



Director

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GCERT-P&M

No. : GCERT/P&M/2003/15907-90
Gujarat Council of Educational
Research & Training,
Sector-21, Gandhinagar.

Date : 26-9-2003

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To,
Shri Jeewanlal,
The Under Secretary to the
Government of India, Department of Elementary Education & Literacy,
Ministry of Human Resource Development, Shastri Bhavan, New Delhi.

**Subject :-Submission of the Tenth Five Year State Plan & Budget (Phase-1) For
Teacher Education of Gujarat.**

Please refer to my letter dated 23-9-03 wherein comprehensive need based X plan for Teacher Education in Gujarat had been sent.

I am happy to send the first phase draft plan for the X plan for Teacher Education in Gujarat. The estimated cost for the phase I would cost Rs. 27.57 crores.

I would request you to offer your valuable suggestion on the plan. Should you find it necessary, kindly call us for discussion of the plan.

Yours Sincerely

(Dr. Nalin Pandit)

Director,

Gujarat Council of Educational
Research & Training,
Gandhinagar.

Copy forwarded with compliments to:-

1. The Principal Secretary, Education Department.

Sachivalaya Gandhinagar with a request to forward the first phase X plan for Teacher Education in Gujarat to the Department of Elementary Education & Literacy, MHRD, Shastri Bhavan, New Delhi with your considered recommendation & remarks.

2. Financial Advisor, Education Department, Sachivalaya Gandhinagar for necessary information.

Gujarat Council of Educational Research & Training
Sector-21, Gandhinagar

Tenth Five Year
State Plan & Budget
for
Teacher Education
September-2003
(Phase1)

Government of Gujarat

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Teacher Education Perspective Plan (Phase-I)

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Chapter-I

Introduction / State Profile

1.1 Historical Background

Gujarat was carved out from the bi-lingual Bombay State in May 1, 1960. It is located in the Western Part of India. Gujarat is bounded on the west by the Arabian Sea, on the north by Rajasthan State and Pakistan. On the east by Madhya Pradesh and on the South by Maharashtra State. It is situated between 68.4 E and 74.4 E longitudes and 24.7 N and 20.1 N latitude. The total area of the state is 1,96,024 sq.km which is 6% of the country's total land mass. It has a coastline of about 1600-km, the longest in the country. The Tropic of Cancer passes through the state. There are 25 districts, 226 talukas (Blocks) and 18622 inhabited villages with total Population of 50596992 (according to the 2001 census).

1.2 Geographical features and Socio-Economic and Cultural Characteristics

The word 'Gujarat' is coined from 'Gurjar' – Tribe of people. Geo-Climatically the state can be divided into five zones. The northern zone, which is desert like, consist of the whole of Kachchha district, Banaskantha district (excluding Danta Block) which is covered under DPEP II, Parts of Surendranagar district and the northern parts of Mehsana district. The Western peninsular zone, popularly called Kathiyawar, has a Central high plateau in and ground, Rajkot which slopes in all directions towards the coastline. The soil is thin and rainfall light. This zone comprises the district of Jamnagar, Junagadh, Amreli, Rajkot, Bhavnagar, Porbandar and a large part of Surendranagar. The central zone, with good alluvial soil and barely sufficient rainfall, consists of the southern parts of Mehsana and the western parts of Sabarkantha and Vadodara district, and the whole of Ahmedabad, Gandhinagar (capital) and Kheda, Anand(excluding Balasinor, Virpur and Kapadvanj blocks) has extensive irrigation facilities. The Southern zone consists

of the western parts of Bharuch, Narmada, Navsari, Surat and Valsad district. The soil is mainly black cotton soil, and the annual rainfall ranges from 175 to 250 cms.

The eastern hilly and tribal belt consists of Danta Block of Banaskantha, the eastern parts of Sabarkantha, Vadodara, Bharuch, Surat and Valsad district, and the whole of Panchmahals, Dahod and Dangs which are covered under DPEP II. The average rainfall in this zone increases progressively as one moves from north to south. The eastern zone has undulating land, is predominantly tribal and agriculturally weak, and is economically, a desert zone. The northern zone is also economically weak, but is populated by sturdy people. The western zone is slightly better endowed and both, this zone and Kachchh district, have a sturdy, centre preneurial stock of people. The central and southern zones are good agricultural zones. The state has a very high percentage of urban population – almost 37.67%, as compared with about 20% in the country. The map of Gujarat comprises 25 districts is given in **appendix-i**.

Density of population according to the 2001 Census is 258 persons per km. The thinly populated districts include Kachchh (28 per km), Dangs (82 per km) and Jamnagar (111 per km). The thickly populated areas include Gandhinagar (630 per km), Ahmedabad (551 per km) and Kheda (478 per km). According to the 1991 Census, the Scheduled Castes population is 3060358 and Scheduled Tribes population is 6161775. The percentages of SC population to total population is 7.41 and the percentages of ST population to total population is 14.92%. Gujarat has 548 coastal villages and 886 fishing villages, where education is poor. The forest area of the state is 119392.47 sq. km. against total area of 1,96,024 sq. km. The education in these areas is also poor. The thick forest areas are situated in Sabarkantha, Panchmahals, Dahod, Bharuch, Surat, Valsad, Narmada, Navsari and Dangs districts. As per the Dr. I.G. Patel Committee 56 talukas of the state were backward. These talukas were economically, socially, educationally backward and have poor infrastructural facilities. Banaskantha, Panchmahals, Bharuch, Surat, Valsad and Dangs have most of the backward talukas. Silk and rayon, cement,

chemical fertilizers, pottery are some of the important industries. Gujarat has 186 G.I.D.C established estates (as in 1990-91) and 1153 reported factories (1987-88).

1.3 Gujarat at a Glance

✓ 1. Total no. of districts	: 25
✓ 2. Total no. of blocks (Talukas)	: 226
✓ 3. Total no. of Villages	: 18622
4. Total no. of Towns	: 264
5. Total no. of Municipalities	: 92
6. Total Geographical Area in Sq.Kms	: 196024
7. No. of District Education Committees	: 25
8. No. of Municipal School Board Committees	: 31
9. Total Population as per Census 2001	: Male : 2,63,44,053 Female: 2,42,52,939 Total : 5,05,96,992
11. The Density of population (per Sq.Km.)	: 258
✓ 12. Sex Ratio (females per 1000 males)	: 921
13. Population Growth Rates in the preceding Decade	: 21.19
✓ 14. Literacy Rate (1991)%	: Male : 73.13 Female: 48.64 Total : 61.29
(%2001)	: Male : 80.50 ✓ Female: 58.60 ✓ Total : 69.97 ✓
15. Total Rural Population	: 30160219
(As % Against Total population)	: 59.61 %
16. Total Urban Population	: 18227051
(As % Against Total population)	: 37.67 %

(Source: Statistical informations : Primary Education, Directorate of Primary Education, Gandhinagar, 2000-2001)

1.4 Demographic Profile

Table No: 1
Total Population as per census 2001

Sr. No.	Name of the District	Population (in lacs)		
		Male	Female	Total
1	Kachchh	782335	743986	1526321
2	Banaskantha	1296415	1206428	2502843
3	Patan	611486	570455	1181941
4	Mahesana	954006	883690	1837696
5	Sabarkantha	1069602	1013814	2083416
6	Gandhinagar	698360	636371	1334731
7	Ahmedabad	3069861	2738517	5808378
8	Surendranagar	787785	727362	1515147
9	Rajkot	1635741	1521935	3157676
10	Jamnagar	985266	928419	1913685
11	Porbandar	275921	260933	536854
12	Junagadh	1252458	1195969	2448427
13	Amreli	701384	691911	1393295
14	Bhavnagar	1275329	1193935	2469264
15	Anand	972355	884357	1856712
16	Kheda	1052869	970485	2023354
17	Panchmahal	1044210	980673	2024883
18	Dohad	823968	811406	1635374
19	Vadodara	1896859	1742916	3639775
20	Narmada	263933	250150	514083
21	Bharuch	713475	656629	1370104
22	Surat	2722675	2273716	4996391
23	Dang	94001	92711	186712
24	Navsari	628814	600436	1229250
25	Valsad	734945	675735	1410680
	GUJARAT	26344053	24252939	50596992

Table No: 2
Total Population as per census 2001 in Percentage: (Gujarat State)

Population in Percentage (in lacs)		
Male	Female	Total
52.06 %	47.93 %	100 %

1.4.1 Trend in literacy rates

All the beginning of the present century i.e. 1901, 7.93% of the population of Gujarat was literate. The progress in the spread of literacy until 1931 was very slow. Only 11.98% of the population was returned as literate. The progress thereafter was comparatively faster. Literacy rates in Gujarat from 1901 to 2001 are presented below in Table 1.2

Table No: 3
Trends of Literacy in Gujarat (1901 to 2001)

Sr. No.	Census Year	Literacy Rate (%)
1	1901	7.93
2	1911	9.12
3	1921	10.85
4	1931	11.98
5	1941	16.45
6	1951	21.69
7	1961	30.45
8	1971	35.79
9	1981	43.70
10	1991	51.17
11	2001	69.97

Between 1931 and 1951 the literacy rates increased by about to present reaching 21.69% in 1951. After independence, there has been remarkable progress in the spread of literacy in the state. In 1951 the state along with the country ushered in an era of all round planned economic development. As set out in the directive principles of state policy in the constitution, all children up to 14 years age were to be provided free and compulsory education. The State Government has therefore given high priority to the development of primary education. The State Government has therefore given high priority to the development of primary education. As a result of successful implementation of various programmes for primary and adult education the gross literacy rate has gone up from 21.69% in 1951 to 51.17% in 1991. In absolute terms the number of literates has increased from 35.23 lacs in 1951 to 62.8 lacs in 1961, 95.6 lacs in 1971, 1.49 crores in 1981, 2.11 crores in 1991 and 2.51 crores in 1995.

1.4.2 Sex-wise Literacy Rates

At the beginning of the present century, female literacy was very low. Only one out of every hundred females was able to read and write. The male literacy rate was 14.5% in 1901. Until 1931, the progress of female and male literacy was relatively slow. However, the progress thereafter was fast. The details on sex-wise literacy are presented in the table below:

Table No: 4
Progress of Literacy by Gender (1901 to 2001)

Census Year	Number of Literates (lacs)		Literacy Rates (%)	
	Male	Female	Male	Female
1901	6.76	0.45	14.52	1.01
1911	8.05	0.89	15.98	1.88
1921	9.42	1.62	18.00	3.28
1931	11.56	2.21	18.59	3.28
1941	18.34	6.17	24.38	8.37
1951	25.13	10.14	30.17	12.79
1961	43.73	19.10	41.13	19.10
1971	63.64	31.91	46.11	24.75
1981	95.55	53.41	54.41	32.30
1991	130.25	81.06	61.03	40.62
2001	173.49	117.00	80.49	58.60

(Source: Census of India)

It can be seen from the above table that during the period 1931 to 1951, there was a significant rise in the female literacy, resulting in an increase in the proportion of the female literates. This progressive trend in female literacy continued during the next four decades of planned development in the State and literacy rates for males and females have significantly increased during the period from 1951 to 2001. During this period, while the male literacy rate increased from 30.17% in 1951 to 61.03 in 1991, the female literacy rate has increased from 12.79% in 1951 to 48.64% in 1991. Total literacy campaigns were completed in all the districts of the state by April 1995, these have added 27 lacs literates in the four year since in 1991 census, 9 lacs males and 19 lacs females. The campaigns covered persons in the age group of 15 to 35 only.

Table No: 5
Area and gender wise literacy rate

Year	Area	Total	Male	Female
1961	State	30.45	41.13	19.10
	Rural	24.09	34.51	13.19
	Urban	48.77	59.60	36.79
1971	State	35.79	46.11	24.75
	Rural	28.33	38.92	17.19
	Urban	54.90	63.96	44.78
1981	State	43.70	54.44	32.30
	Rural	36.20	47.85	24.06
	Urban	60.31	68.62	51.13
1991	State	61.29	73.13	48.64
	Rural	53.09	66.84	38.65
	Urban	76.54	84.56	67.70
2001	State	69.97	80.50	58.60
	Rural	62.06	74.95	48.52
	Urban	82.57	89.01	75.30

(Source: Census of India)

It can be seen from the above table that the literacy rate in the rural areas of the state has increased from 24.09% in 1961 to 62.06% in 2001, whereas it has been increased from 34.51% to 74.95% in respect of males and from 13.19% to 48.52% in respect of females in the rural areas during the same period.

In the urban areas of the State, the literacy rate has increased from 48.77% to 82.57% during 1961-2001. The male and female literacy rates in the urban areas have been increased from 59.6% to 89.01% and 36.69% to 75.30% respectively during 1961-2001.

This shows that there is a wide gap between rural and urban literacy rates. The rural literacy rate is 62.06% against 82.57% in urban areas while the female literacy rate of rural areas is 48.52% against that of urban areas, 75.30%.

1.4.3 District wise literacy rates

The literacy rates of the districts of Banaskantha with 31.46%, Panchmahals with 35.33%, Dangs with 37.14%, Kachchh with 43.31%, Surendranagar with 45.28%

and Sabarkantha with 49.49% are lagging far behind the State literacy rate of 51.17%. The literacy rates of the districts of Ahmedabad is 61.70%, Gandhinagar is 73.39%, Rajkot is 56.47% Vadodara is 54.02%, Surat is 53.89%, indicating the higher status of these districts. The female literacy rate in Banaskantha is abnormally low at only 18.06%. The district-wise literacy rates are given in the following table.

Table No: 6
Provisional Literacy of Gujarat as per 2001 Census

Sr. No.	Name of the District	Literacy Rate (in %)		
		Male	Female	Total
1	Kachchh	-	-	
2	Banaskantha	66.91	34.54	
3	Patan	74.07	46.36	
4	Mahesana	86.52	63.96	
5	Sabarkantha	81.19	52.85	
6	Gandhinagar	87.92	64.85	
7	Ahmedabad	87.81	71.12	
8	Surendranagar	75.33	48.72	
9	Rajkot	83.66	67.64	
10	Jamnagar	76.95	56.90	
11	Porbandar	78.88	58.83	
12	Junagadh	79.68	56.92	
13	Amreli	78.83	57.77	
14	Bhavnagar	86.31	54.46	
15	Anand	86.58	62.53	
16	Kheda	76.62	57.77	
17	Panchmahal	59.45	45.43	
18	Dohad	80.65	31.70	
19	Vadodara	72.88	61.24	
20	Narmada	83.43	47.16	
21	Bharuch	81.85	65.42	
22	Surat	71.35	66.71	
23	Dang	82.93	48.99	
24	Navsari	78.10	68.74	
25	Valsad		59.92	
	GUJARAT	80.50	58.60	

(Source: Statistical informations : Primary Education, Directorate of Primary Education, Gandhinagar, 2000-2001)

Chapter-II

Elementary Education Scenario of Gujarat

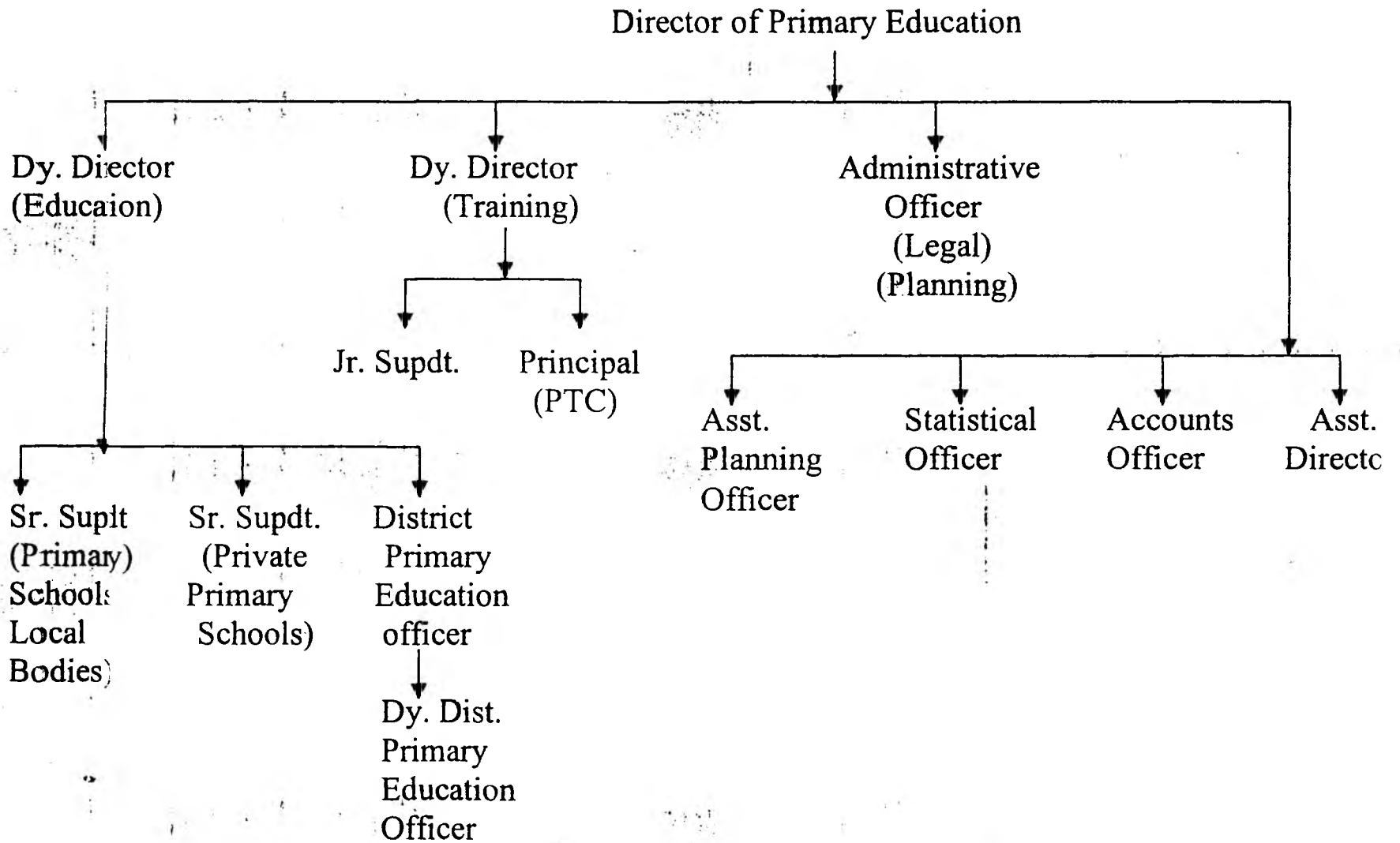
2.1 Introduction

Elementary education is the foundation of the entire education system. The state is firmly confirmed regarding three basic goals of an elementary education, viz. Enrollment, Retention and Quality of Education. The state would get a sense of gratification that, enrollment is almost 100% and retention also has been progressively increasing since couple of years. To achieve the goal of quality education, the state has introduced various schemes and programmes in primary education sector. These schemes and programmes include Learning without Burden, Training, research, TLM, Physical facilities in schools, Up-gradation of schools, Free of cost Textbooks, Child Friend Classroom, Celebration of Bal Melas and Sport festival, Science exhibitions, Mid Day Meal Scheme, Free of Cost uniforms to students, scholarships, Vidya Deep and Vidya Laxmi scheme specifically introduced for encouraging girls' education etc.

2.2 Administrative Structure of Education Department

At the State level, there are two independent wings : General Education and Technical Education. Under General Education Commissioner of MDM & Schools, Gujarat State, Gandhinagar; looks after secondary, higher secondary education. The Commissioner of Higher Education looks after affairs of colleges and University education. He also looks after special institutions providing education other than general education. Commissioner of Schools is the controlling authority for gazetted class I & II officers and other administration in the department. He also looks after the state examination board, which conducts various type of examination other than S.S.C.E. and H.S.C.E board examinations.

Organizational Structure of Primary Education



Director, Gujarat Council of Educational Research and Training (GCERT) is in charge of the in-service training institution for primary and pre-primary education in the state. He is also state level head of District Institutes of Education and Training (DIETs), He is the appointing authority in respect of lacturera and other academic staff of DIETs and GCERT while non-teaching staff is taken care of by commissioner of MDM and Schools. The work of academic inspection of Grant in aid and self financed PTC institutes is also entranced by the director GCERT.

The Director of Primary Education Gujarat State, Gandhinagar is over all in-charge of primary teachers training colleges in the state, popularly known as PTC and Pre-PTC. He also looks after the District Primary Education Committees and Municipal Education Boards and Primary Education of Disabled Children.

Democratically elected body at the District level known as District Education Committee of the District Panchayat in the rural areas looks after Primary

education. In urban areas the Municipal Boards or Municipal Corporations are responsible for the same.

- Dy. District Primary Education officer is for monitoring and controlling special projects and programmes.
- One ADEI (Asst. District Education Inspector) looks after administrative work related to primary schools. On an average, the ADEIs take care of 50 schools through regular supervision of the schools.
- At block level one block resource coordinator under DPEP and SSA.
- At cluster level one cluster resource coordinator under DPEP and SSA

VEC has been formed in each village of the state as per the state government's resolution. In addition to that, MTA and PTA have also been formed in all schools.

The Director of Adults Education, Government of Gujarat, Gandhinagar is in-charge of State Literacy Programme operated in different districts under total literacy campaign.

Gujarat State Secondary Education Board(GSEB), Gandhinagar is a statutory autonomous body which looks after academic norms in Secondary Schools and holds Secondary and Higher Secondary Examinations in the State.

Gujarat State School Textbook Board(GSSTB), Gandhinagar, is also an autonomous organization. It publishes school textbooks of all subjects and for all recognized mediums of instructions. The Board also supplies textbooks to District agencies.

2.3 Implementation of New Education Policy

Planning curriculum development, preparing textbooks, development of Teaching learning material(TLM), in-service and pre-service training etc. have been directly

organized by GCERT and Department of Primary Education independently, whenever required. They take the support of talented subject experts, and educationists, NCERT, NIEPA, UNICEF, IIM-Ahmedabad, etc. to develop teaching learning materials, teachers training modules, curriculum development, text-books development etc.

Joint efforts of the state government, Hon. Chief Minister, Hon. Education Minister, GCERT, DIETs, PTC colleges, ADEIs, DPEP and Teachers' Union are made to bring out anticipated changes in the world of primary education of the state. More and more concentration is given to the core development of students in primary schools. Along with all above institutions BRCs and CRCs also are actively involved to improve quality of education. The encouraging results are now seen in the state because of efforts done by GCERT and DIETs.

2.4 School and Access Position

The state believes firmly in providing schools within one kilometer from any residential area. It has helped a lot in enrollment and retention also in elementary education. As on today, there are only 16 habitations without school, which have population of 200, or above. Each of the revenue villages has got at least one primary school in the village. Following table gives a picture at glance regarding district wise access position of the primary schools.

Table No: 7
No. of primary schools in various districts

Sr. No.	Name of District	No. of Primary Schools by types (Boys' & Girls')			Area –wise No. of schools (Rural & Urban)		
		Boys'	Girls'	Total	Rural	Urban	Total
1	Ahmedabad	2189	215	2404	1150	1254	2404
2	Amreli	879	97	976	805	171	976
3	Anand	1086	124	1210	1038	172	1210
4	Banaskantha	2114	45	2159	1952	207	2159
5	Bharuch	1090	140	1230	1085	145	1230
6	Bhavnagar	1213	135	1348	1055	293	1348
7	Dahod	2036	32	2068	1929	139	2068
8	Dangs	410		410	409	01	410
9	Gandhinagar	516	89	605	382	223	605
10	Jamnagar	1137	129	1266	944	322	1266
11	Junagadh	1592	134	1726	1288	438	1726
12	Kheda	1717	96	1813	1649	164	1813
13	Kutch	1393	124	1517	1318	199	1517
14	Mehsana	1011	66	1077	826	251	1077
15	Narmada	716	31	747	728	19	747
16	Navsari	746	73	819	729	90	819
17	PanchMahals	2211	91	2302	2057	245	2302
18	Patan	818	62	880	809	71	880
19	Porbandar	279	60	339	259	80	339
20	Rajkot	1637	243	1880	1425	455	1880
21	Sabarknatha	2639	12	2651	2408	243	2651
22	Surat	2391	196	2587	1877	710	2587
23	Surendranagar	1014	96	1110	925	185	1110
24	Vadodara	2559	117	2676	2053	623	2676
25	Valsad	1000	30	1030	975	55	1030
	Total	343993	2437	36830	30075	6755	36830

(Source: Statistical Information of Primary Education, Director of Primary Education, Gandhinagar)

2.5 Teachers and teacher related indicators

The Gujarat has right to take pride for innovative majors taken in teachers' recruitment. Increasing numbers of students because of special efforts through enrollment drive led more vacancies of teachers in primary schools. The state decided to recruit 'Vidya Sahayaks' in primary schools. In absence of unavailability of enough numbers of trained primary teachers, the state had also recruited B.Ed. qualified candidates as teachers. This Vidya Sahayak scheme helped a lot in filling

up the teachers' posts in primary schools. Around 50,000 such Vidya Sahayaks have been recruited which is almost 25% of the total no. of teachers.

Table No: 8
District wise number of teachers with caste and gender categories

Sr.No	District	No of SC, ST and OBC teachers									All teachers		
		SC			ST			OBC			Male	Female	Total
		Male	Female	Total	Male	Female	Total	Male	Female	Total			
1	Ahmedabad	1130	2087	3217	342	379	721	1717	1530	3247	6095	10925	17020
2	Amreli	307	246	553	570	319	889	1137	575	1712	3141	2983	6124
3	Anand	606	715	1321	172	112	284	1034	999	2033	3764	3875	7639
4	Banaskantha	1364	452	1816	677	216	893	2632	922	3554	7121	3317	10438
5	Bharuch	377	582	959	321	120	441	867	923	1790	3605	2837	6442
6	Bhavnagar	507	238	745	248	73	321	2191	795	2986	5806	3794	9600
7	Dahod	241	155	396	2130	1200	3330	829	330	1159	4117	2259	6376
8	Dangs	18	13	31	645	352	997	52	60	112	770	435	1205
9	Gandhinagar	78	339	417	87	55	142	148	331	479	830	2730	3560
10	Jamnagar	335	144	479	201	48	249	1224	631	1855	3753	2967	6720
11	Junagadh	552	299	851	355	75	430	2147	1317	3464	5171	4501	9672
12	Kheda	608	386	994	100	61	161	1646	791	2437	4933	3583	8516
13	Kutch	684	205	889	235	73	308	910	417	1327	3715	2807	6522
14	Mehsana	383	308	691	99	72	171	1054	732	1786	3532	3575	7107
15	Narmada	227	88	315	823	406	1229	259	196	455	1628	989	2617
16	Navsari	39	112	151	947	1074	2021	752	1198	1950	1904	2920	4824
17	Panch Mahals	469	236	705	1219	604	1823	1872	804	2676	6134	4131	10265
18	Patan	565	281	846	79	34	113	1096	371	1467	4090	1832	5922
19	Porbandar	53	59	112	52	8	60	465	354	819	945	943	1888
20	Rajkot	343	329	672	331	127	458	4328	4491	8819	5511	7177	12688
21	Sabarknatha	906	445	1351	903	715	1618	1998	1357	3355	5809	5371	11180
22	Surat	339	591	930	3038	3512	6550	1090	1967	3057	6408	10530	16938
23	Surendranagar	774	376	1150	215	119	334	1358	447	1805	3954	1126	5080
24	Vadodara	564	589	1153	1213	464	1677	876	763	1639	5399	7062	12461
25	Valsad	48	78	126	1270	1166	2436	395	832	1227	2009	3106	5115
Total		11517	9353	20870	16272	11384	27656	32077	23133	55210	100144	95775	195919

(Source: Statistical Information of Primary Education, Director of Primary Education, Gandhinagar)

It can be seen here from the table no: 8 that almost 50% of teachers are female. SC, ST and OBC teachers are even more than 50% (that is 53%) of the total teachers.

poor enrollment can be seen in the districts like Gandhinagar, Jamnagar, Junagadh, Nasari, Porbandar, Rajkot, Surendranagar, Vadodara and Valsad. Ahmedabad, Gandhinagar and Vadodara have poor girls' enrollment. However, Bharuch, Dahod and Dangs are the districts where, boys' enrollment is very high (more than 23% of the male population) and all of them are tribal districts.

2.8 Retention in primary schools

Retention of students in primary schools is always been focused since last decade. Even after achieving around 100% enrollment, retention still remained the area of thrust. Following table gives trend in retention of students in respect of gender.

Table No: 11
Trends in Retention during last decade

Sr.No.	Year	Retention Rate			Drop-out Rate		
		Boys	Girls	Total	Boys	Girls	Total
1	1990-91	37.14	33.4	35.52	62.86	66.6	64.48
2	1991-92	39.42	34.37	36.89	60.58	65.63	63.11
3	1992-93	41.83	35.71	38.77	58.17	64.29	61.23
4	1993-94	42.09	36.16	37.62	57.91	63.84	62.38
5	1994-95	48.83	44.48	46.89	51.17	55.52	53.11
6	1995-96	50.81	46.2	48.75	49.19	53.8	51.25
7	1996-97	51.81	48.83	50.51	48.19	51.17	49.49
8	1997-98	52.88	49.82	51.57	47.12	50.18	48.43
9	1998-99	53.09	50.26	51.82	46.91	49.74	48.18
10	1999-00	57.24	60.1	58.52	42.76	39.9	41.48
11	2000-01	59.47	63.1	61.08	40.53	36.9	38.92

(Source: Statistical Information of Primary Education, Director of Primary Education, Gandhinagar)

The table above shows overall improvement in retention. Retention has been increased more than 25% in the state. Retention of girls' has been reported more improved than that of boys'. It has increased 30%. However, retention still remains an area of focus, as it is 61% only.

2.9 Quality and Quality related Indicators

Quality of education includes so many indicators although here only achievement level of primary school students is considered as a main and focused indicator. The GCERT had conducted students' achievement survey with the help of standardized achievement tests. This is known as GAP (Gujarat Achievement at Primary) I & II. Statewide survey was done twice, once in the year 1999 and then during 2001. Students' achievement was assessed through these research projects. Following table shows the grand mean of students (standard 3 to 6).

Table No: 12
Student's achievement in percentage in the state

Sr. No.	District (DIET)	2001 (GAP II)	1999 (GAP I)
1	Mehsana	59.56	58.37
2	Sabarkantha	59.16	53.27
3	Ahmedabad	57.28	40.45
4	Gandhinagar	55.73	68.38
5	Jamnagar	54.77	64.28
6	Vadodara	53.84	46.30
7	Surat	52.53	50.12
8	Rajkot	51.27	44.36
9	Bharuch	49.47	44.63
10	Bhavnagar	49.42	37.02
11	Panch Mahals	49.34	52.87
12	Banaskantha	45.69	36.94
13	Surendranagar	44.39	40.10
14	Anand	43.43	56.33
15	Dangs	42.21	52.58
16	Junagadh	38.48	35.12
17	Amreli	37.96	31.31
Gujarat State		49.54	47.50

It can be seen from the above table that overall 2.04% improvement had been found in the student's achievement level. It shows overall improving trends in quality education but decreasing trends also had been reported in 5 districts.

Subject and standard wise achievement also would be helpful to know the situation more specifically. This can further be seen from the table no: 13.

Table No: 13
Subject-wise achievement and average results
in percentage at state level for std. III to VI

Subject	Standard	GAP II (2001)	GAP (1999)
Maths	3	51.76	55.10
	4	43.04	57.96
	5	31.13	31.05
	6	53.82	47.27
Science/ EVS	3	54.14	53.27
	4	65.47	53.78
	5	47.79	45.71
	6	51.12	48.20
Gujarati	3	47.82	51.41
	4	45.29	49.14
	5	37.39	34.35
	6	43.55	47.89
Hindi	5	49.43	48.28
	6	46.98	46.10
Social Studies	5	49.82	43.53
	6	47.94	43.44
Physical Education	5	56.92	52.02
	6	57.11	55.18

GAP III has been under taken during 2003. The result is being analysed.

2.10 Educational Programmes for quality improvement

Looking to the quality & quality related indicators the government of Gujarat has launched various educational programmes for the quality improvement of primary education. The details of which is given as under.

(i) Enrollment Drive

School enrollment drive has made drastic change in enrollment and retention in the primary schools of the state. The enrollment drive programme named ' Shala Praveshotsav' was first time introduced in the year 1998-99. The enrollment drive has brought out the concrete triangle of School, Teacher and Community because of various activities performed during enrollment drive like school readiness programmes, stories, songs, action songs, cultural activities, community

mobilization etc. These programmes have got very good acceptance in all the villages of the state because this programme is known as of the children organized for and by the children. Praveshotsav encouraged children to come to school and it has created an eminent bondage of attachment among children and school and society. This has been resulted in high rate of retention, too. The facts and figures related to it is highlighted in the table no: 14.

Table No: 14
Figures of enrollment

Year	No. of students enrolled	Increment w.r.t. base year 1997-98
1997-98	14,16,695	-
1998-99	14,50,253	33,558
1999-2000	15,90,836	1,40,583
2000-01	17,35,000	3,18,305
2001-02	20,97,000	3,62,000

(ii) Learning without Burden

Prof. Yashpal committee had recommended for learning without burden and accordingly new curriculum framework has been introduced countrywide. However, Gujarat State had implemented learning without burden based curriculum three years prior to the countrywide implementation. New curriculum and respective syllabus has been implemented in standard 1 to 3 and it is being implemented as a pilot phase for standard 4 also. These new textbooks have decreased the burden of school bag by reducing one textbook in standard one and two. The content burden also has been decreased in the new textbooks. These new textbooks are completely competency based, joyful and activity based. This activity based joyful learning has reduced the stress of students, now education is joyful. These textbooks are homework free. Grade system has also been introduced in stead of previous formal examination system. These all together has made the education without burden. This resulted in 10% increase in retention and 11% increase in achievement levels.

(iii) Bal Mela

Being a motherland of *Gijubhai Badheka*, Gujarat has started Bal Melas to make his dream implemented in actual sense. The concept of Bal Melas was conceived in the presence of Prof. *Yaspal* and *Manubhai Pancholi* along with 1200 teachers of the state. Then Bal Melas were celebrated at block level the next year. Now the Bal Melas are organized at CRC level i.e. 3200 Bal Melas are organized in the state, every year. Because of this, each school of the state is now able to perform at least 15 activities for improving various skills of children at primary school level itself. This has made a positive impact on creative thinking ability, self-discipline among the children. Bal Melas are known as *poetry of ten fingers*, which develops sense of responsibility, individual involvement in the group, peer group learning and self-confidence etc. among the children.

(iv) Ramototsav (Sport Festival)

Outdoor games are very important for physical and mental health of the children. Keeping this in mind, the state organized a sport festival in all 35000 schools of the state on the same day. Nav Ratri is celebrated almost in all villages of the state, so this celebration enthusiasm was utilized for school sport festival also. The noticeable thing of sport festival was that, it was no-cost festival. The separate issue of *Jivan Shikshan* was published in September 2002 to guide teachers for planning and organizing the sport festival and all the details of various games also were explained in the *Jivan Shikshan*.

(v) Radio Programmes on Learning without Burden

The radio programmes on learning without burden were broadcasted in 13 episodes through all relay centers of Akashwani. These programme were prepared in local language and dialects so parents appreciated these programmes. These programmes were aimed at community mobilization and involvement of parents in school activities. These programmes helped also in building awareness of people residing in interior areas of the state.

(vi) Bal Mitra Varga

Bal Mitra Varga is an important factor for activity based joyful learning. All primary schools have prepared Bal Mitra Varga for standard one and two. The Bal Mitra Varga are being prepared for standard three and four also in some of the schools. Encouraging factor seen here is the community involvement in preparing Bal Mitra Varga. People donated a lot for this therefore it helps in community mobilization also.

(vii) Learning Corners

Learning corners have been set up in the schools to enhance self-learning among the children. Generally these corners include reference material regarding hard spots of learning and other concepts of the subjects content. Teaching learning corners, ELT corner, science corner etc. also have been specifically started in some of the innovative schools. These corners keep students involved in education related activities.

(viii) Implementation of National Curriculum Framework

As stated earlier, Gujarat already had started implementation of this curriculum, three years prior to the countrywide implementation. Examination has been removed from standard 1 and 2 and now grade system has been introduced for continuous and comprehensive evaluation of students. The activity based joyful curriculum introduced in Gujarat, includes various aspects of national curriculum like enhancing girl child education, education of gifted children, education of ODG (other disadvantage groups) children, universalisation of elementary education, globalization, alternative schooling, value education, co-ordination of knowledge – activity and feelings etc. This curriculum assures some anticipated behavioral changes like increased patriotism, improved life skills, knowledge of ancient Indian arts and sculpture yoga and ancient mathematics etc.

(ix) Language Education

Hindi from standard 4 and English from standard 5 have been introduced likely to change as compulsory languages according to language education policy of the state government. Sanskrit also has been introduced from standard 6 onwards as non-compulsory subject. Separate trainings have been provided to respective teachers of all the schools by GCERT and DIETs. In addition to that the State Textbook Board has published English-Gujarati dictionary for primary schools students.

(x) Vocational Education

New curriculum has been prepared for PTC and C.P.Ed. by GCERT and DIETs. Accordingly new textbooks also have been prepared for both the years of training. Computer and TLM also have been introduced in the new curriculum of PTC.

(xi) Publications

GCERT publishes the monthly *Jivan Shikshan* and quarterly *Vigyan Setu*. These magazines include pedagogical and curriculum related articles and reference-material, which helps teachers for their professional development. The state textbook board also publishes a monthly magazine *BalSrushti*. All these magazines are circulated to all 35000 schools at free of cost.

(xii) New Textbooks and Teacher Addition

New textbooks have been implemented in standard 1 to 3 and it is being implemented in standard 4 as pilot phase. The teachers have played a vital role in developing these competency based, activity based and joyful textbooks. All the teachers have been provided teachers' addition also as reference material for effective classroom teaching process.

(xiii) Yoga

Yoga has been introduced in primary schools to ensure good physical and mental health of students. As sound mind belongs to sound body and the child having sound mind is likely to be a fast and effective learner, all the primary school teachers of the state have been provided special training of Yoga.

(xiv) Research

GCERT along with DIETs had done more than 1000 of researches regarding classroom transaction during 1997 to 2002. Apart from that, primary school teachers have done more than 1000 action researches. Action research has been focusing since couple of years at school level. In addition to this, students' achievement tests also have been conducting since last three consecutive years, as a part of achievement survey in the state.

(xv) Training

GCERT and DIETs are involved in introducing new experiments; experience sharing amongst teachers and teacher educators through group discussions, activity based joyful learning, problem solving methods and participatory teaching learning approach.

English language training, training of Yoga, training of Sanskrit, review of textbooks, DIET lecturers' capacity building, teleconferences, training of Vidya Sahayaks, training of BRCs and CRCs coordinators, training regarding hard spots of teaching and learning etc. are the main focus areas in which training programmes have been organised. These all together resulted in gradual quality improvement of education.

(xvi) Science Exhibition

Block, district and state level science fairs are organized by GCERT and DIETs every year. In addition to this science fairs at cluster level have also been organised. This is how, around 3200 science fairs in a year are organized simultaneously in the state, that itself is a revolution. Last science fair of state level organized for three days in which total 400 science projects were presented.

(xvii) Maths - Science Club

Each district has a maths & science club, formed at district level. Block level clubs are being formed this year onwards. This club helps in improving quality of science and maths education in district. NGOs like Shree Odhavji Velji Sheth Community Science Center of Rajkot, Lok Vignan Kendra-Dharampur etc. are also actively involved in this programme.

2.11 Schemes of Government

For the enhancement of quality improvement in primary education in the state and awareness in the society, various schemes have been launched by the state government described as follows:

(a) Vidya Laxmi Scheme

The state government announced the year 2002-2003 as a Girls' Education year. This scheme is aimed at increasing girls' education in those areas where female literacy rate is below 25%. 1000 such villages covering nine blocks of four districts were identified and they were given prime focus for girls' education. A girl being enrolled is given Rs.1000/- bond and she would be paid Rs. 2000/- after completions of seven years of schooling. Total 30,000 girls students were given the bond in the year 2002-03. This scheme is very much accepted and appreciated by the community.

(b) Vidya Deep Scheme

This scheme has been launched in the memory of those children who had lost their lives in January 2001 earthquake. Government has decided to share feelings by giving some compensation to the respective families. All the students of primary schools (around 85,00,000 students) and secondary schools (around 29,00,000 students) have been covered under the scheme. Rs. 25,000/- insurance to the primary school student and Rs. 50,000/- insurance to the secondary school student is to be paid to the respective family if the child is died *because of accident or calamity*. The state government bares premium amount for all children. The insurance company bares additional Rs. 1000/- per child for funeral services.

(c) Girls' Education scheme of Hon. Chief Minister

Hon. Chief Minister has been receiving so many presents and gifts from the state and out side the state also by virtue of his official position. Hon. Chief Minister believes that these all gifts must be owned by the people of the state themselves. In order to up hold the high moral values, he gets all the precious articles deposited in *Toshakhana* and get auctioned the fund thus collected, is used for girls' education. He announced Rs. 5100/- award to first three rankers girl students in SSC examination in law female literacy rate blocks.

(d) School Sanitation Complex

Girls drop out rate was very high in standard 5 to 7. Assessing this problem, it was found that lack of separate sanitation facilities for girls and boys were not there in upper primary schools is one of the reasons for the same. To cope up with the problem, total 1100 school sanitation complexes have been built up and 700 more are under construction.

(e) Up-gradation of standard 1 to 4 schools

The main issue of primary education is the high drop out rate. Government has provided primary schools per kilometer. Therefore small villages also have been provided with standard 1 to 4 schools, but students did not have available school after completion of standard 4 in their villages. Therefore the state government has up-graded all those schools. Drop out rate has been reduced because of this strategy. Total 2650 schools in tribal areas and 5850 schools in non-tribal areas have been upgraded till year 2002-03.

(f) Recruitment of Vidya Sahayak

Vidya Sahayak scheme has been introduced to fill up the large vacancies of primary teacher for improving quality of education. Newly recruited teachers are paid Rs. 2500/- per month. Total 61,000 Vidya Sahayaks were recruited during 1998-2002. The process of more recruitments is still continued.

(g) Mid Day Meal

This scheme has been introduced in year 1984. Students of standard 1 to 7 are given 180 grams of food ensuring enough nutrition value. Total 28000 centers are functioning in the state through which, this scheme is implemented. Around 31,00,000 students are getting benefits from the scheme.

(h) Alternative Schooling

Some of the children may not be enrolled in the school because of some socio-economic reasons. To cover them in the education system, alternative schooling system had been started under DPEP since the year 1998 in three districts. This includes back to school, farm schools etc. Total 49,422 children were reached out through this scheme amongst which 17799 children were enrolled in the regular school system. Under the alternative schooling itself there is another scheme known as Bridge course. Total 58403 children were covered under the Bridge course. SPB-GCERT

course and among those, 47,421 children had faced the formal examination of the regular school and 35,274 had passed the exam also.

(i) District Primary Education Programme(DPEP)

This programme was initiated in three districts Banaskantha, Panch Mahal and Dang of the state for universalisation of primary education. These districts were selected because of their low female literacy rate. This scheme has improved enrollment trends and physical facilities in the schools. Now this scheme has been launched in six more districts viz. Sabarkantha, Kutch, Surendranagar, Junagadh, Bhavnagar and Jamnagar. Total 248 new schools have been constructed and 5 more are under construction, total 339 classrooms have been constructed and 7 more are under construction, school sanitation blocks have been constructed in 856 schools and more 3, are under construction, total 19 BRC buildings have been constructed and 1 is under construction. All schools are provided Rs. 2000/- per annum as school grant and all teachers are provided Rs. 500/- per annum as TLM grant under the scheme.

(j) Sarva Shiksha Abhiyan (SSA)

Sarva Shikhas Abhiyan is a programme initiated jointly by the central and the state governments to achieve the goal of universalisation of elementary education within certain time frame. Total 14 districts (which have not been covered under DPEP) along with 4 municipal corporations have been covered under the programme since 2002 -03. The government of India has decided the norm that during 10th five-year plan, this programme would be funded jointly by the central and state government in the ratio of 75:25 respectively.

(k) Gyan Rath Project

This project has been initiated for connectivity of districts, blocks and villages with Internet facility and video conferencing. The project is funded by the Education

Department, GoG. The stage wise implementation schedule has been planned in which, DIETs would be connected first within two months and then blocks would be covered. Total of 8 mobile V –set would be facilitated for this project.

(l) Ganga Jamuna yojana

This scheme is launched to start English language teaching in standard 1 to 4 as a non-compulsory basis. Standard 5 to 7 would be covered in next phase of implementation. The functional English would be taught through activity based and joyful learning approach so that children of the state can compete globally. The main focus is given to listening and speaking (communication approach) skills in English language. The whole scheme is based on an oral English, activity and skill based learning.

(m) Scout & Guide and NSS

Scout & guide programme has been initiated at primary school level by GCERT. NSS has been started for trainees of PTC in all DIETs. The main objective of both the programmes is core development of children.

(n) Rehabilitation of schools after Earthquake

The devastating earthquake damages schools in Gujarat. Around Rs.405 Crores loss was estimated in the primary education sector because of earthquake. GCERT along with DIETs and NGOs started relief and rescue operation just after earthquake. Stress relief programmes for children were done by GCERT and DIETs in which joyful activities were used.

Chapter III

Teacher Education Programmes in the State

Teacher education has been felt very important factor for enhancing quality of education. Hence, separate teacher education institutes have been set up in the state. Teacher education institutes have been functioning in the state since pre-independence era. Special commissions and committees set up for the teacher education have already recommended regarding the need of such institutions. Specifically, Kothari commission (1964-66), NPE (national Policy on Education 1986) and POA (Programme of Action 1992) have suggested very important recommendations regarding teacher education institutions.

Teacher education programmes have been divided into two main sections, (i) pre-service training programme and (ii) In-service training programme. These are mainly provided at three level i.e. pre-primary, primary and secondary schools.

3.1 Pre-primary Teacher Education

The Teacher Education in Gujarat has a golden history to reveal. Activity based joyful education of the children had been started in 1920 by the pioneering effort of Shri Gijubhai Badheka. He published about 80 books containing the basic doctrines of the pre-primary education. He had imparted the teachers training to Balmandir teachers during the 1920-1939.

At present in Gujarat, 11 pre-primary teachers' training colleges under which around 660 student teachers are trained yearly. The list of pre-primary teacher's training colleges is given in **appendix-ii**.

3.2 Primary Teacher Education

If we look at the history of primary teacher education in Gujarat, it will be clear that different committees and commissions on education have suggested various strategies and plans to implement the primary teachers' education in the state. The first PTTI (Primary Teachers' Training Institute), Premchand Raichand Training College was established in 1857 in Ahmedabad. As a part of the strengthening of TE (Teacher Education), a monthly "Shalapatra" was published by the college which is still published by GCERT with the new name "Jeevan Shikshan".

Later in PTTIs few Basic Education colleges were started. Both Basic and Non-Basic PTTIs were having two years certificate course after class Xth. Later few of the PTTIs are upgraded to DIETs. At present in Gujarat, 23 DIETs and 127 PTTIs including self financed PTC colleges, pursuing full time residential training programme to the student-teachers. Recently the PTC course has been made of two years after class XII. The list of NCTE recognized DIETs & PTTIs is given in **appendix-iii**.

Today, In Gujarat almost 96% of the primary teachers are trained teachers at all levels.

3.3 Secondary Teacher Education

The Wood's Dispatch of 1854 and Hunter Commission Report of 1882 had recommended to start training colleges for secondary school teachers but state govt. did not follow the recommendation. However in 1906, the first secondary teachers' training college was established in Bombay. The university was recognized for awarding the B.T./B.Ed. degree to the trainees. At present there are total 78 B.Ed. colleges including self financed colleges, in Gujarat. The list of B.Ed. colleges in Gujarat is given in the **appendix-iv**.

Looking to the above main sections related to the teacher education programmes in the state, the status of teacher education institutes in the state is given in the table no: 15.

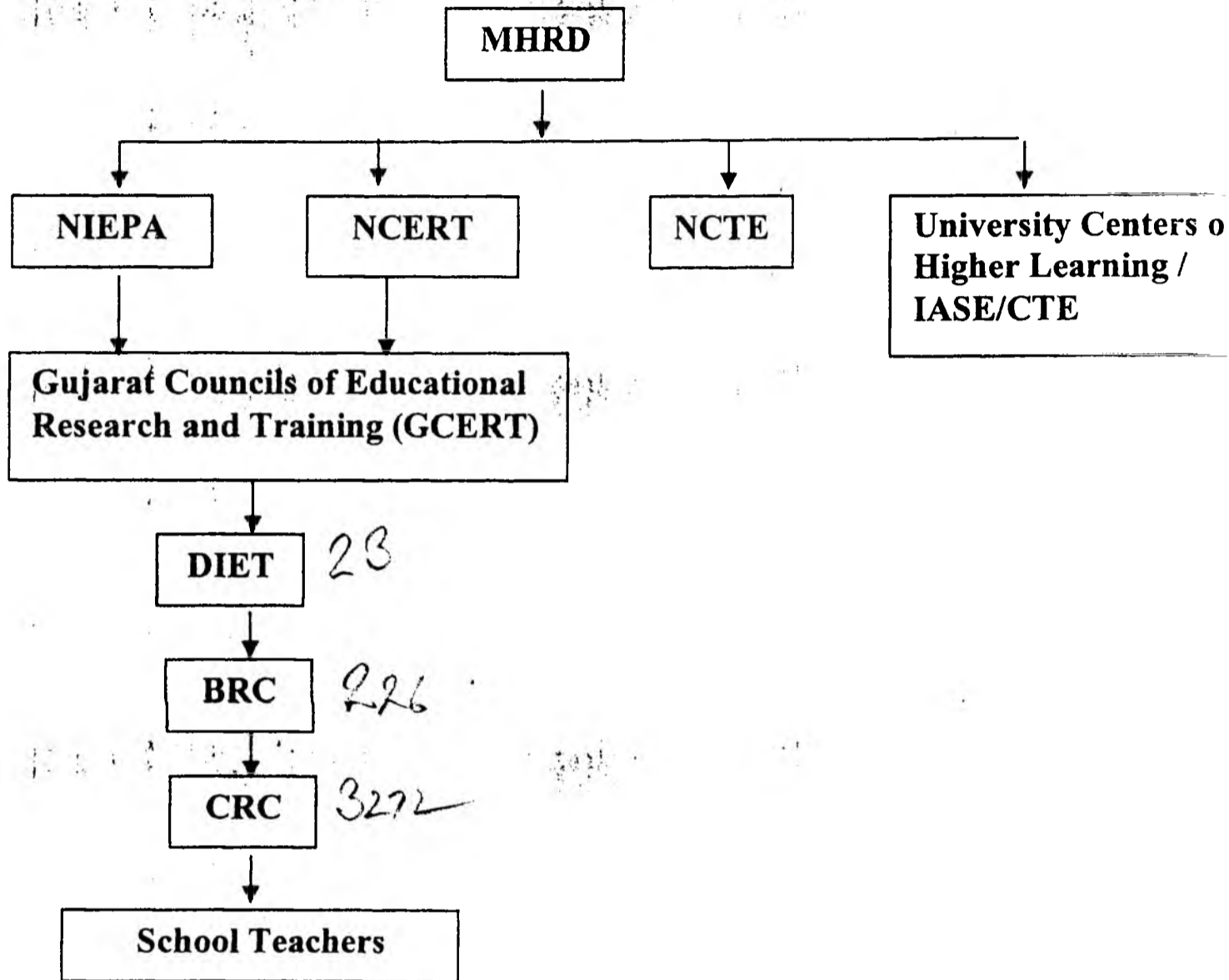
Table No: 15
Status of Teacher Education Institutes

Sr. No.	Name of Teacher Education Course	Total No. of Courses Recognition as on 31 st March, 2002	Recognition granted during 2002-03	Total
1	Pre-Primary	08	-	08
2	Elementary (PTC)	83	44	127
3	Secondary (B.Ed.)	51	27	78
4	Secondary B.Ed. (Distance Education)	-	-	-
5	M.Ed. (face to face)	07	-	27
6	M.Ed. (Distance Education)	-	-	-
7	C.P.Ed.	14	-	14
8	B.P.Ed.	06	08	14
9	M.P.Ed.	02	01	03
10	Others	04	-	04
Total :		547	80	255

3.4 Structure of Teacher Education

Education Department has several other departments under it. But, as far as the teacher education is concern, the highest authority is the GCERT in Gujarat. There are 07 CTEs and 4 IASEs working under the guidance of GCERT. In respect of the teacher's training the following frame work is being followed.

Training Frame Work



As per the above frame work there are 23 DIETs functioning under the direct control of GCERT. For the transmission of modern trends and approaches in primary education 226 Block Resource Centers (BRCs) and 3272 Cluster Resource Centers (CRCs) are functioning under the direct control of GCERT, SSA & DIETs respectively. The numbers of BRCs and CRCs in various districts has been shown in table no: 16.

Table No: 16
BRCs & CRCs in the Districts

No.	DIET	BRCs	CRCs
1.	Ahmedabad-Rural	8	107
2.	Ahmedabad-City	3	76
3.	Amreli	11	129
4.	Palanpur(Banaskantha)	12	200
5.	Narmada	12	173
6.	Bhavnagar	11	137
7.	Waghai (Dangs)	01	32
8.	Gandhinagar	4	57
9.	Jamnagar	10	144
10.	Junagadh	17	158
11.	Kathlal (Kheda)	10	160
12.	Anand	8	125
13.	Kutchh(Bhuj)	10	176
14.	Patan	08	68
15.	Mehsana	09	95
16.	Santrampur(Panchmahal)	11	167
17.	Dahod	7	79
18.	Rajkot	14	165
19.	Idar(Sabarkantha)	13	214
20.	Surat	15	250
21.	Surendranagar	10	135
22.	Vadodara	12	217
23.	Valsad	10	168
	Total	226	3272

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3.5 Gujarat Council of Educational Research & Training

Gujarat Council of Educational Research and Training is an autonomous, nodal institute catering to the qualitative improvement of education at the primary and secondary levels. This institute was originally the State Institute of Education set up in 1962 – which was later upgraded as the Gujarat Council of Educational Research and Training under the Resolution of Education Department dated 11/5/1988 vide Resolution no. RSB 1082-75065-88N.

The institute was originally established in Ahmedabad, but later due to the emerging needs it was shifted from Ahmedabad to Gandhinagar from 10/6/1997. Currently the council is located in the building of school premises at Gandhinagar. However, Education Department in Sector-12 has allotted separate land to the council for construction of a modern facilitative building.

In view of the widening horizons of education, the council has been transformed into a full-fledged autonomous body vide Government Resolution Notification No. REB-1297-N dated 18/4/98 registered under the society Act however due to non finalisation of separate financial rules for GCERT, presently is governed as per Gujarat Government Rules.

Existing branches:

- Teacher Education
- Curriculum and Evaluation
- Publication and Library
- Research and Innovation
- Health and Physical Education
- Science and Maths
- Information and communication Technology
- Planning and Management
- Establishment and Account

Specialprogrammes:

- CTE IASE
- IPTTITV
- SOP7
- IEDC
- Population Education
- GyanRath

Objectives:

The major objectives of the council are:

- To bring about qualitative improvement at all levels of education.
- To promote educational research
- To organize pre-service and in-service training programmes
- To assist / advise the Department of Education, Govt. of Gujarat to implement its policies and major programme in the field of primary education.
- To provide leadership, academic guidance suggestions to institutions such as DIETs, CTEs, IASEs and GBTC to achieve the goals of revamping primary education in Gujarat state.
- To publish educational literature
- To organize innovative programmes for the propagation and dissemination for new trends and approaches related to education.
- To organize science fairs.

Role of GCERT:

- To undertake, assist, promote and co-ordinate researches in all branches of education.
- To organize in-service and pre-service training programmes for primary and secondary teachers.

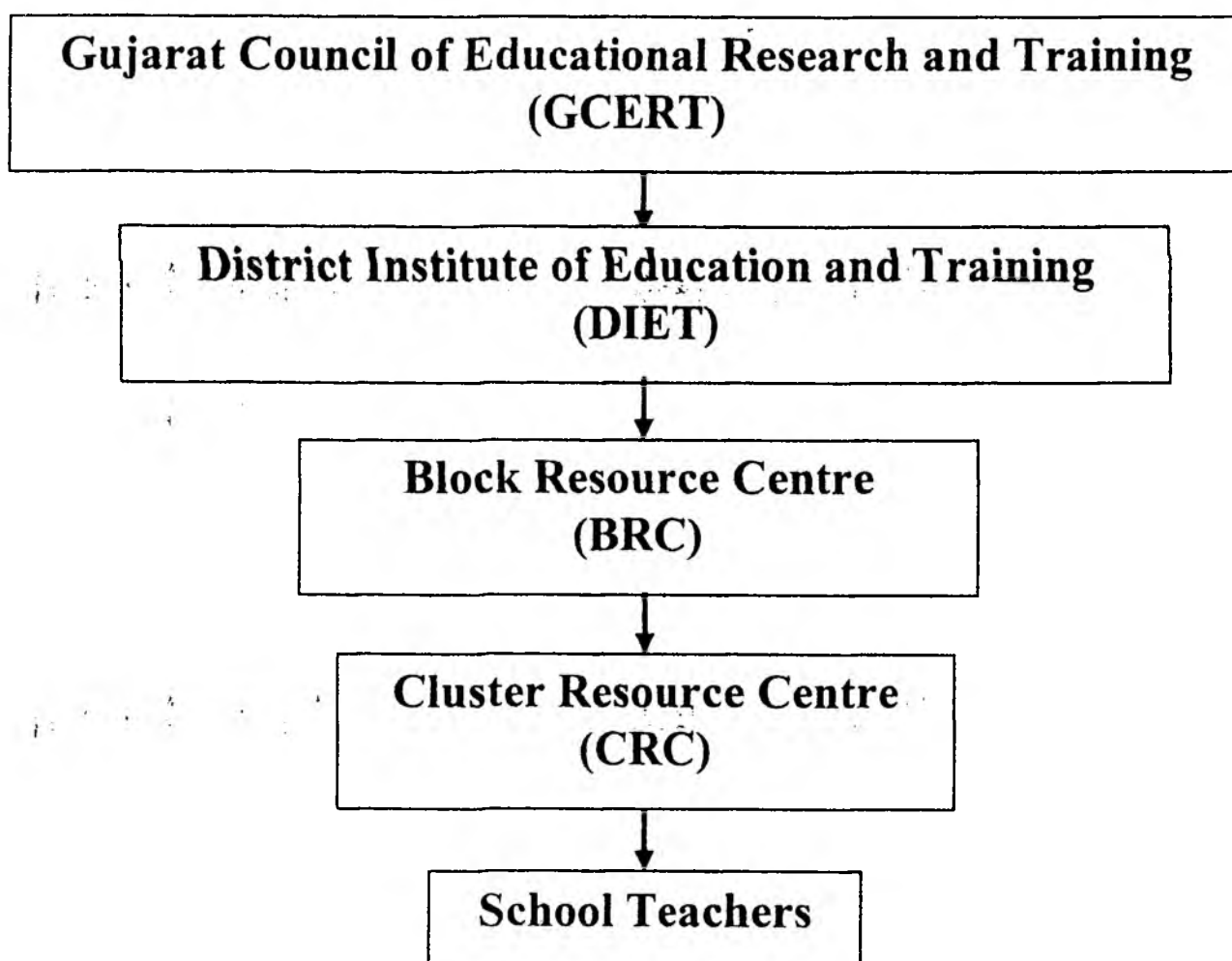
- To exercise academic and administrative control over DIETs, CTEs and IASEs.
- To exercise academic control over PTC institutions and primary schools affiliated to District Education Committees.
- To conduct research, innovations and experiments in the field of primary education.
- To develop and disseminate, improved educational techniques and practices in schools.
- To undertake the preparation and publication of reference materials, supplementary materials, periodicals and other literature as may be necessary for furtherance of its objectives.
- To implement programmes related to Adolescence Education, Population Education, IEDC, IPTT-ITV, Distance Education and Environment Education.
- To co-ordinate with District Primary Education Programme and implement programmes for improving the quality of education.
- To provide academic assistance / guidance to educational institutions through visits to concerned offices, CRCs, BRCs and schools.
- To improve, revise and upgrade the curriculum of training colleges with the changing times.
- To purchase any property, obtain it in donation or hire it and or to construct or purchase any building for the use of GCERT.

Gujarat Council for Educational Research and Training (GCERT) provides academic and technical support for improvement of school education through its constituents mentioned above.

Recruitment Policy:

As a pioneer state in recruitment policy framing, the exercise had begun as back as in 1992 and was over in 1995. The recruitment rules in respect of principal, Sr. lecturer, Jr. Lecturer of DIETs, Librarian, and Technician etc. were framed can be seen from **appendix-v**. Accordingly recruitments of the same have been done in past. In order to be in conformity with NCTE norms, the revised recruitment rules with necessary amendments have been proposed and will be finalized soon, which can be seen from the **appendix-vi**.

Organizational Structure of Primary School Teachers Training



Teachers' Training:

Need based teacher's training is carried out by GCERT through DIETs, which had substantial effect on the quality of education. All the training programmes are organised through cascade mode i.e. first Key Resource Persons(KRPs) are trained. Then Resource Persons(RPs), Master Trainers(MTs)s and teachers are trained.

During training programme all teachers are provided TLM and other required material.

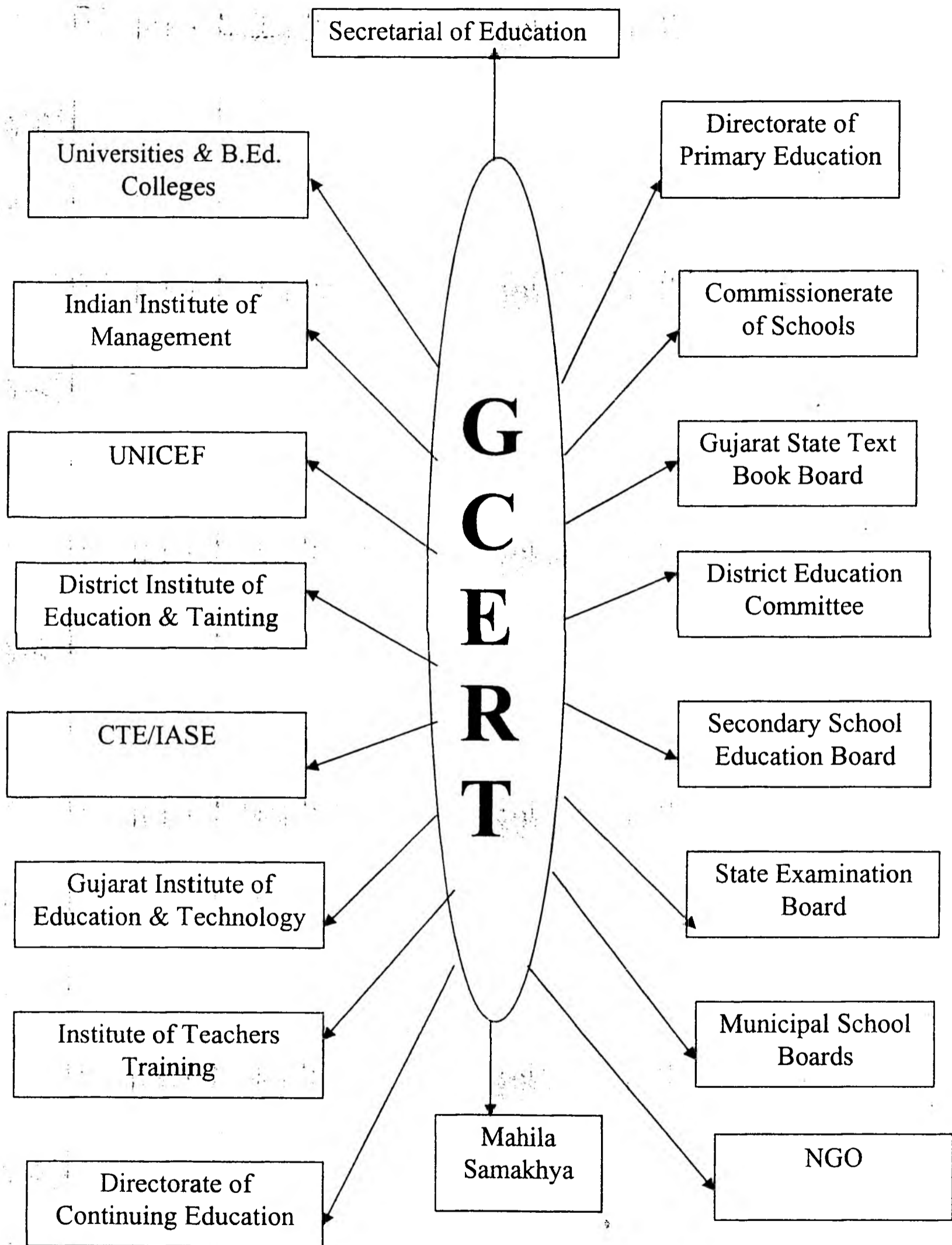
Pre-service and In-service Teachers' Training:

With a view to improving quality of education the Teacher Education branch under GCERT and In-service Field Interaction, Innovation and co-ordination (IFIC) branch in DIETs are functioning. Training of about 1.5 lacs in-service primary school teachers, lecturers of PTC Colleges and around 7000 pre-service PTC trainees is being organized in relation to the emerging needs of education in the state. Co-operation is sought from various educational institutions at the state and national levels, boards and BRCs – CRCs to make the training programmes more effective.

GCERT and DIETs are conducting various types of in-service training programmes. The objective is to enhance the competencies of teachers in different areas, which include:

- Modern trends, methods, techniques and approaches to teaching and learning
- Competency based textbooks
- School readiness
- Educational Planning and administration
- Content based preparation of TLM
- Multi grade teaching
- Use of audio-visual aids
- Use of computers
- Use of puppets
- Drawing, Music and Drama
- Grammar and poem
- Joyful teaching and learning
- Gender Education
- Role of VEC / PTA / MTA
- Language education

Support and Coordination from State and other Institutions



Curriculum and Material development:

For the better performance at pre and in-service teacher education the curriculum revision is taken as a major tool. PTC curriculum is revised and front line curriculum is added to it. Over and above the curriculum revision during all the in-service training relevant material in form of handbook, supplementary materials etc. are developed and distributed.

During 1994-97, textbooks used at primary level were revised in conformity with competency based MLL approach. These textbooks were prepared and published by the State Textbook Board. However, in response to new pedagogic practices adopted, it was found necessary to revise textbooks by incorporating joyful and activity based teaching learning approach in addition to the competency based approach.

Subsequently, DPEP has undertaken the revision of curricula and textbooks for primary stage of schooling by acquiring complete academic as well administrative support of DPEP Cell that was functioned under GCERT.

The State Resource Group (SRG) of Pedagogy was formed for renewal of curricula and development of textbooks. The SRG comprises members from GCERT, DPEP, BRC and CRC coordinators, DIET faculty, primary school teachers and eminent academicians from various universities and NGOs. It is significant to note that, this is a marked and positive departure from the usual procedure of revising curriculum and preparing textbooks.

Improvisation of teaching aids and TLM:

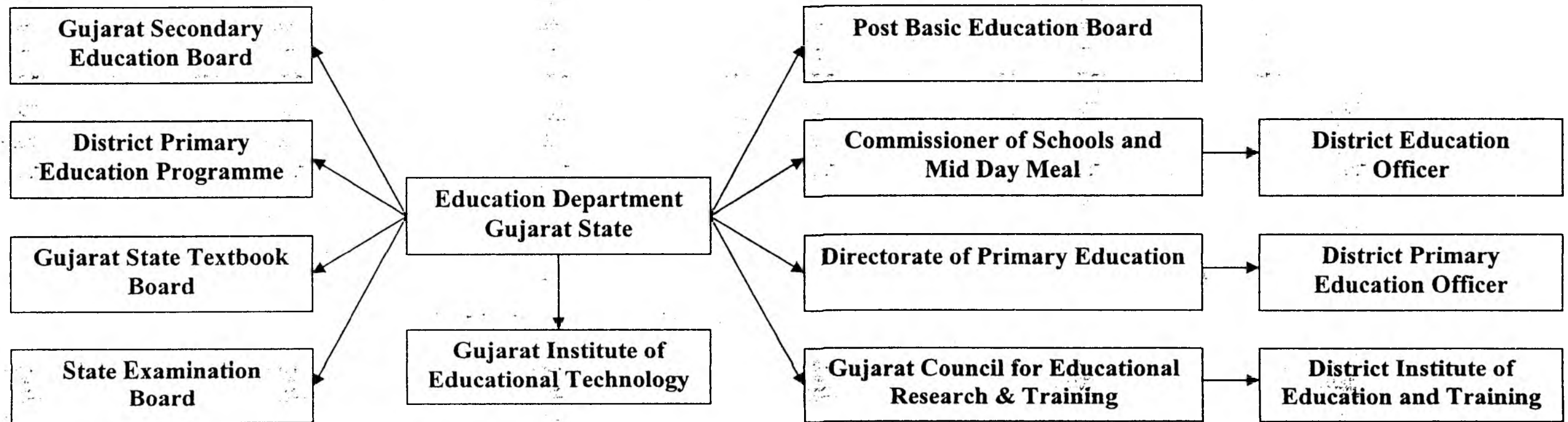
With the introduction of new textbooks in class I, II, III and the development of new textbooks for class IV, a wide variety of improvised and handmade teaching learning materials (TLM) have been devised and used in classroom. The material required for preparing such TLM is collected from the local environment and it has

bearing on the children's experiential world. Utilization of improvised TLM in classroom transaction process is instrumental in improving teaching-learning process and thereby enhancing student's achievements level.

Since 1999-2000, special TLM Fair has become a salient component of the Science Fair at the state level. DIETs devote a special section for displaying such TLM prepared by primary school teachers and PTC trainees in their districts.

Unlike the situation, which prevailed prior to implementation of UEE, the dynamism seen at the elementary stage of education in teacher's enrichment, curricular improvement and upgradation of teaching learning process – using TLMs has been prevailing throughout the state with the consequent quality improvement of education.

Organizational Structure of Administrative Support System



3.6 Review of Quality of pre-service education

As such there are no researches conducted to know the achievement of the teachers but the training itself is so effective. Here is the overview of pre-service and in-service teacher's training

Pre-service and In-service Teacher's Training:

With a view to improving quality of education, the Teacher Education branch under GCERT and In-service Field Interaction, Innovation and co-ordination (IFIC) branch in DIETs are functioning. Training of about 1.5 lacs in-service primary school teachers, lecturers of PTC Colleges and around 7000 pre-service PTC trainees is being organized in relation to the emerging needs of education in the state. Co-operation is sought from various educational institutions at the state and national levels, boards and BRC – CRC to make the training programmes more effective. Various types of in-service training programmes are being conducted by GCERT and DIETs. The objective is to enhance the competencies of teachers in different areas, which include:

- Modern trends, methods, techniques and approaches to teaching and learning
- Competency based textbooks
- School readiness
- Educational Planning and administration
- Preparation of content based TLM
- Multi grade teaching
- Use of audio-visual aids
- Use of computers
- Use of puppets
- Drawing, Music and Drama
- Grammar and poem
- Joyful teaching and learning
- Gender Education
- Role of VEC / PTA / MTA
- Language education

3.7 CTE / IASE

College for Teacher Education (CTE) and Institute of Advanced Studies in Education (IASE) are established under the centrally sponsored scheme of MHRD. Today's CTEs and IASEs are the erstwhile upgraded State Teacher Education Institutes (STEI). In Gujarat, there are 7 CTEs and 4 IASEs are functional in Gujarat State. In Gujarat, these institutes are working with G.C.E.R.T. The list of CTEs and IASEs can be seen from the **appendix-v**.

Currently these institutes cater to the orientation programmes and capacity building related to secondary and higher secondary education, competency based qualitative education. These institutes look after the in service and pre service training evaluation, research, curriculum development and teaching-learning materials related to secondary, higher secondary, Pre-PTC, PTC, DIET and B.Ed. Colleges and teacher educators. The monitoring of these institutes is done by GCERT from time to time.

Functions of the IASE:

- Conduct programmes in elementary teacher education, so as to prepare elementary teacher educators
- Conduct M.Ed., M.Phil and Ph.D. programme in education so as to prepare elementary and secondary teacher educators and researchers in education. Some of the IASEs may also start 4 year integrated course for secondary school teachers
- Organize pilot programmes in teacher education
- Conduct advanced level fundamental, applied and experimental research in education, especially of inter-disciplinary nature, e.g. sociology of education and economic development, educational psychology etc.
- Conduct training programmes for preparation of software and use of educational technology
- After the system of organizing in service programmes gets stabilized depending upon the capacity of an IASE, the demand, such an Institution may also organize some long duration specialized courses in appropriate areas
- Provide academic guidance to DIETs and resource to CTEs and

- Also undertake development of instructional materials, such as:
 - Unit plans or content-cum-methodology instructional
 - Question Banks
 - Teacher's hand books, students' work books etc.
 - Source books and resource materials.
 - Innovative programmes / practices and experimental projects.
 - Self-learning instructional package.
 - Teaching aids and kits.

Functions of CTE:

- Organize pre-service teacher education courses for preparation of secondary teachers.
- Organize subject oriented (3-4 weeks duration) and short term-specific (3-10 days duration) in-service teacher education programmes at least one subject-oriented training course on every 5 years, apart from short term specific courses.
- Provide extension and resource support service to secondary schools, school complexes, and individual teachers
- Conduct experiment and innovative practices in school education
- Provide training and resource support for new areas of educational concern, e.g. value-oriented education, population education, education technology, computer literacy, vocationalisation and Science Education
- Provide support to professional bodies
- Encourage community participation in teacher preparation programmes.

Currently GCERT in support with CTE/IASE is planning to organize mass training programmes for secondary and higher secondary teachers on quality improvement in education.

Areas of Academic programmes of CTE:

- Foundation of education
- Pedagogy and Methodology
- Educational Technology
- TLM development
- Computer education and services
- Adolescence education
- Environment education
- Management courses for librarian

Areas of Academic Programmes for IASE:

- To decide the subjects, content and methodology for the secondary and higher secondary teachers training
- To develop remedial and diagnostic observation methods with reference to secondary and higher secondary teachers, headmasters and institutes
- To provide operational management and administration of secondary and senior secondary schools.
- Effective guidelines for organizational and management strategies for school improvement including plus two stage.
- To provide guidelines for observation / supervision tools for supervisions and inspectors of schools.

3.8 BRC

BRC is the centre at block level under which average 12 to 16 CRC works and get the resource support from it. Obviously it should be the most resourceful centre both in terms of human and material resources. BRC of DPEP districts are receiving centers having DDRS for the reception of the SATCOM programme. As for rest BRC will soon be provided the facility. It provides the support to the Cluster Resource Group

(CRG) in innovative experiments at school and classroom level. In short, BRC would be a resource support store house for the schools and teachers in the block, itself.

3.9 CRC

All the Cluster Resource Centers are basically a cluster of 8 to 10 surrounding schools. CRC is supposed to be the most resourceful school (may be pay center school) among all 10 schools. The coordinator of CRC is most skillful person among all CRC schools. All CRC have meeting of all the Teachers of all the schools under that CRC. The meeting holds on first Saturday of every month. The brainstorming for the quality improvement of education takes place in most interactive manner CRC meets. The activities carried out in CRC meet are:

- Teachers hold a group discussion in the beginning of the meeting for 45 minutes to 1 hour.
- Teachers then disperse in standard wise groups.
- In groups they plan for the next months teaching activities.
- They do the planning for remedial teaching as well.

3.10 Resource Groups

GCERT has formed the resource groups at different levels such as State, District & Cluster. These groups are State Resource Group (SRG), District Resource Group (DRG) and Cluster Resource Group (CRG) respectively. The groups above formed mainly in relation to pedagogy, research and evaluation. As far as the school subjects are concerned these groups are formed for following subjects:

- Gujarati
- Hindi
- Mathematics & Science
- English
- Sanskrit
- Social Studies
- Health and Physical Education – Yoga
- Drawing

- Music
- TLM
- Computer

3.11 Review of in-service education – Coverage and quality

As mentioned above the in-service teachers' training has been very effective in the state. During last academic year the following programmes were conducted in the entire state. The details of coverage is given below in table no: 17:

Table No: 17
In-Service Training Programmes and Target Group

Programme	Target group	Beneficiaries
Learning without burden	Primary Teachers	65000
Vidya Sahayak	Primary Teachers	50000
Class V English	Primary Teachers	22000
Class V SOPT	Primary Teachers	22000
Class VI English	Primary Teachers	22000
Class VI Sanskrit	Primary Teachers	22000
Class VIII Mathematics	Secondary Teachers	500
Class IX Mathematics	Secondary Teachers	500
Yoga at CRC level	Primary Teachers	22000
Computer awareness	B.Ed. lecturers	100
Computer awareness	DIET lecturers	300
Computer awareness	PTTI lecturers	100
Discussion with teachers' association	Members of teachers' association	275
Discussion with school supervisor/inspectors	supervisor/inspectors	400
Capacity building workshop	DIET lecturers	350

It can be seen from the table no: 17 that GCERT has covered a variety of groups and large number of beneficiaries. The quality of the programmes is maintained by reviewing and sharing with the leaders, heads of the institutions and the members of the target groups. It was also studied with the help of opiniaries and through research at different level.

3.12 Modalities

In-service training programmes mostly organised through cascade model of training. Along with this the distance mode of training is also utilised as and when required necessary, through teleconferencing.

All the training includes pre and post tests for the relevant subjects. So the achievement for that particular programme can be studied. Generally training contains lectures, lot of activities, group discussion, role-play and dramatization of stories, demonstrations and TLM making. Training encourages teachers to discuss the classroom problems and give opportunity to share their experiences.

3.13 Major areas of Research in Teacher Education

The major areas of research in which the research projects and action researches have been undertaken are as follows:

- ❖ Teaching– Learning Process
- ❖ Aptitude of trainees towards teaching profession
- ❖ Need of In-service training
- ❖ Attitude of Teachers towards in- service training
- ❖ Evaluation of training programmes
- ❖ Evaluation of content knowledge & conceptual understanding of teachers
- ❖ Use of modern technology

A series of volumes consisting the abstracts of the researches done at different levels have been published from time to time by GCERT.

3.14 Gyan Rath Project

Under the guidance of Education Department, GoG, GCERT has picked up an innovative and ambitious project called CQC (Connectivity, Quality of education and Computer literacy), under which all the schools and other prominent educational

institutes like DIETs, GCERT etc. will be connected through Intranet. Under the project, the most interior school or CRC will be connected to DIET, GCERT and even the education minister's office. At the same time monitoring of the same is possible from each angle. This will be made possible by the video conferencing through the VSAT technology.

This project is aimed to create a prominent technical infrastructure to achieve the following:

- The monitoring of the activities carried out in the classroom or at CRC by the state or district.
- The experts can provide the guidance or train to the teacher without any transmission loss. Minister or the Secretary in education can directly talk to the teachers about the new policies in education, their needs and problems.
- The existing teacher education programmes can be made more effective and qualitative. By strengthening the teachers the ultimate goal of the qualitative education for the children can be achieved.
- The rate of computer literacy among the teachers and the children can substantially be increased.
- Communication and travel expenses can be reduced.
- The MTA- PTA activities can be propagated.
- This infrastructure will have wide applications in SSA programmes.

To materialize the project, GITCO (Gujarat Industrial and Technical Consultancy Organization Limited) has been appointed as the consultancy. GITCO has provided the solutions for the technical demands of the project in form of a document. A committee is formed to accelerate the project activities. IT department, GoG, is also providing the expert support to it. This project is designed after the detailed study of the systems adopted by the states like Tamilnadu, Karnataka and Andhrapradesh that successfully use the ICT in education.

For the tryout of this project, a videoconference was conducted on 5th November 2001 between Khavda, Kutch-Bhuj and Gandhinagar. Hon. Minister of education, Secretary, Education Department and all other higher officials were present to motivate the teachers of Khavda at the receiving end. The videoconference was observed in view of the quality of reception and its utility. It was found successful in view of both the aspects. The Hon. CM has announced the project as Gyan Rath on 15th Aug. 2002. The official inauguration of the project was done on 26th Oct. 2002 by Hon CM. Hon EM, Secretary Education and other higher officials of the Education department were present in the event. The *Kadi Sarva Vidyalaya, Sardhav School* and CM office were connected through videoconference and Hon. CM talked to the school children and 400 DIET lecturers for almost 2 hrs and inspired them to make judicious use of the technology in education.

The financial provision of Rs. 4.00 crs is made for the project for the current financial year. With this year's budget, all the DIETs will be connected by videoconferencing facility through GSWAN. The technical consultancy of the purchase of the equipments is given to GIL. Sanctionis also accorded for the purchase of 6 to 7 mobile VSAT this year. The total control on the OB Wan will be of GCERT. The project will be completed phase wise. It is presumed that all the schools will be covered under this project within next five years. Different schemes are also under consideration to meet the demand of the school for the infrastructure.

The support from the state is provided in form of EDN-12 plan under which the financial support is given for the in service teacher education and infrastructure developments.

UNICEF is also providing the funds for innovative programmes, infrastructure development, capacity building programmes, field visits and for some other special events. During 2001 earthquake GCERT has done pioneering work for the psychosocial intervention for teachers in 4 most affected blocks of Kutchchh. This programme was unique in its own way and was funded by UNICEF.

State Text Book Board is also helping in implementing the new textbook based on learning without burden by providing the competency based textbook in whole state.

DPEP provides resources to GCERT as and when required. It has been of much help in providing the recourses in the field specially DPEP districts.

The Department of Education has always been a great support and providing the motivation for doing new experiments.

CHAPTER IV

PLANNING PROCESS

The draft proposal has been prepared through participative meetings of GCERT staff members. It was taken care of that all the branches are involved in planning process, the P & M branch co-ordinated the efforts and inputs from other branches.

Continuous and constant review has been done through out the preparation process. A series of meetings gave fresh ideas time by time and accordingly the draft was getting improved.

4.1 Details of Meetings

Meetings at different levels have been organized with a view to develop a core group; and preparation of 10th plan, as per the guideline provided. After formation of core group in the very first meeting, enough exercises in terms of getting explanation, discussion, sharing of field experiences, orientation, (identification of needs and goals), characterization of SPB, review of related literature, collection of essential data, getting suggestions from teacher educators and principals of teacher's training institutions, group work and writing of chapters etc. have been carried out during the series of meetings held. While discussing the revised guidelines, for central support to teacher education, and about preparation of the 10th plan the following aspects have been kept in mind:

- District wise focus areas and related data 2)
- Problems and issues in education 2)
- Literacy rate 2)
- Quality education 2)
- Enrolment and retention 2)
- Training needs 2)
- Status of Teacher Education in the state 2)

- Strengthening of teacher's training institute both in terms of Material and Human resources.
- Goal setting according to the needs.
- Coasting and budgeting

Considering the clarifications, suggestions and the realistic picture of the districts and state as a whole, obtained as a result of the arranged series of meetings; the ongoing process regarding preparation of SPB and the strategies was carried out. The details of the arranged series of meetings can be seen from the following table no: 18.

Table No: 18
Details of Meetings held to prepare the 10th Plan.

Sr. No.	Date	Venue	Participants	Work carried out
1	11-3-03	GCERT Conference hall	Director, Add. Director, Secretary, Readers & Research Associates etc. of GCERT	Formation of core groups.
2	26-3-03	GCERT Conference hall	Add. Director, Secretary, Readers & Research Associates	Explanation of Plan.
3	31-3-03	GCERT Conference hall	Add. Director, Secretary, Readers & Research Associates	discussion and modalities.
4	3-4-03 to 5-4-03	BRC-Centre, Saputara, Dang	GCERT Director, Add. Director, Research Asso., DIET-principal	Orientation & Sharing
5	17-4-03	GCERT Conference hall	GCERT functionaries	Chapterising of SPB.
6	14-5-03	GCERT Conference hall	GCERT functionaries	Review of work discussion on suggestion related to teacher education received from teacher educators, Principals & PTC colleges, educationalists & DIET Principals

contd.-

Sr. No.	Date	Venue	Participants	Work carried out
7	11-6-03 to 12-6-03	DIET Gandhinagar	Secretary & Research Associates	Guidance & sharing
8	27-6-03	DIET Gandhinagar	Secretary & Research Associates	Guidance & sharing
9	3-7-03 to 5-7-03	GCERT Conference hall	Add. Director, Secretary & Research Associates	Group work & chapterizing
10	7-7-03 to 11-7-03	GCERT Conference hall	Add. Director, Secretary & Research Associates	Group work & chapterising
11	14-7-03	GCERT Conference hall	Add. Director, Secretary & Research Associates	Group work
12	12-8-03	DIET, Gandhinagar	Director, Add. Director, Secretary, Readers, Research Associates & DIET principals	Group work & Discussing
13	14-7-03	Preranadham, Junagadh	Director, Add. Director, Secretary, Readers, Research Associates & DIET principals	Group work & Discussing

Chapter V

Goals and Indicators

It has been a long cherished dream of the nation as well as the state to universalize the primary education since independence. The intention has been echoed in many commissions appointed for this purpose and further strengthened by passing of 83rd constitutional amendment conferring education as a right of children.

The universalisation of education can not be achieved without three paramount achievements namely Enrolment, Retention and quality of education.

In order to reach three paramount achievements referred to above involves multifaceted efforts on the part of planners, policy makers and all those stakeholders need no emphasis.

Following are the goals to be achieved referred to above: -

5.1 Development and strengthening of teacher education institutions.

Development and strengthening of existing institutions in terms of infrastructure facilities (water system, renewable energy source for electrification, boundary wall etc.), well equipped library-laboratory-computer lab, linkage among SCERT, DIETs, PTTIs, BRCs, CRCs, establishment of new DIETs as per the needs and empowerment of human resources.

5.2 Need based & research based training for quality improvement in education.

(i) Pre - service teacher education.

Enhancement in the quality of education, the student-teachers are to be trained in terms of content cum methodology, teaching skills, teaching aptitude and reformation of the curriculum is to be done to fulfill the required needs. Every year at least 7000

Pre-Service Teacher Trainees' would be trained. All faculty members of PTC colleges would be trained at least once in a year.

(ii) In - service training.

- In-service training to the primary school teachers, head masters & para teachers to be provided in respect of hard spots of teaching and learning, new educational trends and approaches & information technology. Around 1,50,000 teachers per annum would be trained regarding the content cum methodology
- Academic and administrative training to the officers in department of education (ADEIs, EIs, DPEOs, DEOs) is to be provided. Around 2000 education administrators would be trained once in a year.
- Provision of training to the members of VEC, PTA, MTA for educational and social awareness in connection with enrolment, retention, girls education, literacy rate, universalisation of primary education and community participation ... etc.
- Professional development of faculties in the institutes like GCERT, DIETs, GBTCs, B.Ed. colleges, C.P.Ed. colleges, ATD colleges ... etc.

All the faculty members of teacher education institutions would be trained at least once in a year regarding education innovations and any other need emerged through researches.

- Orientation for the managers of teacher training institutes for better educational administration and management.

5.3 Assessment and Evaluation of training institutes

Education administrators and managers would be oriented regarding monitoring and supervision of teacher training institutes. Also an appraisal form for assessment and evaluation of training institute is to be developed by the GCERT, accordingly.

5.4 Research Projects

Various research- projects to be undertaken towards achieving higher level of students achievement and qualitative improvement in education. Achievement survey through out the state would be carried out through DIETs every year to know regarding subject wise hard spots of learning. Teachers would carry out action researches, and teachers would be trained and guided by DIET. 1000 action researches are anticipated yearly.

Researches would be carried out in new areas like teaching aptitude of student teachers, reading comprehension, English language teaching, computer education, lesson planning, health and hygiene education etc.

5.5 Organizing various resource support programmes

Various technology based programmes like Gyan rath, IPTT-ITV, EDUSET ...etc for encouraging and assimilating innovations in teacher education as well as in class room instructional process are to be organised very soon.

Chapter VI

Identification of Problems & Issues

During the last four decades, there has been a phenomenal growth in the education system of Gujarat. The State has made significant progress in regard to free and compulsory primary education and thus tries to fulfill the goal of UEE. The State has already achieved a level of enrolment higher than the national average. Enrolment of girls has remarkably increased, reducing the gender disparity.

Looking to the above discussed points and the realized facts on the basis of organized meetings, pre-plan activities, state profile and research projects conducted it was felt that, training in a properly organized and equipped training institute is essential before a candidate becomes qualified to receive teachers training certificate. Simply passing the examination is not enough. The future teacher of the state must pass through the institutions, which have maintained standards of excellence at all levels. And ultimately it throws light towards the problems and issues in teacher education, which are to be solved with care.

With regard to expenditure on education it has been observed an increase in absolute terms but when one considers the increase in number of schools, price increase etc., the increase in real term is not very significant. Moreover the lion's share goes to establishment / recurring expenditure. The availability of funds for qualitative improvement is meager. Along with that a clarion call for a careful analysis of the existing situation in teacher education, particularly the demand and supply of trained teachers for different categories of schools. Since the establishment and regulation of schools is primarily the responsibility of state, action in respect of determining the demand of teachers, their training and availability in different locations has to be taken care of. In this regard, especially in teacher education, there is a serious problem like lack of adequate teaching staff with M.Ed. as an essential pre-requisite degree and skilled staff for new curriculum mainly for computer education. Also, the reported enrolments of teacher training institutions neither indicate the annual output from the SPB-GCERT

existing institutions nor teachers trained through other means like the distance mode of education. It, therefore, becomes difficult to work out per capital costs or to make any estimates of costs of teacher education for the next 10-15 years.

6.1 Need of PTC institutes and their strengthening

The state enjoys constant increase in enrollment and retention. It is projected that around 94.89 lacs students would be there in primary schools in the year 2007. However, this projection was done in year 2000. The current year data also is very near to the projected data.

It would be interesting to have a look on the year wise projected number of students in primary schools.

Year	Students	Year	Students
2000	84.17	2006	93.28
2001	85.57	2007	94.89
2002	86.99	2008	96.57
2003	88.46	2009	98.27
2004	90.02	2010	99.89
2005	91.61		

This increasing trend in enrollment and retention would be resulted in more vacancies of primary teachers. To match with that demand, more PTC colleges are required. The state has given considerable thoughts to the matter. Around 150 such institutions are functioning in the state. Majorities of them have been started within last one or two years only.

Starting up new PTC Colleges would require qualified faculty members, so need for the more M.Ed. qualified faculties also is felt in the state. Therefore universities in the state would be require to allocate more seats for M.Ed. degree.

For strengthening pre-service and in-service teacher education, sufficient additional funds would be required for physical facilities, qualified staff, library services,

educational technology ...etc, Perhaps all these would be taken care of in the tenth plan.

Gujarat State also seeks more infrastructures and human resources facilities for new established DIETs. Also, 6 new DIETs are awaiting permission, in which 3 DIETs for corporation area of Rajkot, Vadodara and Surat, 3 DIETs in new districts- Porbandar, Navsari and Bharuch.

According to NPE (1986), a curriculum of teacher education, which is cut off from the school and society, serves no useful purpose because of its several internal meanings which do not reflect the societal needs, national values and goals, loaded with disconnected information and professional values to be inculcate etc. Even a number of commissions and committees have recommended a systematic curriculum with new fresh look out. And the same is still continued at present, too, in the direction of curriculum refinement.

6.2 Curriculum Reformation

With all above, whatever the innovations have come into existences in education now-a-days, compelled the teachers and teacher educators to be aware of its use and related approaches for the qualitative improvement. This also emphasis the teachers training institutes to correlate it with the present curriculum and also to in-service training.

6.3 Students' Achievements

The research projects GAP-I and GAP-II (Gujarat Achievement at Primary) indicated that the student's achievement at primary level is very low. The hard spots of learning have been identified with the help of these projects and accordingly the training programmes are to be organized, is also a challenge on the part of teacher's training institution. The same exercise has also been arranged for the secondary teachers.

Thus, the present scenario of teacher education in Gujarat provides the sense of gratification, as a as its growth & development is concerned but the picture related to quality is very misty. And, still it requires miles to go.

6.4 Professional development

Curricular load in respect of subject and content that exists at the upper primary school stage needs to be made lighter, so as to make education burden-free. Curriculum renewal and pedagogical renewal processes would be a positive step forward in this direction.

With a view to upgrading quality of school education, teachers' professionalism, commitment and accountability need to be excavated through appropriate in-service programmes. Participatory approach coupled with innovative techniques in teaching learning process would also be instrumental in raising the quality of school education.

The main aim of organizing programmes for professional growth of teachers would be to prepare them for changing duties and responsibilities, to remedy their existing weaknesses, to improve their performance, to encourage their participation in decision making and to boost their job satisfaction. Such programmes are required to reorient teachers in view of the current explosion of knowledge, methodology and technology.

6.5 Resource mobilization

All states and union territories of India are confronted with a common problem of how to find more financial resources for education. Gujarat State faces the same problem of finding adequate finances for the various programmes and activities of education. Sometimes provision of essential facilities in schools also becomes a significant problem. Private and government funding agencies at national and international levels are required to be approached to have additional financial resources for supporting

educational programmes. Effective co-ordination between education department and the finance department needs to be strengthened.

The drastic increase in enrollment led to more vacancies of primary teachers in the state. The state had limited institutions involved in pre-service training. However, recent policy regarding starting of more PTC colleges would definitely help to solve the problem. Private management plays an important role in the development of education in Gujarat particularly at the pre-service training college stage. NCTE and the State government have recently given permission for starting the pre-service training course to Private Management. In this light, government encourages self-financed institutions for pre-service training course to delimitate the shortage of teachers at elementary education stage.

6.6 School community linkages

It is essential to associate local community with educational activities in the area through the setting up of local committees like, Village Education Committee, Mother-Teacher Association and Parent-Teacher Association. These committees help improving the facilities in the schools and promote their efficient functioning.

6.7 Distance mode of Education

Electronic revolution has posed many challenges not only in societal transformation but in educational reformation too. Learning through formal system of education is not the only mode of learning in this context. Face-to-face learning also does not meet with the emerging challenges of Information Technology. Access to different strategies of distance education enables the learner to avail himself of knowledge and information at his center. Distant mode of learning can profitably be used in teacher's training programmes, using Interactive Television Technique.

The application of Interactive Television (IPTT-ITV) is a project of Govt. of India in collaboration with UNESCO and ITU, to be implemented on pilot basis in Gujarat.

The long term and ultimate goal of IPTT-ITV project is Universalisation of Elementary education through training of primary teachers, teacher educators and supervisors for capacity building. This will help to bring about quality and effectiveness of teaching learning process in the primary schools.

6.8 Reading comprehension

The GAP I & II gave some hard spots of learning in primary education. Being DPEP districts it was found in 9 districts through Base line Assesment Survey(BAS) and Midterm Assesment Survey(MAS) that students in primary schools are not capable enough to read and comprehend the same even after completion of standard three. However, this is not the problem of majority students but still there are considerable numbers of students who do not know reading and writing properly. The state is concerned towards the problem and some special programmes are being launched in this regard. This problem would be solved through programmes to be launched in mission mode.

6.9 CRC revitalization

CRC is a focal point to impart any kind of training input to teachers of primary schools. All the CRCs in the state are active and functional. Previously, teachers were gathered standard wise at CRC once in a month, but all teachers were covered through four such CRC level meetings. It was felt through field visits that all teachers should be gathered once in a month on the same day. This year onwards, all teachers would be gathered at CRC level and would discuss regarding next month planning and review of last month's activities. This monthly meeting of teachers at CRC would have great impact directly in the classroom.

All teaching would prepare lesson plans for lessons to be taught in next months and after implementation of the plan, they would be able to review it also. CRG of all content subjects would be there to support teachers during the meeting. This monthly CRC meeting is a kind of one-day workshop for teachers.

6.10 English language teaching

The state feels that the students and even teachers and teacher educators are poor at English language. It is also felt that English would be the medium of instruction for communicating with national and international level organizations. Teachers and teacher educators therefore would be specially trained on communicating through English language.

6.11 Computer education

Teachers and teacher educators are required to be trained on computer operating as they would be facilitated with such infrastructure even at school level within couple of years. This would help them to be in touch with global trends in education and also with the department for better management of school related issues.

6.12 Health and hygiene education

Physical and health education although is a part of syllabus in primary schools. But enough weightage is not given during teaching learning process. Health and hygiene education however needs some real life experiences also at school level through which, students learn. The state would bring out some programmes and teachers would be trained on that.

6.13 Environment education

The present era demands students to learn environment through experience. The state faces the water scarcity therefore students would be trained and oriented regarding water conservation and optimum use of water. Specific programmes related to environment education at school level would be started in co-ordination with NGOs and other government departments.

6.14 Intensive Monitoring

Above all, no programme can be successful unless there is an intensive monitoring. The state has felt that more and more efforts would be done to monitor the programmes in the field. GCERT and DIETs faculties would be required to spend more time in the field to monitor the implementation of programmes and to support teachers.

Chapter VII

Strategies

Looking to the Herculean task ahead, the financial resources that may be provided from various sources can hardly become sufficient for any organization.

However, GCERT has been endeavoring to muster financial support from the various organizations to supplement the finance that has been coming from MHRD.

The biggest additional source towards achieving these goal has been coming from the provision made under the state plan budget, the activities carried out for teacher education and to make student's participation in the educational activities. Finance, provided for various activities. The list can be seen as follows.

EDN - 12 Scheme

- 1 day meeting/sharing workshop
- 2 day meeting/sharing workshop
- 3 day meeting/capacity building workshop
- 4 day meeting/capacity building workshop
- 5 day meeting/capacity building workshop
- Research
- Educational literature, Magazine, publication
- Strengthening of GCERT and DIETs
- Science & TLM fair
- Balmelas (Children's fair)
- QQC Project
- (A) To provide computers & Internet facility at school level
- (B) Video Conferencing
- Shishu Shikshan Cell

- GCERT Building Construction

7.1 Existing DIETs

As deliberated in foregoing the chapters beginning from goal setting, targets, problems and strategies, the goals of the plan can't be achieved without proper tools. The staff of the DIETs would be the estimate instruments for the achievement of the goal. The guideline prescribed for the central support of T.E. envisages free hand for the state to choose their own pattern of staffing coupled with appropriate experts for S computer education.

Staffing Pattern:

Having reviewed the staffing pattern prescribed under the IXth plan, it is endeavored to slice down some of the staff members under the older pattern with a view to meet with the existing monitoring limit prescribed under the Xth plan.

The proposed staffing pattern:

The Proposed staffing pattern under the 10th plan is mentioned as follows.

A. Academic

1. Principal	- 1
2. Sr. Lecturer	- 5
3. Jr. Lecturer	- 9
4. Technician	- 1
5. Computer Operator	- 1
6. Music Teacher	- 1

B. Administrative

1. Librarian	- 1
2. Sr. Clerk	- 2
3. Head Clerk	- 2
4. Jr. Clerk	- 2
5. Computer Operator cum Typist	- 1
6. Rector	- 1
7. Peon	- 4
8. Watchman	- 1

In each DIET, there shall be one principal in the prescribed pay scale, having educational qualification prescribed by NCTE norms. The cadre of Principal has been created as the Gujarat Education Services Class I as per the revised recruitment rules.

The appointment in this cadre will be made through Gujarat Public Service Commission. Presently some of the posts have been filled in either on adhoc basis with due sanctioned from Education Department or by officers of GES class-I drawn from Education Department. They will be replaced as soon as suitable candidates are available from Gujarat Public Service Commission.

Under the 9th plan and the guideline provided following seven branches in DIETs have been suggested namely;

- ❖ Pre-Service Teacher Education(PSTE)
- ❖ Curriculum Material Development & Evaluation(CMDE)
- ❖ In-service Field Interaction, Innovation & Co-ordination(IFIC)
- ❖ Work Experience(WE)
- ❖ District Resource Unit(DRU)
- ❖ Educational Technology(ET)
- ❖ Planning & Management(PM)

The past experience and the revised guideline under the Xth plan have prompted a couple of branches with a view to make reduction in staffing and budgeting.

It is therefore proposed that there shall be five branches in each DIET headed by Sr. Lecturer in the Gujarat Education Service Class II. The branches shall be as follows:

- ❖ Pre-Service Teacher Education(PSTE)
- ❖ In-service Field Interaction, Innovation & Co-ordination(IFIC)
- ❖ District Resource Unit(DRU)
- ❖ Educational Technology(ET)
- ❖ Planning & Management(PM)

Here CMDE and DRU branches as well as ET and WE branches have been merged to make total number of five Sr. Lecturers in each DIET. Thus, two posts of Sr. Lecturers have been reduced.

A cadre of Jr. Lecturer is the pivotal cadre instrumental for quality improvement; however the budgetary compulsion and past experience have compelled to slice down some of the posts by merging four of the branches into two. In the erstwhile 9th plan, there had been following branch wise allocation of Jr. Lecturer in each DIET.

9th Plan		10th Plan	
Name of Branch	No. of Post	Name of Branch	No. of Post
PSTE	(8)	PSTE	(5)
IFIC	(1)	IFIC	(1)
CMDE	(1)	DRU/CMDE	(1)
DRU	(2)	ET/WE	(1)
ET	(1)	P&M	(1)
WE	(1)	TOTAL	(9)
P&M	(1)		
TOTAL	(15)		

As suggested in the revised guideline for the 10th plan, the administrative parts of the DIET can be taken care by two Sr. Clerks, two Head Clerks and two Jr. Clerks, one rector and one computer operator cum typist.

Strong need has been felt for the post of rector in DIET to take care of day to day needs and emergency requirements of the training looking to the present economic status of the country coupled with administrative & budgetary constraints. This post is proposed to be filled in on contract basis with consolidated salary of Rs. 4000/- per month.

GCERT fills proper to continue with full time post of technician and Librarian. While the need of statistician is hardly felt under the last plan and therefore it is been decided to discontinue. However a new cadre of Computer System Analyst may be inducted.

The recession, in the IT sector will be a blessing in disguise. It is proposed to procure their services on full time in regular pay scale of Rs. 4000-6000. If need arises attempt to made to fill in the post on fixed salary basis.

Music and Art teacher do not have full time work in DIET. It will just and proper to hire their services on part time basis.

In Gujarat DIETs are functioning with a full throttle. Therefore to take care of belonging and equipment of DIETs, the post of watchmen at the cost of Rs.1800 per month fixed.

Instead of 6 peons, 4 peons are preferred on full time and regular Pay structure.

Training and Research:

Gujarat has a rich legacy of prominent educationalist like Mahatma Gandhi, Gijubhai Badheka, Nanabhai Bhatt, Harbhai Trivedi, Taraben Modak to name a few. However nobody has influenced Primary Education in content and approach both as much as Gijubhai Badheka and Taraben Modak. The concept of joyful learning and learning without burden with attainment of highest possible achievement level are the prime areas of practice for these two legendary lions of education in Gujarat. They have been indeed the Pole Star of Education in Gujarat. Their efforts had been practiced in piecemeal after their death in certain pockets of Gujarat. Which served as a lamp in the dark. It has prevented the hope from being extinguished.

Before the inception of GCERT in the year 1988, the training activities were looked after by state institute of education (SIE) since 1962. The efforts were not in as much large scale as it required to create proper atmosphere and to propagate and advocate the philosophies of Gijubhai Badheka and Taraben Modak. Even attempts were made to look for the models adopted by other states. Of late, the efforts of Gujarat were seconded and supported by Proff. Yashpal during his visits to Palitana, Dist. Bhavnagar where large scale training for Std. 2 was arranged. The idea clicked. And since then the try out has been gathering momentum year by year.

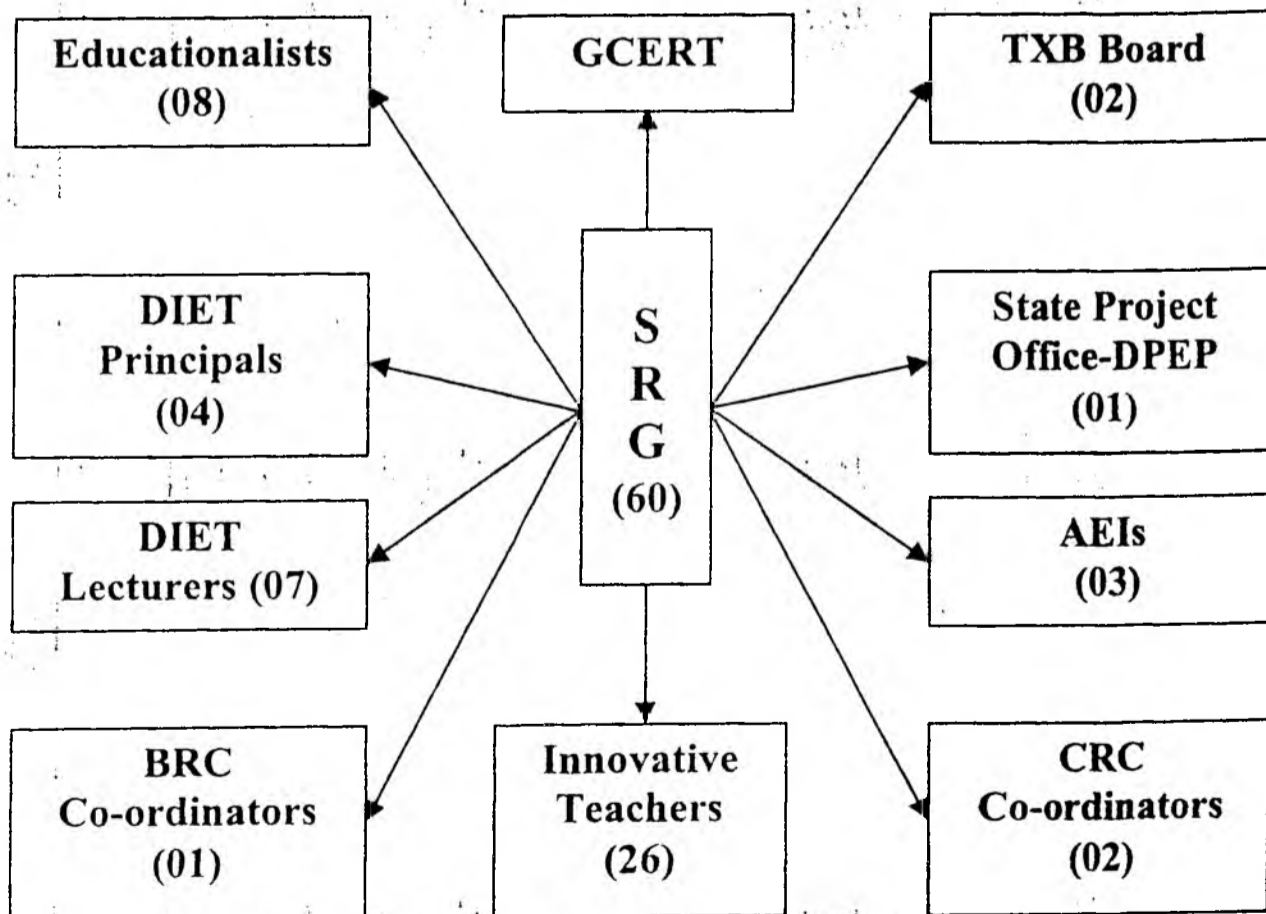
Having right direction been found, the leadership in Gujarat, the Education Department has left on stone unturned to achieve the goal. As a result, literacy rate has risen; enrollment is nearing 100% achievement has gone up, retention ratio is improved, People's participation has swollen. But still there are miles to go.

As pointed out earlier, Gujarat has been following cascade model of training effectively and it has gone on improving by experiences. All the DIETs are connected with Gandhinagar by DRS, the state has been housing RESECO (Remote Sensing Communication Centre) the video conferencing and Tele-conferencing are frequently used as a alternative to chalk and talk model.

The experiences suggest that both the modes have their pros and cons, while Tele/video conferencing have a wider reach there is a lack of live eye contact but no loss of transmission is found. In cascade model, it is otherwise.

The assimilation of both the modes would give better results. Gujarat will go with the influence of both the modes. Yet it could be pertinent to discuss the modalities.

The state has formed the state resource group in following manner.



The SRG members as the think tank would plan out the strategy for dissemination of the training for both the modes.

After giving considered thought by SRG members and GCERT officers the training module is prepared and transmitted in cascade mode, duly supplemented by distance mode of training because there is ample facilities already exist in the state through other agencies of the government and now these activities will be carried out through Gyan-rath Project which is going to be functional in a very near future. Dormant IETT-ITV project to be activated soon with the help of MHRD.

GCERT, DIETs & SRGs prepare KRPs, and DIETs & DRGs prepare RPs and master trainees are trained in cascade mode, whenever also consists most of the members of CRGs. The role of the DIETs could be limited to the preparation of CRGs. With the help of satellite technology, KRPs would be able to directly reach to the larger group namely CRGs without incurring transmission loss. This will help to achieve better quality.

The other target groups being all the stakeholders of primary education & secondary education who are directly concern with the percolation of quality education. The target obviously will be teacher of the PTC institutions.

The training component also includes regular research work under taken by GCERT as mentioned in chapter V.

The training to the service providers and teacher educators namely supervisory staff of DIET & GCERT would also be covered as there norms for training of other financial aspects are to be taken care of.

It has been planned to train up to the level of CRGs under the training programme of GCERT, the actual training to the teachers will be imparted under SSA. In these circumstances, As CRC being a small unit, Rs. 7,200/- over the phase-I would be allotted.

Contingency:

In order to stick monitory prescribed limit of total plan ceiling, it has been proposed to allocate Rs. 3.00 lacs per DIET per year.

Infrastructural facilities:

Sufficiently large ceiling has been provided under the guideline for the infrastructure facilities for provision of water, electricity and compound wall. Due emphasis has been laid on the actual need that manifest at the actual sites of the existing DIETs. Further DIETs being training institution will be long term impact on the trainees that may visit the institute for the period of time having this intention in mind, it has been proposed to light up all the DIETs by solar lamps. With the support of Gujarat Energy Development Authority (GEDA). This will propagate the concept of the use of non conventional energy among trainees for teacher of the further.

Similarly, sufficient water facilities are available in all the DIETs. However, in scanty rainfall in Gujarat in past few years, have caused bores & water resources dried out in the summer period. The Gujarat is one of the leading states in resorting to water conservation steps. With a view to advocate the idea of bore recharging and conservation of rainwater, it has been proposed to allocate fund for water recharging in the DIETs.

Many of the buildings do not have complete compound wall, as the fund of Rs. 150 lacs per DIET has been found to be insufficient for the construction for the compound wall. However having regard with the actual need where entire or the partial compound wall is to be constructed is proposed. Costing has been estimated 129.12 lacs which will be allotted in first phase.

Equipments:

Infrastructure wise DIETs and GCERT are placed at the satisfactory level, but not at the saturation level. In a bid to do need based planning, 9 DIETs need to be served with 15 computers each. We should also be supplemented by strengthening of existing libraries, their computerization ...etc. It is therefore proposed to seek assistance of Rs. 54 lacs, over the plan period. It is however desired that early supply of assistance would benefit teacher education programmes better.

It may be mentioned here that DIETs where these facilities have been provided under the 9th plan has been kept out, remaining 9 DIETs are required other provision.

While efforts will be made to procure similar facilities from other resource to bring DIETs at and saturated level, the assistance asked for would be absolutely necessary, as computer education has been made a part of PSTE.

Strengthening of DIET Staff:

It is very imperative to have first hand knowledge of innovative practices, initiated and adopted by one DIET for rest of the DIETs. Better interaction between the DIET functionaries and their sharing of experiences play very vital role for teacher educators and trainees. To continue with the long time practice that has been in vogue in Gujarat, the DIET visits and sharing workshop for functionaries of all the DIETs certainly going to help the system of teacher educator. Therefore Capacity Building of the DIET functionaries is proposed to be carried out during the plan period. The first phase costing is shown in the next chapter.

Computer Lab:

Gujarat is pursuing to go a model IT state in various fields of social services like irrigation, health, police, education, transport and even holding gram sabhas.

Creation of computer literate society is foremost condition to achieve this goal. Education through computer can not be achieved without computer education. With this objective in mind and to make future generation computer friendly, from beginning, the computer education has been inducted. The teacher of tomorrow should be taught in a well-equipped computer lab having satisfactory no. of computers.

Pre-Primary Education:

The doctrine of "catch them young" is applicable everywhere and likewise in education. The pre-primary education in Gujarat is taken care of by Anganvadi workers. Though not directly under education department, the state government has proposed to start a cell namely shishu-shikshan cell under plan scheme funded by the state. However in the first phase, this being a Skelton cell, it is proposed to do activities like orientation, creation of awareness among the workers & the stakeholders. The services of NGOs will be obtained.

7.2 New DIETs

The revised guideline for central support to Teacher Education envisage establishment one DIET per district. The district to be taken into account for this purpose is existing DIETs as on 1-4-2002.

To develop new DIETs in the districts, following aspects are to be considered.

- (1) more than 2500 teachers should be there in a district.
- (2) separate existence of district.

The state now has 25 districts & seven municipal corporations which are formed under Bombay Municipal Corporation Act. This has warranted creation of new DIETs in the newly created districts and larger Municipal Corporations areas. The Government of India; MHRD have given consent for creation of 3 DIETs in new created districts like Mehsana, Anand & Dahod along with a separate DIET for the schools situated in areas following under control of Ahmedabad municipal SPB-GCERT

corporation. However, the newly created districts of Porbander, Navsari & Bharuch and three more DIETS for Rajkot, Vadodara & Surat Municipal Corporation, as are proposed to be established under the 10th plan.

It is proposed to have the staff in the pattern of other DIETs, the training component has been incorporated in our proposal prepared for rest of the 23 existing DIETs as plan prepare is based on nos of CRCs under each districts. Now in existence in the areas of the districts prior to bifurcation.

Staffing Pattern:

The staffing pattern and the need for staff for newly proposed DIETs would be same as mentioned in earlier in 7.1(Existing DIETs). All being same, the expenditure under this component would be Rs. 62.13/- lacs per DIET over the first phase.

Contingency:

In order to stick monitory prescribed limit to total plan ceiling, it has been proposed to allocate Rs. 3.00 lacs per DIET per year.

Civil Works:

While it is an admitted fact that with the rise of costing for construction year by year, the ceiling limit for civil works of Rs.150/- lacs for DIET and Hostel Building is experienced to be too insufficient to construct facilities as prescribed under DIET guideline under 9th plan, however with a view to stick to monitory limit and budgetary constraints Rs.150/- lacs per DIET is proposed. After phase-I, this civil works will be complited.

Equipments:

With the experience of establishment of 23 DIETs prior to the start of six new proposed, ones the new DIETs are destined to be most equipped DIETs in all respect. Rs. 25/- lacs per DIET is satisfactory limit accordingly the all necessary equipment like furniture, electronic items, VDL classrooms would be with from the existing ceiling. In first phase, these equipments will be fulfilled.

DIET Staff:

It is very imperative to have first hand knowledge of innovative practices, initiated and adopted by one DIET for rest of the DIETs. Better interaction between the DIET functionaries and their sharing of experiences play very vital role for teacher educators and trainees. To continue with the long time practice that has been in vogue in Gujarat, in the DIET visits and sharing workshop for functionaries of all the DIETs certainly going to help the system of teacher educator. Therefore Capacity Building the DIET functionaries is proposed to be carried out during the plan period. The costing is shown in the next chapter.

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7.3 IASE

Elementary & Secondary Teacher Education

Elementary & Secondary Teacher Educators Training

Secondary & Higher Secondary School Principal Training

DIET & CTE Lecturer's Training

Under the 9th plan of IASE have been established to cater the need of 25 districts as per the older provision. The 10th plan envisages 3 IASEs however it is not desirable to withdraw the status of additional IASEs. Therefore it has been prepared to continue with four IASEs and chalked out the plan accordingly. 4 IASEs will do the following programmes.

1. Elementary Teacher's Training
2. Elementary & Secondary Teacher Educator's Training
3. Secondary & higher Secondary School's Principal's Training
4. Material Development
5. Computer Literacy
6. Research

The areas to be covered for training in elementary and secondary teachers education coupled with the training for teacher educators and all the necessary stake holder in the field will embrace following areas.

G.C.E.R.T. regularly conducts achievement tests known as GAP-1,2,3 etc., the hard points and inferences arrived at from these studies will need to be taken care of by IASEs. It has been felt for the years that the proficiency in English of Gujarati milieu at large has not been satisfactory. Therefore it have been under consideration to introduce English language from std.-1. The expertise of IASE functionaries to sensitize for teacher educators word in Gujarat will be utilized.

The proposed is also envil to expand the horizons of science subjects and the development concept of technology. On development of suitable curriculum for this, it is planned to seek the help of IASEs for proper orientation of the stake holders.

The survey of Gujarat Secondary and higher secondary board suggests that students are found weak in core subjects like maths, science and English, IASE will train teachers for the subjects.

IASEs will played key role in giving training to the DIET lecturers and teacher educators in CTEs.

The role of leader can not be overlooked for proper orientation and dissemination and adaptation of all innovative and requisite training programme. IASE will take lead role in training principals of Secondary schools.

It is also felt that the need for concurrent problems faced by the world and the nation seldom needs to be stressed. The value education, population education, adolescence education, vocationalization, transitory age related problems are the few areas to the name. Accordingly new areas of training will be traded by IASEs.

Another language is the real tool for proper education. In Gujarat, Gujarati language is spoken at large however there are certain pockets of tribal areas and whole of kutchh where separate dialects are used for their day to day communication. These dialects like Kutchhi, Bhilhi & Dangi have different characteristics from normal Gujarati Language. Apart from these certain nobadic tribes, speak Gujarati Language in

different ascent. It is difficult for normal teacher to communicate effectively with children of these pockets. Primary teachers and teachers working in these areas needs to be trained. IASE will endeavor to frame these special class of teachers.

Having spelt out some broad areas for elementary and secondary education in which expertise of IASE is planned to be sought, they will also endeavored to trained functionaries of CTEs and DIETs and regard to subjects specific which need special attention. The surveys and studies of Gujarat secondary and higher secondary education board will assist the state to plan suitable training, training modules in these areas. These will be in terms of workshops and seminars to enable proper orientation of the stake holders to propagate and spread innovative practices, adopted by innovative teachers/principals.

This would boost extension & resource support in the areas of secondary and higher secondary education at large. These will facilitated experimentation and innovations in secondary and higher secondary educations. These would also open areas and scopes for training which are needed and awaited.

It is a special feature in secondary and higher secondary education of the state that most of the schools are proprietary and trust owned schools. The leading NGO's and various societies have come forward to establish and runs schools since decades. Apart from receiving admissible government grants. These societies have volunteered necessary finance for school buildings, laboratories, libraries etc. However building suitable to environment that already motivated people participation can be channelised for computer labs and other educational softwares that may be needed for upliftment of these branch of education.

Material Development:

Thinking process is always incomplete without giving material formation to the thoughts. IASEs will prepare required material in various forms like unit plan, content

cum methodology, instructional material, self instructional material, question bank, teachers hand books, students work books & software for computer.

These material will be developed through interaction of functionaries of IASEs. The material, modules, software etc. once developed will be disseminated and percolated with the help of other financial resources like those of Commissionerate of Schools and Gujarat Secondary and Higher Secondary Education Board and from the planned scheme under GCERT.

The propagation of the material thus prepared will also take place with the help of several special projects like Gyanrath, EDUSAT, IPTT-ITV. Under the gyanrath project audio visual connectivity is sought at district, block, cluster levels in phase manner. This will practically have access at district level in very near future, at block level in one year's time and at village level in year's to come.

The EDUSAT will be launched by Government of India in year 2005. So it will cover Gujarat in second phase. Almost all schools in Gujarat are equipped with TV facilities. Therefore telecast of educational programmes on the material developed by IASEs does not pose any problem.

Computer Education Cell:

Many steps have been taken to generate computer friendliness among teacher educators of primary section namely DIET functionaries and lecturers of Govt. , non Govt. aided, non aided and PTC colleges. Computer cell have been set up, computer as a syllabus in PTC courses have been introduced People have been encouraged to donate computers to PTC institutes and primary schools and overall atmosphere has been charged with enthusiasm regarding computer awareness. It would be most proper to take timely advantage of this atmosphere and continue the thread in the secondary education as well. Even in the Secondary & Higher Secondary wing of education, Govt. of Gujarat have allotted sizeable support from the plan scheme in the yesteryears.

Some 1338 schools have been allocated as many as 19885 computers. Thus the task of developing tendency of computer awareness is accomplished.

The concept of e-governance is fast emerging in government. The state is excellerating towards establishing science city, info city and other e-technologies. These have caused extra need to equip tomorrow's teacher with computer literacy. For this purpose, computer labs will be set up in each IASEs.

This includes suitable furniture, A.C., Steel cupboard, glass wood board, bulletin board, salary of faculties, consumables, computers, printers and UPS.

Research:

As indicated above the roll of IASE is that of catalyst which would strive for the quality improvement of education in secondary and higher secondary areas.

There are four IASEs to cater the need of 65231 secondary & Higher secondary teachers working in 6011 secondary and higher secondary schools in Gujarat.

There is separate statutory board namely Gujarat Secondary & higher secondary board, a separate board for preparation text books namely Gujarat State School Text Book Board. The former board conducts public exams and also works as a think tank for quality improvement as well. There is Commissionarate of Schools to look after administrative aspects of the school affairs. All these institutions work collectively receive tremendous feedback and hence enomorous datas to attract researchers who want to work in these areas. The promotion of research work by IASEs & CTEs would do lots of good for the students of Gujarat. The prime role of the IASEs would be to identify problems of secondary education, as identification of elements causing hindrances classroom transaction, identification of elements causing distends among students, evaluation system, mental aptitude of students, development of diagnostic test for weakness in maths & science & suggestion of remedial measures & corrective steps.

In short IASEs would create a research oriented atmosphere among the various functionaries working for students of Std. 8 to 12. Due to limitation of budget this nucleus provision of Rs. 0.5 lacs each year for each IASE is provided.

7.4 CTE

Secondary Teacher Education

Training for Teacher Educators on New Concerns of Education

The scenario on regard of teacher educators in secondary & higher secondary wings has been depicted in para 3.7, 7.3 and the requirement thereof has been clearly spelt out, the areas of focus, have been mentioned . The areas of functionnries in respect of IASEs & CTEs have been quite common & identical. The leads to common programmes for the improvement of quality. It is also worth mentioning here that modalities & Training, their beneficiaries and the subjects of training are quite common. The objectives are common. It would not be out of place to expect functionnaries of CTEs do identical programmes with those of IASEs, though on the smaller areas.

The prime functionnaries of CTEs would be to sensitize the teacher working in secondary areas in secondary schools to acquaint with new areas of education to gether with subjects of general interest as mentioned in para 7.3. Necessary numbers of seminars and workshops would be organised to support the steps already taken by other stake holders of top brass of education department.

Research:

The role of CTEs would be to encourage secondary and higher secondary teachers to use the data available with various educational institutions working in Gujarat for the benifit of students and to encourage them to do research on hard points, behavioural aspects, educational needs, availibility of vocation... etc.

This would also include research on other aspects of classroom interaction, transaction hinderences arising therefrom testing of mental aptitude, diagnostic test in the weaker subjects and the remedial steps to be thought out are the few areas of research which can be fostered by the CTEs.

Material Development:

It would be very essential to seek active and participatory co-operation of CTEs in regard to material development. The details of which have been given in the strategy of IASEs.

The CTEs of the state would provide intellectual support for preparation of material proposed to be developed by IASEs and other educational institutions for projects like Gyanrath, EDUSAT, IPTT-ITV & other regular training programmes that may be required during the first phase.

Computer Education Cell:

It has been proposed to set up one computer cell to each CTE on the lines of IASEs. The facility to be given to each CTE should be in no way inferior to those of IASE. Each CTE would be equipped with a computer cell with necessary furniture on the lines of IASE. The details have been given in para relative to IASE. The unit cost for the each would be same as that of IASE.

7.5 GCERT

The GCERT is heart and head of teacher education in the state. The importance of functions of both the organs need no emphasis in any organization.

Hostel Facility:

Although GCERT was established in its present form in the year 1988 no remarkable financial assistance has been received from the central Government. The essential requirements were met with from the existing infrastructural facilities inherited from the erstwhile State Institute of Education (SIE). The teachers' education in Gujarat has been started which is no less than half a decade. It is therefore very imperative to provide newer facilities in all the states.

The GCERT has been conducting approximately 300 workshops and seminars involving DIET-Principals teacher educators, educational offices of various wings of the department, SRG, DRG and various stakeholders, from the promotion of objectives and achievement of desired goals. It is therefore proposed to construct the hostel with capacity of 40 participants and a multipurpose hall and all necessary accommodations. *Previous year GCERT has given training equal to 15 lacs of man hours.* In second phase, facility of hostel building will be completed.

Computer Lab:

It would be difficult to think of an office of 21st Century without having sufficient numbers of computers. This is most pertinent when we are heading to build a computer literate society. GCERT has been striving to achieve this goal through various initiatives. Every functionary of GCERT would be a prime tool to make the computer literate generation next. It is proposed while the GCERT is having WAN & LAN facility very soon, with audio-visual connectivity with all DIETs. We are heading towards, e-governance for our teacher education. Every functionary of GCERT will have easy access to personal computer with local connectivity for promotion of paperless administration. It is therefore proposed to purchase 30 PCs for the purpose during the plan. This will be completed during first phase.

Establishment of Computer Education Cell:

Many miles have been traded in generating computer literacy among the functionaries of DIETs and GCERT, still there may miles to go. The process should be carried on to achieve the goal of e-governance continuously. Therefore need to create cell for computer education needs no emphasis. The need to give training to the lecturers and Jr. Lecturers to be appointed during the plan period would certainly justify the creation of small cell which will have five sets of computer connectivity with proper security. It will have two faculties on contract basis caring a fix salary of Rs. 5000/- per month.

Under the 9th plan, Intel had offered the technical support to create computer literacy among the DIET functionaries and the students of PSTE branch of the DIETs, under the programme teacher to the future under the programme and lecturer from DIETs have been trained in such a way that they become master trainers for the PSTE students and other teachers of the districts.

There is also a project for Gyan-Rath now on the verge of the launching state under the Gyan-Rath Project apart from giving training in a distance mode to teachers. It could also prove to be a powerful tool for dissemination of bridge courses, breaking eyes with VECs, VCWCs, MTAs, PTAs and powerful instruments for seeking people's participation for the betterment of education.

The computer education cell in GCERT will functions to produce programmes which would serve as TLM for the teacher's training; co-ordinate programmes to meet the objectives of Gyanrath and prepare MTs as and when needed for dissimulation of computer literacy.

Establishment of English Education Cell:

Gujarat has tested sour fruits of ignoring English over the years. The knowledge of one foreign language is essential in the present world of globalisation. The world has

today shrunk a lot. The future generation of Gujarat can not afford to shrink it has to widen and proliferate. This has prompted the state government to remolded its policy. It has now been decided to introduce English in a more children friendly manner from early standard. Learning Without Burden of examination or even without burden of examination or even without burden of reading – writing skill, the idea is to make them speak the language and understand them in a joyful manner. The whole process is slow and will be introduced in a phased manner, the scheme is known as Ganga-Jamuna Yojana. It symbolised the confluence of Ganga and Jamuna who have different characteristic in beginning and after the confluence they merge in each other inseparably.

Curriculum Material Development:

From the philosophy of Gijubhai Badheka, Jugatrambhai, Taraben Modak, the concept of learning without burden and joyful learning is adopted as **an approach** by GCERT to achieve the objective of improvement of quality of primary education. The task is not easy but we have two role models who made the task look so easy. They are Gijubhai and Kobayshi of 'Totochan'. The experiments of the legendaries have been chewed and churned by contemporary educationalists in Gujarat which has given birth to revival of text-books after very elaborative, toiling and painstaking procedure. The text-book thus prepared is inducted in a phased manner over the period of three years, during which the process of feedback, revival and experimentation is continued. This requires production of audio cassettes, video cassettes, CDs etc..

The proper orientation on the innovations adopted to fulfill the objectives refer to above among the teacher educators, teachers, HM of Schools and other stake holders this is again a Herculean task of changing the mind approach, thinking, attitude and hearts. This also generate resistance among the several quarters.

That is why a chain of seminar, workshops, creation of various materials is needed.

Faculty Development :

Amendment and existing recruitment and placement policy is on the verge of completion making way for recruitment of 125 nos. of Jr. lecturers and Sr. lecturers. This would be accomplished in less than six months time. It would be the direction of GCERT would be recruiting 125 Jr. lecturers posts. This would leave no sanction post vacant. The post of Jr. lecturers being gazetted to is filling by govt. in consultation with GPSC. The necessary requisition will be sent to govt. in a fix time after finalization of R.R.s Due monitoring will be done. So that the process is completed in a time bound manner.

This newly recruited Jr. lecturers and Sr. lecturers will have to be oriented and acquainted with the functions of GCERT and DIET in general and teacher education in particular. Otherwise also as per the normal practice, GCERT has been regularly conducting a reorientation programme of existing functionaries of DIETs. Once in a year the programme includes sharing of experiences, sharing of innovations, briefing on future programmes development and very high level official from the govt. of India and our state government.

It is also pointed out that regular visits of neighboring DIET is taken by the each DIET.

Researches :

GCERT has been constantly endeavoring to improve the quality of primary education.

The researches done by GCERT embraces following areas:

1. Drop out and retention
2. Women literacy
3. Student Academic Achievements
4. Classroom interaction

GCERT, Gandhinagar had realized the need of continuous monitoring of students achievements. So, GCERT has launched a series of research projects, named 'Profiles of Academic Achievement of the Primary School Children of Gujarat'. Since the academic year 198-99 under the frameworks of MLL up to the date, two research projects have been conducted by the Department of Education, Bhavnagar University with the concrete co-operation of GCERT and the DIETs of Gujarat in this series of research projects.

GCERT made massive efforts for establishing a good tradition of continuous evaluation of the quality of primary education is general and qualitative impact of MLL is particular.

These profiles are useful for improving the quality of primary education through MLL. The comparison of academic achievement can shed light on the improvement of the quality of primary education in Gujarat.

The hard points of the syllabi of different subject areas have been found out in this project. The knowledge of the hard points can be useful in teaching and thus, the present project has contributed to the knowledge base for improving the quality of primary education.

Gujarat Council of Educational Research and Training, Gandhinagar develops profile of Academic Achievement of the primary school children of Gujarat. - Gujarat Achievement at Primary (GAP) in collaboration with 'Department of Education, Bhavnagar University, Bhavnagar and all the District Institute of Education and Training.

Realizing the immensity of the unfinished task in non-DPEP districts, the central government has launched another major initiative in 2000 called Sarva Shiksha Abhiyan (SSA) with the objective of achieving UEE in the Country by 2010. The programme is built on the strengths of the DPEP and other initiative experiments and recognizes each habitation as a unit of planning, management and monitoring.

With respect to the universalization of primary education the following four conditions must be fully met and appropriate indicators should be developed to reflect these aspects :

- Provision of easy access to an educational facility for all children in the eligible age group;
- Universal intake through formal, non-formal or alternative modes of educational facility,
- Universal retention and completion of the primary /upper primary education cycle,
- Comparable and satisfactory level of achievement by all students at the end of primary classes whether through formal or alternative mode of education.

Generally, the internal flow of students in an educational system is measured through indicators of internal efficiency. Internal efficiency of the primary education system is inversely related to the drop out and repetition rates.

The analysis of internal efficiency in the Indian context is important as a large number of children do not complete the final grade either at all or complete it after spending more than the required number of years.

Cohort data on students' flow is generally not available in the country, the analysis of time series aggregate data suggests that many students drop out before reaching penultimate grade of primary education. The most commonly used method of finding survival rate simply compares the enrolment in the highest class with the enrolment at the beginning class of the same cohort of students. This is called Cohort Study. The problems of retention of students can not be achieved without conducting Cohort Studies under the 9th plan, Cohort studies have been applied in all 23 districts of the states with its lab areas restricted to one or two schools in each districts as an experiments and pilot project without naming the exercise as such.

Vachan Ganan Lekhan Abhivruddhi Project:

GCERT has been immensely successful in adopting the innovative practices. In this context, concrete steps have been taken in terms of student's achievement. Regarding the results of these achievement survey GCERT has decided to implement the "Reading Writing Calculating Project".

This lead GCERT chalk out some programme to achieve the objective of development of reading, writing & calculating skills among the primary school students. That is lengthened of desired by them why it is entitled as "Vachan Ganan Lekhan Abhivruddhi Project(VGLAP)".

Question Bank Project:

GCERT is going to prepare the question banks of different school subjects which include the hard spots of learning in terms of different types of questions. This question banks would be developed by taking help of state resource group (pedagogy). Also all these question banks would be launched on the website of GCERT so that each DIET and resourceful BRCs/CRCs etc. could utilised them for student's continuous & comprehensive evaluation.

Chapter VIII

Costing and Budget

The task of giving justice to the requirement of state needs for teacher's education as well as costing and budgeting had been quiet difficult to fit in the given budgetary limit. This has been completed after much toiling.

The costing and budget for the whole plan and phasewise provision with regards to the existing DIETs, new DIETs, IASEs, CTEs and GCERT have been given in **appendix: viii(a) and viii(b).**

8.1 Existing DIETs

Staff Pay:

As pointed out in the chapter – vii, pertaining the strategy, the staffing in DIETs have been streamlined and rationalized so as to support the need based staffing with restricted budgetary provision.

The following table suggests the no. of posts, pay scale, total emoluments, total cost for one year and first phase costing with due proportional year by year.

now these activities will be carried out through Gyan-rath Project which is going to be functional in a very near future and dormant IPTT-ITV project to be activated soon with the help of MHRD.

GCERT, DIETs & SRGs prepare KRPs, and DIETs & DRGs prepare RPs and master trainers are trained in cascade mode which also consists most of the members of CRGs. The role of the DIETs could be limited to the preparation of CRGs, with the help of satellite technology, KRPs would be able to directly reach to the larger group namely CRGs without incurring transmission loss. This will help achieve quality better.

The other target groups being all the stakeholders of primary education & secondary education who are directly concern with the percolation of quality education. The target obviously will be teacher of the PTC institutions.

The training component also includes regular research work under taken by GCERT as mentioned in chapter vii.

The training to the service providers and teacher educators, namely supervisory staff of DIET & GCERT would also be covered as their norms for training of other financial aspects are to be taken care of.

The total cost for first phase is proposed to be **230.00 lacs**. The details of which can be seen from **appendix ix(A) & ix(B)**.

Office Contingency:

In order to stick to monitory prescribed limit to total plan ceiling, it has been proposed to allocate Rs. 3.00 lacs per DIET per year. The first phase plan toward contingency is proposed **Rs. 138.00 lacs**. The details of which can be seen from **appendix ix(A) & ix(B)**.

Strengthening of Infrastructural facilities:

The costing for the infrastructural facilities for water, compound wall and electrification is on actual need based basis as deliberated in Chapter vii. Costing will be as follows :

Table No: 20

Costing of Infrastructural Facilities

No	Details	nos of DIETs	Estimated cost	Total budget
1	Compound Wall	completely- 9 partialy-2	10.00 06.00	90.00 12.00
2	Water Facility	20	0.15	3.00
3	Electrification	24	1.04	24.00
	Total			129.12

In phase I, all these facilities will be complited.

Equipment:

Gujarat is a fast growing IT state, where electronics gadgets, are used in various areas of society namely industries, education, communication ... etc. as mentioned in chapter - 3. The existing nos of computers and other equipments available cannot be termed as sufficient for "model" & "acting" DIET. However where these facilities have been provided under the 9th plan have been kept out, remaining 9 DIETs are required to be equipped with 15 computers each and other peripherals.

Total Rs. **21.60 lacs** for 9 DIETs is proposed for phase I. The details of which can be seen from **appendix ix(A) & ix(B)**.

Faculty Development of DIET-Staff:

It is very imperative to keep faculties of DIETs abreast of latest practices, preaching, & innovations taking place in education. The functionaries in DIETs of Gujarat are accustomed to meet at least once in a year where they are briefed on the future programme, the inspiring thoughts from national level personalities are arranged and report of their task carried out is taken.

Thus full attempts are made to build up their capacities as teacher educators. Rs. 0.25 lacs per year per DIET is found to be sufficient for activities, like capacity building programme for faculty development, training exposure visits etc.

Total cost for first phase is proposed to be $0.25 \times 23 \times 2 = 11.50$ lacs. The details of which can be seen from **appendix ix(A) & ix(B)**.

Computer lab:

With the high hope that Rs. 54 lacs will be provided for remaining 9 DIETs to make all the DIETs fully equipped with the computer peripherals and other electronic gadgets,

Rs. 0.5 lacs per DIET is estimated for the smoother functioning.

The total cost is proposed to be $0.1 \times 23 \times 2 = 4.60$ lacs. The details of which can be seen from **appendix ix(A) & ix(B)**.

Pre-Primary Education:

The doctrine of "catch them young" is applicable everywhere and likewise in education. The pre-primary education in Gujarat is taken care of by anganvadi workers. Though not directly under education department, the state government has proposed to set up a cell namely shishu-shikshan cell under plan scheme funded by the state. However in the first phase, this being a skeleton cell. It is proposed to do activities like orientation creation of awareness among the workers & the stake

holders and amount of Rs. 0.25 lacs per DIET per year in phase I to supplement actively already launched by the state govt. is proposed. The total amount proposed for first phase is **11.50 lacs**. The details of which can be seen from **appendix ix(A) & ix(B)**.

8.2 New DIETs

Staff Pay:

The staffing pattern and the need for staff for newly proposed DIETs would be same as mentioned in chapter-vii(A) under the heading strategies. All being same, the expenditure under this component would be **Rs. 30.33 lacs** per DIET per year. The total amount is proposed **Rs. 1002.90 lacs** over first phase. The details of which can be seen from **appendix x(A) & x(B)**.

Office Contingency:

In order to stick monitory prescribed limit to total plan ceiling, it has been proposed to allocate **Rs. 3.00 lacs** per DIET per year. The first phase toward contingency is proposed **Rs. 36.00 lacs**. The details of which can be seen from **appendix x(A) & x(B)**.

Civil Works:

As pointed out in the strategy in part (B) of chapter 7, the costing for civil works in 6 new proposed DIETs would be **Rs. 900 lacs**. (i.e. $150 \times 6 = 900$ lacs.) The details of which can be seen from **appendix x(A) & x(B)**. The civil works will be done in second phase.

Equipment:

Rs. 25 lacs per DIET as non-recurring one time grant multiplied by 6 new proposed DIETs would come to Rs. 150 lacs for the whole planned period and accordingly this proposed **Rs. 150 lacs** over phase I. Thus all six DIETs will be fully equipped in first phase. The details of which can be seen from **appendix x(A) & x(B)**.

Faculty Development of DIET-Staff :

It is very imperative to keep faculties of DIETs abreast of latest practices, preaching, & innovations taking place in education. The functionaries in DIETs of Gujarat are accustomed to meet at least once in a year where they are briefed on the future programmes, the inspiring thoughts from national level personalities are arranged, report of their programmes and innovative practices carried out by them is presented.

Thus full attempts are made to build up their capacities as teacher educators. Rs. 0.25 lacs per year per DIET is found to be sufficient for activities, like capacity building programme for faculty development, training exposure visits etc.

Total cost is proposed for first phase to be $0.25 \times 6 \times 2 = 3.00$ lacs. The details of which can be seen from **appendix x(A) & x(B)**.

Computer lab. :

With the high hope that Rs. 54 lacs will be provided for remaining 9 DIETs to make all the DIETs fully equipped with the computer peripherals and other electronic gadgets, Rs. 0.5 lacs per DIET is estimated for the smoother functioning over the plan.

The total cost is proposed to be $0.1 \times 6 \times 2 = 1.20$ lacs. The details of which can be seen from **appendix x(A) & x(B)**.

Pre-Primary Education:

The doctrine of "catch them young" is applicable everywhere and likewise in education. The pre-primary education in Gujarat is taken care of by anganvadi workers. Though not directly under education department, the state government has proposed to state a cell namely shishu-shikshan cell under plan scheme funded by the state. However in the first phase, this being a Skelton cell, it is proposed to do activities like orientation, creation of awareness among the workers & the stake holders and amount of Rs. 0.25 lacs per DIET over the plan period to supplement

actively already launched by the state govt. is proposed. The total amount proposed for first phase is $0.25 \times 6 \times 2 = 3.00$ lacs. The details of which can be seen from **appendix x(A) & x(B)**.

8.3 IASE

Elementary & Secondary Teacher Education:

Seminar orientation programmes will be organised by 4 IASEs as follows.

A) Primary Section

- i) English
- ii) Introduction of Science & Technology
- iii) case of dilects

B) Secondary Section

- i) English
- ii) Maths
- iii) Science
- iv) Social studies

C) Higher Secondary Section

- i) English
- ii) Maths
- iii) Physics
- iv) Chemistry
- v) Biological Science
- vi) Economics
- vii) Commerce
- viii) Accountacy
- ix) Banking
- x) Insurance

The above list is illustrative. The programmes would be held as per requirements that may be brought to our notice during later period of plan **Rs. 4.00 lacs** per year equally distributed. The total costing would be **Rs. 8.00 lacs** for first phase as mentioned in the **appendix xi(A) & (B)**.

Elementary and secondary teacher educators training:

The requirement has been spelt out in the strategy chapter the amount to be spent for elementary & secondary teacher education or training is also estimated **Rs. 8.00 lacs** over the plan period as mentioned in the **appendix xi(A) & (B)**.

Secondary & Higher secondary School Principal training:

As amply narrated in strategy, the principal of higher secondary & secondary schools will have to take lead roll both in improvement of quality of education and fight out the problem faced by the nation in general & the state in particular.

The problems have been listed out in the strategy. In first phase, the total provision for this components is **Rs. 6.00 lacs**.

DIET & CTE lecturers training:

The state is very familiar with cascade mode of training. However with advancement of technology other modalities will have to be adopted for teachers educators & trainees as programmes like EDUSAT, IPTT-ITV, Gyan-Rath are on the threshold.

Therefore educators and trainees will have to be acquainted & oriented in adoption of new mode of training. Their awareness will have to be sensitised **Rs. 4.00 Lacs** for phase I have been earmarked for this purpose as mentioned in the **appendix xi(A) & (B)**.

Material Development:

Detail illustrations have been given in the strategy chapter for the requirement of material development. These projects being ambitious and very large finance is to be drawn from various sources. Central existence admissible for IASEs for phase I under the proposed plan is one of them. **Rs. 6.00 lacs** is anticipated, expected and estimated as mentioned in the **appendix xi(A) & (B)**.

Computer Education Cell:

IASEs. would play very leading role for development of computer friendly attitude among teachers educators. The necessity has been spelt out in strategy section in order to boost the atmosphere already in existence in Gujarat for computer literacy needs to be exploited. Setting up of the computer cell in each IASE is requirement of the day. Therefore for first phase at the cost of **Rs. 22.00 lacs** for computer cell is proposed as mentioned in the **appendix xi(A) & (B)**. The unit cost is given here in below:

Table No: 20

Proposed Budget for Computer Education Cell

1	Furniture :	90,000
	AC & Room coating (1)	50,000/-
	Table (2) – 2500 x 2	5,000/-
	Chair (6) – 2500 x 6	15,000/-
	Cupboard (2) – 5000 x 2	10,000/-
	Glass board (1) – 5000 x 1	5,000/-
	Bulletin board (1) – 5000 x 1	5,000/-
2	Salary	1,00,000/-
	No. of faculties - 2 per month Rs. 5,000 yearly(10 Months) 10 x 5,000 = 50,000 Total : 50,000 x 2 (year)	1,00,000/-
3	Consumables	1,00,000/-
	Stationary, CDs, Cassettes etc. per year Rs. 50,000 Total : 50,000 x 2 (year)	1,00,000/-
4	Computer	2,50,000/-
	5 set of computer with furniture per set Rs. 50,000 Total : 50,000 x 5 (set)	2,50,000/-
5	UPS	10,000/-
	Total Budget :	5,50,000/-

Thus Rs. 5.50 lacs x 4 (IASEs) = 22.00 lacs

Research:

Despite many research have been done for personnel academic purpose, much more is to be required to be done for secondary and higher secondary field. As indicated in strategy chapter requirement in proper direction is high. **Rs. 10.00 lacs** is estimated for the directional purpose. For first phase, **Rs. 4.00 lacs** have been estimated for research as mentioned in the **appendix xi(A) & (B)**.

8.4 CTE

Secondary Teacher Educator:

Seminars & orientation programmes will be organised by 7 CTEs in the subjects mentioned in para 8.3. It need not be mentioned that the areas being identical and other sources are also involved in similar activities has also due to budgetary constraints the amount earmarked for the purpose may not look large and sufficient, but in the given circumstances the budget for secondary teacher education is **Rs. 18.00 lacs** during phase I as mentioned in the **appendix xii(A) & (B)**.

Training for Teacher Educators on New Concerns of Education:

The wider spectrum of the areas encompassing new concerns of education has been clearly brought out in the strategies beginning from para 7.3 onwards. It is expected from the functionaries of CTEs to open up the horizons of knowledge for teacher educators, teachers & students of secondary and higher secondary schools. For this awareness programmes **Rs. 18.00 lacs** have been estimated for phase I as mentioned in the **appendix xii(A) & (B)**.

Research:

Despite many research have been done for personnel academic purpose, much more is to be required to be done for secondary and higher secondary field. As indicated in

strategy chapter requirement in proper direction is high. **Rs. 15.00 lacs** is estimated for the directional purpose. For first phase **Rs. 6.00 lacs** have been estimated for research as mentioned in the **appendix xii(A) & (B)**.

Material Development:

The requirement has been brought out in strategy. The intention is to seek co-operation of CTEs and their intellectual support for the development of material required for the various educational projects. The amount earmarked for this purpose has been **Rs. 4.00 lacs** for phase I to be evenly distributed amount all the seven CTEs as mentioned in the **appendix xii(A) & (B)**.

Computer Education Cell:

As pointed out in the strategies for CTE, the establishment of computer cell is proposed to be set up on the lines of IASE and therefore the costing would be **Rs. 8.50 lacs** per unit. The unit cost is given here in below:

Table No: 21

Proposed Budget for Computer Education Cell

1	Furniture :	90,000
	AC & Room coating (1)	50,000/-
	Table (2) – 2500 x 2	5,000/-
	Chair (6) – 2500 x 6	15,000/-
	Cupboard (2) – 5000 x 2	10,000/-
	Glass board (1) – 5000 x 1	5,000/-
	Bulletin board (1) – 5000 x 1	5,000/-
2	Salary	1,00,000/-
	No. of faculties - 2 per month Rs. 5,000 yearly(10 Months) 10 x5,000= 50,000 Total : 50,000 x 2 (year)	1,00,000/-
3	Consumables	1,00,000/-
	Stationary, CDs, Cassettes etc. per year Rs. 50,000 Total : 50,000 x 2 (year)	1,00,000/-
4	Computer	2,50,000/-
	5 set of computer with furniture per set Rs. 50,000 Total : 50,000 x 5 (set)	2,50,000/-
5	UPS	10,000/-
	Total Budget :	5,50,000/-

Thus Rs. 5.50 lacs x 7 (CTEs) = 38.50 lacs

8.5 GCERT :

Looking to the various functions of GCERT it has to be fully equipped both in terms of human and material resources for the transmission of new approaches and trends of education. To fulfil the desired criteria, the costing and budgetary provision has been proposed accordingly. The details of which can be seen from **appendix xiii (A) & (B)**.

Hostel facility :

In view of needs stated in the foregoing chapter of strategy a hostel to house 40 participants for short term workshops and seminars to be held by GCERT is proposed to be built in the GCERT – DIET complex in Sector 12.

Since the combined building of GCERT and DIET is the verge of completion there is additional land available for this purpose. At the disposal of and in possession of GCERT of will costs **Rs. 40.00 lacs** with multipurpose hall, dinning hall and ancillary facilities. This will be done after phase I.

Computer lab:

The proposed GCERT building now the verge completion is equip with proper design for inter-connectivity and network, 30 additional PCs at the cost of **Rs. 10.00 lacs**. In first phase, computer lab will be fully completed.

Establishment of Computer Education Cell:

As pointed out in the strategy chapter, the computer education cell will consists a small room of 20 x 20 Sq. feet which will have five PCs mounted. The estimate of costing over the *Phase-1* is **Rs. 8.40 lacs**. On suitable furniture, the costing of the cell will be as follows, shown in table no. 20.

Table No: 21

Proposed Budget for Computer Education Cell

1	Furniture :	1,40,000
	AC & Room coating (1)	50,000/-
	Table (2) – 2500 x 2	5,000/-
	Chair (12) – 2500 x 2	30,000/-
	Cupboard (6) – 5000 x 6	30,000/-
	Glass board (2) – 5000 x 2	10,000/-
	Bulletin board (3) – 5000 x 3	15,000/-
2	Salary :	2,40,000/-
	No. of faculties - 2 per month Rs. 5,000 per year 2 x 5,000 x 12 = 1,20,000 Total : 1,20,000 x 2 (year)	2,40,000/-
3	Consumables	2,00,000/-
	Stationary, CDs, Cassettes etc. per year Rs. 1,00,000 Total : 1,00,000 x 2 (year)	2,00,000/-
4	Computer	2,50,000/-
	5 set of computer with furniture per set Rs. 50,000 Total : 50,000 x 5 (set)	2,50,000/-
5	UPS	10,000/-
	Total Budget :	9,40,000/-

Establishment of English Education Cell:

There will several components for the cell of English Education namely salary, stationary, suitable furniture, Audio Visual articles and Audio Visual Hardwares, regular and merely consumables. The estimate of costing over the *Phase-1* is **Rs. 4.00 lacs**. The bifurcation of the same is given in table no: 21.

Table No: 22
Estimated costing of English Education Cell

1	Furniture :	1, 02,500
	Table (10+1) – 2500 x 11	22,500/-
	Chair (15+1) – 2500 x 16	40,000/-
	Cupboard (2) – 5000 x 2	10,000/-
	Glass board (2) – 10000 x 2	20,000/-
	Bulletin board (2) – 5000 x 2	10,000/-
2	Salary	1, 20,000/-
	No. of faculties - 1 per month Rs. 5,000 per year 5,000 x 12 = 60,000 Total : 60,000 x 2 (year)	1,20,000/-
3	Stationary	80,000/-
	Stationary, CDs, Cassettes etc. per year Rs. 40,000 Total : 40,000 x 2 (year)	80,000/-
4	Computer (no. 1)	50,000/-
5	Television (no. 1)	30,000/-
6	Tape Recorder	5,000/-
7	VCR / VCD	10,000/-
8	Cassettes / CDs	2,500/-
	Total Budget :	4,00,000/-

Curriculum, Material development:

As pointed out in the strategy chapter, the process of training, curriculum and material development is continuous and perennial, the proper dissemination of material and reformation of curriculum is pre condition. **Rs. 2.8 lacs** per year is the expenditure envisaged by GCERT for this purpose during the plan period in two phases. Thus phase I will cost **Rs. 5.60 lacs**.

Faculty Development:

Even having clearly spelt out the recruitment policy in the strategy section coupled with its requisite training and orientation and continuance of our policy of inter DIET visits which has been successfully implemented by GCERT in past. This would cost

Rs. 8.00 lacs per year. The total expenditure is estimated **Rs. 8.00 lacs** per year and for phase I, this would be **Rs. 16.00 lacs**.

Evaluation:

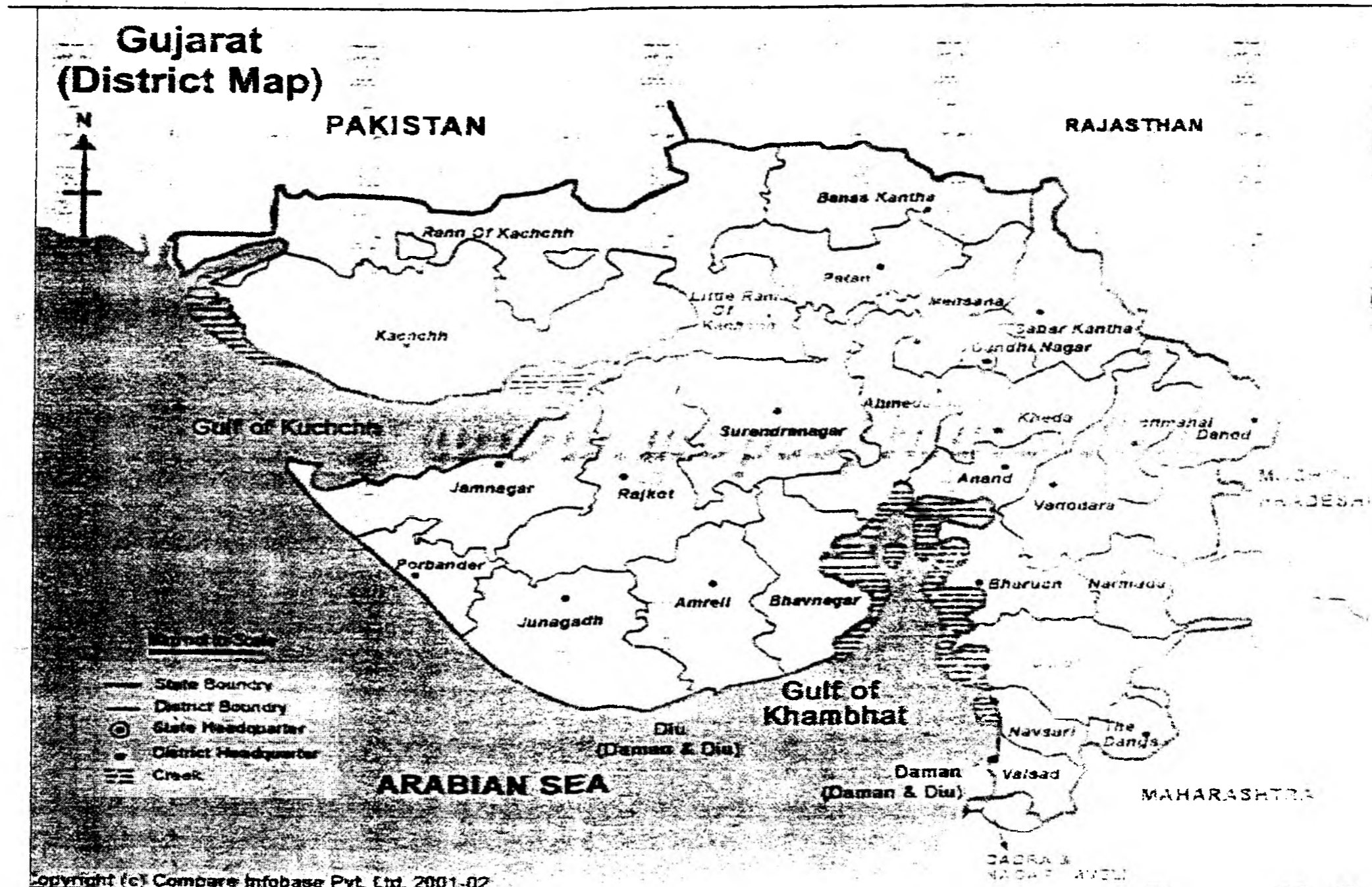
Having tested the fruits of success in development of evaluation practices under the VIIIth and IXth plan, the Gujarat needs to continue with the process under the Xth plan as well. The experiment is not new, and therefore the fund required is not high.

The rebuffering and repolicy of the method could required **Rs. 2.8 lacs** per year in GCERT. Therefore the Ist phase will cost **Rs. 5.60 lacs**.

Research:

Gujarat has been one of the pioneer states in the area of the research. This has also been very continuous process and one of the prime areas of functions for all SCERTs. It is natural that lion share would go for research work, accordingly it has been proposed **Rs. 12.00 lacs** per year. In phase I, cost will be **Rs. 24.00 lacs**.

Appendix-i(Map of Gujarat)



Appendix-ii(List of Pre-PTC colleges)

1	K.J.Mehta College of Pre-Primary Education, Dist: Banaskantha, Palanpur-385001
2	V.L.Vora Bal Adhyapan Mandir, Dist: Kutch, Mundra-370421
3	Shri Vallabh Kanya Kelwani Mandal, Rajkot-360002
4	Maitri Vidhyapith Sanchalit, Shree Lakhamashi Nav Maitri Vidhyapith Mandir, Building Maitri Vidhyapith, Surendranagar-363001
5	Gujarat Bal Adyapanmandir, Devetiya Block, C.G.O. Raikad, Ahemadabad-380001
6	Daxinamurti Bal Adyapanmandir, Gijubhai Badheka Marg., Bhavnagar-364001
7	Shri Vasant Bal Adhyapanmandir, Nrusihasram, Bhutadi Zampa, Baroda-391001
8	Mahila Vidyabhawan Pre-Primary Training College, Shaheed Chowk, Kumbharwad, Navsari-396445 Dist: Bular

Appendix-iii(List of Primary Teacher's Training Colleges)

Aided :

1	Shree C.U. Shah Stree Adhyapan Mandir, Dholka, Ahmedabad.
2	Saryodaya Ashram Adhyapan Mandir, Shapur, Junagarh.
3	Stree Adhyapan Mandir, Anra, Sabarkantha.
4	Sheth Chimanlal Nagindas Talimi Vidyalay, Ambawadi, Ahmedabad.
5	Shree Shikshan Sadhna Stree Adhyapan Mandir, Bapunagar, Ahmedabad.
6	Buniyadi Stree Adhyapan Mandir, Nardipur, Mehsana.
7	Smt. Manekba Stree Adhyapan Mandir, Adalaj, Gandhinagar.
8	Seth Shri Lakhamsihal Napu Primary Teacher training College, Mundra, Kutch.
9	Shri Lakhman Napu Maitri Adhyapan Mandir, Surendranagar.
10	Buniyadi Purush Adhyapan Mandir, At. Gundi, Po. Lothal-Bhurkhi, Ahmedabad.
11	Mary Brown Memorial Training College, Borsad, Kheda.
12	Shri Vasudev Raval Buniyadi Adhyapan Mandir, Prantij, Sabarkantha.
13	Motibhai Amin Prathmik Shikshan Adhyapan Mandir, Anand, Dist. Kheda.
14	Kasturba Gandhi Stree Adhyapan Mandir, Koba, Gandhinagar.
15	Mahila Adhyapan Mandir, Savarkundla, Bhavnagar.
16	Stree Adhyapan Mandir, Rajpipla, Dist. Narmada.
17	Stree Adhyapan Mandir Chitrasani, Palanpur, Banaskantha.
18	Methodist Teacher Training College for Women, Mission Road, Godhra.
19	Shri K.H. Desai Purush Adhyapan Mandir, Vapi, Valsad.
20	Vocational Training College (Man), Ankleshwar, Dist. Baruch.
21	Sardar Vallabhbhai Stree Adhyapan Mandir, Nadiad, Kheda.
22	Adhyapan Mandir Vallabh Vidhyalay, Bochasan, Anand.
23	Mahila Adhyapan Mandir, Zalod, Dist. Dahod.
24	Stree Adhyapan Mandir, Harijan Ashram, Sabarmati, Ahmedabad.
25	Surajba Govindbhai Patel Stree Adhyapan Mandir, Sunav, Petlad, Dist. Anand.
26	Nai Talim Adhyapan Mandir, Vedechhi, Surat.
27	Gharshala Buniyadi Adhyapan Mandir, Down Chowk, Bhavnagar.
28	H.K. Primary Training College, Navrangpura, Ahmedabad.
29	Kasurba Adhyapan Mandir, Borakhadi, Surat.
30	Shri C.K. Mehta College of Primary Education, Palanpur, Banaskantha.
31	S.M. Modi Basic Training College for Men, Ranuj, Patan.
32	Smt. Sadgunaben C.U. Shah Adhyapan Mandir, Wadhwan city, Surendranagar.
33	Shri Lohana Sthapit Mahila Adhyapan Mandir, Rajkot.
34	Shri M.L. Doshi Stree Buniyadi Adhyapan Mandir, Surendranagar.
35	Mahila Adhyapan Mandir, Babapur, Amreli.
36	Smt. S.K. Borlaiwala Mahila Adhyapan Mandir, Vapi, Ta. Pardi, Valsad.
37	Lokbharati Adhyapan Mandir, Sanosara, Bhavnagar.
38	Bhagini Samaj Kapilaben Mehta Mahila Adhyapan Mandir, Ta. Pardi, Valsad.
39	Shri M.A. Mehta Municipal Mahila Adhyapan Mandir, Jamnagar.
40	Shri M.B. Shah Prathmik Shikshak Adhyapan Mandir, Lembasa, Kheda.
41	Buniyadi Adhyapan Mandir, Aha Bada, Jamnagar.
42	Vanita Vishram Training College, Nanpura, Surat.

43	Smt. Majaben Chandulal Patel Stree Adhyapan Mandir, Chhota Udaipur, Dist. Vadodara.
44	Shri Sardar Vallabhbhai Prabhas Adhyapan Mandir, Prabhas Patan, Junagadh.
45	District Institute of Education & Training, Anand
46	District Institute of Education & Training, Dahod.
47	District Institute of Education & Training, Mehsana
48	District Institute of Education & Training, Ahmedabad-city
49	District Institute of Education & Training, Valsad
50	District Institute of Education & Training, Waghai
51	The Sandipani Adhyapan Mandir, Ahmedabad.

Government :

1	Govt. Basic Training College for Men, Kadiyadara, Sabarkantha.
2	District Institute of Education and Training (DIET), Ganeshpura, Banaskantha.
3	District Institute of Education and Training (DIET), Surendranagar.
4	District Institute of Education and Training (DIET), Idar, Sabarkantha.
5	District Institute of Education and Training (DIET), Vadia, Amreli.
6	District Institute of Education and Training (DIET), Kathlal, Kheda.
7	District Institute of Education and Training (DIET), Bilka Road, Junagarh.
8	District Institute of Education and Training (DIET), Bhavnagar.
9	District Institute of Education and Training (DIET), Rajpipla, Narmada.
10	Hunter Training College, Morbi, Rajkot.
11	District Institute of Education and Training (DIET), Mehsana.
12	Govt. Purush Adhyapan Mandir, Songadh, Bhavnagar.
13	Govt. Purush Adhyapan Mandir (DIET), Dhoni, Jamnagar.
14	Premchand Raichand Training College, Raikhad, Ahmedabad.
15	District Institute of Education and Training (DIET), Santrampur, Dist. Panchmahal.
16	District Institute of Education and Training (DIET), Chowk Bazar, Surat.
17	District Institute of Education and Training (DIET), Raikhad, Ahmedabad.
18	District Institute of Education and Training (DIET), Nr. Tricon Baug, Rajkot.
19	Govt. Basic Training College for Women, Vadodara.
20	District Institute of Education and Training (DIET), Middle School Ground, Bhuj-Kutch, Kutch.
21	Govt. Basic Training College for Men, Devgarh, Dahod.
22	Govt. Purush Adhyapan Mandir, Rambaug, Mangrol, Junagarh.
23	Govt. Basic Training College for Men, Dabka, Palghar, Dist. Badodara.
24	District Institute of Education and Training (DIET), Gandhinagar.

Unaided:

1	Satkaival Primary Teacher Training College, Sarsa, Anan
2	Shri Krishna Education Trust's, Cordial college of PTC, Sanand, Ahmedabad
3	Jigna Education Trust, Chandkheda, Gandhinagar
4	Eklavya Institute of Education, Ellisbridge, Ahmedabad
5	M.L.Gandhi Higher Education society, Modasa, Sabarkantha
6	Shri Uma Primary Teacher Training College, Rajkot
7	Karmshtrestha Adhyapan Mahavidyalaya, Saragasan, Gandhinagar
8	Shree Gujarat Rajya Akhil Gramya Vikas Mandal, Dasa, Dahod
9	Shri Shreyas Kelvani Mandal, Unjha, Mehsana
10	Mehsana Urban Bank Charitable Trust, Mehsana
11	Anandha Mahila Adhyapan Mahavidyalaya, Valad, Gandhinagar
12	Eklavya Institute of Teacher Education, Chandrala, Gandhinagar
13	Umiya Parivwar Charity Trust, Chandkheda, Gandhinagar
14	Saraswati Stri Adhyapan Mandir, Vatva, Ahmedabad
15	Dr. Subhash P. Chavda Ahir Kelwani Mandal, Junagarh
16	Sandhi GBTC Adhyapan Mandir Chanakyapuri, Ahmedabad
17	Navchetan Kelawani Trust, Untarda, Sabarkantha
18	Shri Junagarh Kelwani Mandal, Junagarh
19	Dr. B.R.Ambedkar Education Society, Surat
20	Virpur Mahila Utkarsh Mandal, Kheda
21	Sanskar mangal Charitable Foundation, Gandhinagar
22	Sami Kelavani Mandal, Sami, Dist. Patan.
23	The Swaminaraya Vividh Seva Niketan trust, Jetalpur, Ahmedabad
24	Ambica Krupa Education Trust, Dewaliba PTC college, Bopal, Ahmedabad
25	Nutan Bharti, Madangadh, Banaskantha
26	The Swaminarayan Sarva Mangal Trust, Waghodia, Vadodara
27	Shree N.V.Joshi Education Trust, Gir-Gadhada, Junagadh
28	Ratilal Vaghsia Smarak Trust, Dhoraji, Rajkot
29	Dahod Anaj. Mahajan Sarvajanic Society's, Dahod
30	M.L.Parmar Charitable Trust's, Mandvi, Surat
31	Shree Amreli Jilla Leuva Patel Charitable trust's, Amreli
32	Shree Prabhas Kelvani Mandal's Shri Swaminarayan Adhyapan Mandir, Junagadh
33	Shri Vadunatha Kelvani Mandal's, Vadu, Mehsana
34	Shree Swaminarayan Sanskardeep's Shree Swaminarayan Sanskar Adhyapan Mandir, Zundal, Gandhinagar
35	Vadvala Shaikshanik & Gaushala Trust's Vasadava, Surendranagar
36	Gyansampraday Kevalani Khatu's Sat Kaival Adhyapan Mandir, Sarsa, Anand
37	Sarvodaya Education Foundation Trust's Disa, Banaskantha
38	Shri Umiya Khakhariya Vadhiyar Chuval Education Trust's, Sola, Ahmedabad
39	Shri Badhada Kelvani Mandal's PTC College, Taravada, Amreli
40	Shri Swaminarayan Gurukul's, Taravada, Dist. Amreli.
41	Sanskar Education Trust's PTC college, Vadodara
42	Jagruti Yuvak Mandal's Shri Ram Adhyan Mandir, Kutchh

43	Kutchh Machhoya Aahir Samaj's Adhyapan Mandir, Adipur, Dist. Kutchh.
44	Sarvajanik Vikas Mandal's Sarvoday PTC College, Viraniya, Panchmahal
45	Shree Yoganarrd Swami Seva Samaj Trust, Gadhada, Bhavnagar
46	Shree Swaminarayan Sanskar Dham, Gurukul, Dhrangadhra, Surendranagar
47	Ahmedabad Education Society's, H.L. Primary Training College, Ahmedabad
48	Sarva Vidyalaya Kelvani Mandal's Sarva Vidyalaya PTC College, Gandhinagar
49	Takshashila Education and Charitable Trust's, Botad, Bhavnagar
50	The Sandipani Adhyapanmandir, Chanakyapuri, Ghatlodiya, Ahmedabad-380061

Unaided (Year 2003-04)

1	Peoples Welfare Society, Upleta, Rajkot.
2	Bharat Sevashram Sangha, At. & Po. Gangpur, Ta. Vansda, Navsari.
3	Shri G.B. Rao PTC College, At. & Po. Veda, Ta. Mansa, Gandhinagar.
4	G.L.S. Adhyapan Mandir, Ellisbridge, Ahmedabad.
5	Chaudhari Mahila Adhyapan College, Sector-7, Gandhinagar.
6	Shri Panchshil Trust, Visnagar, Mehsana.
7	Shri G.V. Mayavanshi PTC College, At. Po. Ambav, Ta. Thasra, Kheda.
8	Kantha Vibhag New Nirman Mandal, Bharthana, Surat.
9	J.G. College of Primary Education, Ahmedabad.
10	Smt. Samiben Jaikishandas Patel Sarvajanik Mahila, Bardoli, Surat.
11	Shree Prantij Taluka Kelavani Trust, Aradhana PTC College, Sector-28, Gandhinagar.
12	Shri Lodra Kelavani Adhyapan Mandir, Mansa, Gandhinagar.
13	Parul Institute of PTC Education, Vagodiya, Baroda.
14	PTC College Shri Chanasma – Patan Tal. Gram Vikas Higher Education trust, Palsar, Chansma.
15	OM Primary Teachers Training College, Gandhinagar.
16	Sarva Vidyalaya PTC College, Sector-23, Gandhinagar.
17	Shri Sandipani Kelvani Mandal PTC College, Vijapur, Mehsana.
18	Shri Jalaram Education Society, Lilashahnagar, Gandhidham, Kutch.
19	Swastik Adhyapan Mandir, At. Transwad, Ta. Vadnagar, Mehsana.
20	Umiya PTC College K.P. 42 Gram Samaj Kelavani Mandal, Kalol, Gandhinagar.
21	Rang Avdhoot Adhyapan Mandir, Po. Vasna Margia, Kheda.
22	Shree Kamuba Mahila Adhyapan Mandir, Dhari, Amreli.
23	Sarva Vidyalaya PTC College, Kadi.
24	Prahladbhai S. Patel Adhyapan Mandir, Ghatlodia, Ahmedabad.
25	Shree Satsang Shiksha Parishad, Chhaya, Porbandar.

Appendix-iv(List of B.Ed. colleges)

Aided :

1	Shri D.Dchoksi College of Secondary Education, Palanpur, Dist. Banaskantha
2	Secondary Teacher's Training college, Kheda
3	Smt. Ulhasben Gordhandas College of Education, Vasana, Ahmedabad
4	Secondary Teacher's Training College, Visnagar, Dist. Mehsana
5	Lilavati Nandlal Kilachand College of Education, Patan
6	Prakash college of Education, Drive in Road, Ahmedabad
7	Swami Vivekanand Sarvoday Bank Education College, Mehsana
8	Shri B.D. Shah College of Education, Modasa, Dist. Sabarkantha
9	Anand Education College, Anand
10	College of Education, Daramli, Idar, Dist. Sabarkantha
11	Vaidya Shri M.M.Patel Education College, Ellisbridge, Ahmedabad
12	Smt. B.C.J. College of Education, Khambhat, Dist. Kheda
13	Dr. Subhash Mahila College of Education, Junagadh
14	College of Education, Petlad, Dist. Kheda
15	Shri R.P.Anand College of Education, Borsad, Dist. Kheda
16	Shri Gulabrai H. Sanghavi Shikshan Mahavidyalaya, Vidyanagar, Bhavnagar
17	Shri C.H. Shah Maitry Vidyapith Mahila College of Education, Surendranagar
18	Shri M.N. Shukla College of Education, Vishwabharati Bhavan, Thaltej, Ahmedabad
19	R.B.Sagar College of Education, Paldi, Ahmedabad
20	Smt. M.N.K.dalal Education College of Women, Ellisbridge, Ahmedabad
21	Seth C.N.Graduate Basic Training College, Ambavadi, Ahmedabad
22	Shri N.H. Patel College of Education, Anand
23	Vivekanand College of Education, Behrampura, Ahmedabad
24	Shri Rang Shikshan Mahavidyalaya, Valsad
25	A.G. Teacher's College, Navarangpura, Ahmedabad
26	Shri S.D. Shetia College of Education, Mundra, Dist. Kutch
27	V.T.Choksi Sarvajanic College of Education, Athwa lines, Surat
28	Darbar Gopaldas Shikshan Mahavidhyalaya, Aliabada, Dist. Jamnagar
29	Dr. Subhash College of Education, Khamthol Crossing, Junagarh
30	M.M.Shah College of Education, Surendranagar
31	Sheth Motilal Nathibhai Contractor College of Education, Dabhoi, Dist. Vadodara
32	Dr. Dahyabhai Pragjibhai Patel B.Ed. College, Kharod, Ankleshwar, Dist. Bharuch
33	Graduate Basic Training College, Sanosara, Dist. Bhavnagar
34	Institute of Language Teaching, Udyognagar, Jamnagar
35	Shree Sarvajanic College of Education, Vallabh Vidyanagar, Dist. Kheda
36	Smt. J.J.Kundalia Graduate Teachers College, Bedipara, Rajkot
37	P.D.Malviya Graduate Teachers College, Malviya Road, Rajkot
38	Shri Shardapeeth Arts and Commerce College of Education, Dwarka
39	Snatak adhyapak Mandir, Vedchhi, Dist. Surat
40	H.M.Patel Institute of English Training and Research, Vallabh Vidyanagar, Dist. Anand

Government :

1	Govt. Ramba Graduate Teacher's College, Porbandar, Dist. Junagarh
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University Department :

1	Department of Education, M.S.University, Fatehgunj, Vadodara
2	Department of Education, Bhavnagar Uni., Bhavnagar
3	Department of Education, Saurashtra Uni., Kalawad Road, Rajkot
4	Department of Education, South Gujarat Uni., Udhana-Magdalla Road, Surat
5	Shikshan Mahavidyalaya, Gujarat Vidyapeeth, Ahmedabad
6	M.B.Patel College of Education, Sardar Patel Uni., Vallabh Vidyanagar, Dist. Kheda
7	Department of Education, M.B.Patel College, Anad

Unaided :

1	Mahila Mahavidyalaya, Padra Road, Baroda
2	Smt. Vasantiben Ranchodbhai Bakta College of Education, Kamrej, Surat
3	Charotar Education Society, Ishwarbhai Jethabhai B.Ed. College, Mogri, Anand
4	Prantij Taluka Education Society's Experimental College of Education, Sabarkantha
5	Shri Radheshyam Public Charitable Trust, Mahuva, Bhavnagar
6	Savachi Education Trust, Rajkot
7	Bhagwat Hari Prem Education Society, Pansar, Gandhinagar
8	Sheth S.M.Patel College of Education, Dhanpura, Dist. Mehsana
9	Gujarat State Panchhat Varg Vikas Mandal, Dr. Subhash College of Education, Junagarh
10	Saurashtra Gandhi Gramodhar Trust, B.Ed. College, Jasdan, Rajkot
11	Amarjyot Education Trust, Radhanpur, Dist. Patan
12	Shri M.H.Kansara Kelvani Trust, Naranlal Institute of Teacher Education, Navsari
13	Tapovan Sanskar Kendra, Satyam College of Education, Bharuch
14	the Punit Education Trust B.Ed. College, Modhera Road, Dist. Mehsana
15	Shree Suvidha Education Trust, Sometra, Dist. Mehsana
16	Gram Nirman Kelvani Mandal Thava, Valia, Dist. Bharuch
17	Saushtra Education Trust, Sarda B.Ed. College, Punagam, Surat
18	Amreli Jilla Leuwa Patel Charitable Trust, Smt. M.J.Gajera B.Ed. Mahila College, Amreli
19	Dhruv Education Trust, College of Education, Vadsma, Dist. Mehsana
20	People's Welfare Society's B.Ed. College, Dumiyani, Dist. Rajkot
21	R.K.Desai Institute of Teacher Education, GIDC Vapi, Dist. Valsad
22	Asia Charitable Trust B.Ed. College, Asia Campus, Ahmedabad
23	Gitanjali Trust B.Ed. College, Talod, Dist. Sabarkantha
24	Patel Kelvani Mandal's B.Ed. College, Junagadh
25	Rajkot Kelvani Mandal's B.Ed. College, Dasturba Road, Rajkot
26	S.V.College of Education, Kadi, Dist. Mehsana
27	S.V. Institute of Education, Sector-23, Gandhinagar
28	Bharat Education Trust's B.Ed. College, Bardoli, Surat
29	Swami Vivekanand Education College, Veda, Mansa, Dist. Gandhinagar
30	Patel Bhanji Bhimji Education & Charitable Trust B.Ed. College, Dhrol, Dist. Jamnagar

Appendix-v(Existing Recruitment Rules)

NOTIFICATION
EDUCATION DEPARTMENT
SACHIVALAYA GANDHINAGAR (GUJARAT)

Dated the

**CONSTITUTION No. GH/SH/
OF INDIA**

In exercise of powers conferred by the proviso of article 309 of the Constitution of

India, the Governor of Gujarat, in Suppression of the existing rules, hereby makes

the following rules to provide for regulating the recruitment to the post of principal in the Gujarat Education Service Class-I, under District Institute of Education and

Training(DIET) namely –

Rule-1. These rules may be called “**The Principal in the Gujarat Education Service Class-I District Institute of Education and Training(DIET) Recruitment Rules-2000.**”

Rule-2. Appointment to the post of principal in Gujarat Education Service Class-I under the District Institute of Education and Training(DIET) shall be made either :-

(a) By Promotion of a person of proved merit and efficiency from amongst the person who have worked for not less than 10 years in the cadre of Senior Lecturer of District Institute of Education and Training and who have passed the prescribed departmental examination and who possess the Educational qualifications in sub-rule (b) of **Rule-4** for Direct selection :

Provided that where the appointing authority is satisfied that a person having the experience specified in clause (a) above is not available for promotion and that it is necessary in the public interest to fill up the post by promotion even of a person having experience for a lesser period, it may, for reasons to be recorded in writing promote such person who has experience for a period of not less than two-third of the period specified above; **OR**

(b) By Direct Selection; **OR**

(c) By Temporary transfer on Deputation basis from amongst persons working in the cadre of Deputy Director in Gujarat Education Service Class-I and who have not more than 45 years of age. Such appointment shall be made as far as possible from person who possess the Educational

qualification and experience as prescribed in Sub-rule (b) and (c) of **Rule-4**

Rule-3. Appointment by Direct Selection and by Promotion shall be made in ratio of 1:1

Rule-4. To be eligible for Direct Selection to the post mentioned in **Rule-2**, a candidate shall-

(a) Not more than **45** years of age;

(b) Possess:-

(i) **Master's degree** with Second Class in Humanities/ Social Sciences / Science and **M.Ed.** with minimum **55%** marks preferably with specialization in Elementary Education / Adult Education / Non Formal Education / Child Development / Commerce Development / Rural Development / Social Work / Communication / Women's Studies / Educational Planning and/or Administration

(ii) A relaxation of 5% may be provided from 55% to 50% of the marks for SC/ST category.

(c) Possess at least **10** years experience of the following out of which minimum **2** years experience after acquiring the required professional degree(M.Ed.)

TM **3** years of each :-

(i) Teaching in School, preferably Elementary school,

(ii) Teaching in Teacher Education Institute or providing other technical resource support to school Education, preferably Elementary Education.

(iii) Educational Administration at least of the level of Principal of a Higher / Senior Secondary School or Project Officer of Adult Education / Non Formal Education or District level responsibility in Women's Development; or Administrative experience in Education.

OR

(d) Possess at least **10** years experience of the following out of which minimum **2** years experience after acquiring the required professional degree(M.Ed.)

(i) **7** years experience of teaching in School,

(ii) **3** years experience in Educational Administration at least of the level of Principal of Higher / Senior Secondary School or Project Officer of Adult Education / Non-Formal Education or District level responsibility in Women's Development or Administrative experience in Education.

Provided that either as a teacher or as Educational Administrator the candidate should have at least 3 years experience related to Elementary Education;

OR

- (e) Possess at least 10 years experience of the following out of which minimum 2 years experience after acquiring the required professional degree(M.Ed.)
- (i) 7 years experience in Administration of Adult Education / Non-Formal Education programmes at least of the level of project officer or District level responsibility in Women's Development or in providing Technical Resource Support to such programmes at a Senior level or Administrative experience in Education.
- (ii) 3 years experience of teaching in School / Teacher Education Institute (preferably Elementary level) and / or School Education Administration.
- (f) Possess adequate knowledge of Gujarati and Hindi. Knowledge of English will be preferable;
- Provided that the upper age limit may be relaxed in favour of a candidate possessing exceptionally good qualification or experience or both;

Rule-5. The candidate appointed by Direct Selection shall be on probation for a period of 2 years.

Rule-6. The selected candidate shall be required to pass the Departmental Examination if any, and an examination in Gujarati and Hindi in accordance with the rules determined by the Government in that behalf from time to time.

Rule-7. The candidate appointed as Principal of District Institute of Education and Training shall be required to undergo such training as may be determined by the Government from time to time.

Rule-8. The candidate appointed by Direct selection shall be required to furnish the security and surety bond in such form and for such amount and for such period as may be prescribed by the Government from time to time.

By order and in the name of the Governor of Gujarat,

Under Secretary to Government of Gujarat

Education Department

**NOTIFICATION
EDUCATION DEPARTMENT
SACHIVALAYA, GANDHINAGAR**

Dated the 2001

CONSTITUTION

No. GH/SH/JSB/

OF INDIA

In exercise of powers conferred by the proviso of article 309 of the Constitution of India, the Governor of Gujarat hereby makes the following Rules, further to amend the Senior Lecturer in Gujarat Education Service Class-II (District Institute of Education and Training) Recruitment Rules, 1992, namely :

1. These Rules may be called the Senior Lecturer in Gujarat Education Service, Class-II (District Institute of Education and Training) **Ammendment Recruitment Rules-2001.**
2. In the Senior Lecturer in Gujarat Education Service Class-II (District Institute of Education and Training) Recruitment Rules 1992 *the existing Annexure shall be substituted by the Annexure to these rules.*
3. One more additional rule is added to the Annexure as a **Rule No. 9** which says – *“the candidate appointed by direct selection shall be on probation for a period of two years.”*

By order and in the name of Governor of Gujarat.

()
Under Secretary to Govt. of Gujarat

Annexure

Senior Lecturer

Pre-Service Teacher Education (PSTE)

Minimum Educational Qualification	Experience
<p>(a)</p> <p>[1] Master's Degree in Arts or Science. Preferable in child psychology from recognized university</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. preferable with specialization in Elementary school with 55% marks from recognized university</p> <p>(b) A relaxation of 5% may be provided from 55% to 50% of the marks for SC/ST category.</p>	<p>5 years teaching experience in recognized Elementary schools OR Elementary Teacher Education Institute</p> <p>out of which minimum 2 years experience after acquiring the required professional degree(M.Ed.)</p>

In-Service Education, Field Interaction & Innovation Co-ordination (IFIC)

Minimum Educational Qualification	Experience
<p>(a)</p> <p>[1] Master's Degree in Arts or Sciences from recognized university</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. preferable with specialization in Elementary school with 55% marks from recognized university</p> <p>(b) A relaxation of 5% may be provided from 55% to 50% of the marks for SC/ST category.</p>	<p>5 years experience of any field in Secondary, Higher Secondary, Elementary Education, Teacher Educator, Administrative experience in Education</p> <p>out of which 3 years of Elementary Education OR Elementary Teacher Education Institute</p> <p>out of which minimum 2 years experience after acquiring the required professional degree(M.Ed.)</p>

3	Curriculum – Material Development and Evaluation (CMDE)	
	Minimum Educational Qualification	Experience
	<p>(a)</p> <p>[1] Master's Degree in Arts or Science from recognized university.</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. with specialization in curriculum or Measurement & Evaluation or Educational Statistics with 55% from recognized university</p> <p>(b) A relaxation of 5% may be provided from 55% to 50% of the marks for SC/ST category.</p>	<p>(i) 5 years experience of any filed in Secondary, Higher Secondary, Elementary Education, Teacher Educator, Administrative experience in Education</p> <p>out of which</p> <p>(a) 3 years of Elementary Education or Elementary Teacher Education Institute</p> <p>OR</p> <p>(b) 3 years experience at a responsible level of work in Curriculum Development</p> <p>OR</p> <p>(c) preparation of text books</p> <p>OR</p> <p>(d) Educational testing and evaluation preferably in Elementary Education</p> <p>out of which minimum 2 years experience after acquiring the required professional degree(M.Ed.)</p>

Planning & Management (PM)

Minimum Educational Qualification	Experience
<p>[1] Master's Degree in Economics or Statistics or Business Administration from recognized university</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. with specialization in Education Planning / Administration with 55% marks from recognized university</p> <p style="text-align: center;">OR</p> <p>[3] Diploma in Education Planning and Administration with 55% marks from National Institute of Education Planning and Administration. New Delhi is preferable.</p>	<p>5 years experience of any filed in Secondary, Higher Secondary, Elementary Education, Teacher Educator, Administrative experience in Education or Planning Management Institute</p> <p>out of which 3 years of Elementary Education or Elementary Teacher Education Institute</p> <p>out of which minimum 2 years experience after acquiring the required professional qualification.</p>
<p>(b) A relaxation of 5% may be provided from 55% to 50% of the marks for SC/ST category.</p>	

Work Experience (WE)

	Minimum Educational Qualification	Experience
	<p>[1] Master's Degree from recognized University</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] D.B.Ed. and M.Ed. with 55% marks from recognized University.</p> <p style="text-align: center;">OR</p> <p>[3] Post Graduate of BCA or DCA with 55% marks from recognized University.</p> <p>(b) A relaxation of 5% may be provided from 55% to 50% of the marks for SC/ST category.</p>	<p>5 years experience in the related field in which he has obtained Degree</p> <p>out of which minimum 2 years experience after acquiring the required professional qualification.</p>

6. Educational Technology (ET)

	Minimum Educational Qualification	Experience
	<p>(a)</p> <p>[1] Master's Degree in Humanities or Social Sciences or Science from recognized university.</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. with specialization in ET or AV Education or Computer Application Skills in Education(CASE) with 55% marks from recognized university</p> <p>(b) A relaxation of 5% may be provided from 55% to 50% of the marks for SC/ST category.</p>	<p>5 years experience of any filed in Secondary, Higher Secondary, Elementary Education, Teacher Education Administrative experience in Education</p> <p>out of which 3 years of Elementary Education or Elementary Teacher Education Institute</p> <p style="text-align: center;">OR</p> <p>3 years experience in recognized institu like Audio Visual / Communication / Fi and TV / Play</p> <p>out of which minimum 2 years experience after acquiring the required professional degree(M.Ed.)</p>

District Resource Unit (DRU)

Minimum Educational Qualification	Experience
<p>[1] Master's Degree in Humanities or Social Sciences or Science from recognized university.</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. with 55% marks from recognized university. Adult / Continuing Education is Preferable.</p> <p style="text-align: center;">OR</p> <p>(a) Master's Degree in Social Works or Social Service or Social Development or Rural Development or Rural Service with 55% marks from recognized university.</p> <p style="text-align: center;">And</p> <p>M.Ed. / B.Ed. is preferable</p> <p>(b) A relaxation of 5% may be provided from 55% to 50% of the marks for SC/ST category.</p>	<p>(i) 5 Years experience in :</p> <p>(a) Administration of AE/NFE/AS/ Continuing Education programmes preferably at the level of Project officer, OR</p> <p>(b) District level responsibility in women's development OR</p> <p>(c) providing tech. resource support to such programmes at a senior level.</p> <p>(ii)</p> <p>(a) should have a very good record of service in the above capacities;</p> <p>(b) should have been a successful team leader; and</p> <p>(c) should have a record of Educational innovation / experimentation.</p> <p>out of which Minimum 2 years experience after acquiring the required professional qualification.</p>

**NOTIFICATION
EDUCATION DEPARTMENT
SACHIVALAYA, GANDHINAGAR**

Dated the 2002

CONSTITUTION

**No. GH/SH/JSB/
OF INDIA**

In exercise of powers conferred by the proviso of article 309 of the Constitution of India, the Governor of Gujarat hereby makes the following Rules, further to amend the Lecturer in Gujarat Education Service Class-III (District Institute of Education and Training) Recruitment Rules, 1990, namely :

1. These Rules may be called the Lecturer in Gujarat Education Service, Class-III (District Institute of Education and Training) (Ammendment) Recruitment Rules-2003.
2. The schedule appended under rule 3(b) of the Lecturer in Gujarat Education Service Recruitment Rules – 1990, shall be substituted by the schedule appended to these rules.

By order and in the name of Governor of Gujarat.

()
**Under Secretary to Govt. of Gujarat
Education Department**

Annexure
Junior Lecturer

Pre-Service Teacher Education (PSTE)

Sub Branch	Minimum Educational Qualification	Experience
[1] Foundation of Education	<p>(a)</p> <p>[1] Master's Degree in * Concerned Subject with 55 % marks from recognized university</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Board Stage onwards.</p> <p>[3] M.Ed. preferable with specialization in Elementary school with 55% marks from recognized university</p> <p>OR</p> <p>[3] B.Ed. with at least 5 years experience preferable with specialization in Elementary Education with 55% marks from recognized university</p> <p>(b) A relaxation of 5% may be provided from 55% to 50% of the marks for SC/ST category.</p> <p>(* Foundation of Education/ Language/ Mathematics / Science / Social Studies / Physical Education)</p>	<p>3 years teaching experience in recognized Elementary schools</p> <p>OR</p> <p>Elementary Teacher Education Institute</p>
[2] Art education	<p>(a)</p> <p>[1] Degree /Diploma in Fine/ Visual/ performing Arts with 55% marks from recognized University / Board.</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C.</p>	<p>5 years teaching experience in recognized Elementary schools</p> <p>OR</p> <p>Elementary Teacher Education Institute</p>

	<p>Board to Bachelor Stage.</p> <p>[3] M.Ed. Preferable with specialization in Elementary school with second class from recognized university</p> <p>OR</p> <p>[3] Master's Degree with 55% marks in the relevant school subject and B.Ed. preferable with specialization in Elementary Education.</p> <p>(b) A relaxation of 5% may be provided from 55% to 50% of the marks for SC/ST category.</p>
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2. In-Service Education, Field Interaction & Innovation Co-ordination (IFIC)		
	Minimum Educational Qualification	Experience
	<p>[1] Master's Degree in Arts or Sciences from recognized university</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. preferable with specialization in Elementary school with 55% marks from recognized university</p>	<p>3 years experience of any field in Secondary, Higher Secondary, Elementary Education, Teacher Educator, Administrative experience in Education</p>

Curriculum – Material Development and Evaluation (CMDE)

Minimum Educational Qualification	Experience
<p>[1] Master's Degree in Arts or Science from recognized university.</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. with specialization in curriculum or Measurement & Evaluation or Educational Statistics with 55% from recognized university</p>	<p>3 years experience of any filed in Secondary, Higher Secondary, Elementary Education, Teacher Educator, Administrative experience in Education</p>

Planning & Management (PM)

Minimum Educational Qualification	Experience
<p>[1] Master's Degree in Economics or Statistics or Business Administration from recognized university</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. with specialization in Education Planning / Administration with 55% marks from recognized university</p>	<p>3 years experience of any filed in Secondary, Higher Secondary, Elementary Education, Teacher Educator, Administrative experience in Education or Planning Management Institute</p>

Work Experience (WE)

Minimum Educational Qualification	Experience
<p>[1] Master's Degree from recognized University</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] D.B.Ed. and M.Ed. with 55% marks from recognized University.</p> <p style="text-align: center;">OR</p> <p>[3] Post Graduate of BCA or DCA with 55% marks from recognized University.</p>	<p>3 years experience in the related field in which he has obtained Degree</p>

Educational Technology (ET)

Minimum Educational Qualification	Experience
<p>[1] Master's Degree in Humanities or Social Sciences or Science from recognized university.</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. with specialization in ET or AV Education or Computer Application Skills in Education(CASE) with 55% marks from recognized university</p>	<p>3 years experience of any field in Secondary, Higher Secondary, Elementary Education, Teacher Education Administrative experience in Education</p> <p style="text-align: center;">OR</p> <p>3 years experience in recognized institution like Audio Visual / Communication / Film and TV / Play</p>

District Resource Unit (DRU)

Minimum Educational Qualification	Experience
<p>(a)</p> <p>[1] Master's Degree in Humanities or Social Sciences or Science from recognized university.</p> <p>[2] Candidates must have at least IInd Class academic record from the S.S.C. Stage onwards.</p> <p>[3] M.Ed. with 55% marks from recognized university. Adult / Continuing Education is Preferable.</p> <p style="text-align: center;">OR</p> <p>a) Master's Degree in Social Works or Social Service or Social Development or Rural Development or Rural Service with 55% marks from recognized university.</p> <p style="text-align: center;">And</p> <p>M.Ed. / B.Ed. is preferable</p>	<p>(i) 3 Years experience in Administration of AE/NFE/AS/ Continuing Education programmes preferably at the level of Project officer / District level responsibility in women's development / providing tech. resource support to such programmes at a senior level.</p> <p>(ii)</p> <p>(a) should have a very good record of service in the above capacities;</p> <p>(d) should have been a successful team leader; and</p> <p>(e) should have a record of Educational innovation / experimentation.</p>

Draft NOTIFICATION

Education Department
Sachivalaya, Gandhinagar

Dated the

**CONSTITUTION
OF INDIA**

No. : In exercise of the powers conferred by the provision to article 309 of the Constitution of India, the Governor of Gujarat hereby makes the following rules to provide for regulating recruitment to the post of Technicians, Class-III, in the District Institute of Education and Training(DIETs) and Gujarat Council of Educational Research & Training(GCERT) Gujarat State namely :

1. These rules may be called the Technician, Gujarat Education Service, Class – III, Recruitment Rules 2003.
2. Appointment to the post of Technician, Class-III in the District Institute of Education and Training & Gujarat Council of Educational Research and Training shall be made by direct selection.
3. To be eligible for appointment by direct selection to the post mentioned in rule 2, a candidate shall,
 - (a) not be less than 18 years of age and not more than 30 years of age;
 - (b) possesses one of the following technical qualification from any recognized University
 - (i) B.E. – Bachelor of Engineering with Computer Science/Computer Engineering, Computer Technology / Instrumentation and Control / Information Technology / Electronics / Power Electronics subject minimum 4 year course after H.S.C.; **or**
 - (ii) B.Sc. – Bachelor of Science with Electronics / Computer Science / Information Technology subject minimum 3 years course after H.S.C. and **have minimum 2 years experience in related field;** **or**
 - (iii) BCA – Bachelor of Computer Application, 3 to 4 years course after H.S.C. and **have minimum 2 years experience in related field;** **or**

- (iv) Diploma with Computer Science / Information Technology / Instrumentation and Control / Electronics / Power Electronics subjects, 2 to 3 years course after H.S.C. and have minimum 3 years experience in related field.

Provided that preference may be given to a candidate who possess the below mentioned qualification :

- (i) MCA – Master of Computer Application, minimum 3 to 4 years course after graduation; **or**
(ii) M.Sc. – Master of Science with Electronics / Computer Science / Information Technology subjects, minimum 2 years course after graduation; **or**
- (c) possess adequate knowledge of Gujarati, Hindi and English.
(d) Possess adequate knowledge of maintenance of Electronic equipments.

Provided further that upper age limit may be relaxed in case of person who is already in the service of the Government of Gujarat in accordance with the provisions of the Gujarat Civil Services Classification and Recruitment (General) Rules, 1967 :

4. A candidate appointed by direct selection shall be on probation for a period of one year.
5. A candidate appointed by direct selection shall be required to pass the departmental examination and an examination in Hindi or Gujarati or both, in accordance with the rules made by the Government from time to time in that behalf.
6. A candidate appointed by direct selection shall have to undergo such training as may be prescribed by the Government from time to time.
7. The selected candidate will be required to furnish a Security and surity bond for such amount and for such period as may be prescribed by Government.

By order and in the name of the Governor of Gujarat

()
Under Secretary to Government
Education Department

Draft

NOTIFICATION

Education Department
Sachivalaya, Gandhinagar
Dated the

CONSTITUTION OF INDIA

No., In exercise of the powers conferred by the proviso to article 309 of the Constitution of India the Governor of Gujarat hereby makes the following rules to provide for regulating recruitment to the post of Librarian in Gujarat Council of Educational Research & Training and District Institute of Education & Trainings, in Gujarat Education Service, Class-III, namely :

1. These rules may be called the Librarian Class-III in GCERT and DIETs Recruitment Rules, 2003
2. Appointment to the post of Librarian in the GCERT, & DIETs in Gujarat Education Service, Class-III shall be made by direct selection.
3. To be eligible for appointment by direct selection to the post mentioned in rule 2, a candidate shall.
 - (a) not be more than 30 years of age,
 - (b) Possess
 - (i) a Bachelor's degree of a recognized University and
 - (ii) degree or diploma in Library Science of recognized university,
 - (c) have practical experience in library work of about two years,
 - (d) have adequate knowledge of Gujarati, Hindi, English and Computer.

Provided that the upper age limit may be relaxed in favour of a candidate already in services of Government of Gujarat in accordance with the provisions of the Gujarat Civil services classifications and recruitment general rules 1967, as amended from time to time.

4. The candidate appointed by direct selection shall be on probation for period of one year.
5. The selected candidate shall be required to pass the departmental examination, if any and an examination in Hindi or Gujarati or both in accordance with rules prescribed by Government from time to time.
6. A selected candidate will be required to furnish a security and surety bond for such amount and for such period as may be prescribed by Government.

By order and in the name of the Governor of Gujarat

()
Under Secretary to Government

Appendix-vi(Proposed Recruitment Rules)

**NOTIFICATION
EDUCATION DEPARTMENT
SACHIVALAYA GANDHINAGAR (GUJARAT)
Dated the 6 th April 1992**

**CONSTITUTION No. GH/SH/ 22/JSB-1089-16329-
OF INDIA**

In exercise of powers conferred by the proviso to article 309 of the Constitution of India and of all other power enabling him in that behalf, the Governor of Gujarat, hereby makes the the following rules to provide for regulating recruitment to the post of Principal in the Gujarat Education Service, Class-I under the District Institute of Education and Training(DIET) namely –

Rule-1. These rules may be called “**The Principal in the Gujarat Education Service Class-I (District Institute of Education and Training) Recruitment Rules-1992.**”

Rule-2. Appointment to the post of principal in Gujarat Education Service Class-I under the District Institute of Education and Training(DIET) shall be made either ;

- a) by Promotion of a person of proved merit and efficiency from amongst the person who have worked for not less than eight years in the cadre of Senior Lecturer of District Institute of Education and Training and who have passed the prescribed departmental examination and who possess the Educational qualifications in Clauses (b) and (c) in **Rule-4** for Direct selection :

Provided that where the appointing authority is satisfied that a person having the experience specified in clause (a) above is not available for promotion and that it is necessary in the public interest to fill up the post by promotion even of a person having experience for a lesser period, it may, for reasons to be recorded in writing promote such person who has experience for a period of not less than two-third of the period specified above;

OR

(b) By Direct Selection;

OR

(c) By Temporary transfer on Deputation basis from amongst persons working in the cadre of Deputy Director in Gujarat Education Service, Class-I and who has not attained the age of 50 years, and who possess the Educational qualification and experience as prescribed in clauses (b) and (c) of **Rule-4**

Rule-3. Appointment by Direct Selection and by Promotion shall be made in ratio of 1:1

Rule-4. To be eligible for Direct Selection to the post mentioned in **Rule-2**, a candidate shall-

(a) Not be more than 45 years of age;

(b) Possess:-

(i) **Master's degree** in Humanities/ Social Sciences / Science and

(ii) **M.Ed.** preferably with specialization in Elementary Education / Adult Education / Non Formal Education / Educational Planning and Administration or Degree / Diploma in Educational Planning and Administration/ Adult Education/Child Development / Commerce Development / Rural Development / Social Work / Communication / Women's Studies.

(c) Possess about 10 years of the following kinds with at least 3 years of each;

(i) Teaching in School, preferably Elementary school,

(ii) Teaching in Teacher Education Institute or providing other technical resource support to school Education, preferably Elementary Education.

(iii) Educational Administration at least of the level of Principal of a Higher / Senior Secondary School or Project Officer of Adult Education / Non Formal Education or District level responsibility in Women's Development:

Provided that either as teacher, teacher educator or educational administrator / supervisor the candidate should have atleast 3 years experience related to Elementary Education.

OR

(d) Possess:

- (i) seven years experience of teaching a School,
- (ii) Three years experience in Educational Administration at least of the level of Principal of Higher / Senior Secondary School or Project Officer of Adult Education / Non-Formal Education or District level responsibility in Women's Development:

Provided that either as teacher or as Educational Administrator the candidate should have at least 3 years experience related to Elementary Education;

OR

(d) Possess:

- (i) seven year's experience in administration of Adult Education/Non-Formal Education Programmes atleast of the level of Project Officer or district level responsibility in women's development or in providing technical resource to such programmes at senior level;
- (ii) Three years' experience of teaching a school/teacher Education Institute(preferably elementary level) and/or school Education Administration.

(e) Possess adequate knowledge of Gujarati and Hindi:

Provided that the upper age limit may be relaxed in favour of a candidate, possessing exceptionally good qualification of experience or both;

Provided further that the upper age limit may also be relaxed in favour of a candidate who is already in the service of the Government of Gujarat and the candidates belonging to Scheduled Caste, Scheduled tribes and Socially and Economically Backwards classes of citizen in accordance with the provisions of the Gujarat Civil Services Classification and Recruitment(General).

Rule-5. The candidate appointed by Direct Selection shall be on probation for a period of two years.

Rule-6. The selected candidate shall be required to pass the Departmental Examination if any, and an examination in Gujarati or Hindi or both in accordance with the rules determined by the Government in that behalf from time to time.

Rule-7. The candidate appointed as Principal of District Institute of Education and Training shall be required to undergo such training as may be determined by the Government from time to time.

Rule-8. The candidate appointed by Direct selection shall be required to furnish the security and surety bond in such form and for such amount and for such period as may be prescribed by the Government from time to time.

By order and in the name of the Governor of Gujarat,

V.A.PATEL

Under Secretary to Government of Gujarat

Education Department

Forwarded with Compliments to:

- * The Secretary to the Governor,
The Secretary to the Chief Minister,
The Personnel Secretary to the Education Minister,
The Personnel Secretary to the State Education Minister,
The Personnel Secretary to the Chief Minister's Parliamentary
Secretary (Edu.).
- * The Secretary Ministry of Human resource Development, Department of
Education, New Delhi-110001.
- * The Secretary, Public Service Commission, Ahmedabad
(10 copies)
- * Registrar, Gujarat High Court, Ahmedabad.
The Commissioner at Higher Education Gujarat State, Block No. 12, Dr.
Jivrajbhai Mehta Bhavan, Gandhinagar.

The Director of Primary Education, Gujarat State, Block No. 12, Dr.
Jivrajbhai Mehta Bhavan, Gandhinagar.

The Director of Adult Education, Gujarat, Block no.12, Dr.
Jivrajbhai Mehta Bhavan, Gandhinagar.

The Director of Gujarat State Council of Educational Research and Training,
Raikhad, Ahmedabad-380001

The manager, Government Central Press, Gandhinagar with a request to print
this notification in the Gujarat Government Gazette, Part IV-A.

All Secretariate Deptt.
All Branches of Education deptt.

The Select file.

* By letter.
sdg/31/3/92

NOTIFICATION
EDUCATION DEPARTMENT
SACHIVALAYA GANDHINAGAR (GUJARAT)
Dated the 21st February 1994

CONSTITUTION No. GH/SH/ 22/JSB-1089-16329-N:-
OF INDIA

In exercise of powers conferred by the proviso to article 309 of the Constitution of India, the Governor of Gujarat, hereby makes the following rules further to amend the Principal, in the Gujarat Education Service, Class-I. (District Institute of Education and Training) Recruitment Rules 1992 namely: –

Rule-1. These rules may be called “The Principal in the Gujarat Education Service Class-I (District Institute of Education and Training) Recruitment Rules (First Amendment) Rules 1994.”

Rule-2. In the Principal in the Gujarat Education Service Class-I (District Institute of Education and Training) Recruitment Rules 1992 (hereinafter referred to as "the said rules"), in rule 2,-

(i) In clause (a), for the word 'process' the word 'possess' shall be substituted.

(ii) for clause (c), the following shall be substituted, namely:-

(c) By Temporary transfer on Deputation basis from amongst persons working in the cadre of Deputy Director in Gujarat Education Service, Class-I and who have not attained the age of 5 years. Such appointment shall be made as far as possible from persons who possess the educational qualification and experience as prescribed in clauses (b) and (c) of Rule 4."

Rule-3. In the said rules, rule 3 shall be deleted.

By order and in the name of the Governor of Gujarat,

V.A.PATEL

Under Secretary to Government of Gujarat

Forwarded with Compliments to:

- * The Secretary to the Governor (by letter),
- The Secretary to the Chief Minister, Sachivalaya, Gandhinagar
- The Personnel Secretary to the Education Minister, Sachivalaya, Gandhinagar

The Personnel Secretary to the State Education Minister, Sachivalaya,

SPB-GCERT

Gandhinagar

The Personnel Secretary to the Chief Minister's Parliamentary Secretary (Edu.), Sachivalaya, Gandhinagar

* The Secretary Ministry of Human resource Development, Department of Education, New Delhi-110001.

* The Secretary, Public Service Commission, Ahemdabad

(5 copies) (by letter)

* Registrar, Gujarat High Court, Ahmedabad.

The Commissioner at Higher Education Gujarat State, Block No. 12, Dr.

Jivrajbhai Mehta Bhavan, Gandhinagar.

The Director of Primary Education, Gujarat State, Block No. 12, Dr.

Jivrajbhai Mehta Bhavan, Gandhinagar.

The Director of Adult Education, Gujarat, Block no.12, Dr.

Jivrajbhai Mehta Bhavan, Gandhinagar.

The Director of Gujarat State Council of Educational Research and Training, Raikhad, Ahmedabad-380001

The manager, Government Central Press, Gandhinagar with a request to print this notification in the Gujarat Government Gazette, Part IV-A.

All Secretariate Deptt.

All Branches of Education deptt.

The Select file.

By letter.

sdg/14/2/94

NOTIFICATION
EDUCATION DEPARTMENT,
SACHIVALAYA, GANDHNAGAR,

Dated the : 30/1/1990

CONSTITUTION

No. GH/SH/JSB/

OF INDIA

GH-SH-2 No. JSB – 1089 – 16329 – N :- In exercises of the powers conferred by the proviso to article 309 of the Constitution of India, the Governor of Gujarat hereby makes the following rule to provide for recruitment to the post of lecturer in the Gujarat Education Service, Class – III, under the District Institutes of Education and Training, namely :-

1. These rules may be called the Lecturer in Gujarat Education Service (District Institute of Education and Training)

Recruitment Rules, 1990.

2. Appointment to the post of Lecturer in the Gujarat Education Service, Class III shall be made either

- a. by direct selection : or

- b. by transfer on deputation

from the persons working as Assistant Education Inspector or Teacher in Government Secondary School or Teacher in Government Primary Training college in the Gujarat Education Service, Class III, and possessing educational qualifications and experience prescribed in sub-rule 14

3. To be eligible for appointment by direct selection to the post mentioned in rule-2

a candidate shall :-

- (a) not be more than 35 years of age ;

- (b) possess educational qualification and experience as shown in the schedule.

4. The selected candidate appointed by direct selection shall be on probation for a period of two years.

5. The selected candidate shall be required to pass the department examination, if any, and an examination in Gujarati or Hindi or both in accordance with the rules prescribed by the Government in that behalf from time to time.
6. The candidate appointed by direct selection shall be required to undergo such training as may be prescribed by the Government from time to time.
7. The candidate appointed by direct selection in District Institutes of Education and Training shall not be transferred off side District Institutes of Education and Training.
8. The candidate appointed by direct selection shall be required to furnish the security and surety bonds for such amount and for such period as may be prescribed by the Government in this behalf from time to time.

SHEDULE

Education qualifications and Experience of Lecturers

<i>BRANCH</i>	<i>POST</i>	<i>MINIMUM EDUCATIONAL QUALIFICATIONS</i>	<i>EXPERIENCE ETC.</i>
1	2	3	4
Pre service Teacher Education	Lecturers(2) (Foundations)	Master's Degree with M.Ed or M.A. psychology sith B.Ed.	8 years or teaching in a school or Higher Education Institution.
Pre Service Teacher Education	Lecturers (3) Languages/Mathematics/ Environmental Education	Master's degree in the relevent subject (Languages/Mathematics/Science/Social Sciences) and Degree/Diploma in Elementary Teacher Education (in every District Institutes of Education and raining for 2 of the 5 posts of Lecturers strength in child psychology may be ensured.)	3 Years of teaching in a school Teacher Education Institution.
Pre service Teacher Education.	Lecturer in Art (1)	Bachelor of Fine Arts with Degree /Diploma in Elementary/ Secondary Teacher Education. OR A creative Artists or eminence.	5 Years in educational institution.
Pre service Teacher education	Lecturer in physical Education (1)	Bachelor's Degree in Arts/Science/Commerce and Bachelor's degree of physical Education.	5 Years in Educational Institution.
In service Lecturer(1) teacher Education.	Lecturer(1)	Master's Degree and M.Ed. with specialization in in-service/ continuing education.	3 Years experience in a teacher Education's of tutions of which at least 2 Years must be active involvement in programmes of continuing/in serice education of teachers.

District Resource Unit	Lecturers(2)	Master's Degree and Degree or Diploma in Adult Education or Non formal education or Community Development. To being with recruitment of D.R.U. staff may be made from out suitable persons available in the NRC,SRC reputed VA's development Departments University systems etc. and for lower positions out of Districts Adult Education Officer's, project Officer's Assistant project Officer's as well.	programme or of providing resource support help in Adult/Education/N on-Formal Education.
Planning Management	Lecturer (1)	M.A. in Economical or Statistics or public Administration or Education or M.Com and M.Ed with specialization in planning Management or Administration.	3 Years in the area of planning/Administ ration preferably in educational planning/Administ ration.
Educational Technology.	Lecturer (1)	Master's Degree and M.Ed with specialization in Educational Technology or B.Ed. with Diploma/Certificate in Educational technology.	3 Years of training or research experience in educational Technology and/or educational media.
Work Experience	Lecturer (1)	Master' Degree in Science or Social work or Child psychology or Agriculture or Home Science or Commerce and Degree or Diploma in Teacher Education.	5 Years whole time experience in the concerned WE area of vocational education in a Teacher Training Institution or Secondary school or Bal Bhavan.

Curriculum and Evaluation	Lecturers (2)	Master's Degree in Languages or Humanities or Social Science or Science or Mathematics and M.Ed. with specialization in curriculum Development or Evaluation.	3 Years whole time experience in curriculum development and/ or evaluation work preferably in elementary Education
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Note ; (1) For the posts mentioned above candidate shall have a constantly IInd class academic career from High school, stage onwards and substantial record of Educational experimentation innovation and creativity or other community activities.

(2) Possess adequate knowledge of Gujarati and Hindi.

Provided that qualification may be released in case of a candidate possessing exceptionally outstanding ability and merit with proved record of teaching.

By order and in the name of the Governor of Gujarat.

(D.C.Vora)

**Under Secretary to Government
Education Department**

Forwarded with compliments to :

The Secretary to the Governor.

The Secretary to the Chief Minister

The Personal Secretary to Education Minister

The Secretary Public Service Commission, Ahmedabad.

The Secretary, Ministry of Human Resource Development.

Department of Education, New Delhi.

Registrar, Gujarat High court, Ahmedabad.

The Director Of Higher Education, Gujarat State, Block No. 12,

Dr. Jivarajbhai Mehta Bhavan, Gandhinagar.

The Director o Primary Education, Gujarat State Block No . 12,

Dr. Jivarajbhai Mehta Bhavan, Gandhinagar.

The Director of Adult Education, Gujarat State Block No .12,

Dr, Jivarajbhai Mehta Bhavan, Gandhinagar.

By Letter.

The director of Gujarat State Council of Educational Research and Training, Raikhad, Ahmedabad.

The Manager, Government Central Press, Gandhinagar – with a request to print this notification in the next Government ordinary Gazette.

All Secretariat Department.

All Branches of Education Department.

The Select File.

**NOTIFICATION
EDUCATION DEPARTMENT,
SACHIVALAYA, GANDHNAGAR,**

Dated the : 18/4/1998

**CONSTITUTION
OF INDIA**

No GH/SH/7/JSB-1089-16327-N-1

exercise of the powers conferred by the privies to article 309 of Constitution of India. the Governor of Gujarat hereby makes the following rules, further to amend the Senior Lecturer in Gujarat Education Service, Class-II (District Institute of Education and Training) Recruitment Rules, 1992, namely:-

These rules may be called the Senior Lecturer in Gujarat Education Service. Class-II (District Institute Of Education and Training) (first Amendment) Recruitment Rules. 1998.

In the Senior Lecturer in Gujarat Education Service, Class – II (District Institute of Education and Training) Recruitment Rules, 1992 in the Annexure.

(1) In item No 2 in column 3; under heading experience against item (1) Inservice Programme and Extension Services":-

(i) for paragraph (ii) the following shall be substituted.

(ii) substantial experience at a resposable level in inservice education of teachers or continuing education of teachers or distance education of teachers or Educational extension work".

(b) in Paragraph (iii), for the word 'invocation'. the word 'invocation' shall be substituted.

(2) In item No .5 in column 3 under the heading experience in paragraph (b),

(I) after the words "on a Gazzated post" the word 'or' shall be deleted.

(II) in the proviso, the word 'on' shall be deleted.

(3) against item No . (6) in column 4 under the heading experience in paragraph (ii) the word of shall be deleted.

By order and in the name of the Governor of the Gujarat.

Under Secretary to Government

copy to

The Secretary to the Governor

The Secretary to the Chief Minister

The Personal Secretary to State Education Minister

The Personal Secretary to all the Ministers. Minister's of State. Deputy Ministers (except 2 & 3 above)]

The Personal Secretary to the Chief Minister's Parliamentary Secretary (Education)*

The Secretary, Ministry of Human Resource Development. Deptt. of Education, New Delhi -- 110001*

The Secretary Gujarat Public Service Commission, Ahmedabad (10)*

Registrar, Gujarat High court, Ahmendabad.

The Commissioner. Higher Education, Gujarat State, Gandhinagar.

The Director of Primary Education, Gujarat State, Dr. Jivrajbhai Mehta Bhavan, Gandhinagar.

The Director of Adult Education, Gujarat State, block – 12, Dr. Jivrajbhai Mehta Bhavan, Gandhinagar.

The Director of Gujarat Council of Education, Research And Training, Raikhad, Ahmedabad.-- 380001

SPB-GCERT

The Manager Govt Central Press, Gandhinagar.

with a request to print this notification in the Gujarat Government Gazzate Part-IV-A
All Branches of Education deptt.

The Select file.

* By letter.

Appendix-vii(List of CTE/IASE colleges)

CTE :

1	Shri B.D.Shah college of Education, Post: Modasa, Dist: Sabarkantha-383315
2	Shri M.B.Patel College of Education, Sardar Patel University, Vallabh vidyanagar, Dist: Anand-388120
3	Shri Rangshikshan Mahavidyalaya, Bilimora, Ta: Gandevi, Dist: Navsari-396321
4	Shri A.G.Teachers College, Navarangpura, University road, Ahmedabad-380009
5	Shri L.N.K. College of Education, College Campus, Patan, ta:dist: Patan-384265
6	Shri V.T.Choksi Sarvajanic College of Education, Near Lal Bunglows, Athwalines, Dist: Surat-395007
7	Shri G.H.Sanghvi Shikshan mahavidyalaya, opp.B.P.I., Vidyanagar society, Bhavnagar-364002

IASE :

8	Shri R.G.Teachers college, opp. Birla factory, Porbandar, Dist: Porbandar
9	Shikshan mahavidyalaya, Gujarat Vidyapith, Ashram road, Ahmedabad-360014
10	Shri H.M.Patel institute of English Training & research, Vallabhvidyanagar, Dist: Anand-388120
11	Department of Education Faculty of Education & Psychology, The M.S.University of Baroda, Lokmanya Tilak Road, Vadodara-390002

Appendix-viii(A) (Total Budget)

10th Plan for Teacher Education - Budget

	Rs. in lacs		
Sr. No.	Details	No.s of Institute	Amount
1	2	3	4
1	Existing DIET	23	5016.57
2	New DIET	6 <i>2</i>	2160.90
3	IASE	4 <i>2 only</i>	125.00
4	CTE	7	175.00
5	GCERT	1	200.00
6	Total		7677.47

Appendix-vii(List of CTE/IASE colleges)

CTE :

1	Shri B.D.Shah college of Education, Post: Modasa, Dist: Sabarkantha-383315
2	Shri M.B.Patel College of Education, Sardar Patel University, Vallabh vidyanagar, Dist: Anand-388120
3	Shri Rangshikshan Mahavidyalaya, Bilimora, Ta: Gandevi, Dist: Navsari-396321
4	Shri A.G.Teachers College, Navarangpura, University road, Ahmedabad-380009
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Appendix-viii(A) (Total Budget)

10th Plan for Teacher Education - Budget

			Rs. in lacs
Sr. No.	Details	No.s of Institute	Amount
1	2	3	4
1	Existing DIET	23	5016.57
2	New DIET	6 <i>L.</i>	2160.90
3	IASE	4 <i>- Lady</i>	125.00
4	CTE	7	175.00
5	GCERT	1	200.00
6	Total		7677.47

Appendix-viii (B)(Total budget)

--10th Plan for Teacher Education --Phase-1 Budget

Rs. in lacs

No.	Details	No. of Institutte	First Year	Second Year	xTotal (First Phase)
1	2	2	3	4	5
1	Existing DIET	23	970.75	1004.79	1975.54
2	New DIET	6	278.58	287.46	566.04
3	IASE	4	36.00	22.00	58.00
4	CTE	7	54.50	30.00	84.50
5	GCERT	1	34.80	38.80	73.60
6	Total		1374.63	1383.05	2757.68

Appendix-ix (A) (Existing DIETs)

10th Plan for Teacher Education-Budget

Rs. in lacs

Sr. No	Name of DIET	CRC	Pay	Training-Research	Contingency	Infra. Facility	Equip-ment	Strengthening of DIET Staff	Computer Lab.	Pre-primary education	Total
1	2	3	4	5	6	7	8	9	10	11	12
1	Kachchh	176	167.15	31	15	11.2	6	1.25	0.5	1.25	233.35
2	Banaskantha	200	167.15	36	15	7.2	6	1.25	0.5	1.25	234.35
3	Patan	68	167.15	12	15	11.2	-	1.25	0.5	1.25	208.35
4	Mahesana	95	167.15	17	15	11.2	-	1.25	0.5	1.25	213.35
5	Sabarkantha	214	167.15	38	15	1.2	6	1.25	0.5	1.25	230.35
6	Gandhinagar	57	167.15	10	15	1.04	-	1.25	0.5	1.25	196.19
7	Ahmedabad City	43	167.15	7	15	1.2	-	1.25	0.5	1.25	193.35
8	Ahmedabad Rural	140	167.15	25	15	11.2	6	1.25	0.5	1.25	227.35
9	Surendranagar	135	167.15	24	15	1.2	-	1.25	0.5	1.25	210.35
10	Rajkot (r+c)	149 + 23	167.15	26 + 4	15	1.04	6	1.25	0.5	1.25	222.19
11	Jamnagar	140	167.15	25	15	7.04	-	1.25	0.5	1.25	217.19
12	Junagadh (porbandar)	165+34	167.15	31 + 6	15	1.2	6	1.25	0.5	1.25	229.35
13	Amreli	119	167.15	21	15	11.2	-	1.25	0.5	1.25	217.35
14	Bhavnagar	136	167.15	24	15	11.2	6	1.25	0.5	1.25	226.35
15	Anand	125	167.15	22	15	11.2	-	1.25	0.5	1.25	218.35
16	Kheda	213	167.15	37	15	1.2	-	1.25	0.5	1.25	223.35
17	Panchmahal	146	167.15	26	15	1.2	6	1.25	0.5	1.25	218.35
18	Dahod	79	167.15	14	15	11.2	-	1.25	0.5	1.25	210.35
19	Vadodara (r + c)	201 + 16	167.15	36 + 2	15	1.2	-	1.25	0.5	1.25	224.35
20	Bharuch (Narmada)	101 + 70	167.15	19 + 12	15	1.2	-	1.25	0.5	1.25	217.35
21	Surat (r + c)	219 + 33	167.15	38 + 5	15	1.2	-	1.25	0.5	1.25	229.35
22	Dang	32	167.15	5	15	1.2	6	1.25	0.5	1.25	197.35
23	Valsad (Navsari)	63 + 62	167.15	11 + 11	15	11.2	-	1.25	0.5	1.25	218.35
	Total :	3254	3844.45	575	345	129.12	54	28.75	11.5	28.75	5016.57

Appendix-ix (B) (Existing DIETS)

10th Plan for Teacher Education – Phase-1 Budget

Rs. in lacs

Sr. No.	Details	First Year	Second Year	Total (First Phase)
1	2	3	4	5
1	Pay	697.59	731.63	1429.22
2	Training - Research	115.00	115.00	230.00
3	Contingency	69.00	69.00	138.00
4	Infrastructure facilities	64.56	64.56	129.12
5	Equipments	10.80	10.80	21.60
6	Strengthening of DIET Staff	5.75	5.75	11.5
7	Computer Lab	2.30	2.30	4.60
8	Pre Primary Education	5.75	5.75	11.5
	Total :	970.75	1004.79	1975.54

Appendix-x (A) (New DIETs)

10th Plan for Teacher Education-Budget

(Rs. in lacs)

Sr. No	Name of DIET	Pay	Training-Research	Conti-gency	Civil Works	Equip-ment	Strength-ening of DIET Staff	Computer Lab.	Pre-primary education	Total
1	2	3	4	5	6	7	8	9	10	11
1	Porbandar	167.15	-	15	150	25	1.25	0.50	1.25	360.1
2	Navsari	167.15	-	15	150	25	1.25	0.50	1.25	360.1
3	Bharuch	167.15	-	15	150	25	1.25	0.50	1.25	360.1
4	Rajkot	167.15	-	15	150	25	1.25	0.50	1.25	360.1
5	Vadodara	167.15	-	15	150	25	1.25	0.50	1.25	360.1
6	Surat	167.15	-	15	150	25	1.25	0.50	1.25	360.1
	Total :	1005.90	-	90	900	150	7.50	3.00	7.50	2160.9

Appendix-X (B) (NEW DIETS)

10th Plan for Teacher Education – Phase-1 Budget

Rs. in lacs

Sr. No.	Details	First Year	Second Year	Total (First Phase)
1	2	3	4	5
1	Pay	181.98	190.86	372.84
2	Training - Research	-	-	-
3	Contingency	18.00	18.00	36.00
4	Civil Works	-	-	-
5	Equipments	75.00	75.00	150.00
6	Strengthening of DIET Staff	1.50	1.50	3.00
7	Computer Lab	0.60	0.60	1.2
8	Pre Primary Education	1.50	1.50	3.00
	Total :	278.58	287.46	566.04

Appendix-xi (A) (IASE)

10th Plan for Teacher Education-Budget

(Rs. in Lakh)

Elementary & Secondary Teachers' Training	Elementary & Secondary Teacher Educator Training	Secondary & Higher Secondary School Principals' Training	DIET & CTE Lecturers' Training	Material Development	Computer Education Cell	Researches	Total
1	2	3	4	5	6	7	8
28.00	28.00	24.00	15.00	15.00	5.00	10.00	125

Appendix-xi(B) (LASE)

10th Plan for Teacher Education – Phase-1 Budget

Rs. in lacs

Sr. No.	Details	First Year	Second Year	Total (First Phase)
1	2	3	4	5
1	Elementary & Secondary Teacher Education	4.00	4.00	8.00
2	Elementary & Secondary Teacher Educators Training	4.00	4.00	8.00
3	Secondary & Higher Secondary Teacher School Principal Training	3.00	3.00	6.00
4	DIET & CTE Lecturers Training	2.00	2.00	4.00
5	Material Development	3.00	3.00	6.00
6	Computer Literacy	18.00	4.00	22.00
7	Research	2.00	2.00	4.00
	Total :	36.00	22.00	58.00

Appendix-xii (A) (CTE)

10th Plan for Teacher Education - Budget

(Rs. in Lakh)

Secondary Teachers' Training	Training for Teacher Educator on new concerns of education	Researches	Material development	Computer Education Cell	Total
1	2	3	4	5	6
55.00	55.00	40.00	25.00	12.00	175.00

Appendix-xii (B) (CTE)

10th Plan for Teacher Education – Phase-I Budget Rs. in lacs

No.	Details	First Year	Second Year	Total (First Phase)
1	2	3	4	5
1	Secondary Teacher Education	9.00	9.00	18.00
2	Training for T.E.s on new concerns of Education	9.00	9.00	18.00
3	Researches	3.00	3.00	6.00
4	Material Development	2.00	2.00	4.00
5	Computer Literacy	31.50	7.00	38.50
	Total :	54.50	30.00	84.50

Appendix-xiii (A) (GCERT)

10th Plan for Teacher Education - Budget

Rs. in lacs

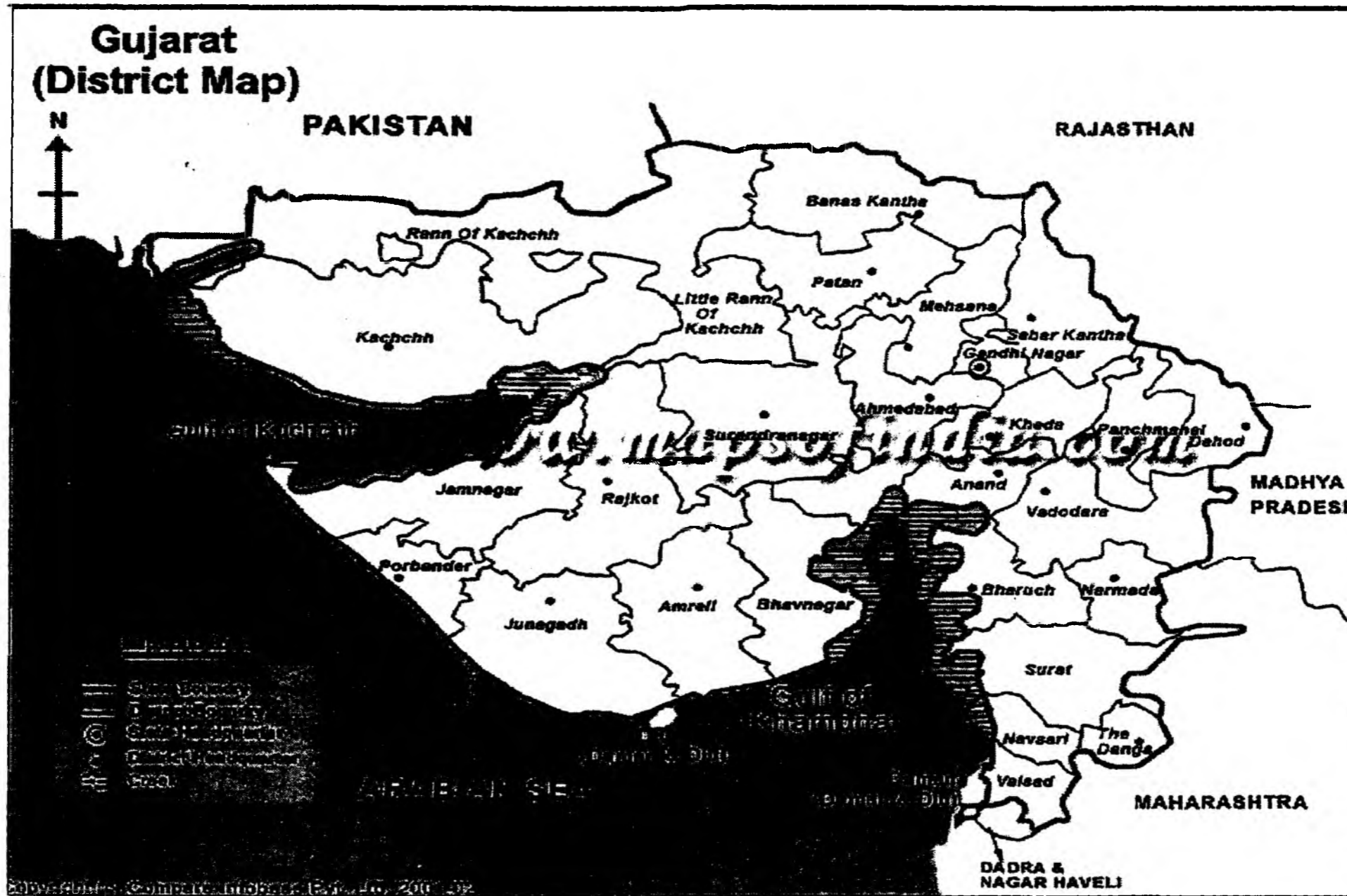
Hostel facility	Computer Laboratory	Establishment of Computer Cell	Establishment of ELTIs Cell	Curriculum & Material Development	Faculty Development	Development of Evaluation Practices	Researches	Total
1	2	3	4	6	7	8	9	11
40	10	15	7	14	40	14	60	200

Appendix-xiii (B) (GCERT)
10th Plan for Teacher Education – Phase-1 Budget

Rs. in lacs

No.	Details	First Year	Second Year	Total (First Phase)
1	2	3	4	5
1	Hostel Facility	Ant? -	-	-
2	Computer Lab	-	10.00	10.00
3	Establishment of Computer Education Cell	6.20	2.20	8.40
4	Establishment of English Education Cell	3.00	1.00	4.00
5	Curriculum material Development	2.80	2.80	5.60
6	Faculty Development	8.00	8.00	16.00
7	Development of Evaluation Practices	2.80	2.80	5.60
8	Researches	12.00	12.00	24.00
	Total :	34.80	38.80	73.60

Appendix-i(Map of Gujarat)



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