc.	Oper.	Sanc.	Oper.
1.	Andhra Pradesh	2*	2*	4*	4*
2.	Arunachal Pradesh	No IASE and CTE in the State.			
3.	Assam	2	-	-	-
4.	Bihar	-	-	-	-
5.	Chhattisgarh	-	-	-	-
6.	Goa	-	-	-	-
7.	Gujarat	-	-	1**	1
8.	Haryana	-	-	-	-
9.	Himachal Pradesh	-	-	-	-
10.	Jammu & Kashmir	-	-	-	-
11.	Karnataka	1	1	-	-
12.	Kerala	-	-	-	-
13.	Madhya Pradesh	-	-	-	-
14.	Maharashtra	1	1	8	4
15.	Manipur	-	-	-	-
16.	Meghalaya	-	-	-	-
17.	Mizoram	-	-	-	-
18.	Nagaland	-	-	-	-
19.	Orissa	-	-	3@	1@
20.	Punjab	-	-	-	-
21.	Rajasthan	\$	\$	2\$	2\$
22.	Sikkim	-	-	-	-
23.	Tamil Nadu	-	-	-	-
24.	Tripura	1®	1®	-	-
25.	Uttar Pradesh	-	-	-	-
26.	Uttarakhand	1	1	3	3

27.	West Bengal	-	-	-	-
28.	NCT Delhi	-	-	-	-
29.	Puducherry	-	-	-	-

\* Rationalized as per Revised Guidelines, MHRD, 2004

\*\* Status of one IASE reduced to that of CTE

@Dibakar Patnaik Institute of Advanced Study in Education, Berhampur is converted into

CTE.

\$ Two IASEs i.e. Ajmer (1988-89) and Bikaner (1987-88) and the other 2 IASEs G.V.M., Sardarsahar, Churu and G.R.S. Vidya Bhawan, Udaipur have been downgraded to CTEs since 2004-05.

® CTE is converted into IASE w.e.f. 21st March, 2003 (IASE, Tripura).

**RELEASE AND UTILISATION OF GRANTS UPTO 9TH PLAN  
CTEs**

Rs. in Lakhs

Sl. No.	State/UT	Released		Utilization	
		R	NR	R	NR
1.	Andhra Pradesh	38.47	146.00	38.47	146.00
2.	Arunachal Pradesh	No CTEs in the State.			
3.	Assam	97.84	334.76	99.82	224.05
4.	Bihar	-	-	-	-
5.	Chhattisgarh	-	-	-	-
6.	Goa	No CTEs in the State.			
7.	Gujarat	14.70	40.38	9.37	72.87
8.	Haryana	No CTEs in the State.			
9.	Himachal Pradesh*	No funds provided to the CTE under CSS.			
10.	Jammu & Kashmir	-	116.75	-	116.75
11.	Karnataka	1996.72**	765.00	-	765.00
12.	Kerala	15.00	68.00	15.00	68.00
13.	Madhya Pradesh	-	27.75	-	27.75
14.	Maharashtra	-	105.90	-	105.90
15.	Manipur	-	-	-	-
16.	Meghalaya	-	115.50	-	115.50
17.	Mizoram	-	-	-	-
18.	Nagaland	-	-	-	-
19.	Orissa	1024.51@	391.22@	1014.36@	391.22@
20.	Punjab	-	-	-	-
21.	Rajasthan	322.20	304.00	322.20	304.00
22.	Sikkim	-	-	-	-
23.	Tamil Nadu	-	-	-	-
24.	Tripura	5.00	113.50	1.50	113.47
25.	Uttar Pradesh	51.00	124.50	51.00	124.50
26.	Uttarakhand	-	-	-	-
27.	West Bengal	-	89.00	-	89.00
28.	NCT Delhi	No CTEs in the UT.			
29.	Puducherry	No CTEs in the UT.			

R – Recurring, NR – Non-Recurring (civil works + equipments)

**Note:** Blank columns indicate non-receipt of funds by the States/UTs Government from the Central Government.

\*The Expenditure during 9th Five Year Plan Period in respect of CTE was met from the State Government Budget.

\*\* CTEs & IASEs

@ Rs.37.00 lakhs kept in civil deposit.

**RELEASE AND UTILISATION OF GRANTS DURING 10<sup>th</sup> PLAN**  
(As on 31<sup>st</sup> January, 2006)  
CTEs

Rs. in Lakhs

Sl. No.	State/UT	Released		Utilization	
		R	NR	R	NR
1.	Andhra Pradesh	88.00	58.00	88.00	58.00
2.	Arunachal Pradesh	No CTEs in the State.			
3.	Assam	200.00	97.50	200.00	97.50
4.	Bihar	-	-	-	-
5.	Chhattisgarh	183.68	-	180.68	-
6.	Goa	No CTEs in the State.			
7.	Gujarat	14.70	299.90	10.12	221.97
8.	Haryana	No CTEs in the State.			
9.	Himachal Pradesh	The Expenditure during 10th Five Year Plan Period 31st January, 06 in respect of CTE was met from the State Government Budget.			
10.	Jammu & Kashmir	-	-	-	-
11.	Karnataka	1664.85*	-	1609.36*	-
12.	Kerala	-	-	-	-
13.	Madhya Pradesh	92.73	-	-	-
14.	Maharashtra	75.32	84.00	-	79.66
15.	Manipur	-	-	-	-
16.	Meghalaya	12.05	128.50	12.05	128.50
17.	Mizoram	5.00	64.79	5.00	64.79
18.	Nagaland	-	-	-	-
19.	Orissa	810.84 ®	-	1196.97 ®	-
20.	Punjab	-	-	-	-
21.	Rajasthan	106.91	-	101.01	-
22.	Sikkim	-	-	-	-
23.	Tamil Nadu	102.25	45.75	102.25	41.03
24.	Tripura	-	-	-	-
25.	Uttar Pradesh	-	-	-	-
26.	Uttarakhand	30.00	-	30.00	-
27.	West Bengal	82.00	137.00**	-	89.00
28.	NCT Delhi	No CTEs in the NCT Delhi			
29.	Puducherry	No CTEs in the UT.			

R – Recurring, NR – Non-Recurring (civil works + equipments)

Note: Blank columns indicate non-receipt of funds by the States/UTs Government from the Central Government.

\* DIETs, CTEs & IASEs

® CTEs & IASEs

\*\* Rs.48 lakhs have been sanctioned for Computer Education at CTEs.

**STAFF IN POSITION IN CTEs**  
(As on 31<sup>st</sup> January, 2006)

(Nos.)

Sl. No.	State/UT	Data pertaining to Number of CTEs	Academic Staff	Support Staff
			In Position	In Position
1.	Andhra Pradesh	8	74	07
2.	Arunachal Pradesh	-	No CTE in the state	-
3.	Assam	9	101	11
4.	Bihar	* 6	49	12
5.	Chhattisgarh	1	21	13
6.	Goa	-	No CTE in the state	-
7.	Gujarat	** 8	-	-
8.	Haryana	-	No CTE in the state	-
9.	Himachal Pradesh	1	20	08
10.	Jammu & Kashmir	-	50	54
11.	Karnataka	6	97	No data provided
12.	Kerala	@3	28	No data provided
13.	Madhya Pradesh	6	57\$	54\$
14.	Maharashtra	12	127	12
15.	Manipur	1	14	10
16.	Meghalaya	2	25	2
17.	Mizoram	1	15	1
18.	Nagaland	1	18	1
19.	Orissa	10	77	42
20.	Punjab	@ 2	29	No data provided
21.	Rajasthan	9	39	15
22.	Sikkim	-	No CTE in the state	-
23.	Tamil Nadu	5	36	62
24.	Tripura	-	No CTE in the state	-
25.	Uttar Pradesh	3	08	07

26.	Uttarakhand	3	As these institutions were operationalized recently, no fresh staff has been recruited	
27.	West Bengal	4	40	19
28.	NCT Delhi	-	No CTE in NCT Delhi	
29.	Puducherry	-	10#	01£

**Note:** The norms for academic staff in case of CTEs after upgradation according to guidelines of MHRD, (November, 1987, P 36) are as follows - (i) 1 principal, (ii) 3 readers (iii) 13 lecturers (iv) other staff – 1 librarian, 1 physical instructor, 3-4 technicians / instructors (computers / ET/ Arts / Crafts), 2 lab assistants. Clerical & class IV staff in minimum necessary numbers.

\*Six CTEs were proposed by the State during the 9th Plan but not approved by MHRD.

\*\* (i) CTE/IASE is Grant in aid Institution.

(ii) Existing B. Ed. faculty is taking resource support for programmes with outside resource.

@ Additional posts for the new roles of CTEs have not been created.

\$ Only for 4 Colleges.

® Not fully functional.

# Fully funded by the UT Government

£ Only Librarian.

**RELEASE AND UTILISATION OF GRANTS UPTO 9<sup>TH</sup> PLAN  
IASEs**

Rs. in Lakhs

Sl. No.	State/UT	Released		Utilization	
		R	NR	R	NR
1.	Andhra Pradesh	387.99	634.00	387.99	634.00
2.	Arunachal Pradesh	No IASE in the State			
3.	Assam	-	-	-	-
4.	Bihar	-	-	-	-
5.	Chhattisgarh	-	-	-	-
6.	Goa	No IASE in the State			
7.	Gujarat	21.00	109.65	13.50	20.64
8.	Haryana	-	-	-	-
9.	Himachal Pradesh	No IASE in the State			
10.	Jammu & Kashmir	No IASE in the State			
11.	Karnataka	1996.72*	316.00	-	316.00
12.	Kerala	No funds provided to the IASE under CSS.			
13.	Madhya Pradesh	-	10.75	-	10.75
14.	Maharashtra	-	34.20	-	34.20
15.	Manipur	No IASE in the State			
16.	Meghalaya	No IASE in the State			
17.	Mizoram	No IASE in the State			
18.	Nagaland	No IASE in the State			
19.	Orissa	1024.51*	391.22*	1014.36*	391.22*
20.	Punjab	-	-	-	-
21.	Rajasthan	321.66	289.32	325.33	289.32
22.	Sikkim	No IASE in the State			
23.	Tamil Nadu	-	-	-	-
24.	Tripura	-	-	-	-
25.	Uttar Pradesh	28.00	24.86	28.00	24.86
26.	Uttarakhand	-	-	-	-
27.	West Bengal	-	143.00	-	143.00
28.	NCT Delhi	-	31.50	-	31.50
29.	Puducherry	No IASE in the UT			

R – Recurring, NR – Non-Recurring (civil works + equipments)

Note: Blank columns indicate non-receipt of funds by the States/UTs Government from the Central Government.

\* CTEs &amp; IASEs



**RELEASE AND UTILISATION OF GRANTS DURING 10<sup>TH</sup> PLAN**  
**(As on 31<sup>st</sup> January, 2006)**  
**IASEs**

Rs. in Lakhs

Sl. No.	State/UT	Released		Utilization	
		R	NR	R	NR
1.	Andhra Pradesh	94.95	67.50	94.95	67.50
2.	Arunachal Pradesh	No IASE in the State.			
3.	Assam	-	70.00	-	70.00
4.	Bihar	-	-	-	-
5.	Chhattisgarh	212.20	4.28	188.49	1.29
6.	Goa	No IASE in the State			
7.	Gujarat	21.00	208.65	18.64	234.92
8.	Haryana	-	30.00	-	-
9.	Himachal Pradesh	No IASE in the State			
10.	Jammu & Kashmir	No IASE in the State			
11.	Karnataka	1644.85*	-	1609.36*	-
12.	Kerala	No funds provided to the IASE under CSS.			
13.	Madhya Pradesh	50.40	-	-	-
14.	Maharashtra	16.87	46.15	-	31.51
15.	Manipur	No IASE in the State			
16.	Meghalaya	No IASE in the State			
17.	Mizoram	No IASE in the State			
18.	Nagaland	No IASE in the State			
19.	Orissa	810.84 ®	-	1196.97 ®	-
20.	Punjab	-	-	-	-
21.	Rajasthan	-	-	-	-
22.	Sikkim	No IASE in the State			
23.	Tamil Nadu	68.00	20.26	68.00	20.26
24.	Tripura	-	-	-	-
25.	Uttar Pradesh	-	-	-	-
26.	Uttarakhand	-	20.00	-	20.00
27.	West Bengal	39.45	143.00	-	143.00
28.	NCT Delhi	17.88	69.46	17.88	59.12
29.	Puducherry	No IASE in the UT			

R – Recurring, NR – Non-Recurring (civil works + equipments)

**Note:** Blank columns indicate non-receipt of funds by the States/UTs Government from the Central Government.

\* DIETs, CTEs &amp; IASEs

® CTEs &amp; IASEs

**STAFF IN POSITION IN IASEs**  
(As on 31<sup>st</sup> January, 2006)

(Nos.)

Sl. No.	State/UT	Data pertaining to Number of IASEs	Academic Staff	Support Staff
			In Position	In Position
1	Andhra Pradesh	2	23	1
2	Arunachal Pradesh	-	No IASE in the State	-
3	Assam	-	No IASE in the State	-
4	Bihar	-	No IASE in the State	-
5	Chhattisgarh	1	24	29
6	Goa	-	No IASE in the State	-
7	Gujarat	*2	11	03
8	Haryana	1	No post has been sanctioned under CSS	-
9	Himachal Pradesh	-	No IASE in the State	-
10	Jammu & Kashmir	-	No IASE in the State	-
11	Karnataka	1	09	No data provided
12	Kerala	**1	10	No data provided
13	Madhya Pradesh	2	24@	6@
14	Maharashtra	2	25	06
15	Manipur	-	No IASE in the State	-
16	Meghalaya	-	No IASE in the State	-
17	Mizoram	-	No IASE in the State	-
18	Nagaland	-	No IASE in the State	-
19	Orissa	2	33	15
20	Punjab	1	Not fully functional	-
21	Rajasthan	2	14	05
22	Sikkim	-	No IASE in the State	-
23	Tamil Nadu	2	32	57
24	Tripura	1	14	12
25	Uttar Pradesh	®1	11	Data not provided

26	Uttarakhand	1	The department has not yet started functioning as an IASE	
27	West Bengal	2	23	Data not provided
28	NCT Delhi	2	59	-
29	Puducherry	-	No IASE in the UT	

**Note:** It is obvious from the above Table that the academic staff is not according to the prescribed norms for CTEs and IASEs. In case of IASEs, the number of academic posts as per guidelines of MHRD, (November, 1987, P 36) are as follows – (i) 1 principal (ii) 2 professors (iii) 6 readers (iv) 18 lecturers (v) 1 librarian (vi) 1 physical instructor (vii) 4-6 technicians / instructors (computers/ ET/Arts/Crafts) (viii) 3 laboratory assistants. Clerical & class IV staff in minimum necessary numbers.

\* RGT, Government College, Porbandar.

(i) CTE/IASE is Grant in aid Institution.

(ii) Existing B.Ed. Faculties are taking resource support for programmes without side resource.

\*\* Additional posts for the new roles of IASEs have not been created.

@ Only for 1 IASE.

® 2 other IASEs at Lucknow and Bareilly are under the control of Secretary, Higher Education and IASE, Allahabad is under the control of Secretary, School Education. The above staff position is of IASE, Allahabad.

**RELEASE AND UTILISATION OF GRANTS UPTO 9TH PLAN  
SCERTs/ SIEs**

Rs. in Lakhs

Sl. No.	State/UT	Released		Utilization	
		R	NR	R	NR
1.	Andhra Pradesh	-	-	-	-
2.	Arunachal Pradesh	SIE is funded by State Government.			
3.	Assam	-	23.50	-	23.50
4.	Bihar	-	-	-	-
5.	Chhattisgarh	-	-	-	-
6.	Goa	-	-	-	-
7.	Gujarat	3808.26	2044.40	3822.74	2223.84
8.	Haryana	-	50.00	-	50.00
9.	Himachal Pradesh	-	79.00	-	79.00
10.	Jammu & Kashmir*	21.50	52.50	31.39	50.60
11.	Karnataka	5072.18	432.55	4526.21	432.55
12.	Kerala	-	-	-	-
13.	Madhya Pradesh	-	5.00	-	5.00
14.	Maharashtra	-	25.00	-	-
15.	Manipur	-	50.00	-	-
16.	Meghalaya	-	100.00	-	86.60
17.	Mizoram	254.73	383.28	210.74	348.75
18.	Nagaland	-	-	-	-
19.	Orissa	-	50.00	-	50.00
20.	Punjab	-	-	-	-
21.	Rajasthan	5.00	95.00	4.88	95.00
22.	Sikkim	1.29	-	-	-
23.	Tamil Nadu	-	-	-	-
24.	Tripura	-	-	-	-
25.	Uttar Pradesh	-	118.46**	-	118.46**
26.	Uttarakhand	-	-	-	-
27.	West Bengal	-	-	-	-
28.	NCT Delhi	-	-	-	-
29.	Puducherry	-	-	-	-

R – Recurring, NR – Non-Recurring (civil works + equipments)

Note: Blank columns indicate non-receipt of funds by the States/UTs Government from the Central Government.

\* Data received only for 1 SIE, Srinagar

\*\* The amount shown is the sum total of Central and State Share.

**RELEASE AND UTILISATION OF GRANTS DURING 10<sup>TH</sup> PLAN**  
**(As on 31<sup>st</sup> January, 2006)**  
**SCERTs/ SIEs**

Rs. in Lakhs

Sl. No.	State/UT	Released		Utilization	
		R	NR	R	NR
1.	Andhra Pradesh	-	25.00	-	25.00
2.	Arunachal Pradesh	SIE is funded by State Government.			
3.	Assam	22.04	6.70	22.04	6.70
4.	Bihar	-	-	-	-
5.	Chhattisgarh	9.40	50.00	1.32	50.00
6.	Goa	-	-	-	-
7.	Gujarat	2614.30	225.00	2881.16	-
8.	Haryana	-	50.00	-	11.61
9.	Himachal Pradesh	-	-	-	-
10.	Jammu & Kashmir*	45.50	27.66 @	30.23	29.43 @
11.	Karnataka	7964.49	371.75	7964.29	Tendering process is going on
12.	Kerala	-	-	-	-
13.	Madhya Pradesh	5.00	6.00	5.00	6.00
14.	Maharashtra	10.88	4.25	-	-
15.	Manipur	19.20	2.90	-	1.65
16.	Meghalaya	9.47	6.00	1.97	6.00
17.	Mizoram	473.36	627.19	251.49	77.19
18.	Nagaland	-	3.02	-	3.02
19.	Orissa	6.07	1.90	-	-
20.	Punjab	-	-	-	-
21.	Rajasthan	-	-	-	-
22.	Sikkim	1.29	-	-	-
23.	Tamil Nadu	-	-	-	-
24.	Tripura	167.00	-	167.00	-
25.	Uttar Pradesh	-	-	-	-
26.	Uttarakhand	-	36.00	Since grants received recently so they are in the process of utilization in the Current financial year 2006-07.	

27.	West Bengal	-	13.80**	-	-
28.	NCT Delhi	2502.92	131.81	2318.36	132.09
29.	Puducherry	-	-	-	-

R – Recurring, NR – Non-Recurring (civil works + equipments)

Note: Blank columns indicate non-receipt of funds by the States/UTs Government from the Central Government.

\* SIE, Jammu conducted in-service training programme under SOPT for which it received funds from NCERT during the 9th Plan which was in nature of earned interest from the unspent balance.

® Pertains to SIE Srinagar only

\*\* An assistance of Rs.13.80 lakhs has been granted. But SCERT, West Bengal has not received the amount so far.

**STAFF IN POSITION IN SCERTs/ SIEs**  
(As on 31<sup>st</sup> January, 2006)

(Nos.)

Sl. No.	State/UT	Data Pertaining to Number of SCERTs/ SIEs	Academic Staff		Supporting Staff	
			Sanct.	In Position	Sanct.	In Position
1.	Andhra Pradesh	1	60	35	66	52
2.	Arunachal Pradesh	1	08	01	07	07
3.	Assam	1	37	29	14	13
4.	Bihar	1	36	23	76	43
5.	Chhattisgarh	1	41	24	61	29
6.	Goa	1	10	06	24	23
7.	Gujarat	1	24	15	40	29
8.	Haryana	1	66	61	68	48
9.	Himachal Pradesh	1	17	14	21	17
10.	Jammu & Kashmir	2	50	32	56	45
11.	Karnataka	1	19	19	90	71
12.	Kerala	1	69	28	87	83
13.	Madhya Pradesh	1	41	41	41	40
14.	Maharashtra	1	91	62	146	116
15.	Manipur	1	18	16	153	98
16.	Meghalaya	1	26	22	47	47
17.	Mizoram	1	44	33	72	64
18.	Nagaland	1	42	42	44	44
19.	Orissa	1	36	29	47	43
20.	Punjab	1	30	16	88	66
21.	Rajasthan	1	73	60	110	95
22.	Sikkim	1	12	08	10	09
23.	Tamil Nadu	1	State did not provide data.			
24.	Tripura	1	11	9(deputed)	65	35
25.	Uttar Pradesh	1	205	182	257	240
26.	Uttarakhand	1	114	32	66	32
27.	West Bengal	1	25	08	54+1*	27
28.	NCT Delhi	1	295	143	227	134
29.	Puducherry	**	-	06	-	05

\* Finance Officer (FO)

\*\* Puducherry does not have independent SCERT

## DIETs/DRCs (CSS) UPTO 9TH PLAN

S. No.	State/UT	DIETs/DRCs		Revenue Districts
		Sanc.	Oper.	
1.	Andhra Pradesh	23	23	23
2.	Arunachal Pradesh	11	06	15
3.	Assam	19	18	27
4.	Bihar	24	02	37
5.	Chhattisgarh	07	07	16
6.	Goa	1	1	03
7.	Gujarat	23	23	25
8.	Haryana	12	12	20
9.	Himachal Pradesh	12	12	12
10.	Jammu & Kashmir	14	14	14
11.	Karnataka	20	20	27
12.	Kerala	14	14	14
13.	Madhya Pradesh	38	38	45
14.	Maharashtra	30	29	35
15.	Manipur	8	5	9
16.	Meghalaya	7	7	07
17.	Mizoram	2	2	08
18.	Nagaland	3	3	8+3*
19.	Orissa	17	13	30
20.	Punjab	12+5	12+5	17+2**
21.	Rajasthan	30	30	32
22.	Sikkim	03	01	04
23.	Tamil Nadu	29	29	30®
24.	Tripura	04	04	04
25.	Uttar Pradesh	56	56	70
26.	Uttarakhand	09	09	13
27.	West Bengal	16	15	19 DIET at Adbarpur, (Birbhum) will start functioning shortly.
28.	NCT Delhi	9	9	9
29.	Puducherry	1	1	04

\* 3 more districts formed during 2003-2004

\*\* Two new districts are Mohali and Taran Taran

® Newly created district of Dharampuri has not been sanctioned DIET so far



**DIETs/DRCs (CSS) DURING 10TH PLAN**  
(As on 31<sup>st</sup> January, 2006)

S. No.	State/UT	DIETs/DRCs		Remarks
		Sanc.	Oper.	
1.	Andhra Pradesh	-	-	
2.	Arunachal Pradesh	-	-	
3.	Assam	04	-	
4.	Bihar	-	-	
5.	Chhattisgarh	09	05	
6.	Goa	-	-	
7.	Gujarat	3®	3®	
8.	Haryana	5	5	
9.	Himachal Pradesh	-	-	
10.	Jammu & Kashmir	-	-	
11.	Karnataka	7	7	
12.	Kerala	-	-	
13.	Madhya Pradesh	4/3*	-	
14.	Maharashtra	4	-	
15.	Manipur	-	3	
16.	Meghalaya	-	-	
17.	Mizoram	6*	6*	
18.	Nagaland	5	3	
19.	Orissa	7/6*	Nil/Nil*	
20.	Punjab	-	-	
21.	Rajasthan	-	-	
22.	Sikkim	-	-	
23.	Tamil Nadu	-	-	
24.	Tripura	-	-	
25.	Uttar Pradesh	14	14	
26.	Uttarakhand	1/3**	-	3 DRCs approved.
27.	West Bengal	-	-	3 proposals namely DIETs at Siliguri (Darjeeling), Kelomal (Purba Medinipur) and Beltala (Kolkata) and pending with MHRD inspite of recommendation of Perspective Plan Approval Team.
28.	NCT Delhi	-	-	
29.	Puducherry	-	-	

® Ahmedabad (Rural) + Ahmedabad (Urban) have been approved separately, so nos. of DIETs are 26 and Revenue Districts 25

\* DRCs/ Mini DIETs

\*\* Three DRCs namely Bageshwar, Champavat and Rudraprayag

**RELEASE AND UTILISATION OF GRANTS UPTO 9TH PLAN  
DIETs / DRCs**

Rs. in Lakhs

Sl. No.	State/UT	Released		Utilization	
		R	NR	R	NR
1.	Andhra Pradesh	2782.25	-	3543.30	-
2.	Arunachal Pradesh	293.82	1078.16	293.68	1042.11
3.	Assam	3039.09	906.65	3011.02	576.75
4.	Bihar	175.00	244.13	71.00	598.00
5.	Chhattisgarh	254.00	-	254.00	-
6.	Goa	-	58.00	-	-
7.	Gujarat	34.18	10.52	34.22	12.75
8.	Haryana	-	1033.80	-	1033.80
9.	Himachal Pradesh	2718.41	1464.65	2718.41	1464.65
10.	Jammu & Kashmir	541.00	1023.18	541.00	1023.18
11.	Karnataka	3075.46	1604.20	3075.46	1604.20
12.	Kerala	NA	NA	19.11	-
13.	Madhya Pradesh	7389.57	37.50	7389.57	37.50
14.	Maharashtra	3073.31	1282.80	1126.52	1126.52
15.	Manipur	622.31	712.00	528.11	712.00
16.	Meghalaya	178.61	509.09	178.61	509.09
17.	Mizoram	368.11	-	368.11	-
18.	Nagaland	821.69	255.38	754.41	755.38
19.	Orissa	1874.99	792.33	1855.59	792.33\$
20.	Punjab	2673.36	-	2527.99	-
21.	Rajasthan	6340.38	778.00	6114.80	272.71
22.	Sikkim	-	157.95	-	157.95
23.	Tamil Nadu	4601.06*	1336.00	5072.94	1326.44
24.	Tripura	-	448.80	-	488.80
25.	Uttar Pradesh	6139.45	195.00	6139.45	195.00
26.	Uttarakhand	-	658.69	-	658.69
27.	West Bengal	315.763	1520.39	315.763	1519.86
28.	NCT Delhi	-NA-	-NA-	-NA-	-NA-
29.	Puducherry	117.72	33.40	117.72	28.83

R – Recurring, NR – Non-Recurring (civil works + equipments)

NA = Not Available

**Note:** Blank columns indicate non-receipt of funds by the States/UTs Government from the Central Government.

\$ Rs.13.60 kept under Civil Deposit

\* Including the opening balance of Rs.196.3 lakhs

**RELEASE AND UTILISATION OF GRANTS DURING 10<sup>TH</sup> PLAN**  
**(As on 31st January, 2006)**  
**DIETs/DRCs**

Rs. in Lakhs

Sl. No.	State/UT	Released		Utilization	
		R	NR	R	NR
1.	Andhra Pradesh	4006.52	652.01	5111.46	652.01
2.	Arunachal Pradesh	264.40	156.00	Rs.147.35*	129.93**
3.	Assam	2056.98	486.74	2056.98	730.34
4.	Bihar	-	-	-	-
5.	Chhattisgarh	1228.14	572.41	1519.03	548.99
6.	Goa	-	17.94	66.92	17.94
7.	Gujarat	24.58	12.18	39.35	9.48
8.	Haryana	-	1783.80	-	1783.80
9.	Himachal Pradesh	1408.07@	-	217.50	-
10.	Jammu & Kashmir	-	-	-	-
11.	Karnataka	1644.85\$	371.75	1609.36\$	Tendering process is going on
12.	Kerala	7.34	-	7.34	-
13.	Madhya Pradesh	5777.50	496.50	6421.60	496.50
14.	Maharashtra	-	-	-	-
15.	Manipur	764.90	161.00	655.11	161.00
16.	Meghalaya	288.02	519.59	288.02	509.09
17.	Mizoram	7.10	479.45	7.10	479.45
18.	Nagaland	580.73	757.20	650.18	757.20
19.	Orissa	1683.66	780.00	1604.17	118.79
20.	Punjab	3131.72	-	2503.72	-
21.	Rajasthan	11801.28	1278.00	10477.35	796.61
22.	Sikkim	-	157.95	-	157.95
23.	Tamil Nadu	4066.86	116.00	3501.52	116.00
24.	Tripura	53.34	97.50	40.89	50.00

25.	Uttar Pradesh £	2888.00	1494.40	1888.00	-
26.	Uttarakhand	1088.74	269.00	1088.74	269.00
27.	West Bengal	668.469	1813.54	584.469	1716.97
28.	NCT Delhi	-NA-	-NA-	-NA-	-NA-
29.	Puducherry	174.48	93.18	315.69	75.24

R – Recurring, NR – Non-Recurring (civil works + equipments)

NA = Not Available

**Note:** Blank columns indicate non-receipt of funds by the States/UTs Government from the Central Government.

\* Rs.147.35 lakh released to respective DDOs of DIETs for payment on salaries, Contingencies/ programme activities etc. Rs.6.46 lakh incurred by the State Government on salaries of DIET staff during 2004-05 reimbursed to the State Government. The UCs are awaited from the DDOs of DIETs.

\*\* 129.93 lakh released for construction of boundary wall/water Supply and Electrification. The UCs are awaited from the construction agencies.

@ The Budget of Rs.1408.07 lakhs during 10TH Five Year Plan Period to meet expenditure in respect of DIETs has been received upto 31st March, 2004 and remaining amount of Rs.769.63 upto 31st March, 2006 has yet to be released by GOI.

\$ DIETs, CTEs & IASEs

£ Upto 31.3.2006 Rs.4065.57 lakhs has been utilized.

**STAFF IN POSITION IN DIETs/ DRCs**  
(As on 31st January, 2006)

(Nos.)

Sl. No.	State/UT	Data Pertaining to Number of DIETs/ DRCs	Staff in position	
			Academic	Support staff
1.	Andhra Pradesh	23	354	238
2.	Arunachal Pradesh	6	47	01
3.	Assam	18	413	36
4.	Bihar	24	148	96
5.	Chhattisgarh	16	132	16
6.	Goa	1	19	17
7.	Gujarat	26	295	32
8.	Haryana	17	534	34
9.	Himachal Pradesh	12	264	102
10.	Jammu & Kashmir	14	350	14*
11.	Karnataka	27	488	
12.	Kerala	14	229	10*
13.	Madhya Pradesh	#38	684 €	228
14.	Maharashtra	@29	186	76 *
15.	Manipur	8	145	16
16.	Meghalaya	7	74	-
17.	Mizoram	**6+2=8	111	16
18.	Nagaland	6	101	8
19.	Orissa	13	162	19
20.	Punjab	12	188	
21.	Rajasthan	§30	370	19
22.	Sikkim	1	11	07
23.	Tamil Nadu	29	442	07*

24.	Tripura	4	31	15
25.	Uttar Pradesh	70	663	82
26.	Uttarakhand	9	169	145
27.	West Bengal	@16	123	30
28.	NCT Delhi	9	98 £	95 £
29.	Puducherry	1	12	04

**Note:**

(a) DIETs: Central assistance would be provided for salary of DIET faculty for not more than 17 professionals, 5 posts of technicians/statistician/librarian etc., 11 clerical posts, and 6 class IV posts per DIET. From among these posts, at least one shall be a computer programmer/system analyst, in view of the need for promotion of computer education in DIETs. State liability regarding salaries for upgraded DIETs will remain at the same level as in 2001-2002, in terms of number of persons appointed, and will be shown clearly in the State Plan & Budget (SPB), [i.e. states will continue to fund the posts they have been supporting]. The state will choose its own pattern of staffing.

(b) DRCs: In case of District Resource Centres, salary for upto 8 professionals, 3 technicians/statistician/librarian etc., 3 clerical posts and 3 class IV posts will be funded. Existing "telescoped DIETs" would be eligible for funding on the same pattern as the DRCs. (Source): Revised Guidelines of Centrally Sponsored Scheme of Teacher Education, in the 10th Five Year Plan (2002-07), MHRD, January, 2004, pp.6-7

\* No data provided except librarian post.

# As on 31st March, 2006

€ The team found 14 posts of Principals and 79 posts of Readers vacant.

@ As on 15th March, 2006

£ In 9 DIETs, 22 posts of senior lectures and 93 posts of lecturers are vacant. DIET Pittampura, NCT Delhi has not provided data on Supporting Staff.

\*\* Mini DIETs

§ As on 31st December, 2005

® As on 1<sup>st</sup> June, 2006

## **ABBREVIATIONS**

B. Ed.	Bachelor of Education
BRC	Block Resource Centre
BTC	Basic Training Course
CIEFL	Central Institute of English and Foreign Language
CIET	Central Institute of Educational Technology
CRC	Cluster Resource Centre
CSS	Centrally Sponsored Scheme
CSSTE	Centrally Sponsored Scheme of Teacher Education
CTE	College of Teacher Education
D. Ed.	Distance Education
DIET	District Institute of Education and Training
DPO	District Project Office
DRC	District Resource Centre
DRS	Direct Reception System
ELTI	English Language Training Institution
ETEI	Elementary Teacher Education Institution
FIP	Faculty Improvement Programme
GOI	Government of India
IASE	Institute of Advanced Study in Education
ICT	Information and Communication Technology
IGNOU	Indira Gandhi National Open University

IIM	Indian Institute of Management
INSET	In-service Education and Training
M. Ed.	Master of Education
M. Phil.	Master of Philosophy
MHRD	Ministry of Human Resource Development
MOU	Memorandum of Understanding
MTA	Mid Term Appraisal
MTR	Mid Term Review
NCERT	National Council of Educational Research and Training
NCTE	National Council for Teacher Education
NGO	Non-Government Organization
NIEPA	National Institute of Educational Planning and Administration
NUEPA	National University of Educational Planning and Administration
ODL	Open and Distance Learning
PAC	Programme Advisory Committee
PWD	Public Work Department
RCI	Rehabilitation Council of India
SCC	State Coordination Committee
SCERT	State Council of Educational Research and Training
SIE	State Institute of Education
SLM	Self Learning Material
SPB	State Public Budget



SSA	Sarva Shiksha Abhiyan
STEI	Secondary Teacher Education Institution
TEAB	Teacher Education Approval Board
TEI	Teacher Education Institution
TERG	Teacher Education Resource Group
UGC	University Grant Commission

