

Review of Centrally Sponsored Scheme Of Teacher Education

Guidelines

NIEPA DC



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**Teacher Education Resource Group
National Council for Teacher Education,
Wing II, Hans Bhawan,
1, Bahadur Shah Zafar Marg,
New Delhi - 110 002
January, 2006**

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Preface

The present guidelines for the review of the Centrally Sponsored Scheme of Teacher Education have been developed by a sub-committee of Teacher Education Resource Group (TERG) with an intent to have a firm procedure for appraising the implementation of the Scheme in the States/UTs. TERG has been constituted by MHRD vide its notification No F 53-1/2005-EE—9 dated 18th August, 2005. It is an Advisory Body and its secretariat is located in the HQR of National Council for Teacher Education (NCTE), New Delhi. TERG is to undertake an appraisal of the Teacher Education Scheme with special reference to revised guidelines issued to States/UTs in January, 2004 by the Ministry of Human Resource Development (MHRD), Government of India. The revised guidelines provide a more comprehensive scheme of Teacher Education and upscaling of grants-in-aid from the Central government to States/UTs for upgradation and strengthening of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), Institutes of Advanced Studies in Education (IASEs) and State Councils of Educational Research & Training (SCERTs) in States/UTs. The present guidelines have been prepared to undertake a review of extant status of these institutes and optimal utilization of funds received from both central and state governments. State authorities and team of experts are required to use the tools and adopt the modalities reflected in these guidelines. It is expected that the users will follow the directions and procedure as described in this document to review the status of implementation of the scheme. The state reports will be developed based upon the information, inputs and responses provided by the reporting institutions, state nodal officers and the analysis made by the visiting experts.

I express my gratitude to the MHRD who have entrusted this responsibility to NCTE. I also express my thanks to the members of TERG who deliberated on the scope of the scheme and modalities of review in its 1st meeting held on 23rd December, 2005 at NCTE HQR, New Delhi.

My heartfelt thanks to the members of the sub-committee and Chief Consultant who have developed the guidelines in a very short time. In the end, I solicit the cooperation of the State authorities and nodal officers, Heads of institutions (DIETs, CTEs, IASEs, SCERTs) and visiting experts who shall be directly involved in the appraisal exercise.

Needless to say that the quality of the appraisal will facilitate the process and planning of implementation of CSS of Teacher Education for the remaining period of the 10th Five Plan and provide a sound basis for the reformulation of Teacher Education Scheme for the 11th Five Year Plan in the country.

31 January, 2006.
New Delhi,

Prof. S.K. Thakur,
Chairperson
TERG & NCTE.

Acknowledgements

TERG acknowledges the contribution of the following members of its Sub-committee and the Secretariat:

Sub-committee

- Prof K.P. Pandey
- Prof G.L. Arora
- Prof M.N.G. Mani
- Shri M.G. Marathe
- Prof. V.P. Garg - Chief Consultant, TERG

Secretariat

- Dr. Anil Shukla - Deputy Secretary NCTE- Coordinator
- Dr. U.C. Bajpai - Consultant, NCTE
- Shri Bishan Das - Consultant, NCTE

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Chapter 1

INTRODUCTION

1.1 Backdrop

Pursuant to the adoption of national Policy on Education [NPE] in 1986, with renewed emphasis on quick achievement of Universal Elementary Education [UEE] and qualitative improvement of secondary education, a number of centrally-sponsored schemes/interventions were launched soon thereafter. Since competence of school teachers and instructors of Adult/Non-formal Education was vital for achieving the NPE objectives in general, and of the above schemes in particular, a Centrally-sponsored Scheme of Teacher Education was also launched in 1987-88 with, inter alia, the following components:-

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

1.2 Establishment and Strengthening of DIETs, CTEs, IASEs and 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 and 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. Total number of upgraded and new DIETs and DRCs was 387 and 169 respectively, till December, 2005. In addition, sanctions were also accorded for strengthening of SCERTs of 19 States and 1 UT.

1.3 New Developments

Many new developments have taken place in recent years necessitating a fresh look at the Teacher Education Scheme. **A District Primary Education Programme [DPEP]** was launched in 1994 for universalizing primary education in selected districts. The programme, at its peak, covered 273 districts in 18 States. It has now ended in most of these districts and will soon end in others, However, a new programme for Universalisation of Elementary Education [UEE], called **Sarva Shiksha Abhiyan [SSA]** has been launched in 2001 to cover the whole country. Besides, the earlier Centrally- sponsored Scheme of Non-Formal Education had been replaced with a new scheme called "**Education Guarantee Scheme and Alternative and Innovative Education [EGS & AIE]**". National Programme for Education of Girls at Elementary Level [NPEGEL]", as a component of SSA, has also been launched in September, 2003. Training of teachers and EGS instructors is an important component of DPEP, SSA, EGS&AIE as well as NPEGEL. DPEP and SSA also, inter alia, envisage establishment of Block Resource Centres [BRCs] and Cluster Resource Centres [CRCs] for providing academic support to teachers.

Modalities of the National Literacy Mission have also undergone certain changes in the last ten years or so. Total Literacy Campaigns[TLCs] are over in most districts, and they have since moved on to Post-Literacy Programme [PLP] and Continuing Education Programme[CEP] for neo-literates. As on 1.1.04, number of districts under TLC, PLP and CEP were 167, 191 and 238 respectively. Also Scheme of Educational Technology and CLASS are being merged into a Composite scheme of Information and Communication Technology [ICT] in Upper Primary and Secondary schools.

Taking into account the above contextual aspects, Central Government decided to continue the three components of Centrally-sponsored Scheme of Teacher Education mentioned in para 1.1 above, during the Tenth Five Year Plan period [2002-07], subject to guidelines spelt out hereafter.

1.4 Centrally-Sponsored Scheme of Teacher Education in the Tenth Five Year Plan Period:

1.4.1 Objectives

Main objective of the Teacher Education Scheme during the Tenth Five Year Plan as envisaged are:-

1. Speedy completion of DIET/CTE/IASE/SCERT projects sanctioned but not completed up to the end of the IX Plan period.
2. Making DIETs, CTEs, IASEs sanctioned [and SCERTs strengthened] upto the IX Plan period, optimally functional.
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 achievement.

1.4.2 Guidelines of the Centrally Sponsored Scheme of Teacher Education in the Tenth Five Year Plan(2002-2007)

Keeping in view the restructuring and reorganization of Teacher Education Scheme, Ministry of Human Resource Development (MHRD) felt the need of revising the earlier guidelines of the scheme. After getting the approval from the cabinet, the Ministry circulated the new guidelines in January, 2004. MHRD has assigned the task of appraising the State Perspective Plans and State Plan and Budgets and other related matters of Teacher Education Resource Group (TERG) under Teacher Education Scheme during the X Plan (2002-2007). NCTE has been identified as the nodal agency to coordinate activities for implementation of CSS of Teacher Education. As per the revised Guidelines issued by the Govt. of India, NCTE has to perform an important role in providing an effective academic and resource support to the implementation of the scheme during the Tenth Plan Period.

1.5 Teacher Education Resource Group (TERG)

Para 6.2 of the Revised Guidelines on Teacher Education Scheme for the 10th Plan (January, 2004) states as under:-

“A TERG will be constituted as an advisory body to review implementation of the Scheme and advise future directions”.

Accordingly a Teacher Education Resource Group (TERG) has been constituted by Deptt. Of EE&L, MHRD vide its notification No. F.53-1/2005-EE-9 dated 18th August, 2005. It comprises:

- | | |
|--|-------------|
| 1. Chairperson, NCTE | - Chairman, |
| 2. Head, Department of Teacher Education, NCERT | - Member |
| 3. Principals of the four RIEs or their nominees | -Members |
| 4. Nominee of Director, NIEPA | - Member |

5. Director/DS - in-charge of Teacher Education,
Department of EE&L - Member
6. Six other members to be nominated by Chairperson, TERG, with the approval of Secretary, EE&L
 - (a) Two Members from among members of NCTE and its Regional Committees.
 - (b) Four experts in Teacher Education.
7. Member Secretary, NCTE- Member Secretary
As per the notification the term of the nominated members shall be 2 years or till nomination of their successors whichever is earlier. TERG will meet at least thrice a year and the Secretarial support to TERG will be provided by NCTE.

Six members nominated in category 6(a) and 6(b) 6 are as follows:

Under category 6(a)

- | | | |
|---|---|---|
| 1 | Shri P.K Gupta
Professor & Head,
Department of Education.
North Eastern Hill University,
Nehu Campus
Meghalaya | NCTE, Council Member |
| 2 | Prof. M.N.G. Mani;
Dean, Vivekananda Deemed University
& former Secretary General,
International Council for Education of People
And Visual Impairment & HRDC Campus,
Sri Rama Krishna Vidyalyaya Post.
Coimbatore-641020 | -Southern Regional
Committee- Member |

Under category 6(b)

- | | | |
|---|---|----------|
| 1 | Prof. K.P. Pandey,
Formely Vice- Chancellor,
M.G.K. Vidyapeeth, Varanasi &
Dean & Head of the Department of Education,
Meerut University, Himachal Pradesh University, Shimla & | - Expert |
|---|---|----------|

M.G.K. Vidyapeeth, Varanasi,
E-6, Dhandhanian Enclave,
Annapuran Mill, Vidyapeeth Road,
Varanasi, U.P.

- | | | |
|---|---|----------|
| 2 | Prof. G.L. Arora,
Former Prof. & Head,
Teacher Education Department, NCERT,
423/7, Urban Estate, Gurgaon-122001. | - Expert |
| 3 | Ms. Madhu Kapani,
Head of the Department,
Faculty of Education,
Sri Satya Sai Institute of Higher Learning,
Anantapur Campus, Anantapur-515001. | - Expert |
| 4 | Shri M.G. Marathe,
Director, SCERT,
708, R.B. Kumthekar Road,
Sadashiv Peth, Pune-411030
Maharashtra. | - Expert |

1.6 Functions of the TERG

- (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, NCTE, NCERT, Universities, Research Institutes and Non-Govt. Organisations 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.

1.7 Monitoring and Supervision

NCTE is to monitor and supervise the implementation of the scheme under the overall direction and supervision of the TERG. Besides preparing a pool of eminent educationists it is also proposed to identify institutions of repute alongwith Regional Institutes of Education as envisaged under the scheme to oversee the programmes and activities being implemented in the states under the scheme. Experts from the identified Institutions/RIEs would visit the DIETs/ CTEs/ IASEs at least once during the year to report on the status and functioning of Teacher Education and to make recommendations to the NCTE as indicated above for consideration by the Teacher Education Approval Board (TEAB) while approving State Perspective Plans and Annual work Plan and Budget (AWP&B).

Chapter 2

REVIEW STRATEGY

2.1 Introduction

The review strategy as envisaged will include compilation and scrutiny of relevant information about the functioning and achievements of institutions set up or strengthened under the Centrally Sponsored Scheme of Teacher Education namely, DIETs, CTEs, IASEs and SCERTs. The relevant information shall be obtained by a team of experts with the help of specially designed appraisal proformas, interaction with state education authorities, visits to teacher education institutions, interaction with the Head and faculty members of institutions concerned.

2.2 Visiting Team

The visiting team for each state will comprise four members as under:

- | | | |
|-------|---|-------------|
| (i) | One member of TERG | Member |
| (ii) | Principal of the RIE in the region or senior Faculty member of the RIE nominated by the Principal | Member |
| (iii) | One expert in Teacher Education | Member |
| (iv) | One Representative of NCTE | Coordinator |

One of the members of the visiting team will be designated as the 'Convener', who shall finalise the report for submission to NCTE.

2.3 Terms of Reference

The terms of reference of the visiting team shall be 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, SCERTs.
- (ii) Analyse 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 utilisation of EDUSAT and other modes of distance education.
- (v) Suggest effective system of vertical and horizontal linkage between national level and state level authorities and institutions for quality improvement of teacher education in the country.

2.4 Preparatory Work

Before the commencement of the visit, the team members shall study the following:

- (i) MOU between MHRD and the concerned state government.
- (ii) Centrally Sponsored Scheme of Teacher Education – Revised Guidelines for the 10th Five Year Plan.
- (iii) Appraisal Proformas given in the annexure.
- (iv) State Perspective Plan and Annual Plans submitted by the concerned State Government to MHRD, Govt. of India.
- (v) Sarva Shiksha Abhiyan Framework for Implementation (2001).
- (vi) Other documents as listed under para 3.4

It will be advisable for the members to also go through the detailed guidelines circulated by MHRD for DIETs, CTEs, IASEs and SCERTs from time to time.

2.5 Briefing Meeting

The Convenor shall organise a meeting of the visiting team before starting formal interaction with the state educational authorities. The purpose of the meeting shall be to finalise the strategy to be adopted during different phases of the review, namely, initial interaction, visits to selected institutions, and wrap-up meeting. Specific responsibilities shall also be allocated to different members of the team, specially the issues to be raised during the initial meeting and also during meetings with faculty members of institutions to be visited.

2.6 Initial Interaction with the State Authorities

The meeting to be held in the first half of Day one, should be held under the Chairmanship of the State Education Secretary and should be attended by the Heads of departments, and institutions responsible for the implementation of the Teacher Education Scheme in the state. The meeting should start with the presentation by the state authorities focusing on (i) State policy if any on Teacher Education Scheme in the context of Draft Curriculum Framework for Quality Teacher Education [NCTE; 2005] (ii) Recruitment and Deployment policy of academic staff, technical and supporting staff in Teacher Education Institutions [DIETs, CTEs, IASEs and SCERTs] (iii) Implementation of the Centrally sponsored scheme of Teacher Education scheme in the context of perspective plan and MOU of the state with MHRD (iv) Initiating M.ED courses in CTEs, IASESs and other Teacher Education institutions (v) Measures being adopted by the state government for filling up the vacant positions in the Teacher Education institutions in accordance with the revised guidelines [MHRD; 2004] (vi) Profile of Teacher Education scheme in the state-highlighting the strength, constraints and future plan of action.

The team members may seek clarifications from the state authorities, wherever necessary. The members should avoid making critical comments during this meeting.

2.7 Institutional Visits

The team should visit the following institutions for on-the-spot observations:

- (i) SCERT
- (ii) One IASE, if the same has been sanctioned and is operational
- (iii) 1-2 CTEs
- (iv) 2-3 DIETs

The institutions for visits will be identified by the NCTE. However, if necessary, the visiting team may make alterations in consultation with the state authorities

During the visit the team will undertake the following activities in an institution:

- (i) Meeting with the faculty of the institutions
- (ii) Observation of academic facilities available in the institution such as library, laboratories, Computer room, ET room, etc.
- (iii) Interaction with students and participants of INSET programmes, if available.
- (iv) Observation and perusal of TLM, and SIM, workshop/seminar/INSET reports, research reports and textual material prepared by the institution.
- (v) Status of implementation of EduSat programmes including creating physical infrastructure at SCERTs, CTEs, DIETs etc.

The team should spend 2-3 hours in each institution out of which about one hour may be spent in meetings with the faculty. The institution should be

requested not to organise any type of social or cultural programme in honour of the visiting team.

During the visit, the team shall address the following:

- (i) Ascertaining the extent to which the institution has performed the functions envisaged under the teacher education scheme.
- (ii) Finding the factors responsible for the shortfall in the targets, if any.
- (iii) Ascertaining the extent to which the institution has adapted to its new roles and responsibilities.
- (iv) Ascertaining the difficulties faced by the institution in the performance of its functions.
- (v) Ascertaining the academic and administrative support required by the institution.

The team shall be in a position to address the above mentioned tasks if they study in advance the filled in proforma submitted by the institution and formulate the questions to be asked during the meeting with the Head and faculty of the institutions.

2.8 Review Meeting

The Convener shall organise Review meetings of the team at the end of each day to take stock of the day's work and to plan for the next day's work.

2.9 Preparation of Draft Report

The preparation of draft report shall be the joint responsibility of the team. Members of the team shall prepare draft write-ups in respect of the tasks assigned to them. The Convener shall prepare the draft report for presentation in the wrap up meeting.

2.10 Wrap up Meeting

The wrap up meeting to be organised on the last day of the visit, should be chaired by the State Education Secretary. The Convenor or a member of the team

shall make a presentation on the impressions and findings of the team. The presentation should clearly bring out the Plan of Action required on the part of the state. The representatives of the state government should be requested to give their reactions and clarifications, if any.

2.11 Finalisation of the Report

The Convener of the team shall finalise the report for submission to NCTE within a week by using the inputs provided by the team members and state education authorities during the initial and wrap up meetings.

The format of the final report is given in Chapter - 3 of the guidelines.

Chapter 3

SUGGESTED FORMAT OF THE REPORT

3.1 Suggested Chapter Scheme of the Report.

The final report to be submitted by the convenor of the team shall comprise of the following Chapters:

Chapter I- Introduction: Give the back drop of Teacher Education in the State/UT describing the following components: (i) State policy, if any, on Teacher Education Scheme in the context of Draft Curriculum Framework for Quality Teacher Education [NCTE; 2005] (ii) Recruitment and Deployment policy of academic staff, technical and supporting staff in Teacher Education Institutions[DIETs, CTEs, IASEs and SCERTs] (iii) Implementation of the Centrally sponsored scheme of Teacher Education scheme in the context of perspective plan and MOU of the state with MHRD (iv) Initiating M.ED courses in CTEs, IASESs and other Teacher Education institutions (v) Measures being adopted by the state government for filling up the vacant positions in the Teacher Education institutions in accordance with the revised guidelines [MHRD; 2004].

Chapter II- Strategy on assessment of impact.

Chapter III- Main findings in respect of the various centrally sponsored scheme (SCERT, DIETs, IASEs, and CTEs) . Give the status in respect of implementation status, constraints/gaps sighted

Chapter IV- Suggestions based on findings (Give specific action plan)

Appendix

3.2 Some Hints for Formulation of the Report

- a) The report should be brief, precise and evaluative
- b) It should indicate the status of the centrally sponsored scheme in terms of the actual utilization of funds/resources.
- c) It should indicate areas of gaps perceived with explanation of contributive/causal factors at the local/ district/ State level.
- d) It should suggest measures to redress/rectify the aberrant situations, if any.

3.3 Suggested Contents and Thrust of the Report

The report should be formulated in terms of three broad sub-divisions as narrated below:

- A) Introductory:** In addition to the observations made in 3.1 for chapter 1 this should also give the exact dates/period of commencement of the scheme, the funds received, the objectives stipulated and the specific targets fixed in the MOU for implementation. This chapter should also include a perspective on demand and supply of Teacher and Teacher Educators at the school stage with a focus on five and six years from 2006-2007 onward . A format is given in the II part of the Appendix I.
- B) Status of the scheme as probed by the team**
 - (i) - document relied on
 - persons contacted/ interviewed
 - schedule of the visit
 - modus operandi for getting at facts
 - (ii) What is the actual status of implementation?

- To what extent the scheme has been able to serve the purpose for which it was launched?
 - What is the impact as observed on the target groups?
 - Is there any prominent factor leading to success story of the scheme
 - What are the major hindrances / bottlenecks/constraints in the implementation of the scheme at the state level
- (iii) In the considered opinion of the team, what are the main suggestions to bring about a desired level of effectiveness in the remaining period the scheme has to be operational
- C) This part of the report should provide specific action plans for improvement of the scheme at the institutional/local/state levels. It should mention who should do what and how by indicating broad targeted areas of the scheme and agencies.

3.4 Documents to be Consulted

1. Ministry of Human Resource Development, GOI, (2004).
Guidelines of the centrally sponsored scheme of Teacher Education in the Tenth Five Year Plan (2002-2007) New Delhi.
2. Documents of Norms circulated by MHRD for DIETs (1989), CTEs (1987), IASEs (1987) and SCERT.
[to the extent these are not in-consistent with the revised guidelines of 2004]
3. National Policy on Education, 1986 [as modified in 1992] along with its Programme of Action.
4. Sarva Shiksha Abhiyan – Framework for Implementation[2001]

5. Handbook for Education Guarantee Scheme and Alternative & Innovative Education [EGS&AIE] [2001]
6. National Programme of Education for Girls at Elementary Level [NPEGEL] [2003]
7. National Curriculum Framework for School Education [NCERT;2005]
8. Draft Curriculum Framework for Quality Teacher Education [NCTE; 2005]

Mid-term Review of Centrally Sponsored Scheme of Teacher Education

(Questionnaire for State Nodal Officer)

Part I

1. Name of the State _____

 2. Number of Revenue/Education Districts _____

 3. Designation of Officer Incharge of
Teacher Education _____

 4. Total Number of District Resource
Centers _____

 5. Total Number of Block Resource
Centers _____

 6. Total Number of Cluster Resource
Centers _____

 7. Date of Submission of
 - (a) State Perspective Plan _____
 - (b) Annual Work Plan & Budget _____
-
- | | |
|--------------|-------|
| Year 2002-03 | _____ |
| 2003-04 | _____ |
| 2004-05 | _____ |
| 2005-06 | _____ |
| | _____ |
| | _____ |

8. **Dates of Issue of Sanction by MHRD**
(Attach Copies of sanction letters)

9. **Date of Signing MOU with MHRD (Attach a Copy of the MOU)**

10. Give below the number of Institutions sanctioned upto the end of 9th Five Year Plan

Sr. No.	Institutions	Sanctioned	Operational
1	DIETs	<hr/>	<hr/>
2	CTEs	<hr/>	<hr/>
3	IASEs	<hr/>	<hr/>

11. Give below details of Central grants received and utilised upto 9th Five Year Plan

Sr. No.	Head	Grants Received			Grants Utilised		
		DIETs	CTEs	IASEs	DIETs	CTEs	IASEs
1	Civil Works						
2	Equipments						
3	Recurring Expenses						

12. Give below number of Institutions sanctioned during 10th Five Year Plan

Sr. No.	Institutions	Proposed by State	Sanctioned by MHRD	Operational
1	DIETs			
2	CTEs			
3	IASEs			

13. Give below details of Central grants received and utilised upto 31st January, 2006

Sr. No.	Head	Grants Received			Grants Utilised		
		DIETs	CTEs	IASEs	DIETs	CTEs	IASEs
1	Civil Works						
2	Equipments						
3	Recurring Expenses						

14 Give below the number of faculty of DIETs in your state as on 31/1/2006

Sr. No.	Name of the DIET	Principal	Vice-Principal / Sr. Lecturers	Lecturers	Librarian	Other Academic Staff

Please attach separate sheet

15 Give below the number of faculty of CTEs and IASEs as on 31/1/2006

Sr. No.	Name of the CTE/iASE	Principal / Head	Professors	Readers	<i>Lecturers</i>	Librarian	Other Academic Staff

16 Give below details of students admitted for Pre-service training by DIETs in your state during 10th Five Year Plan

Sr. No.	Name of the DIET	Pre-service Elementary Teacher Education				ECCE Teacher Education, if applicable			
		2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06

Attach separate sheet, if necessary

- 17 Give below details of students admitted for B.Ed. and M.Ed. Programmes by CTEs and IASEs in your state during 10th Five Year Plan

Sr. No.	Name of the CTE/IASE	B.Ed.				M.Ed.			
		2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06

Attach separate sheet, if necessary

- 18 Give below the number of teachers who attended 3 weeks' In-service training in DIETs in your state. (Programmes of less than 3 weeks' duration need not be included)

Sr. No.	Name of the DIET	Primary Teachers	Upper Primary Teachers	Head Teachers	Others

Attach separate sheet, if necessary

- 19 Give below the number of teachers who attended In-service education Programmes of 3 weeks' duration organised by CTEs and IASEs. (Programmes of less than 3 weeks' duration need not be included)

Sr. No.	Name of the CTE/IASE	Secondary Teachers	Senior Secondary Teachers	Teacher Educators	Others

Attach separate sheet, if necessary

- 20 (a) Give below the number of Districts in which DIETs have not been established

- (b) Specify the arrangements made for the in-service education of teachers of the Districts not covered by DIETs

- 21 (a) Give below names of districts not covered by CTEs for INSET of Secondary School teachers

- (b) Specify the alternative arrangements made

- 22 How does the State Coordinate implementation of Teacher Education Scheme? Give details of the Coordinating mechanism and the responsibilities of agencies like Directorate of Education, SCERT, District Educational Administration, etc.

23 Mention below the policy for the recruitment, deployment, transfer, promotion, etc. of academic staff in DIETs, CTEs and IASEs. Also specify if there is a separate cadre for these institutions.

DIETs

CTEs

IASEs

24 Has the state formulated a clear cut policy for the in-service education of teachers and teacher educators? If yes, give details.

25 Give below the details of the system of funds flow (Release of Central grant to the institutions). Also indicate the dates when the grants were received from the Government of India and when the same were released to the institutions during the current year (2005-06).

DIETs

CTEs

IASEs

26 Mention below the problems faced by the state in the implementation of the scheme.

27 Mention below the reasons for vacant positions of academic and technical staff for:

DIETs

CTEs

IASEs

28 Give below your comments on the existing Professional Development Programmes for the faculty of DIETs, CTEs and IASEs.

DIETs

CTEs

IASEs

Give your suggestions to improve the situation

29. Give below your suggestions for the reformulation and continuation of the scheme during the 11th Five Year Plan.

DIETs

CTEs

IASEs

Date: _____

Signature of the State Nodal Officer
with Seal

Part II

School Enrolment (2002-03-2005-06)

School stage	2002-2003			2003-2004			2004-2005			2005-2006		
	Enrolment at the stage			Enrolment at the stage			Enrolment at the stage			Enrolment at the stage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre- Primary												
Lower- Primary												
Upper- Primary												
Secondary												
Senior Secondary/Intermediate/Pre-University												
Total												

Projected School Enrolment

(2006-07-2010-11)

School stage	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011		
	Enrolment at the stage			Enrolment at the stage			Enrolment at the stage			Enrolment at the stage			Enrolment at the stage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre- Primary															
Lower- Primary															
Upper-Primary															
Secondary															
Senior Secondary/Inter mediate/Pre- University															
Total															

**Projected Estimates of Demand and Supply of Teachers
From 2006-07 to 2010-11**

School Stage	2005-2006		Attrition @* based on the average of actual retirement of Teachers during 2002-03 – 2004-05	Attrition @* based on the average of actual retirement of Teacher Educators during 2002-03 – 2004-05	Additional Demand for Teachers during 2006-07-2010-011 (Nos.)	Additional Demand for Teacher Educators during 2006-07 -2010-11 (Nos.)	Supply of Trained Teachers during 2006-07 -2010-11 (Nos.)	Supply of Trained Teacher Educators during 2006-07 -2010-11 (Nos.)
	Total No. Of Existing Teachers	Total No. of Existing Teacher Educators						
Pre-Primary								
Lower-Primary								
Upper-Primary								
Secondary								
Senior Secondary/Intermediate/ Pre-University								
Total								

Note:

1. Additional Demand of Teachers and Teacher Educators should be worked out based upon the norms of Teacher Pupil Ratio for each school stage separately. Norms should be mentioned as being enforced by the state govt. in a footnote.
2. Supply of Teachers and Teacher Educators should be worked out based upon the existing member available for employment as on 31-1-2006 and the out-turn of Teachers and Teacher Educators from the Teacher Education Institutions in the state during 2006-07- 2010-011.
3. Demand and supply estimates for teachers and teachers educators should be worked out for each consecutive years and indicated separately.

Date: _____

Signature of the Nodal Officer
With Seal

Appraisal Format For DIETs/DRCs---I

(To be completed by the Principal of DIET/In-charge of DRC)

1. State code:

--	--

 2. DIET code:

--	--
3. Name of the DIET/DRC :
4. Name of the Principal along with academic qualification (please specify the professional degree also) :
5. District :
6. Complete postal address with Pin Code :
7. Phone Number :
8. Fax Number (If any) :
9. E-mail address (if any) :
10. **PHYSICAL INFRASTRUCTURE** (Please Tick (√) whichever is applicable)
- Building : Rented / Own / Under construction
11. Year of establishment :
12. DIET converted from Pre-service Teacher Education Institution (Tick whichever is applicable) : Up-graded Institution/ New Institution
13. Location : Rural / Urban

14. Accessibility of the institute : Motorable Road / Kuchha Road
15. Total area of the campus : _____ Acres
16. Indicate the physical facilities created under the Central grant under the scheme : Please Tick (√) whichever is applicable
- | | Yes | No |
|---------------------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> |
| Seminar room | <input type="checkbox"/> | <input type="checkbox"/> |
| Science laboratory | <input type="checkbox"/> | <input type="checkbox"/> |
| Psychology laboratory | <input type="checkbox"/> | <input type="checkbox"/> |
| Computer laboratory | <input type="checkbox"/> | <input type="checkbox"/> |
| Separate room for each branch of DIET | <input type="checkbox"/> | <input type="checkbox"/> |
| Principal's room | <input type="checkbox"/> | <input type="checkbox"/> |
| Vice-Principal's room | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff Room | <input type="checkbox"/> | <input type="checkbox"/> |
| Auditorium/Conference/Training Hall | <input type="checkbox"/> | <input type="checkbox"/> |
| Art Room | <input type="checkbox"/> | <input type="checkbox"/> |
| Work Experience Room | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical Education/Sports Room | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe drinking water | <input type="checkbox"/> | <input type="checkbox"/> |
| Regular supply of electricity | <input type="checkbox"/> | <input type="checkbox"/> |
| Canteen | <input type="checkbox"/> | <input type="checkbox"/> |
| Separate Toilets | <input type="checkbox"/> | <input type="checkbox"/> |
| - men | <input type="checkbox"/> | <input type="checkbox"/> |
| - women | <input type="checkbox"/> | <input type="checkbox"/> |
| - Hostel rooms | <input type="checkbox"/> | <input type="checkbox"/> |

17. Indicate the equipment procured from the Central grant of the scheme

Equipment procured	Number available	Number in working condition	Reasons for Non-working (if any)
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			
Computers (Hardware) (Software)			
Printers			
Any other (please specify)			

18. Library

- Daily hours of functioning : _____
- Total number of books in the library :

--	--	--	--
- Number of professional journals subscribed : _____
- Daily newspapers and magazines subscribed : _____

19. List of staff in position (please attach separate sheet)

POSITION	Name	Designation	In Position		Academic Qualifications
			Male	Female	
• TEACHING					
Principal					
Vice-Principal					
Sr. Lecturers					
Lecturers					
Statistician					
NON-TEACHING					
Librarian					
Lab Assistant					
Computer Operator					
Technician					
Accountant					
Superintendent					
Clerks					
Peon					
Mali					

20. Furnish the following information (for the previous year):

- Date of start of the academic year
- Date of last admission
- Date of closing of the academic year
- Total teaching days
- Total working days
- Total pre-practice preparation days
- Total practice teaching
- No. of schools taken for practice teaching
- No. of practice lessons for each student

21. **ACADEMIC PROGRAMMES AND ACTIVITIES**

Preparation of annual Plan/Calendar for institutional activities : Yes / No

DIET has a Programme Advisory Committee : Yes / No
If yes,

Frequency of the Meetings held in a year : Once/ Twice/ Thrice
If no, specify the reasons.

Intake of the current year (2005-2006) :

Please give the detailed breakup of this intake by Gender and social groups (SC/ST/OBC/Gen)

Number of divisions / branches in DIET/DRC :

22. Status of In-Service Training Programmes

done by DIETs/DRCs

(For the years 2002-03, 2003-04, 2004-05
2005-2006)

Programmes

- (i) Capacity building
(Preparation of District Plan for UEE)
- (ii) Development of Curricular Material
- (iii) Development of TLMs
- (iv) Research Programmes
(Action Research Projects)
- (v) Activities to improve and support
Community involvement.
- (vi) Adult-education
- (vii) Strengthening of their own Capacities
(staff development Programmes)

Nos of workshop/ orientation meetings	Nos of Beneficiaries		Remarks if any
	Target Group	Nos	

	Nos of workshop/orientation courses	Nos of Beneficiaries	Remarks if any
(viii) Training Programmes (a) BRCs coordinators (b) CRCs coordinators (c) Regular Teachers (d) Untrained Teachers (e) Para Teachers (f) Newly recruited Teachers (g) Pre- Primary School Teachers			
(ix) Training Programmes Differently Abled / Physically Challenged (a) Teachers (b) Students (c) Community			
(x) Distance Education Programmes (a) Training in the development of SLMS (b) Training in the development of Audio Programmes (c) Training in the development of Radio Programmes (d) Training in the Development of Video Programmes (e) Training in the organisation of Training Programmes through Teleconferencing			

23. No. of workshops organised during the year 2005-2006: _____

Field Interaction with : Block level functionaries _____ Nos.
 Cluster Resource level _____ Nos.
 functionaries
 Heads of school complexes _____ Nos.
 District Authorities _____ Nos.
 Community workers Panchayat _____ Nos.
 Representatives
 NGOs in the District _____ Nos.

24. Newsletter published by the DIET Yes / No
 Frequency Monthly Bi-monthly/Quarterly/Annual

25. **Research**

Number and titles of research studies completed at the DIET level.

Sl. No.	2002-2003	2003-2004	2004-2005	2005-2006	Total

26. Training organized of Adult Education (AE)/EGS/AIE/NPEGEL instructors during the last one year

Number of programmes **Number of instructors covered**

- Induction training

- Annual training Refresher

27. Number of visits of DIET faculty (in the last three months to)

- BRC's _____
- CRC's _____
- Adult Education Centres _____
- Educations Gaurantee / Alternative and Innovative Centres _____
- National Programme of Education of girls at elementary level _____
(NPEGEL) Blocks

Date

Signature and the Seal of
the Principal of DIET/DRC

Appraisal Format For DIETs/DRCs---II

(To be completed by the Visiting Team)

1. Listing of Strong Points in the Functioning of Scheme of DIETs/ DRCs

(Please mention the strong points for DIETs/ DRCs separately related to the following)

A. Physical Infrastructure

B. The structure of DIETs / DRCs

C. Recruitment Policy of Staff

Academic Staff , Technical and other Supporting Staff

D. Deployment of Staff

Academic Staff, Technical and other Supporting Staff

E. Flow of Funds to the Institution

F. Conducting of Programmes

G. Any other

2. Listing the Problem in the functioning of the scheme of DIETs/ DRCs

(Please mention the problem and difficulties for DIETs/ DRCs separately for the following)

A. Physical Infrastructure

B. Structure of DIETs/DRC's

C. Recruitment Policy of the Staff-

Academic Staff, Technical and other Supporting Staff

D. Problem Areas related to vacant posts

Academic Staff , Technical and other Supporting Staff

E. Receipt of grants

F. Conducting of Programmes

(a) pre-service programmes

(b) in-service programmes

(c) capacity building of BRCs and CRCs

(d) research projects (action research) and innovative projects

G. Any other problems

3. Listing of Suggestions for Effective Functioning of the Scheme of DIET/DRC.

(Please give your suggestions for more effective functioning of the scheme)

Date:
Place:

Signature of the Convenor

Appraisal Format for CTEs and IASEs--- I

(To be completed by the Head of the Institution)

Note: This is a format on the basis of which a detailed report is to be prepared item wise. The format is to be strictly adhered to without changing of its order/structure.

1 Name of the Institution with complete Postal Address, Telephone No. and E-mail ID _____

2 Year of establishment as Secondary Teacher Education Institution _____

3 Year of up gradation as CTE/IASE _____

4 (a) Sanctioned Strength of the faculty under the scheme by designation.	Sanctioned	In-Position As on 31-01-06	Recruitment in progress

Attach list of faculty members along with their designation and academic and professional qualifications

5	Give below the status of utilization of funds	Year		Rs.	
	Civil works	2002-2003 to 2005-2006	Sanctioned	Received	Utilised
	Equipments				
	Total				

In case of non utilization or inadequate utilization, give reasons.

6 Give details of grants received for programmes, etc during the 10th Plan Period.

Year	Received	Utilised	Rs. Utilised from other sources
2002-2003			
2003-2004			
2004-2005			
2005-2006			
Total			

- (i) In case of non utilization or inadequate utilization, give reasons
- (ii) Whether the institute has been organizing programmes without receiving grants from the MHRD/ State authority. Yes/ No

7. Mention the Dates of meetings of the PAC

Year	Date
2002-2003	
2003-2004	
2004-2005	
2005-2006	

8 Give following details about INSET programmes organised during the period (2002-2003 to 2005-2006)

Sr. No.	Title of Subject-oriented/theme specific	Target Group	Duration	No. of Participants	Amount Spent Rs.

(attach year wise separate sheets)

9 Give following details about the research projects approved by the PAC during the period 2002-2003 to 2005-2006

Sr. No.	Title	Duration	Budget

(Attach separate sheet, if necessary)

10 Give project-wise brief progress report including the amount spent.

(Attach separate sheet, if necessary)

- 11 Research projects completed (Report published / submitted) during the period (2002-2003 to 2005-2006)

- 12 Give the following details about the Workshops / meetings organized for the development of TLM including textual material and teaching aids. 2002-2003 to 2005- 2006

Sr. No.	Title	No. of Participants	Amount Spent

- 13 Mention the TLM including textual material and teaching aids developed by the institute during the period 2002-2003 to 2005- 2006

Sr. No.	Title	Thrust Areas	Target Group for which meant

- 14 Give the following details about the published News Bulletin/ Magazines/ Journals year wise 2002-2003 to 2005-2006.

15 Give the following details about the seminars / conferences organised, if any during the period 2002-2003 to 2005- 2006

Sr. No.	Title	year	Duration	No. of Participants	Expenditure Rs.

16 Mention the out-reach programmes organized for parents, teachers, students, etc. if any

Sr. No.	Title	year	Target Group	Duration	No. of Participants	Amount Spent

17 Give details of Extension Lectures arranged during the period (2002-2003 to 2005-2006)

Sr. No.	Theme of the Lecture	Name and Designation of the Speaker	Date

18 Professional Development Programmes attended by the faculty members (2002-2003 to 2005-2006)

Sr. No.	Name of the faculty member	Title of the Programme	Organising Institution	Duration

19 Significant achievements of the faculty members like publications, awards, presentation of papers in conferences, etc. (2002-2003 to 2005-2006)

Sr. No.	Name of the Faculty Member	Achievements

20 Give details of the Innovations / Experiments/ achievements/ of the institution during (2002-2003 to 2005-2006)

21 Mention the difficulties / problems faced by the institution in the implementation of various programmes

22 Mention the efforts made by the institution to overcome the difficulties

- 23 Mention the support received by the institution from various state level and national level institutions / agencies / committees, etc.
- 24 Mention the support provided by the institution to various state/ national level agencies
- 25 Give any other relevant information having a bearing on the functioning or achievements of the institution

Signature of the Head of the Institution

Appraisal Format for CTEs and IASEs--- II

(To be completed by the visiting Team)

Give your observations on the following:

- 1 Extent of Teachers awareness about the objectives and functions of IASEs and CTEs

- 2 Short fall in the staff strength, if any

- 3 Shortfall in the achievement of targets relating to (a) Inset (b) Research projects (C) Development of TLM including textual material and Teaching aids.

- 4 Reasons regarding the shortfall in the achievement of targets in various aspects of its work.

- 5 General functioning of the institution vis-à-vis the stipulated objectives and functions of IASEs/CTEs

- 6 Availability and utilisation of academic resources in the institution

- 7 The extent to which the institution has adapted itself to its new roles and responsibilities

- 8 Functioning of PAC

9 Functioning of State Co-ordination Committee

10 Specify the areas in which the institution needs academic and professional support

11 Mention the major strength of the institute.

12 Mention the overall impression of the institute.

Name and signature of the Visiting Team Members

Appraisal Format for SCERTs--- I

(To be completed by the Director of SCERT)

1. Name of the State :

2. Mailing Address of SCERT alongwith
Fax, E-mail, Telephone No

3. Year of Establishment

4. Staff position :
(please attach the list of staff in position by name, designation, academic and professional qualifications separately)

Staff	Sanctioned (Nos.)	In Position (Nos.)	Vacant (Nos.)
(a) Academic staff			
(b) Supporting staff			
Total			

5. Specify the reasons for vacant posts.

6. Status of Central Assistance (IXth and Xth Plan) :

(a) Released grants

(Rs. In lakh)

Item	IX Plan			X Plan		
	Central Assistance	State share	Total	Central Assistance	State share	Total
Non recurring :						
(i) Civil works						
(ii) Equipment						
Recurring :						
(i) Salaries						
(ii) Programmes						
(iii)Contingencies						
(iv) Other						
Total :						

(b) Utilization of grants :

(Rs. In lakh)

Item	IX Plan			X Plan		
	Central	State	Total	Central	State	Total
Non recurring :						
(i) Civil works						
(ii) Equipment						
Recurring :						
(i) Salaries						
(ii) Programmes						
(iii)Contingencies						
(iv) Other						
Total						

(c) Unspent balances (if any)

(Rs. In lakh)

Item	IX Plan			X Plan		
	Central Assistance	State share	Total	Central Assistance	State share	Total
Non recurring :						
(i) Civil works						
(ii) Equipment						
Recurring :						
(i) Salaries						
(ii) Programmes						
(iii)Contingencies						
(iv) Other						
Total						

(d) If unspent balance, please specify the reasons?

7. Physical progress :

- (i) What is the new infrastructure created ? (Please specify)
- (ii) What improvements are made in existing infrastructure ? (Please specify)
- (ii) New cells/units/branches created (please give details)
- (iv) How many departments have been created? (Please specify along with their location)
- (v) Faculty/posts created under the scheme

Sr. No.	Year	Type of posts	Sanctioned (Nos.)	In position (Nos.)	Vacant (Nos.)
1		Academic			
2		Technical and supporting staff			

(v) Projects undertaken (including research projects/studies/surveys etc.- 2002- 03 to 2005-2006)

Sr. No.	Name of the Project	Year 2002-2006	Status of completion	Sanctioned budget (Rs.)	Expenditure incurred (Rs.)

(vi) Training programmes/workshops/seminars organized for capacity building of DIET faculty/teacher educators/resource persons (2002-03 to 2005-06)

Sr. No.	Programme	Period	No.of participants	Type of participants (DIET faculty/Teacher educator/ Res. persons/Officers etc.

Is there any policy of the state government to depute the faculty for capacity building workshops Yes/ No ? (It yes/ please specify)

8. Faculty Development :

(a) Exposure visits (2002-03 to 2005-06) :

Sr. No.	Institution/ Place of visit	Period	No.of faculty members

(b) Placement of faculty in research institutes :

No. of faculty	Period	Institution

(c) Exchange of staff between organizations (If any, give details)

(d) Professional development programmes attended by faculty members:

Sr. No.	Name of faculty member	Title of the programme	Organizing institution	Period

(e) Significant achievements of the faculty members like publications, awards, presentation of papers in conferences etc. (2002-03 to 2005-06) :

Sr. No.	Name of faculty member	Year	Achievements

(f) Innovations/Experiments conducted by the institution/individual faculty member during Xth F.Y.P. period: (2002-03 – 2005 –06)

Sr. No.	Name of the Institution/ faculty member	Year	Title of the Innovation/ experiment

9. Curriculum Development :

(i) Curriculum revision : Has any department been created for curriculum development in the SCERT ? It yes, what is the function of this department ? (Please specify)

Sr. No.	Stage : Pre-primary/ Primary/ Upper primary	Year

(ii) Curriculum researches undertaken :

Sr. No.	Theme	Year

10. Text books :

Sr. No.	Year	Std./Stds. For revised textbooks introduced

11. Development of Instructional Material (TLM)

(a) For teachers :

Sr. No.	Title	Subject	Class for which meant

(b) For teacher educators

Sr. No.	Title	Subject

12. Give below the details of extension lectures arranged: (for the previous year or 2005-2006)

Sr. No.	Name & designation of the speaker	Theme of the lecture	Date
1			
2			
3			

13. Whether there is co-ordination with CTEs/IASEs so as to utilize their infrastructure?

14. Whether SIET is established and functional under EDUSAT programme?

15. What steps have been taken in connection with following?

(a) grant of autonomous status to SCERT

(b) Programme Advisory Committee and periodicity of meetings.

16. Mention below the difficulties/problems faced by SCERT in the implementation of centrally sponsored schemes of Teacher Education.

17. State the efforts made by the SCERT to overcome the difficulties/problems mentioned above.

18. Mention the support received by the SCERT from various state level and national level institutions/agencies in order to keep quality of implementation of Teacher Education schemes.

19. Mention how the SCERT will excel in its performance in furtherance of Teacher Education schemes.

Date:

Signature of the Director SCERT with seal

Appraisal Format for SCERTs--- II

(To be completed by the visiting Team)

1 Mention below the reasons given by the institution with regard to the following:

(a) Short fall in the staff strength, if any

(b) Shortfall in the achievement of targets relating to Research Development and Training Programmes of the institution.

2 Give below your comments / observations on the following:

(a) Extent of faculty's awareness about the objectives and functions of SCERTs

(d) Reasons advanced by the institution regarding the shortfall in the achievement of targets in various aspects of its work

(e) General functioning of the institution vis-à-vis the stipulated objectives and functions of SCERTs

(f) Functioning of PAC

(g) Functioning of State Co-ordination Committee

(h) Availability and utilization of academic resources in the institution

(i) The extent to which the institution has adapted itself to its new roles and responsibilities

3 Specify the areas in which the institution need academic and professional support

Signature of the NCTE
visiting team Member

Signature of the
Team Member

Abbreviations

AE	Adult Education
AIE	Alternative Innovative Education
AWP& B	Annual Work Plan & Budget
B.Ed.	Bachelor of Education
BRC	Block Resource Centre
CLASS	Computer Literacy & Studies in School
CRC	Cluster Resource Centre
CSS	Centrally Sponsored Scheme
CTE	College of Teacher Education
D.Ed.	Diploma in Education
DIET	District Institute of Education and Training
DPEP	District Primary Education Programme
DRC	District Resource Centre
DS	Deputy Secretary
DRU	District Resource Unit
EDUSAT	Education Satellite
EE&L	Department of Elementary Education & Literac, MHRD
EGS	Education Guarantee Scheme
ET	Education Technology
ETEIs	Elementary Teacher Education Institutions
GOI	Government of India

HRD	Hunan Resource Development
IASE	Institute of Advanced Studies in Education
ICT	Information and Communication Technology
INSET	In-service Education and Training
MHRD	Ministry of Human Resource Development
MoU	Memorandum of Understanding
NCERT	National Council of Educational Research and Training
NCTE	National Council for Teacher Education
NIEPA	National Institute of Educational Planning and Administration
NPE	National Policy on Education
NPEGEL	National Programme of Education of Girls at Elementary Level
NLM	National Literacy Mission
PAC	Programme Advisory Committee
PCs	Personal Computers
PLC	Post Literacy Campaign
P & M	Planning & Management
RIE	Regional Institute of Education
SCERT	State Council of Educational Research and Training
SIET	State Institute of Educational Technology
SIM	Self-Instructional Material
SLM	Self Learning Material
STEs	Secondary Teacher Education Institutions
SSA	Sava Shiksha Abhiyan

TEAB	Teacher Education Approval Board (MHRD)
TERG	Teacher Education Resource Group
TEI	Teacher Education Institution
TLC	Total Literacy Campaign
TLM	Teaching Learning Material
UEE	Universalisation of Elementary Education
WE	Work Experience

NIEPA DC



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