

Perspective Plan For Teacher Education

Mizoram



NIEPA DC



D12517

*Planning Team for Teacher Education
Government of Mizoram*

INDEX

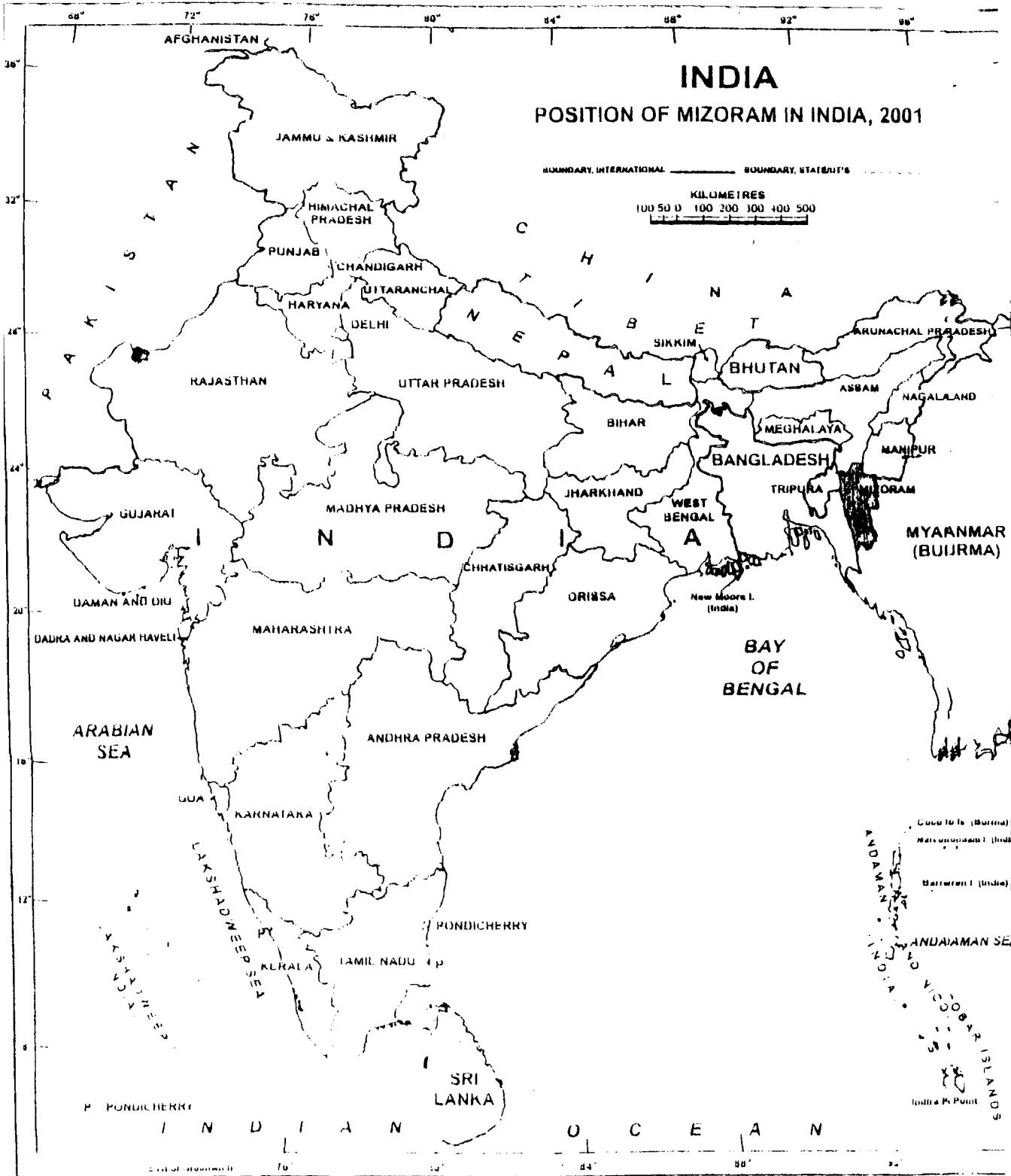
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Chapter

1

*Year-wise Detailed Targets and
Budget Requirements*



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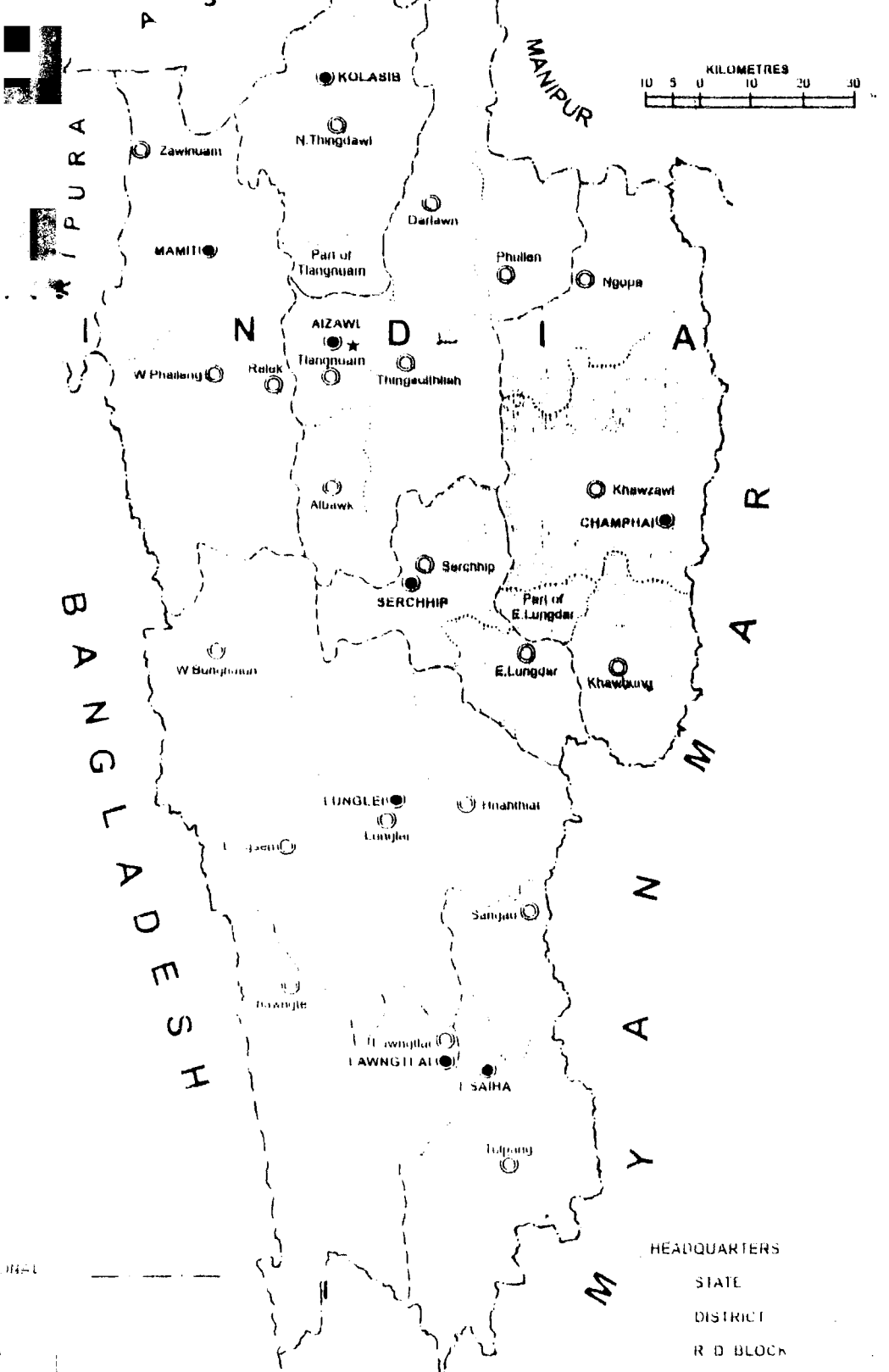
The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate baseline

The interstate boundaries between Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the North Eastern Areas (Reorganisation) Act, 1951 and have yet to be verified

MAP 2

MIZORAM

ADMINISTRATIVE DIVISIONS 2001



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 Bangladesh boundary shown this map is the one existing prior to the agreement of 1974 between India and Bangladesh.

TEACHER EDUCATION PERSPECTIVE PLAN FOR MIZORAM

CHAPTER I

STATE PROFILE

1. INTRODUCTION :

Mizoram is a small state. It is small in size and in population. It is one of the seven sisters - North Eastern states, forming the southern most state. Wedged between Myanmar (Burma) in the east and Bangladesh in the west, it has 712 Km long international boundary. It has 284 km long inter - state boundary with its three sister states - Tripura in the north-west, Assam in the North and Manipur in the North-East. Mizoram, formerly known as the Lushai Hills, used to be a district of the Assam State. The District was raised to the status of Union Territory on 21st January 1972 under the provision of North Eastern States (Reorganisation) Act 1971, and then granted statehood on 20th February 1987 as the 23rd State under an Act of Parliament - The Constitution (Fifty Third Amendment) Act 1986.

The state is situated in the north eastern corner of the country, lying between 21.95° N and 24.39° N latitudes and 92.16° E and 98.40° E longitude. The Tropic of Cancer passes through the heart of the state. Looking like the left palm pointing downwards, it measures 276.9 km north to south and 120.75 km east to west, with a total area of 21,087 sq. kilometre with a total population of 8,91,058. According to the 2001 census, the density of population per square kilometre is 42 as compared to all India figure of 324 persons per sq. km. The state enjoys a mild climate throughout the year, and along with the other northern states it is covered by the south west monsoon which gives an average annual rainfall of about 7500 millimetres mainly during June - September. The rainfall nourishes luxuriant natural vegetation giving eye catching greenish scenery everywhere in the state.

1.1. Historical background : The Mizos, the present inhabitants of Mizoram, came to settle here by the beginning of the eighteenth century, by a process of tribal migration from the east i.e Shan state and Chin state of Burma, displacing the earlier settlers to Chittagong Hill tracts and the present Tripura State. They were ruled by the chiefs of the tribal groups as independent entities. Gradually, the Sailo tribe who belong to the Lusei group, became the ruling tribe during the nineteenth century. The British administration was provoked by the frequent raids of the Mizo tribes to their neighbouring people already under the British rule, into sending expeditionary forces to this land. These punitive expeditions later set annexation as its objective which was effected in 1884. At first, the British administration put North Lushai Hills under Assam and South Lushai Hills under Bengal province. However by 1895, the whole of the Lushai Hills was attached to Assam, forming one district under Superintendent with Headquarters at Aizawl. Under the British administration, the village administration including justice administration according to the customary laws was entrusted to the Chiefs. Occasional criminal cases, far and few between, were dealt with by the Superintendent who was direct agent of the British authority, responsible directly to the Governor acting at his discretion. This type of administration continued even under the Govt of India Acts, 1919 and 1935, the Lushai Hills being declared Excluded Area, upto India becoming a Republic in 1950. Representative government came into play only after Independence, with the District having its own members in the Parliament and Assam Legislative Assembly, its District Council and Pawi - Lakher Regional Council under provision of Sixth Schedule to the Constitution.

1.2. Administrative Structure :

The state has 8 administrative districts, and 22 civil sub-divisions. These civil administrative officers belong to the IAS and Mizoram Civil Service Cadres. Junior grades of the MCS serve in the subsidiary capacities. At the village level there are village councils with the administrative and judicial functions within their own villages. The table below gives the number of civil sub-divisions and number of villages or village councils in each of the eight districts. Educational administration runs parallel to the civil administration to the district level only, at the lower level it has its own hierarchy and jurisdiction.

TABLE 1.1
Sub-Division wise breakup of villages in the districts

Sl.No	Districts	No. of Sub-divisions	No ofVllage/Village Councils
1.	Aizawl	2	155
2.	Champhai	2	89
3.	Kolasib	3	34
4.	Mamit	3	66
5.	Serchhip	3	34
6.	Lunglei	4	126
7.	Lawngtlai	3	90
8.	Saiha	2	76
Total 8 Districts		22	710 Village Council

Source : Statistics Department, G.O.M. 2002

The two administrative districts of Lawngtlai and Saiha have three Autonomous District Councils i.e. Lai District Council with headquarters at Lawngtlai, Mara District Council with headquarters at Saiha and Chakma District Council with headquarters at Chawngte (Kamalanagar). By the provisions of the Constitution, these District Councils administer the elementary education within their respective areas.

1.3. Geographical features and socio-economic and cultural characteristics :

The whole State comprises of hilly terrain with hill ranges pointing north-south direction, with higher elevation in the middle and south eastern part. Rain-fed rivers flow between these hill ranges, mostly south-north direction. There are only a few scattered flat areas suitable for wet cultivation. The hills are covered with jungles of bamboos and trees. Main stay and occupation of the people is Jhuming cultivation, here forests are cut and left to dry, and then cleared for cultivation by burning. The same process is repeated the next year. It may be termed shifting slash- and- burn method of cultivation. It is very wasteful. Due to the pressure of population, the cycle of shifting becomes shorter and shorter, and the cultivation less and less productive. Even though the general progress and development open new avenues of occupation, most of the people in the villages are still engaged in this slash-and-burn method of cultivation in the absence of major industries in the state

The Mizos who belong to the scheduled tribe community, form the predominantly large section of the population. The term 'Mizos' is a generic term. It comprises of a large number of tribes hailing from the same stock-the Tibeto-Burman group of the Mongoloid stock, speaking more or less the same language - Mizo (formerly known as Lusei). The language became reduced into writing in the Roman script by the pioneer christian missionaries who arrived here in 1894. The missionaries started schools, and impressed with their work in this regard, education of the people was entirely entrusted to the missionaries by the Government, and the meagre fund as could be spared by the Government was channelled through the missionaries; one missionary each of the North Lushai Hills and of the South Lushai Hills was designated as honorary Inspector of Schools for their jurisdiction. This arrangement continued till 1950 when the government assumed the rein of education. While the main concern of the missionaries was using education as instrument of evangelisation, their contribution in the field was highly commendable. They produced the first generation of public leaders with very high level of integrity and dedication to public service. The big stride in literacy Mizoram achieves which is second to only Kerala in the 2001 census owes it to the works of these missionaries.

There are migrant tribes which speak their own languages such as Chakmas and Brus in the western belt, and such Mizo tribes as Maras, Lais, Paites and Hmars who have their variant dialects. Mara, Lau and Chakma tribes have their own district councils which can decide the medium of instructions etc. in their elementary schools.

Religion -i.e. christianity embraced by more than 97 percent of the Mizos acts as a cohesive force in the Socio-cultural scene, and there is practically no tension among the sub-tribes of the community inspite of sometimes political polar forces. With uneven economic opportunities between regional areas as well as urban and rural areas, a trend of population divide is slowly creeping in; but such voluntary organisations as YMA (Young Mizo Association), MZP (Mizo Zirlai Pawl), MHIP (Mizo Hmeichhe Insuihkhawm Pawl) and MUP (Mizo Upa Pawl) etc. form the counteracting force to this trend. Acting with them, christianity which recognises no social distinction on any ground whatsoever but preaches equality in the sight of God, maintains egalitarian society among the people of the State.

1.4. Demographic Profile :

There is no social distinction like caste among the people of Mizoram. All the Mizos belong to the scheduled tribes community. The census figure shows a small number of scheduled caste and O.B. classes. These are mainly migrants from outside the state. However, economically, the people may be roughly classified into three groups - those belonging to the Below Poverty Line (BPL), economically self sufficient and the affluent. This classification is not permanent, but constantly changing by its very nature. The 2001 census figure for Mizoram shows BPL population at 19.47 percent in 1999-2000, a drop from 25.86 percent in 1993-1994. the 2001 census shows population of Mizoram at 8,91,058 with density of 42 persons per square kilometre, a decadal growth rate of 29.18 percent, sex ratio of 938 female per 1000 male as against all India figures of density 324, decadal growth rate of 21.34 and sex ratio of 933 female per 1000 male.

One prominent demographic feature is the process of urbanisation. Following table gives the growth in number of towns and urban population in the last three census.

TABLE 1.2
Showing growth of urban population

Size-class UA/City/ Town	No. of UA/Towns			Population			Percentage of Population in each size-class			Decadal growth in percentage	
	1981	1991	2001	1981	1991	2001	1981	1991	2001	1981-91	1991-00
All class	6	22	22	121814	317946	441040	24.67	46.10	49.50	161.01	38.72
Class I	-	1	1	-	155240	229714	-	48.82	52.08	-	47.97
Class II	1	-	-	74493	-	-	61.58	-	-	-	-
Class III		2	2	-	56408	73785	-	17.74	16.73	-	30.81
Class IV	1	3	4	17205	40839	67011	14.12	12.84	15.19	137.37	64.09
Class V	4	5	7	30116	31951	46240	24.72	10.05	10.48	6.09	44.72
Class VI	-	11	8	-	33508	24290	-	10.54	5.51	-	(-) 27.50

Source : Census of India 2001.

Influx of population in the towns brings about rush for enrolment in the better schools in the bigger cities with the resultant drain on enrolment in the institutions in rural area .

Counter to this process of urbanisation is that with peace prevailing, new habitations are springing up at convenient places near to the cultivation and working sites, which may, in the next few years add to the demand for more primary and even middle schools.

Another pertinent demographic feature to be noticed is the size of child population. 2001 census gives child- population in the age-group of 0-6 years at 141537 which constitutes 28.88 % of the total population of 891058

1.5. Literacy Scenario :

Mizoram has literacy percentage of 88.49 according to the 2001 census, second only to Kerala State. The literacy rate compares favourably with 65.38 for the whole country. Following table gives disaggregated data of literacy for the state in absolute numbers and in percentage within brackets.

TABLE 1.3
Disagregated District-wise literacy rates

State/District	Population			Literates		
	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7
Mizoram (State)	459783	431275	891058	351851 (90.69)	311411 (86.13)	663262 (88.49)
Aizawl District	173930	165882	339812	145727 (97.20)	136796 (96.06)	282523 (96.64)
Champhai District	51869	49520	101389	40621 (94.00)	36845 (89.64)	77466 (91.88)
Kolasib District	31874	29103	60977	24623 (91.50)	21723 (89.37)	46346 (90.49)
Mamit District	32766	29547	62313	22837 (84.04)	18324 (75.66)	4116 (80.09)

Chapter

2

*Year-wise Detailed Targets and
Budget Requirements*

1	2	3	4	5	6	7
Serchhip District	28445	27094	55539	23210 (97.24)	21432 (95.02)	44642 (96.16)
Lunglei District	71353	65802	137155	52314 (87.36)	44199 (80.74)	96513 (84.20)
Lawngtlai District	38425	34625	73050	20463 (65.13)	13015 (46.69)	33478 (56.45)
Saiha District	31121	29702	60823	22056 (86.28)	19077 (78.39)	41133 (82.43)

Source : Statistics Department GOM.2002

The literacy rates as seen in the table above show that the three districts namely Mamit, Lunglei and Lawngtlai which cover the western part of the state have comparatively lower literacy rates indicating that the western belt is educationally backward in comparison with other parts. This is significantly noticeable in the case of Lawngtlai district which has 56.45% as against the state rate of 88.49 . Sex-wise the girls have lower literacy rates in all the districts, but the difference is not much significant except in the case of Lawngtlai district where there is a gap of 18.5 percent point between the sexes. Education of the girls started late by about 10 years, and not favoured for a long time. But it gained a great stride and today girls do better than boys in the HSLC Examinations for a number of years in succession. There is no social distinction or preference between education of the boys and girls.

CHAPTER II

SCHOOL EDUCATION SCENARIO

2.1 Schools & Access position : (District wise)

Elementary Education in the State consists of two stages- The Primary Schools which have classes I to IV, and the Middle Schools with classes V to VII Thus, the elementary stage runs classes I to VII, i.e. 7 years of schooling, and normally retains children upto 13 years of age. The coverage of children from 6-14 years under UEE thus goes one year beyond the elementary stage of education in Mizoram. The table below gives the district-wise access position in the elementary stage, availability of schooling facility within 1 kilometre for Primary, as per norms of SSA as assessed under the said scheme

TABLE 2.1

Showing District wise availability of Elementary Schools

Sl No	District	No of villages	No.of P/S	No.of habitation without P/s	No.of M/s	No.of habitations without M/s facilities	
1	2	3	4	5	6	7	
1	Aizawl	170	479	1	217	26	
2	Champhai	96	136	2	80	18	
3	Kolasib	40	102	8	46	14	
4	Mamit	84	124	7	43	19	
5	Serchhip	38	82	1	49	4	
6	Lunglei	181	264	36	110	75	
7	Lawngtlai	LADC	77	125	10	45	26
		CADC	69	84	-	18	49
8	Saiha	60	96	-	42	14	
Total for the State		815	1492	65	650	245	

Note 1 ADC =Lai Autonomous District Council

CADC = Chakma Autonomous Council

Source : SSA District Plans 2002 & Statistical wing of the Directorate of School Education Mizoram 2003

From this table we learn that Primary education access facility is almost satisfactory in all districts excepting Lunglei and to a lesser degree in Lawngtlai district. Looking at details we discern that the western belt of these two districts is responsible for this malady. This belt is habited by the ethnic minorities like Chakmas and Brus and also comparatively backward Mizo subtribes like Pang, Bawin and Tlanglau communities whose irregular settlement habit contributes to the malady, mainly in Lunglei District. The remaining area is covered by the Lai District Council and Chakma District Council, who make attempts in their SSA Plan to alleviate the situation.

2.2. Teachers and Teacher related indicators

2.2.1 No.of Teachers :

The first 10 years of schooling, i.e. the 10+2+3 is divided in Mizoram into Primary School with classes I -IV, Middle School, with classes V-VII and High Schools with classes VIII - X. The +2 stage is studied in Higher Secondary School and attached to some colleges. The teacher education programme now covers teachers of the Primary, Middle, High and Higher Secondary Schools. In the table below is given the position of the teachers in Primary, Middle, High and Higher Secondary Schools.

TABLES 2.2(a)

TEACHERS IN PRIMARY, MIDDLE, HIGH & HIGHER SECONDARY SCHOOLS

District	Number of Teachers in									
	Primary Schools					Middle Schools				
	Total	M	M%	F	F%	Total	M	M%	F	F%
Aizawl	1438	532	37.0	906	63.0	1443	1018	70.5	425	29.5
Champhai	350	203	58.0	147	42.0	584	466	79.8	118	20.2
Kolasib	235	109	46.4	126	53.6	295	224	75.9	71	24.1
Mamit	203	124	59.6	84	40.6	247	202	81.8	45	18.2
Serchhip	251	121	48.2	130	51.8	316	231	73.1	85	26.9
Lunglei	602	324	53.8	278	46.2	683	534	78.2	149	21.8
Lawngtlai (LADC)	417	261	62.6	156	37.4	285	214	75.1	71	24.9
(CADC)	261	219	83.9	42	16.1	97	75	77.3	22	22.7
Saiha	396	250	63.1	146	36.9	273	240	87.9	33	12.1
Total	4158	2143	51.5	2015	48.5	4223	3204	75.9	1019	24.1

Source: Statistical wing, Directorate of School Education, 2000

TABLE 2.2(b)

TEACHERS IN PRIMARY, MIDDLE, HIGH AND HIGHER SECONDARY SCHOOLS

District	Number of Teachers in									
	High Schools					Higher Secondary Schools				
	Total	M	M%	F	F%	Total	M	M%	F	F%
Aizawl	689	488	70.8	201	29.2	260	130	50.0	130	50.0
Champhai	206	170	82.5	36	17.5	9	5	55.6	4	44.4
Kolasib	104	85	81.7	19	18.3	25	20	80.0	5	20.0
Mamit	120	103	85.8	17	14.2	19	12	63.2	7	36.8
Serchhip	122	101	82.8	21	17.2	9	3	33.3	6	66.7
Lunglei	296	238	80.4	58	19.6	104	61	58.7	43	41.3
Lawngtlai	74	58	78.4	16	21.6	45	28	62.2	17	37.8
Saitoh	109	89	81.7	20	18.3	19	14	73.7	5	26.3
Total	1720	1332	77.4	388	22.6	490	273	55.7	217	44.3

Source : Statistical wing, Directorate of School Education, Mizoram, 2003

The number of female teachers compares favourably at the Primary stage in almost all the Districts, excepting under the Chakma Autonomous District Council where they form only 16.1%. Actually the female teachers outnumber male teachers in the three districts of Aizawl, Kolasib and Serchhip. Overall pictures at the Primary stage show that female teachers constitute 48.9% of all the teachers. At the Middle and High School stages, the number of female teachers as compared to male teachers comes down sharply, so that female teachers form 24.1% in Middle Schools and 22.6% in High Schools. At the Higher Secondary stage, the figures show a different picture. The female teachers form 44.3% of all teachers again at this stage.

These figures indicate that girls predominantly form the new recruits in the Primary stage as they are considered better teachers for the little boys and girls. In the Middle and High Schools stage, we discern the prevalence of the traditional idea that males are better disciplinarians than females for the adolescent children. Again, in the Higher Secondary stage, which are started recently, we see the upsurge of female teachers against male teachers indicating that females are catching up fast in the college and university level educations especially in the general line.

2.2.2. Qualification of Teachers :

Minimum educational qualifications according to the existing rule the various stages of school education in Mizoram are as below

Primary Schools	: HSLC pass, D.T.Ed desirable.
Middle Schools	: PUC/HSSLC pass, D.T.Ed or B.Ed for graduates desirable.
High Schools	: Graduate degree, B.Ed as desirable qualification.
Higher Secondary	: II class Master's degree in their respective Schools subject.

On the other hand NCTE issued on 4th September 2001 laying down minimum qualification for recruitment in schools which provides for

- pre-service training as a pre-requisite for appointment of teachers, and
- time limit i.e upto September 2004 for the states to amend their respective recruitment rules accordingly

Below are given those required qualifications against each stage:

<u>Level</u>	<u>Minimum academic and professional qualifications</u>
I. Elementary	(i) HSSLC/PUC or equivalent (ii) Diploma or certificate in basic teachers training/ elementary
(a) Primary &	Teachers training of a duration not less than two years OR
(b) Middle Schools	Bachelor of Elementary Education (B.El.Edn.) OR Graduate with Bachelor of Education (B.Ed) or its equivalent
II. Secondary/ High School	Graduate with Bachelor of Education (B.Ed) or its equivalent. OR Four years integrated B.Sc, B.Ed or an equivalent course
III Senior Secondary/ PUC Intermediate	Master's Degree in the relevant subject with Bachelor of Education (B.Ed) or its equivalent. OR Two years' integrated M.Sc. M.Ed course or an equivalent course.

Perusal of the state existing qualification requirement and the NCTE norms shows the pathetic position in which the state stands in this regard. The position is clearly seen in the table given below :

TABLE No. 2.3 (a)

Teachers according to academic qualification

District	Primary Schools				Middle Schools			
	No	Qualified	Under qualified	% of under-qualified	No	Qualified	Under qualified	% of under-qualified
Aizawl	1438	242	1196	83.2	1443	912	531	36.8
Changpau	350	75	275	78.6	584	545	39	6.7
Kolasi	235	46	189	80.4	295	177	118	40.0
Mamit	208	55	153	73.6	247	192	55	22.3
Serchhp	251	42	209	83.3	316	205	111	35.1
Lungle	602	102	500	83.1	683	476	207	30.3
Lawnglai(LADC)	417	14	403	96.6	285	118	167	58.6
(CADC)	261	59	202	77.4	97	43	54	55.7
Saiha	396	125	271	68.4	273	75	198	72.5
Total	4158	760	3398	81.7	4223	2643	1580	37.4

Source : Survey of Planning Team 2003

TABLE No. 2.3 (b)

Teachers according to academic qualification

District	High School				Higher Secondary School			
	No	Qualified	Under qualified	% of under-qualified	No	Qualified	Under qualified	% of under-qualified
Aizawl	689	683	6	0.9	260	260	-	-
Changpau	206	182	24	11.7	9	9	-	-
Kolasi	104	95	9	8.7	25	25	-	-
Mamit	120	112	8	6.7	19	19	-	-
Serchhp	122	110	12	9.8	9	9	-	-
Lungle	296	273	23	7.8	104	104	-	-
Lawnglai	74	74	-	-	45	45	-	-
Saiha	109	100	9	8.3	19	19	-	-
Total	1720	1629	91	5.3	490	490	-	-

Source: Survey of Planning Team 2003

The figures given above are according to the minimum educational qualifications as per NCTE and state norms combined in each level. This ugly picture invites a few lines of explanation. One reason is the discrepancy between the existing state norms and those of NCTE. This is very much evident in the case of Primary Schools. Another reason is that those teachers who were recruited out of necessity when sufficient number of qualified candidates was not available, are still in service. Yet, still another reason is that those subject teachers like Work Education and Hindi cannot but be classed as unqualified so far as their educational qualification in the formal line is considered.

These said and done, one thing is very clear that strategy must be devised to rectify this undesirable position. The strategy must consist of

- *recruitment of only qualified persons henceforth, i.e. immediately.*
- *a proper course of training to enhance the professional competency of those underqualified teachers.*

2.2.3 Teachers - Professional Qualification :

Elementary School Teachers- both Primary and Middle Schools, got their initial training in the Teacher Training Schools at Aizawl and Lunglei run by the Christian missionaries upto 1950. Those Training Schools were later taken over into Teacher Training Institutes by the Government. The training course was of two years' duration. There is no proper nomenclature of the course, but may be accepted as Diploma course. High School Teachers were trained for a degree course either B.T or B.Ed in the various Training Colleges and universities prior to the setting up of the present College of Teachers Education in 1975.

Under normal circumstance the T.T.Is could serve the initial training needs of the elementary teachers; but with the rapid growth of schools and increase in the number of teachers, even now there are a few untrained teachers in the elementary schools- managed by the government and the churches. Outside of these, there is a spurt in establishing new schools through the efforts of individual ownership and local churches mostly English Medium Schools, which tip the scale in favour of untrained teachers. As to the teachers in secondary and higher secondary schools, the CTE is not yet able to provide the initial training needed for them. This is especially true in regard to teachers of Higher Secondary Schools which were established recently. The table below gives the position regarding training of the teachers

TABLE. 2.4 (a)
Teachers - Professional Qualifications

District	Primary School			Middle School Teachers		
	No	Untrained	% of untrained	No	Untrained	% of untrained
Aizawl	1438	71	4.9	1443	82	5.7
Champhai	350	29	8.3	584	31	5.3
Kolasib	235	15	6.4	295	18	6.1
Mamit	208	4	1.9	247	45	18.2
Serchhip	251	9	3.6	316	26	8.2
Lunglei	602	55	9.1	683	37	4.7
Lawngtlai(LADC)	417	77	18.5	285	-	-
(CADC)	261	200	76.6	97	89	91.8
Saiha	396	39	9.8	273	28	10.2
Total	4158	499	12.0	4223	351	8.3

Source : Survey of Planning Team 2003.

TABLE. 2.4 (b)
Teachers - Professional Qualifications

District	Primary School			Middle School Teachers		
	No	Untrained	% of untrained	No	Untrained	% of untrained
Aizawl	689	94	13.6	260	149	57.3
Champhai	206	27	13.1	9	7	77.8
Kolasib	104	11	10.6	25	19	76.0
Mamit	120	21	20.6	19	9	47.4
Serchhip	122	15	12.3	9	6	66.7
Lunglei	296	49	16.6	104	62	59.6
Lawngtlai	74	19	25.6	45	25	55.6
Saiha	109	19	17.4	19	2	10.5
Total	1720	255	14.8	490	279	56.9

Source : Survey of Planning Team, 2003

The table above shows that out of 4158 Primary School teachers, 499 of them i.e. about 12.0% are untrained while 351 out of 4223 Middle School Teachers i.e. 8.3% are still untrained. Schools under Chakma Autonomous District Council which constitutes to 6.3% of the Primary School Teachers contribute 40% of the untrained Primary School teachers and 25% of the untrained Middle School Teachers of the whole state. This needs special attention.

- At the secondary stage the schools are grouped by management into :
- *Government, Deficit and Aided Schools and*
 - *Purely private schools.*

In this stage, the number of untrained teachers are proportionately much larger even in the Government managed, Deficit and Government Aided High and Higher Secondary Schools. If the present plan is to include the private schools, the task will be enormously increased as almost all of the teachers in this stage are untrained.

The whole problem will have to be tackled by vigorous programme of Teacher Education which shall include-

- *strengthening and activating the existing Teacher Training institutions*
- *running courses of pre-service training for prospective elementary, high and higher secondary school teachers to supply assessed needs of new teachers*
- *running courses of training for Diploma or Degree in Teacher Education for the existing untrained teachers, and*
- *organising professional enrichment courses for all serving teachers.*

2.3. Enrolment in Schools :

Table below gives total enrolment in each stages of education in the state

TABLE. 2.5 (a)
Enrolment in Schools

District	Primary School			Middle Schools		
	Boys	Girls	Total	Boys	Girls	Total
Aizawl	13798	13061	26857	8085	6813	14898
Champhai	5433	5168	10601	2603	2466	5069
Kolasib	2965	2906	5871	1769	1629	3398
Mamit	3042	2563	5605	1278	1102	2380
Serchhip	3050	2914	5964	1852	1804	3656
Lunglei	7239	6272	13511	3377	3072	6449
Lawngtlai (LADC)	3871	3554	7425	1304	1173	2477
(CADC)	2269	1655	3924	514	351	865
Saiha	4593	4425	9018	1067	1123	2190
Total	46260	42518	88778	21849	19533	41382

Source : Statistical wing of Directorate of School Education, 2003

TABLE. 2.5 (b)
Enrolment in Schools

District	High Schools			Higher Secondary Schools		
	Boys	Girls	Total	Boys	Girls	Total
Aizawl	5358	5857	11215	2977	3024	6001
Champhai	1489	1664	3153	306	325	631
Kolasib	889	804	1693	165	150	315
Mamit	707	647	1354	61	44	105
Serchhip	822	924	1746	132	143	275
Lunglei	1854	1794	3648	709	705	1414
Lawngtlai	624	250	1144	212	157	369
Saiha	766	729	1495	350	230	580
Total	12509	12939	25448	4912	4778	9690

Source : Statistical wing of Directorate of School Education, 2003

The table above seen along with the previous table No.2.4. gives Teacher Pupil ratios for the whole state as

- Primary Schools - 1: 21
- Middle Schools - 1: 10
- High Schools - 1: 15
- Higher Secondary School - 1: 20

TABLE . 2.6
District wise Teacher-Pupil Ratios.

District	TPR in P/s	TPR in M/s	TPR in H/s	TPR in HSS
Aizawl	1:19	1:10	1:16	1:23
Champhai	1:30	1:9	1:15	1:70
Kolasib	1:25	1:12	1:16	1:13
Mamit	1:27	1:10	1:11	1:5
Serchhip	1:24	1:12	1:14	1:31
Lunglei	1:22	1:9	1:12	1:14
Lawngtlai I ADC	1:18	1:9	1:15	1:8
C ADC	1:15	1:9		
Saiha	1:23	1:8	1:14	1:31
Overall (State)	1:21	1:10	1:15	1:20

Source : Planning exercise of the Planning Team 2003

What we read from the TPR table is that there is an adequate number of teaching staff in all stages of education for the state taken as a whole. This indicates that there is no need in the near future, at least, within the period covered by this perspective plan, for more teachers by way of normal expansion. However, the table suggests that rationalization of the teachers should be effected

The picture so far as the Higher Secondary Schools is concerned is not yet firm as this stage has but recently been started. There are still some colleges which impart the +2 stage of education, and also that Government is taking careful steps to strike a healthy balance between quantity and quality in establishing Higher Secondary Schools and streams of subjects to be introduced. However, what is apparent is that training of the teachers for the Higher Secondary Schools in the form of induction training, for professional degree and in-service training is an urgent need.

2.4 Retention Position (district-wise, gender-wise, social category-wise)

Retention rate shows the health of an institution. It indicates the capacity of an institution to deliver the goods. For the purpose of the present study, it is thought sufficient just to have rough retention rates of the schools as they are of only secondary consideration, by taking enrolment at the lowest and the top class of each stage when those admitted in the lowest class would reach the top class; taking for granted that stagnation and drop out rates would not significantly change during the period of study. In the case of primary stage, enrolment at class II instead of class I is taken. As mentioned earlier, in Mizoram classes I-IV are in Primary schools, V-VII in Middle Schools and VIII - X in High Schools. The table 2.7 below gives the retention rates for each stage and for each of the districts of the state

TABLE 2.7.(a)

Retention Position (district-wise, gender-wise and social category-wise)

District	Year	Enrolment at Primary stage				Enrolment at Middle stage			
		Class	M	F	Total	Class	M	F	Total
AIZAWL	2000 - 2002 Retention rates in %	II	3884	3606	7490	V	3391	3324	6715
		IV	3694	3396	7090	VII	2564	2895	5459
			95.1	94.2	94.7		75.6	87.1	81.3
CHAMPHAI	2000 - 2002 Retention rates in %	II	1452	1300	2572	V	907	1030	1937
		IV	1193	1050	2243	VII	826	777	1603
			82.2	80.8	87.2		91.1	75.4	82.7
KOLASIB	2000 - 2002 Retention rates in %	II	701	679	1380	V	688	591	1279
		IV	533	452	985	VII	562	529	1097
			76	66.6	71.4		81.7	89.5	85.8
MAMIT	2000 2002 Retention rates in %	II	819	693	1512	V	435	392	827
		IV	671	574	1245	VII	298	349	647
			82	82.9	82.3		68.5	89	78.2
SERCHHIP	2000 2002 Retention rates in %	II	829	705	1534	V	651	618	1269
		IV	730	653	1383	VII	554	560	1114
			88	92.6	90.1		85.1	90.6	87.8
LUNGLEI	2000 2002 Retention	II	1638	1483	3121	V	941	952	1893
		IV	1461	1351	2812	VII	822	824	1646
			89.2	91.1	90.1		87.4	86.6	87
LAWNGLTAI LADC	2000 2002 Retention rates in %	II	824	862	1686	V	437	425	862
		IV	771	749	1520	VII	338	339	677
			93.6	86.9	90.2		77.3	79.8	78.5
CADC	2000 2002 Retention rates in %	II	336	311	647	V	160	142	302
		IV	269	256	525	VII	103	57	160
			80.1	82.3	81.1		64.4	40.1	53
SAIHA	2000 2002 Retention rates in %	II	622	584	1206	V	425	366	791
		IV	502	490	992	VII	409	352	761
			80.7	83.9	82.3		96.2	96.2	96.2
STATE	2000 2002 Retention rates in %	II	11105	10223	21328	V	8035	7840	15875
		IV	9824	8971	18795	VII	6476	6682	13158
			88.5	87.8	88.1		80.1	85.2	82.9

Source: Survey of Planning Team, 2003

Note: The data exclude purely private schools

TABLE 2.7. (b)

Retention Position (district-wise, gender-wise and social category-wise)

District	Enrolment at Secondary stage				
	Year	Class	M	F	Total
Aizawl	2000	VIII	2336	2329	4665
	2002	X	1101	1228	2329
	Retention rates in %		47.1	52.7	49.9
Champhai	2000	VIII	576	537	1113
	2002	X	422	458	880
	Retention rates in %		73.3	85.3	79.1
Kolasib	2000	VIII	226	237	463
	2002	X	160	168	328
	Retention rates in %		70.8	70.9	70.8
Mamit	2000	VIII	183	173	356
	2002	X	132	126	258
	Retention rates in %		72.1	72.8	72.5
Serchhip	2000	VIII	390	397	787
	2002	X	258	312	570
	Retention rates in %		66.2	78.6	72.4
Lunglei	2000	VIII	761	747	1508
	2002	X	376	365	741
	Retention rates in %		49.4	48.9	49.1
Lawngtlai	2000-	VIII	312	235	547
	2002	X	195	143	338
	Retention rates in %		62.5	60.9	61.8
Saiha	2000	VII	265	264	529
	2002	X	187	178	365
	Retention rates in %		70.6	67.4	69
STATE	2000	VIII	5049	4919	9968
	2002	X	2831	2978	5809
	Retention rates in %		56.1	60.5	58.3

Source: Survey of Planning Team, 2003

From the table we see that retention rate comes significantly down in the secondary stage, much more so in the case of Aizawl and Lunglei. These are the two premier towns with quite a number of good private high schools and also not so good and even worse private high schools. These private schools drain away the students from the government managed high schools: the good ones attracting better students in the hope of getting better results and the worst ones for getting the chance to appear in the High School Leaving Certificate Examinations. The enrolment 'cone' is reversed: The 'Cone' for the government schools tapering upwards, and those of private high schools tapering downwards. This fact is reflected in the HSLC result from year to year where incidence of failure is greatest in private high schools and also pass in the top divisions in the better private high schools. The apparent fall in retention rate at the High School stage is not actual drop out from the system, but rather transfer of the students from Govt. institutions to private ones

2.5. Quality and Quality related indicators :

Quality of an Institution depends upon the quality of the teachers. The quality of a teacher is, to a large extent, determined by his academic qualification and his training. As such, a Teacher Training Institution has to maintain certain norms for entry and completion of the course of training. The NCTE has come up with norms to be complied with for the whole country as already seen under 2.2.; and the position of Mizoram vis-a-vis those norms. As these NCTE norms are mandatory, every effort would be made to raise the qualification of the teachers, - both academic and professional, to be at par with these norms.

Another quality indicator is the Teacher - Pupil ratio. TPR as shown in Table 2.6. indicates that Mizoram is in a better position than the whole country position.

Yet, still another indicator is the Teacher Per School information. The TPS is given in the table 2.8 (next page)

TABLE 2.8
Showing Teacher Per School

District	Primary School			Middle School			Secondary Schools		
	No. of Schools	No. of Teachers	TPS	No. of Schools	No. of Teachers	TPS	No. of Teachers	No. of Teachers	TPS
Aizawl	471	1438	3.1	217	1443	6.6	79	689	8.7
Champhai	136	350	2.2	80	584	7.3	31	206	6.6
Kolasib	102	235	2.3	46	295	6.4	12	104	8.7
Mamit	124	208	1.7	43	247	5.7	18	120	6.7
Serchhip	82	251	3.1	49	316	6.4	15	122	8.1
Lunglei	264	602	2.3	110	683	6.2	36	296	8.2
Lawngtlai LADC	125	417	3.3	45	285	6.3	11	74	6.7
CALC	84	261	3.1	18	97	5.4			
Saiha	96	396	4.1	42	273	6.5	15	109	4.5
State	1492	4158	2.8	650	4223	6.5	217	1720	7.3

Source : Survey of Planning Team, 2003

It appears from the table that Primary Schools are lacking in requisite man-power Mamit District presenting the worst case. Since there are four classes in the primary schools, there should be at least 4 teachers in the primary schools. The position appears to be better in case of the Middle and High Schools. But since subject teaching comes into play here, the need for subject teachers superimposes on the usual class-wise needs. Hence, norms must come to 6 in the Middle Schools and 9 in the High Schools in T.P.S ratio.

2.6. Teacher Grade Ratio (TGR) :

Teacher Grade Ratio shows the availability of teacher per grade. It is yet another indicator. It takes into account the number of grades in the stage i.e. Primary, Middle Secondary, as well as the number of schools per number of teachers.

Chapter

3

*Year-wise Detailed Targets and
Budget Requirements*

The Teacher Grade Ratio is calculated with the formula -

$$\text{TGR} = \frac{\text{No of Schools} \times \text{No of grades}}{\text{No of Teachers}}$$

In the table below is given district-wise TGR for the various stages of school education.

TABLE 2.9

Showing Teacher Grade Ratio in Elementary & Secondary School.

District	Primary School				Middle School				Secondary School			
	No of schools	No of grade	No of teachers	TGR	No.of schools	No.of grade	No.of teachers	TGR	No of schools	No of grade	No of teachers	TGR
Aizawl	479	4	1438	1.3	217	3	1443	0.5	79	3	689	0.3
Champhai	136	4	350	1.6	80	3	584	0.4	31	3	206	0.5
Kolasib	102	4	235	1.7	46	3	295	0.5	12	3	104	0.4
Mamit	124	4	208	2.4	43	3	247	0.5	18	3	120	0.5
Serchhip	82	4	251	1.3	49	3	316	0.5	15	3	122	0.4
Lunglei	264	4	602	1.8	110	3	683	0.5	36	3	296	0.4
Lawngtlai LADC (CADC)	125	4	417	1.2	45	3	285	0.5	11	3	74	0.4
Saiha	84	4	261	1.3	18	3	97	0.6				
Saiha	96	4	396	1.0	42	3	273	0.5	15	3	109	0.4
Total	1494	4	4158	1.4	650	3	4223	0.5	217	3	1720	0.4

Source Planning exercise of the Planning Team, 2003.

The TGR shows the minimum norm of TGR= 1 for the primary schools is not achieved. The situation of multi-grade teaching occurs in all the districts. It is worst in the case of Mamit district. This poses a problem for the administration.

The position appears to be reversed in the case of the Middle and High Schools. But at these stages subject-wise consideration comes into play. The TGR, in this case, cannot but be arbitrary, as it does not take into account the subject specialization needs and also the difference in size of schools. It may be also noted that certain schools have three or more sections in a grade.

CHAPTER III

TEACHER EDUCATION PROGRAMMES IN THE STATE

Teacher education in the state of Mizoram began as early as the 1907 under the Missionaries. The first teacher-training programme began with just 24 boys in Lunglei, which is in the southern part of the state. From this rudimentary beginning Mizoram now has four Teacher Education Institutions under the State Government. There are no privately managed institutions for teacher education and training in the state. The four Institutes include:

1. College of Teacher Education (CTE). The Institute caters mainly to secondary school teachers. It offers a one-year B Ed. course. There is only one Institute for the whole state.
2. District Institute of Education and Training (DIET). There are two DIETs in the state, one in Aizawl and the other at Lunglei. It is concerned with elementary teacher education and training, and offers both in-service and pre-service diploma courses of one-year and two-years duration respectively.
3. In Mizoram the State Council of Educational Research & Training (SCERT) (is not a separate Directorate as yet but) functions under the directorate of School Education. It deals exclusively with all academic aspects of School Education. Its various wings and cells implements developmental programmes organising training of various types for all stages of school teachers.

A review of these Teacher Education Institutions would serve to provide a fairly comprehensive impression of the quality and performance of teacher education in the state thereby enabling steps to be taken for future developments.

3.1 COLLEGE OF TEACHER EDUCATION (CTE)

First known as the 'Graduate Teacher Training Institute' (GTTI), the first and still the only College of Teacher Education in Mizoram was established in 1975. It later became the Mizoram Institute of Education (MIE). Then in 1989 the State Government changed the name of the Institute to College of Teacher Education (CTE). It is under the Directorate of Higher and Technical Education.

3.1.1 Structure

The Principal is head of the College. There is no Vice-Principal. Below the Principal are Readers, Selection Grade Lecturers, Senior Lecturers and Lecturers.

Existing staff in the CTE is given below :-

Name of Post	No of posts	Filled up	Vacant
Principal	1	1	-
Readers	4	4	-
Selection Grade Lecturer	4	4	-
Senior Lecturer	2	2	-
Lecturers	3	3	-
Total	14	14	

Infrastructure features : The new college building for CTE is under construction at Republic Veng, Aizawl. The campus area is approximately 1.2 acres and is situated within the town area.

The College is presently occupying a rented building. This building is not big enough to accommodate the entire college satisfactorily. The space available is too limited for a functional Science laboratory. There is little space for other laboratories too, such as for Home Science, Social Science and Educational Technology. There is also no space for recreational activities.

At present CTE has very few educational equipments or co-curricular and extra-curricular equipments.

3.1.2 The Role and Function of the college are to conduct :

- (i) *Pre-service and in-service education of Secondary School Teachers and Higher Secondary School Teachers.*
- (ii) *Short-term courses in specific subjects.*
- (iii) *Orientation programmes for Resource Persons, and*
- (iv) *Seminars, Workshops and Symposia.*

3.1.3 Linkage with Schools :

Like the other Teacher Education Institutes, CTE does not have any direct links with schools in administrative matters. The college has little contact with schools even in academic issues. Being under a separate Directorate could be a contributing factor.

3.1.4 Recruitment and placement policy of Teacher Educators of CTE:

The Principal of CTE has a chance along with Principals of other Government college for promotion to the post of Director of Higher and Technical Education. Likewise, Readers of the CTE can be promoted to Principal of a government college. Reciprocally the recruitment rules for Lecturer provides for entry by transfer and posting of lecturers from outside the CTE for persons holding analogous post and possessing the requisite qualification

How an academic faculty member is recruited is given below in abridged form :

Recruitment Rules for Academic Faculty of Mizoram Institute of Education (M.I.E.) now CTE, Mizoram. (abridged)

Classification : General State Service Group 'A'

Name of Post	Educational & other qualifications for direct recruits.	Method of recruitment	Agency for recruitment
Principal M.I.E.	Does not arise	100% promotion from Vice Principal, MIE/ Professor, Degree College with at least 5 years regular service in the grade Preference will be given to those having M.Ed	Mizoram Public Service Commission (MPSC)
Vice Principal M.I.E.	Does not arise	Promotion from Lecturer from Degree College/MIE with not less than 5 years regular service in the grade	MPSC

Lecturer M.I.E.	Essential. At least a high 2nd class Master's degree in the subject and M/Ed degree M.A.Edn.	100% Direct recruitment failing which transfer on deputation from officers holding equivalent post in the Edn. Deptt. of Mizoram/ other State	MPSC
	Desireable : A first class Master's degree	Govt. Central Govt. for a period not to exceed 3 years.	

Note : MIE (CTE) enjoys UGC norms.

The present faculty thus consists beside the Principal such as 4 Readers, 4 Selection, Grade Lecturers, 2 Senior Scale Lecturers and 3 Lecturers - 14 in all.

3.1.5 Support from State and other Institutions :

CTE is wholly funded by the State Government.

The Government of India, in response to the Project Proposal submitted by a State Level Empowerment Committee in 1996, sanctioned an amount of 67 lakhs out of which 43 lakhs was released.

Academic support received by CTE from any quarter is negligible except for the refresher courses especially designed for Teacher Educators of B Ed. Colleges by the Universities. Apart from this there are the occasional training programmes attended by the Teacher Educators. The M.S. University of Vadodara is very consistent in sending some educational journals.

3.1.6. Review of quality of Pre-Service Trainings :

The College of Teacher Education (CTE) Aizawl conducts pre-service teacher education for prospective teachers of secondary schools. This training programme is of one -year duration. The curriculum and syllabus prescribed by the North Eastern Hill University (NEHU) are followed. A trainee, on successful completion of the course, is awarded a B.Ed. degree by NEHU. The course content and processes of this pre-service training course are identical with those of the in-service B Ed. course. In fact, both the pre-service and in-service trainees attend their courses concurrently.

The intake capacity for PSTE trainees is usually limited to 30 in number. Scheme of studies covers the following

A. *Compulsory Group :*

- Paper I Education in emerging India.*
Paper II Educational Psychology
Paper III Secondary Education
Paper IV Problems of Education in India with special reference to North Eastern Region.

B. *Elective Group: Teaching Specialisation in any two Secondary School subjects*

C. *Elective Group : Additional Specialisation in any two of the following :*

- i. School organisation and management*
- ii. Education of exceptional children*
- iii. Educational and rural development*
- iv. Population education*
- v. Adult and Non-Formal Education*
- vi. Educational guidance and counselling*
- vii. Educational technology*
- viii. Computer education*

D. *Practical Works .*

- 1. Teaching Practical .*
- 2. Practical work*

Evaluation scheme for group A,B and C consists of written and internal assessment with 80% and 20% marks respectively.

External and internal evaluation of Group D (practicals) carry 80% and 20% of the total credit, graded in a 5 point scale. The external evaluation comprises of practical teaching and practical works including viva-voce examination.

3.1.7. Review of Quality of In-Service Programme :

Out of the 1720 teachers in Government, Deficit Aided and Ad-hoc Aided High Schools, 255 are untrained, and of the 490 teachers in Higher Secondary Schools, 279 are untrained, not to speak of the teachers of private High Schools. As such, the in-service training in Mizoram context must, of necessity, include initial training for B Ed course for these untrained serving teachers besides the refresher courses and short term subject specific courses of training etc normally meant by the term. Indeed the training for B.Ed degree course for in-service teachers constitutes the only programme for in-service teachers. The CTE cannot so far organise in-service programme of

the usual kind for lack of infra-structure facility and fund. The in-service programme of training of CTE thus includes theoretical and practical content. In order to balance and integrate the two components of the course content, the number of days previously given to practice teaching has been increased to about 40 days. The teaching is divided between actual classroom teaching and in simulated situation.

A teacher trainee is expected to prepare 80 lesson plans for two method papers during the training period. These lesson plans are delivered under the supervision of a Teacher Educator.

Work Experience is an area of the syllabus that receives active participation from most candidates.

Project work, another component of the syllabus, is an area that needs to be developed. Proper supervision and evaluation of the entire process will have to be done so that the aim of conducting the project is realized.

Activities such as debates, competitions, cultural activities, games and sports are organised by the trainees. Trainees are also encouraged to attend seminars and lectures on different subjects.

The intake capacity for in-service teachers is limited to 90 in number. The table below gives the intake and output of the CTE. The figures in the table include pre-service trainees.

TABLE 3.1
CTE intake and Output (B.Ed course)

Year	Enrolled	Passed	% of Pass
1998	97	86	88.7
1999	108	100	92.6
2000	94	74	78.7
2001	110	101	91.8
2002	84	57	67.9
Total (5 years)	493	418	84.8
Grand Total	3040	2550	83.9

Source : Principal, CTE

Short-term training programmes have not been organised in the last few years.

3.2. DISTRICT INSTITUTES OF EDUCATION AND TRAINING

There are two DIETs, at Aizawl and at Lunglei. For the purpose of the review, we shall take these, DIETs together, taking separate accounts when needed under the various sub-headings

3.2.1 Structure :

The two DIETs were established by upgrading the erstwhile Teacher Training Institutes under the Centrally Sponsored Scheme of Re-structuring and Reorganisation of Teacher Education, DIET Aizawl on 30th Dec.1988, and DIET Lunglei on 4th Feb. 1993. The Institutes are non-vacation institutes as per Govt of Mizoram official notification with effect from 23rd March 1990

(a) Academic :

The Principal heads each Institute with the Vice Principal assisting him in all administrative and academic matters. The Academic faculty consists of Senior Lecturers and Lecturers. The DIET Aizawl is organised into seven branches, each branch headed by a Senior Lecturer as follows :

- (i) *Pre-service Teacher Education (PSTE) Branch.*
- (ii) *Work-Education (WE) Branch.*
- (iii) *District Resource Unit (DRU) for AE NFF*
- (iv) *In-service programmes, Field Interaction and Innovation Co-ordination (IFIC) Branch.*
- (v) *Curriculum, Materials Development and Evaluation (CDME) Branch.*
- (vi) *Educational Technology (ET) Branch*
- (vii) *Planning and Management (P&M) Branch.*

The DIET at Lunglei is not yet formally organised as in Aizawl. Pre-service training programme was started only from 2002 academic session. The Institute is still lacking in infrastructural facility and qualified manpower. Senior lecturers have not been posted and five of the 14 lecturers are under-qualified. It has still a long way to go to be operational. In fact, both the DIETs are yet to be made fully functional. Besides these faculty staff, there are Hindi Instructors, Craft and WE

The table below gives the staff position of the Institutes.

TABLE 3.2
Academic staff position of the DIETs

Name of Post	AIZAWL		LUNGLEI	
	Sanctioned post	Filled up	Sanctioned post	Filled up
Principal	1	1	1	-
Vice Principal	1	1	1	1
Sr.Lecturer	7	10	3	-
Lecturer	15	4	15	14
Hindi Instructor	2	2	1	1
WE/Craft Instructor	3	3	3	3
TOTAL	29	21	24	19

The post of Principal Aizawl DIET and the 5 Instructors in DIET Aizawl and 4 instructors in DIET, Lunglei are posts in the erstwhile TTI funded from the state, and retained in the new DIET's.

The DIETs have Practising Schools attached to each. These schools have Primary and Middle sections, and have staff as given in the table below:

TABLE 3.3

Academic staff (teachers) in the DIET Practising Schools.

Name of Posts	Practising School DIET, Aizawl		Practising School DIET, Lunglei	
	No of posts	Filled up	No. of posts	Filled up
Headmaster	1	1	1	1
M/s Teachers	5	5	3	3
P/S Teachers	8	8	3	3
Hindi Teacher	2	2	1	1
W.E. Teacher	1	1	1	1
TOTAL	17	17	9	9

These posts are under the State government, and filled up by transfer and posting in the normal manner.

(b) Infrastructure Features :

The DIETs at Aizawl and Lunglei have their own campus, at Chaltlang, Aizawl with an area of 8.5 acres of land, and at Melte, Lunglei, with 10.5 acres respectively. DIET Aizawl has an Institute building, a girls' hostel and a Principal quarters constructed out of the Central Fund, and one boys hostel and seven staff quarters constructed thirty years back within its campus while Lunglei DIET has, within its campus the Institute building, hostels for boys and girls, one staff quarter and four Grade IV staff quarters, but these quarters have no water connection yet. Recreational facilities, more staff quarters, play ground, compound fencing etc are badly needed in these campuses.

3.2.2. The role and function of the DIETs are :

- (i) Training and orientation of the following functionaries*
 - *Elementary School teachers*
 - *Pre-service teacher trainees for elementary schools*
 - *Headmasters, heads of school complexes and officers of Education Department up to Block level; Instructors, Resource Persons and supervisors of AE and EGS.*
 - *Members of the District Board of Education, Village Education Committee, and*
 - *Resource persons for various programmes to be conducted by the DIETs.*
- (ii) Academic and resource support to the elementary and adult education system in the districts.*
- (iii) Action research to deal with specific problems in elementary education.*

Currently the major role of the DIET is training elementary school teachers both in-service and pre-service. As the state has not cleared its backlog of untrained primary and middle school teachers, the DIETs are continuing a one-year teacher training course for serving teachers along side the two-year pre-service teacher education

The two DIETs were upgraded from T.T.I's established under the Government in 1953 at Aizawl initially as Basic Training Centre, and in 1974 at Lunglei. In the Table 3.3 below are given the number of teachers trained in these Institutes since their inception to date

TABLE 3.4
Number of Teachers trained in the two DIETs

Category of Teachers	DIET, Aizawl 1953-2003	DIET, Lunglei 1974-2003
Primary School Teachers	2986	1902
Middle School Teachers	1957	1376
W.E Teachers	502	154
Pre-service Teachers	346	62
Total	5,791	3,494

The DIET has been playing some roles in giving resource support to non-government schools and the community in extension and guidance work, but not much headway has been made in helping adult and non-formal education systems in the state. Resource support is given to private schools also in short course trainings, reading supplements and low-cost teaching aids. Resource support is given also to community members in workshops, awareness campaigns and meetings involving issues of education for community development.

Another important responsibility of DIET is to undertake Action Research. The DIETs could not do much in this area, but fresh efforts are being made recently. Action Research has been done on these topics.

- (i) A study to identify elementary school problems in qualitative and quantitative improvement (1995) by Ms Zohmingthangi Varte
- (ii) Standardised Test Items for class II, III and IV based on the prescribed Science Textbooks for Mizoram Primary Schools (1994) by Mr Zohmingthanga
- (iii) Standardised Test Item for classes V and VI based on the prescribed science Text Books for Mizoram Middle School (1996) by Mr Zohmingthanga.
- (iv) A study of the effectiveness of W.E. training programme for self-employment of the educated un-employed (1996) by Mr B Zadingluata.

The PSTE and WE branches are functioning well and upto the mark in both DIETs; but the other branches are not functioning well even in DIET, Aizawl not to speak of DIET, Lunglei which has not received any serious effort to make it full-fledged and functioning.

In order for all the different branches to take proactive role in their respective areas, an induction training would have been most beneficial right from the inception of the DIET. Only four teacher educators of the entire faculty of the DIET, Aizawl, but none from DIET, Lunglei have received the induction training.

3.2.3. Recruitment and Placement of Teacher Educators of DIETs :

Principal of the DIET is level with the Joint Director of School Education, and can be transferred and posted to the post. Otherwise, there is no outlet for the DIET faculty to go outside the Institute. On the otherhand, the recruitment rules provides 100% entry chance for serving teachers who possess the requisite qualification. There is no chance for inducting fresh candidate which is in a sense a drawback. The recruitment rules for Teacher Educators were framed by the Government of Mizoram in 1995, and is given as below :

RECRUITMENT RULES FOR FACULTY STAFF OF DISTRICT INSTITUTES OF EDUCATION AND TRAINING (DIET), MIZORAM (abridged)

Classification : General State Service Group 'A' Gazetted, (Non-Ministerial)

Name of post	Educational and other qualifications for direct recruits	Method of recruitment	Agency for recruitment
Principal	Does not arise	100% promotion from Vice Principal/Senior Lecturer DIET with not less than 5 years service in the grade.	Mizoram Public Service Commission (MPSC)
Vice Principal Sr. Lecturer DIET	Does not arise	100% promotion from Lecturer. DIET with not less than 5 years service in the grade.	MPSC

Lecturer,DIET

ESSENTIAL:
1) At least 2nd class Master's degree with B Ed/B.T.
2) Working knowledge of mizo language upto the Middle School standard

100 % promotion 50 % from Headmasters of Govt. Middle Schools and teachers of Govt. Schools possessing the requisite qualifications prescribed for direct recruits with not less than 5 years service in the grade. 50 % from officers of SCERT and DIET in the pay scale of 2000 - 3050 (Pre-revised) possessing the requisite qualifications prescribed for direct recruits with 5 years service in the grade. ●

MPSC

3.2.4.Linkage with Schools

DIETs do not have any direct links with schools. All communication is done through the respective Sub-Divisional Education Officers (SDEO) in matters of elementary education and through the District Education Officers (DEO) in matters of secondary education. Block/Circle Resource Centre (BRC) and Cluster Resource Centre (CRC) have only been recently established. Norms for linkages are yet to be formed.

3.2.5.Performance of Teacher Training :

Training classes are conducted in DIETs with great regularity. Most faculty members complete the prescribed syllabus in time with enough to spare for revision. Lesson Planning and Practice Teaching have received priority in the last few years. In terms of activities, a calendar of activities is made at the beginning of the session and care is taken to follow it as thoroughly and precisely as possible. The calendar of activities charts out the time schedule for routine programme of Pre-service and In-service teacher trainings. It also presents the proposed schedule for conduct of other programmes such as orientation, workshop, training of teachers as well as other functionaries.

3.2.6.Support to Schools :

An organised or defined plan of action for giving support to schools has not been devised. However, occasional visits are made to some schools that express a felt need in a particular area or the other. Reading material and teaching aids are usually presented to these schools. Specific problems and measures for taking remedial steps are often discussed in these visits.

3.2.7. Support from State and other Institutions :

The State Government provides for salaries of several staff of both the DIETs at Aizawl and Lunglei as may be seen in the statement below :

TABLE 3.5
Statement showing staff of DIET, Aizawl

S/N	Staff under State Fund	No.	S/N	Staff under CSS	No
<u>A. FACULTY STAFF</u>			<u>A. FACULTY STAFF</u>		
1	Principal	1	1.	Senior Lecturer	7+3
2	Vice Principal	1	2.	Lecturer	15
3	Hindi Instructor	2			
4	WE Instructor	3			
<u>B. MINISTERIAL S & OTHER STAFF</u>			<u>B. MINISTERIAL & OTHER STAFF</u>		
5.	UDC	1	3.	Superintendent	1
6.	LDC	4	4.	Assistant	2
7.	Matron (Hostel)	1	5.	UDC	2
8.	Driver	2	6.	Inspector of Statistics	1
9.	Group 'D'	11	7.	Technician	1
			8.	Librarian	1
			9.	Stenographer II	1
			10.	Laboratory assistant	1
			11.	Group 'D'	1
<u>C. PRACTISING SCHOOL</u>					
10.	Headmaster	1			
11.	M/S Teacher	5			
12.	P S Teacher	8			
13.	Hindi teacher	2			
14.	W.E. Teacher	1			
Total posts		43			36

Source: Planning Team, 2003

TABLE 3.6.

Statement showing staff of DIET, Lunglei

S/N	Staff under State Fund	No	S/N	Staff under CSS	
	A. FACULTY STAFF			A. FACULTY STAFF	
1	Hindi Instructor	1	1.	Principal	1
2.	Craft Instructor	1	2.	Vice Principal	1
			3.	Sr. Lecturer	-
			4.	Lecturer	15
			5.	W.E. Instructor	2
B.	MINISTERIAL AND OTHER SUPPORTING STAFF				
3.	UDC	1	6.	Superintendent	1
4.	LDC	1	7.	UDC	2
5.	Driver	1	8.	LDC	3
6	IV Grade	7	9.	Statistician	1
			10.	Technician	1
			11.	Librarian	1
			12.	Lab. Assistant	1
			13.	Group D staff	2
C.	PRACTISING SCHOOL				
6.	Headmaster	1			
7.	M/S Teacher	3			
8.	P/S Teacher	3			
9.	Hindi Teacher	1			
10.	Craft Teacher	1			
TOTAL		21			31

Source : Planning Team, 2003

Over and above providing fund for salary of the 64 staff, the State provide for maintenance of the buildings and furniture, training costs of the in-service teachers. Provision for stipend, book grant and study tour of the pre-service trainees was funded by the state govt. upto 1995. All such provisions have been withdrawn and the present batch of PSTE trainees do not enjoy any of these benefits due to financial crunch faced by the Govt. of Mizoram.

The DIETs get some academic support from the SCERT and the Mizoram Board of School Education provides support in curriculum development and evaluation.

3.2.8. Review of quality of Pre-Service Education :

- (i) *Duration* : *Two years.*
- (ii) *Minimum prescribed qualification for admission* : *Class XII*
- (iii) *Mode of selection* : *Personal Interview*
- (iv) *Name of the qualification which trainees earn on successful completion of the course* : *Diploma in Teacher Education (D.T.Ed)*
- (v) *The Mizoram Board of School Education lays down the syllabus, conducts external examination and awards diplomas/certificates etc. All content, design etc. of the course is determined by the MBSE.*
- (vi) *Course contents and design is based on the national framework of curriculum development by NCERT.*
- (vii) *The annual intake of pre service trainees for DIET used to be fixed by the Directorate of School Education but from the year 2002 the decision is entrusted to the DIET. The intake capacity of trainees is between 40 to 45 trainees for one batch for DIET, Aizawl and 30 for DIET, Lunglei*
- (viii) *The system of pupil evaluation is divided in two: external examination and internal assessment. Weightage for external examination is 80% and for internal assessment it is 20%.*
 - Internal assessment is done through unit tests, credits are also given on assignments, practicals and project work.*
 - Practical teaching carries its own set of marks. This is also divided into internal and external assessments.*
 - External assessment is done by the MBSE.*
 - Working with community is an important component of the syllabus. It is internally assessed and carries weightage of 100 marks.*
 - External examinations are held annually at the end of the first year course and at the end of the second year course.*
- (ix) *In the second year of PSTE training there is a month-long period of Internship that all trainees have to undergo. Each trainee is deputed to a school as part of the teaching staff. A confidential evaluation report is given by the Head of that school on the performance of the teacher trainee of DIET.*
- (x) *A trainee is expected to prepare 160 lesson plans during the two years of training, the first 80 plans during the first year for primary classes and other 80 plans in the second year for middle school classes.*

1. The Scheme of Studies shall include the following subjects :

A. Compulsory :

1. *Emerging Indian Society & Elementary Education in India. status, problems & issues.*
2. *Psychology of Teaching and Learning (This subject shall include Guidance and Counselling).*
3.
 - a. *School Management - For First Year only.*
 - b. *Evaluation in Education - For Second Year only.*
4.
 - a. *Art Education- For First Year only*
 - b. *Health & Physical Education for Second Year only.*
- 5-9 *Pedagogical Analysis of the following elementary School Subjects : English, Two Languages recognised by Mizoram Board of School Education other than English, Science, Mathematics & Social Studies (or Environmental Studies).*
10. *Action Research (Theory and Practical)*
11. *Practice Teaching and Internship in elementary Schools*
12. *Practicals.*
{*Science, Psychology, Micro-Teaching, Work experience, Working with School and Community*}

B. Additional Specialisation (optional) Any one of the following subjects :

13.
 - a. *Educational Technology.*
 - b. *Pre-School Education.*
 - c. *Population Education.*
 - d. *Education of Children with Special needs.*

2. Instructional Time :

There shall be 220 working days of instructional time per each academic session. Out of this total instructional time 60% of it shall be strictly given to theoretical part of the syllabi and 40% to practical part.

3. Medium of Instruction :

The medium of Instruction for all institutions imparting Elementary Teacher Education shall be English except in language subject other than English.

4. Evaluation :

There are two public examinations at the end of the first year, and the second year. Each of the compulsory papers carries 100 marks comprising of 80 external and 20 internal. Assessment of practicals - Action Research, Teaching Practical and Practical works (in Science, Psychology, micro-teaching, working with community etc) are done at the end of the second year. Evaluation of these practical papers is done in such a way that the actual participation and performance throughout the whole period of training are assessed and recorded. Credits are given on assignments, project work, participation in the seminar and daily attendance at the Institute

After completing four batches of Pre-service training at DIET, Aizawl, from 1991-95, the programme was discontinued during 1996-2001. It was resumed in 2002 at Aizawl and Lunglei DIETs. At present PSTE classes are conducted diligently. However there is much room for improvement and areas to be upgraded. The process of learning at the DIET is encouraged to be learner-active/participative rather than being a one-way communication as highlighted in page 20 (iv) DIET Guidelines which reads

“The process will be learner-active/participative rather than being of one-way communication. The process of learning for the trainees will consist as much as possible of modes like investigations, case-studies, problem solving, role - play, project work, self - study, field visits, demonstrations, group work, tutorials and other activities. Audio-visual aids like video and audio cassettes, telecasts broadcasts, films, slides, transparencies etc. as well as low-cost aids will be liberally used to make learning as lively as possible.”

In order to realise this directive the DIET will need :

- *To be well equipped with a selection of audio visual aids.*
- *Easy access to funds for the wide variety of activities recommended*
- *A well-stocked library for any research or self-study or reference. There are few or no newspapers, magazines and journals.*
- *Computers for the Educational Technology branch and for the study of Information Technology.*
- *Stipend and book grants for PSTE trainees. Many are from*

rural areas or indigent families. The Institute could also be provided with funds for a wider variety of study materials.

- *Study tours and field visits are important components of PSTET programme. Resource for this should be resumed.*
- *A post training internship of at least six months duration in a good school during which an intern would receive an honorarium of at least 2000/- per month.*

3.2.9. Review of In-Service Education :

The duration of the in-service elementary school teacher training course is one-year. During this period the trainee is expected to prepare 25 lesson plans and deliver the same number.

The Mizoram Board of School Education (MBSE) designs the scheme of studies and evaluation norms. It is broadly in line with the guidelines of NCERT

Selection of teachers for deputation to training courses is made at the Directorate level. For training course and orientation programmes of short duration, the District Education Officer or the Sub-Divisional Education Officer, as the case may be, selects teachers without having to take the approval of the Director. Seniority of the untrained teachers is the criteria for their selection for training at DIET for comprehensive training course.

The elementary teacher training course functions on an even keel in terms of foundation courses and other prescribed activities. The main drawback is in the improvement of the trainees' professional skills. The principal contributing factor for the improvement of teaching skills lies in practice teaching and proper supervision thereof. The equation and logistics of the number of trainees, the number of lecturers and the facilities for practice teaching has not been worked out. This situation is being addressed at the Institute by conducting in-house practice teaching in the form of microteaching and peer-group teaching. But this still does not adequately resolve the situation. Need-based short-term training courses took a back seat during the past three or four years due to paucity of funds. However, several low cost trainings were conducted during this period. List of in-service training programmes conducted by the DIETs during 2000-2003 is given below -

IN-SERVICE PROGRAMMES CONDUCTED BY THE DIET, 2000-2003

I DIET, Aizawl

Sl.	Name of Programme	Duration and date	No. of participants
1.	Workshop on Work Education	4 days /May 2000	37
2.	Workshop on Work Education	3 days /Aug. 2001	28
3.	Short Course Training on effective teaching	3 days/Oct 2001	17
4.	Refresher Training for Teachers of Primary Schools in Aizawl Area.	4 days/January 2003	100
5.	A programme of training for Head Teachers of Primary Schools in Teaching of value education	2 days/ March 2001	81
6.	A programme of training for Middle Schools in the teaching of value education	2 days /March 2001	34
7.	Effective class-room teaching through Art	8 days/January 2000	192
8.	Effective class room teaching through Art.	8 days/ 2001	221
9.	Refresher Course in Science & Mathematics	5 days/Sept.2001	20
10.	Training for elementary school teachers CCRT & DIET.	2 weeks/March2003	97

II DIET, Lunglei

1	Seminar on Quality Improvement of Teaching for Primary & Middle School Teachers Venue : Thingsai Village	4 days/Dec 2000	72
2	Seminar on Quality Improvement of Teaching for Primary & Middle School Teachers Venue : Lawngtlai Town	5 days/Sept.2000	250

3.	Seminar on Quality Improvement of Teaching for Primary & Middle School Teachers Venue : Haulawng Village	4 days/Oct.2001	124
4.	Seminar on Quality Improvement of Teaching for Primary & Middle School Teachers. Venue : Buarpui Village	4 days/ Sept. 2001	70
5.	Seminar on Quality Improvement of Teaching for Primary & Middle School Teachers.	4 days/Nov.2001	67
6.	Seminar on Quality Improvement of Teacher for Primary & Middle School Teachers. Venue : Haulawng village	2 days/ Jan. 2002	45
7.	Refreshers Course on teaching of English Venue : Buarpui Village	10 days/June 2002	26
8.	Refreshers Course on Evaluation for Middle school Teachers Venue : Saiha Town	4 days/Sept. 2002	30
9.	Refreshers Course on Teaching of Social Studies	4 days/ March 2002	30
10.	Orientation programme on School Administration & Management Venue : Lungsen Village	3 days/July 2000	50
11.	Orientation programme on School Administration & Management Venue : Tlabung Village	2 days/January 200	17
12.	Orientation programme on School Administration & Management Venue : Buarpui Village	5 days/ Nov. 2002	36
13.	Orientation programme on School Administration & Management Venue : Hnahthial Village	3 days June 2001	42
14.	Orientation programme on School Administration & Management Venue : DIET, Lunglei	4 days Sept 2001	22
15.	Orientation programme on School Administration & Management	1 days Aug.2001	27

3.3. STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

Established in the year 1980, the State Council of Educational Research and Training stands as an Academic wing of the Directorate of School Education dealing exclusively with the academic aspect of School Education in the State. Since its inception, SCERT has been one of the few agencies responsible for providing academic support to the teaching community and has always played a vital role in enhancing the quality of education in Mizoram. It has been entrusted the task of implementing a number of schemes and projects like PECR, CAPE, DACEP, NHEES, AIEP, PIED etc. for qualitative improvement of education and for the realization of UEE in the State. At present, it is implementing the following education programmes.

1. Science and Mathematics Education
2. Vocational Education
3. Educational Technology
4. Operation Blackboard
5. Environmental Orientation to School Education
6. Population Education
7. Integrated Education for the Disabled Children
8. District Centre for English
9. Curriculum Development
10. Teacher Development
11. Research and Development Programme
12. Guidance and Counselling Service.

*Note : PECR = Primary Education Curriculum Renewal
CAPE = Comprehensive Access to Primary Education
DACEP = Developmental Activities for Community Education and Participation.
NHEES = Nutrition, Health Education and Environmental Sanitation
AIEP = Area Intensive Education Project
PIED = Project Integrated Education for the Disabled*

3.3.1 Structure :

The Joint Director heads the State Council of Educational Research and Training. Two Deputy Directors, three Professors and one Chief Tutor who are also Head of Departments of the various wings in the Institute assist the Joint Director in academic and administrative matters. The Institution functions under the umbrella of the Directorate of School Education.

The various wings and the number of Group A & Group B officers in each wing are as follows :

ADMINISTRATIVE WING SCERT

Deputy Director	1 no. Head of E.T Wing
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TEACHER EDUCATION AND EXTENSION SERVICES WING

Professor	1 no. Head of Wing
Lecturer	3 no.(2 vacant)
Lecturer(Curriculum Development)	1 no. (vacant)
Educational Research Officer	1 no. (vacant)
Asstt. Ednl. Research Officer	1 no.
Project Officer (NFE)	1 no

SOCIAL SCIENCES AND HUMANITIES INCLUDING LANGUAGES

Chief Tutor	1 no Head of Wing.
Tutor	2 nos.
Headmistress (MISE)	1 no.
Project Officer (EOSE)	1 no
Asst. Project Officer (EOSE)	2 nos.
Project Coordinator (Pop Edn)	1 no
Asst Project Coordinator	1 no

VOCATIONALISATION AND GUIDANCE WING

Professor	1 no. Head of wing
Lecturer	2 nos
Counsellor	1 no
Asst vocational Guidance Officer	1 no

SPECIAL EDUCATION WING

Professor	1 no. Head of wing
Prog. Coordinator	1 no (vacant)
Project Officer	1 no.
Special Educator - 1	1 no.
Lecturer (AIEP)	1 no.
Asst. Project Coordinator (AIEP)	1 no

EDUCATIONAL TECHNOLOGY CELL

Audio Producer (ET)	2 nos
Sound Recordist (ET)	1 no
Graphic Artist (ET)	1 no

SCIENCE PROMOTION WING

Deputy Director	Head of wing
Lecturer	3 nos.(3 vacant)
Science Consultant	5 nos.(4 vacant)

3.3.2. Roles and Functions :

The roles and functions of the SCERT are more or less the same as that of the NCERT at the national level. It is an apex organisation for educational planning, implementing and evaluation of educational programmes of school education and teacher education at the state level. Its chief functions are :

- *To act as an agent of change in school education and non-formal education as well as in teacher education.*
- *To arrange for the in service training of teacher and orientation of education officers dealing with pre-school, elementary, secondary and higher secondary stages of education.*
- *To act as a nodal agency for all kinds of educational programmes and schemes with an aim to bringing about qualitative improvement of education at the school level.*
- *To develop curricula, instructional materials, textbooks, teacher's handbook, etc. for use in the educational institutions for teachers of all stages of school education.*
- *To develop teaching aids, educational films, tapes, slides etc. for school education and teacher education.*
- *To undertake responsibility for giving academic support towards introducing work education and vocational education.*

- *To undertake specific education and vocational education at all levels of education and perform such functions as may be entrusted to it by the Govt. from time to time.*
- *To act as a clearing house for new ideas and educational practices and innovations.*
- *To give technical guidance and programme support to and act as academic supervisors of the District Institutes of Education and Training (DIETs)*
- *To conduct research studies and investigation on various educational problems and collect educational statistics for developing information.*
- *To liase between the Education Department with other Departments.*
- *To serve as an advisory body to State Government on matters relating to quality improvement of School Education.*
- *Documentation, publication and dissemination of various educational books and journals.*
- *To develop inter-sectoral, inter-departmental, inter-state linkages and relationships with state and national institutions and organisations.*

3.3.3. Recruitment :

Group A Officers of SCERT are appointed by direct recruitment through the Mizoram Public Service Commission (MPSC) or by promotion. Posts of Senior Officers like Professor, Chief Tutor, Deputy Director and Joint Director are usually promotion posts. Group B Officers are appointed through Departmental Promotion committee (DPC) or by the MPSC.

3.3.4. Linkages with Schools :

Being an academic wing of the Directorate of School Education, SCERT does not have direct administrative links with schools. However it has direct links with the schools in academic concerns. SCERT conducts various in-service teacher-training programmes on different topics and trains Resource Teachers for disabled children. The District Centre for English has contributed significantly in the promotion of English language and the improvement of teaching-learning skills through preparation and production of Teacher's Handbook for Primary, Middle and High School Teachers

3.3.5. Linkages with BRCs and CRCs :

Block/Circle Resource Centres (BRC) and cluster Resource Centres (CRCs) have been recently established in the State. The modalities to develop linkages are yet to be conceived. Meanwhile, the faculty members are associated with trainings of Blocks and cluster Resource Centres conducted under SSA programme.

3.3.6. Support from State and other Institutions :

All Officers and staff of SCERT receive their pay from the Govt of Mizoram. The State Govt. also provides financial sanction for various schemes and programmes. The State receives academic and technical support from Institutions like NCERT, NIEPA etc.

3.3.7. Teacher Training :

Short Course in-service Teacher Training is one of the major activities of SCERT. Courses such as those listed below are some of the on-going training programmes organised by the Institute

- (i) *English Language Teaching*
- (ii) *Spoken English Courses*
- (iii) *Usage of Teacher's Handbook*
- (iv) *Special Orientation Programme for Primary School Teachers*
- (v) *Intensive Training of Teachers on Reconceptualised Population Education (Adolescent Education)*
- (vi) *Radio Script Writing for School Radio Lesson*
- (vii) *Training on Science and Mathematics*
- (viii) *Multi-Category Training for Disabled Children*
- (ix) *Educational and Vocational Guidance*
- (x) *Theme specific training.*

The table below gives the programmes organised by the SCERT

Table 3.7
SCERT Programme 1981 -2002

Types	No of programmes	No of participants
Training	534	23153
Workshop	213	3730
Extension Services	55	
Field Survey	10	

Source : SCERT Annual Reports

3.3.8. Curriculum and Material Development :

The development and production of school curriculum and text book is in the hands of the Mizoram Board of School Education (MBSE). However, SCERT has done its share of developing curriculum and text books under various schemes like the Primary Education Curriculum Renewal (PECR), Comprehensive Access to Primary Education (CAPE) and is presently developing text books under the MLL Scheme on different subjects like English, Mizo, EVS, Science and Mathematics which are being tried out in 25 different Primary Schools.

Besides these, the various wings of the SCERT have developed numerous educational materials in the form of Teachers Handbook, Handbooks for parents, supplementary reading materials etc. The SCERT has so far developed and published 201 teaching-learning materials and 231 audio-visual aids.

3.3.9. Support to Schools :

Besides providing academic support to schools by way of orientation and in-service trainings to teachers, the SCERT gives material and other support to schools as follows

- *Providing free text books and other learning materials to disabled children enrolled in schools*
- *Establishing Resource Centres for disabled children,*
- *Providing wheel chairs, spectacles, hearing aids and other prosthetic aids to disabled children enrolled in schools*
- *Organising Career awareness and school guidance services*
- *Providing library books to various elementary schools*
- *Supplying Teaching-Learning Equipment (TLE) to all Primary Schools and 602 selected Middle Schools under the Operation Blackboard Scheme.*
- *Running of educational broadcast programme on All India Radio, Aizawl station, three days a week, each of 20 minutes duration, during school hours and on Non-Formal Education, twice a week each 15 minutes duration*

- *Supplying of Science Kits and Equipment. 129 Secondary Schools have been supplied with adequate laboratory equipment and 210 Middle schools have also been supplied with Integrated Science Kits under CSS Scheme to improve Science teaching in schools*
- *Encouraging Science and Mathematics education by giving Cash awards to meritorious students.*
- *Organising Science Seminars and Exhibitions*

3.3.10. Review of In-Service Education :

As related earlier, SCERT has organised quite a number of programmes for the in-service teachers of all stages of school education. Most of these programmes are scheme bound and addressed towards fulfilment of projects and programmes originated from the Centre. Programmes based on assessed needs are few and far between. Success in the form of good participation can be claimed. But sad to say, these programmes suffer major drawback in the absence of proper mechanism for review and evaluation of their impact.

3.4. REVIEW OF MODALITIES FOR EDUCATION AND PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATION :

A project titled "State Studies in Teacher Education - Teacher Education in Mizoram" has been successfully conducted by the Teacher Education Wing of the SCERT in collaboration with NCTE and report published by NCTE (1999) under the same title. The book highlights the status and problems faced by Teacher Education Institutes in Mizoram.

Some improvements have been observable in the area of placement of more staff in the CTE and the DIETs; but in the case of SCERT a number of posts that fell vacant due to promotion or transfer, remain vacant reducing the strength of the staff. However, the mismatch as pointed out in the report between the subject specialisation needs and the qualification of the teaching staff of CTE remains.

The report points out the urgent need of initiating capacity building programme for strengthening SCERT. The present plan is in the line suggested by the study report

Still another concern voiced in the report, and still persisting is in the area of professional development of Teacher Educators especially of DIETs. Quote “It is a felt need of the Training Institutes that time-bound training opportunities are provided to their academic staff Appropriate mechanism for deputing teacher educators can be evolved after due consideration with national as well as regional training institutes. If participation in training and involvement in projects becomes a pre-requisite for career advancement, the teacher educators would be motivated to complete the training once offered, and take up individual projects initiated by various agencies.”

The foregoing accounts show a serious gap in opportunity for professional growth of the Teacher Educators of the DIETs, the Education Officers and the faculty staff of the SCERT. Of all the 31 existing faculty staff of the DIETs, only 3 are holding Master’s degree with M.Ed. and among the existing incumbent faculty staff of the SCERT, only one holds a Doctorate degree and another one holds a M.A., M.Ed. degree. Moreover, a number of the Teacher Educators absorbed from the upgraded T.T.I., lack requisite academic qualification for their new posts of lecturers.

In view of these considerations, establishing a new IASE for Mizoram is a must, to give the much needed further education for them. The Institute would run programmes for M.Ed., M.Phil. and even Ph.D. for the professional growth and academic support of the Teacher Educators, Teachers of Secondary and Higher Secondary Schools, faculty staff of SCERT and Officers of the Education Department to bring about and sustain qualitative development in education in the whole state.

3.5. MAJOR AREAS OF RESEARCH IN TEACHER EDUCATION

3.5.1. School Education in Mizoram : Status, Issues and future perspectives - SCERT (2003)

Issues of concern - Findings

- Rapid growth of institutions has not only put strain on financial resources of the state but has also brought into fore the quality concern.
- Faulty recruitment policy of school teachers has led to induction of unsuitable subject specialist teachers, particularly of science and mathematics

- Quality of statistics - needs for setting up of MIS to facilitate quantifying basic parameters of a programme
- Refresher courses for teachers - Need for enhancing subject specific competency of the teachers.
- Need for curriculum renewal for Teacher Education.
- Need and modality of evolving mechanism for internal academic supervision.
- Joint operation by CTE, DIETs and SCERT for massive quality education programme.
- Creating a forum for teacher educators and teachers to exchange views and ideas in pressing issues.

3.5.3. TEACHER EDUCATION IN MIZORAM - State studies on Teacher Education - SCERT & NCTE - 1999

TASK AHEAD

(a) State Policy of Education :

Proper management of education requires a legal basis. The state does not have an Education Act till now. Some initial exercise in the form of State level consultation on New Education Policy has recently been carried out. The Draft Educational Policy is in its final phase (Act is now passed 2003, but Policy is not yet adopted)

(b) Institutional Development Plan :

There is a need for preparing a detailed institutional development plan for SCERT and MBSE. The institutional development plan should at least include -

- * Role of the institutes
- * Job profiles for staff members
- * Likely programmes to be taken up
- * Staff development plan.

(c) Creation of a Pool of Resource Persons :

The teacher educators of the training institutes are neither adequate nor equipped to take care of all the different types of training programmes visualised. There is a need for creation of a pool of resource persons

(d) Alternative Training strategies :

Long duration training programmes, conducted by the existing institutes, have their constraints. A teacher needs to undergo recurrent training to keep abreast of new ideas in the content and methodology of teaching. Short duration courses can fulfil this need.

Alternative strategies in this regard may be tried out with the involvement of SCERT as state level nodal agency in networking and monitoring the programme.

(e) Training in Planning and Management :

It is a fact that there is a serious lack of expertise in planning, project formulation and in monitoring the execution of development programmes in education. This lack is visible from the state level to the institutional level. The state would do well to commission a team of experts from NIEPA to train and assist a core group of State Planning Team.

(f) Professional Development of Teacher Education :

It is a felt need of the Training Institutes that time-bound training opportunities are provided to their academic staff. Appropriate mechanism for deputing teachers or for making participation in training and involvement in projects as pre-requisite for career advancement may be evolved.

(g) Revitalisation of Implementation Agencies :

State as well as District level agencies set up to oversee the programme implementation process of the training institutes, have been found to be inactive. It is imperative that these bodies are reconstituted with carefully chosen people.

3.5.3. Evaluation of DIETs of Mizoram - A Study Report by Dr S.Hom Choudhury

Major Issues and Problems - Findings.

(a) Weak Internal structure :

- *Inadequate academic facilities - both the DIETs are ill-equipped, though DIET, Aizawl is slightly in a better position*
- *Insufficient residential arrangement. Worn out hostel buildings of Aizawl DIET, and no residential arrangement for faculty of DIET, Lunglei.*

Chapter

4

*Year-wise Detailed Targets and
Budget Requirements*

- *Poor planning and implementation of internal programmes and activities.*
- *Lack of research atmosphere. Failure to adopt 'Lab area' is held responsible for not initiating a research programme apart from lack of expertise and fund.*

(b) External dimensions :

- *Absence of state support for programme implementation State Board of Teacher Education has yet to be set up*
- *The Controlling Agency i.e. Directorate of School Education has yet to evolve a mechanism for supervision and monitoring of functioning of the DIETs*
- *The programme support expected to be given to the DIET by the SCERT as per the DIET guidelines is negligible.*
- *Curriculum renewal of the Diploma in Teacher Education is over due*
- *Inadequate provision for training opportunities of the DIET faculty. Special effort at the national level is necessary in the absence of proper resource support institutes in the State.*

3.5.4. Suggested areas for Research in Teacher Education.

1. Evaluation of Teacher Education Institutions (CTE, DIET, SCERT)
2. Impact of teacher training on class-room practices.
3. Investigative study of Teacher Education Programmes for school teachers.
4. Class room interaction analysis.
5. Place of internship programme in teacher education.
6. Investigation of academic and professional problems of school teachers.
7. Job satisfaction problems of teachers
8. Identification of innovative practices among teachers and teacher education.
9. Study of Pre-School education
10. Impact study of in-service training of teachers.

CHAPTER IV

4. PLANNING PROCESS

The National Council of Teacher Education (NCTE) has been set up with a view to ensuring planned and coordinated development of Teacher Education throughout the country. In order to accomplish the objective, it is necessary that there is proper manpower planning for assessment of requirement of teachers at various levels so that there is no imbalance between the supply of and demand for various categories of trained teachers. As such, Preparation of Perspective Plan for 10th Plan by the State Government is a vital component to identify clear major gap areas as well as strategies and activities that appear to have a good potential for upgrading Teacher Education.

NCTE therefore convened a meeting on the 6th and 7th of March 2003 in New Delhi for orienting State Teams on the preparation of Perspective Plan under Teacher Education Scheme. The Director of School Education and the Joint Director of SCERT represented the Government of Mizoram.

The State Perspective Plan for Teacher Education for the 10th Five Year Plan will include, inter-alia

- (i) Clear statement of goals at the end of the 10th Five Year Plan, along with expected annual progress.
- (ii) Recruitment policy of teachers and para teachers, number of teachers and estimated need for trained teachers for the next ten years in the state.
- (iii) Availability and capacity of existing institution to train teachers.
- (iv) Need for new institution if any, with clear rationales.
- (v) Review of existing institutions i.e DIETs, CTEs, IASEs and SCERTs in terms of structure, role, recruitment placement policy, linkages with schools and BRCs, CRCs etc.
- (vi) Strategies for institutional changes and improvement.

- (vii) Review of quality of pre-service education and plans to upgrade the same.
- (viii) Review of inservice education coverage and quality, plan for improvement.
- (ix) Review of modalities for Education and Professional development for Teacher Educators, strategies for the same.
- (x) Other significant projects proposed, such as projects with teachers and schools.
- (xii) Fund requirement in the 10th Plan.

In pursuance of the consultation meeting held in New Delhi on - 7th March 2003, the Director of School Education convened a meet in Aizawl on the 12th March 2003 in his office chamber. This was first step taken to chart out preparation plans on Perspective Plan Teacher Education for the State of Mizoram in the 10th Five Year Plan

After a brief report of the consultation meeting in New Delhi enlightening the officers about the preparation of the Perspective Plan the Director suggested that a Planning Team be formed to take up the exercise for formulating perspective plan for Mizoram. The meeting therefore decided that the Planning team would consist of ten members and each teacher education institute be appropriately represented.

4.1 First Meeting :

The first meeting of the Planning Team was convened in the office chamber of the Joint Director, SCERT on the 13th March, 2003 at 10:00 AM to prepare Perspective Plan for Teacher Education for Mizoram.

At the meeting documents, guidelines and papers regarding Perspective Plan for Teacher Education were distributed. The various papers were thoroughly studied and necessary clarifications were made.

4.2 Second Meeting :

The second meeting of the Planning Team was convened in the office chamber of the Joint Director of SCERT at 10:00 AM on 18th March 2003.

Business transacted;

A provision for appointment of Project Coordinator was made in letter No DO. 1-7/2002NCTE/N & S dated 28th February 2003. Accordingly it was decided that Shri. R. I. altawnga, Principal (Rtd) DIET, Ramhlun North, Aizawl, be appointed as the Project Co-ordinator for the duration of the Plan preparation

A slight modification in the Planning Team became necessary as two of the members Shri. R Lalchhuanawma, Senior Lecturer, DIET, Aizawl and Shri M.C. I althankima, Deputy Director, SCERT could not continue as members on grounds of ill health. On suggestion of the Director of School Education, Smt. Zochhuani, Senior Lecturer, DIET, Aizawl and Shri. Lalzarliana Vice Principal, DIET Lunglei were inducted as members in place of the said officers

It was also suggested that since only one member represented CTE in the Planning Team, one more member from CTE be added so that each Teacher Education Institute would be appropriately represented. Accordingly, it was decided that Principal, CTE be approached to depute Dr (Mrs) Darchhingpui, Reader, CTE as one of the members of the Planning Team

Getting down to business, it was decided that the first step in the planning process would involve the collection of all necessary data that would be needed such as :-

- a) recruitment and placement policies in teacher education institutes
- b) expectations from the various teacher education institutes and
- c) the relationship and responsibility towards schools.

Information gathered from such data and its analysis therein would help in the identification of expectations, needs and targets. *help ←*

The methodology and process of the planning would follow NCTE guideline as given in the paper 'Planning for Teacher Education - Methodology and Process' presented by Dr. Zaidi. The Members of the Planning Team therefore carefully studied each step of the process and accordingly preparations for the Perspective Plan were made.

The Planning Team was then divided into three groups to expedite the collection of information from the field. The task of data collection was allocated to the groups of the Team as follows : *allocated ←*

- (a) Data for assessment of requirement of Primary and Middle School Teachers
Action - DIET Aizawl group
- (b) Data for assessment of requirement of Secondary and Higher Secondary teachers.
Action : CTE group.
- (c) Data regarding Teacher Education Institutions, Teacher Educators, training needs and any other relevant data required
Action : SCERT & DIET Lunglei group.

On Further discussion it was decided that data to be collected from each District would also include : *from ←*

1. Teacher population - Their educational qualification, age and date of retirement, whether trained or untrained, number of short-term training attended and the teacher's perceived areas of training need.
2. Population of children between the age group 6-11; 11-14 and 14-17.
3. Student population - Class-wise enrolment for the last 4/5 years *years ←*

Each group was then assigned the task of collecting necessary data and to complete the collection by the 20th April 2003 from all the Districts. A small change was made at this point in that instead of a particular group collecting particular data, the division of work would be District-wise. As such, each group was given charge of collecting data from the Districts as listed below :

1. SCERT and DIET Lunglei Group - Saiha, Lunglei and Lawngtlai Districts, SDEO Aizawl North, SDEO Aizawl East -1, SDEO Aizawl West.
2. DIET Aizawl Group - Champhai, Serchhip and Kolasib Districts.
3. CTE Group - DEO Aizawl, SDEO East - II and Mamit District.

4.3. Appointment of Project Personnel:

In pursuance of the meeting's decision, the proposal for appointment of Shri. R.Laltawnga, Retired Principal, DIET as Project Coordinator was submitted to the Director of School Education vide letter No. 33024/30/2003-SCERT dated 24th March, 2003. In the meantime, Shri R.Laltawnga was requested to assume duties from 18th March, 2003 as per verbal approval obtained from Director of School Education on grounds of the urgency of work. His appointment was later on issued retrospectively to be effective from 18th March, 2003

The Project Team as decided to be formed by the meeting held on 12th March, 2003 and as per modification recommended the following persons were also appointed as the Planning Team members

- (1) Smt. Sangthannawii, Joint Director, SCERT, Convener
- (2) Shri. R Laltawnga, Retired Principal, DIET Coordinator
- (3) Smt. Zothanmawii, Professor, Asst. Coordinator
- (4) Smt. Vanlallruaii, Reader, Member
- (5) Smt. Darchlingpuii, Reader, Member
- (6) Smt. D Ramdinthangi, Professor, Member
- (7) Shri. Lalzarliana, vice Principal, Member
- (8) Smt. Zohmingthangi Varte, Sr. Lecturer, Member
- (9) Smt. Zochhuani, Sr. Lecturer, Member
- (10) Shri B Zadingluaia, Sr Lecturer, Member
- (11) Smt. A.Lalchhandami Fanai, Lecturer, Meeting Secretary

In addition and to assist the Planning Team in clerical and computer work, four persons were appointed as Project staff.

Over and above these groups, eight other officers and staff of the SCE were identified to assist the Project Team in tabulation and other work whenever needed. ^{SECRET}
wrote

4.4. Preparation of budget for Pre-Planning Activities :

The Asst. Coordinator and Professor, Teacher Education wing of the SCERT was assigned to work out details of the pre-planning activities including the financial implication. The budget proposal for Pre-Planning Activities to prepare the Perspective Plan in Teacher Education for Mizoram was hurriedly prepared, aiming to submit the Perspective Plan by the end of May. This was so because the Planning Team were of the opinion that the last week of May was the last date of submission of the Plan Proposal costing Rs. 11,93,850/- (Rupees eleven lakhs ninety three thousand eight hundred and fifty) only was prepared and submitted to the Govt. of Mizoram for onward submission to the Govt. of India (vide letter No. A.33024/30/2003-SCERT dt. 23rd April 2003) ^{33024/}

Government of India sanctioned an amount of Rs. 11.93 lakhs only for the month of June 2003 vide their letter No. F. 44-30/2002-EE 9/TE-II dt. 20th June 2003. ^{dt.}

In the meantime, in anticipation of Govt. of India's positive response the Planning Team worked in full swing, applying every possible means and taking the help of private enterprises as needed, so as to complete the Plan within the stipulated time. Data had to be collected afresh from primary sources i.e. the teachers, the schools and institutions, and offices concerned in the non-availability of reliable and upto date information from the Department.

The enormity of the task was greatly increased as the first two months happened to be vacation for the schools making many information sources difficult to contact. This fact, along with the lack of facilities and effects of vagaries of weather, made the work much slower, and took much more time and labour than anticipated. Additional expenditure had thus to be

incurred for obvious reasons. (The process took four months more than previously planned, and unforeseen meetings, workshop, activities etc. had to be undertaken). This necessitated seeking of additional fund from the Govt. of India based on the actual requirement. Proposal for additional fund amounting to Rs. 8,06,700/- was therefore submitted to Govt. India.

4.5 Procurement of Equipments and Stationaries

In anticipation of the Govt. of India sanctioning the proposal for Pre-Plan Activities and in order to carry out need assessment, data collection and complete the planning process within the stipulated time, the following items were procured to be reimbursed as and when the fund is available

S/N	Name of Items	Quantity
1	Computers & peripherals	4
2	Vehicle (chartered)	3 (1 for 7 months and 2 for 3 months)
3	Still Cameras	4
4	Printing of forms	5 (13250 copies)
5	Calculator	3
6	Stationery articles like file cover, paper, stapler etc.	As required
7	Installation of computer with net-working facilities.	

4.6. Collection of Data :

Each group of the Planning Team made their own tour programmes for the collection of data. To undertake the project in the different Districts, vehicles were hired for each group of the Planning Team.

On these tours, consultation meetings with District Education personnel, Sub-Division Education personnel, DIET personnel and Autonomous District personnel were organised in each district headquarters. In these meetings issues relating to problems faced at the District level, requirements and needs and their vision for the district regarding Teacher Education were discussed. The outcome of the discussions are reflected in the succeeding chapters.

4.7. Scrutinizing of Schedule and Questionnaires :

The information collected from the field were checked and compared with the school list collected from the Statistical Wing of the Director of School Education. The incomplete data received from the field were either sent back to the respondent with a request to complete the gaps and provide additional information or taken to the concerned schools/offices by the team member as found required.

Teachers information were collected from two sources, one, from the Office of the District Education Officer (DEO) and the Office of the Sub-Divisional Educational Officer (SDEO) and two, directly from the teachers themselves. The forms received from both sources were compared and cross checked to get the correct information about the teachers.

Enrolment of students for the last five years were also collected from the DEOs and SDEOs and also from some of the schools to supplement the data provided by the two offices.

4.8. Consultation Meeting :

4.8.1. First consultation Meeting :

With the completion of the collection of data regarding number of schools, number of teachers and their academic and professional qualifications, their expressed training needs, etc. and also information on Training Institutes (CTE & DIETs) have been collected, a consultation meeting was called on 19th June 2003. The meeting was chaired by the Director of School Education and attended by prominent educationists from the Mizoram University, Mizoram Board of School Education and faculty staff of the CTE, SCERT and DIETs as well as the Planning Team. The meeting deliberated upon vital issues connected to the formulation of the Perspective Plan and arrived at a consensus of opinion on the following:

- *that, an IASE be located in the Mizoram University to form one of its Departments, or a new IASE be established.*
- *that, one more College of Teacher Education be established in the southern part of Mizoram, and located at Lunglei.*
- *that the existing DIETs at Aizawl and Lunglei be strengthened and made fully functional and operational.*

- *that, Mini DIETs/DRCs be established in the headquarters of the other six districts.*
- *that, SCERT be raised to a separate Directorate, and be sufficiently strengthened to form the apex institute of the state for Teacher Education.*
- *that, these Teacher Education Institutes be made fully functional to perform their roles in giving pre-service and in-service training for the teachers of elementary and secondary school teachers.*
- *that, concrete scheme be evolved to clear the big backlog of untrained elementary and secondary school teachers,*
- *that, some specific proposal be made to tackle the problems of unqualified teachers serving in the elementary and also in secondary schools.*

4.8.2 Second Consultation Meeting :-

The initial draft of the Perspective Plan was hurriedly completed to be taken to New Delhi by the Convener and Joint Director of SCERT who was going to New Delhi on the 4th August on a meeting. The Convener could meet Dr. Zaidi there and get a general appraisal of the draft with vital and important instruction on details from him. On her return, a meeting of the Planning Team was convened on 13th August 2003 (Wednesday) to chart out a programme for redrafting and preparing the Plan accordingly. It was decided that redrafting the Plan would be entrusted to the Co-ordinator and the team member from SCERT. It was further decided that another consultation would be convened for the team members and the faculty staff of the CTE, DIETs and the SCERT's before finalisation of the Plan.

As such, a consultation meeting was held on the 29th September, 2003 at the Auditorium, SCERT. Representatives from CTE, DIETs and SCERT and the Planning Team participated in the meeting. Draft Perspective Plan prepared by the Planning Team was reviewed in the meeting. The meeting approved the Draft Plan as well as the establishment of IASE in the State for submission to the Govt.

Meanwhile, Dr. Zaidi is expected to come to Mizoram and have an on the spot reading and discussion with the Planning Team on the 14th October, 2003. Modification would be made if found necessary.

4.9. Commencement of Tabulation and Analysis of Data :

Training for the Planning Team as well as the other members was organised from the 1st to the 4th May 2003 at SCERT. In this training the entire planning process was explained as well as tabulation procedure, analysis and interpretation of the processed data were explained and discussed with the help of the sample.

The Planning Team and the additional members worked together in the Committee room of the SCERT to tabulate the information collected from the field. Information about individual teachers- their age, educational qualification, placement, trainings received and year of retirement were fed into the computer. The tabulated data were analysed to provide the present position, needs and requirement for additional inputs in teacher education. The number of qualified and underqualified teachers, trained and untrained teachers, the number of teachers who will be retiring in the coming years etc. are worked out for each district which are given in tables in the appropriate columns.

4.10. Details of Workshops/Trainings conducted :

NCTE has devised three sets of proformas with which to undertake the exercise of collecting data of Primary, Middle and Secondary School Teachers. These proformas have been multiplied and used for collecting basic data from the Directorate and their subordinate offices. The Planning Team felt it necessary to supplement and devise a new set of tools so that detailed information about schools, students, teachers, teacher education training institutions could be compiled in order to address specific issues peculiar to the needs of the state. The Planning Team therefore organised a series of workshops with the help of experts and with persons directly involved in teacher education programme.

A. Workshop to identify problems, needs and strategy to prepare pre-plan activities

The Planning team and a few invitees participated in the initial workshop where works needed to be done in order to prepare Perspective Plan as per guidelines were listed out and discussed. Facilities required

carry out the listed works and means to acquire such facilities were also discussed. Problems that might arise while formulating the plan and the strategy for overcoming such difficulties were also discussed. In the light of the discussion and the list of problems, works needed to be done, and strategic actions noted down in the workshop, an action plan was formulated in a workshop mode.

B. Workshop to finalise plan of action for preparing Perspective Plan in Teacher Education :

As decided earlier, an action plan based on the Pre-Plan Activities prepared by one of the team members was finalised for carrying out various activities so that a realistic and need-based plan could be formulated within stipulated time. However, it quickly became apparent that the time required to satisfactorily complete the Project would require much longer than the anticipated three months (March to June). In order to cover the additional expenditure, a second proposal for extra funds amounting to Rs. 8,06,700/- was therefore prepared and submitted to the govt. of India to complete the Plan.

C. Workshop to prepare identification and survey tools :

The planning team and special invitees participated in the workshop. For collection of information about students, teachers, teacher educators and training institutes, the following set of tools were prepared in the workshop which were later on finalised and printed :-

- | | | | |
|-----|-------------------------------------|---|-------------|
| (a) | Identification check list | - | 100 copies |
| (b) | Questionnaire for teacher educators | - | 150 copies |
| (c) | Teacher information schedule | - | 9000 copies |
| (d) | Proforma for assessment of teachers | - | 1000 copies |
| (e) | Format for Enrolment of students | - | 3000 copies |

D. Workshop to prepare write-up on needs, problems and strategies :

The Planning Team after collecting relevant information regarding the actual condition of the district, teacher education institutions carried out a situational analysis and need assessment through questionnaire, check list

and personal contact . Write-up on the problems of individual and activities proposed to overcome the identified problems were prepared in the workshop by the members. These write-up were discussed among the group and finalised after arriving at a consensus . The result of studies conducted were also incorporated in the plan wherever required and appropriate.

E. Workshop to prepare budget estimate :

Detailed activities to be undertaken were prepared for each teaching education institutions with financial implication for each activities and programmes. Norms for calculating expenditure for each activity - i.e. norms for trainings, workshops, meetings were also prepared as given in the appendix. Norms for TA/DA is prepared based on state norms and other norms particularly on trainings were prepared based on the revised SOPT norms.

F. Workshop to review and prepare fresh draft :

The first draft, after taking advice from experts were reviewed in the light of comments from experts. Consequently, fresh draft were prepared incorporating additional information collected from various sources as improvements in the write up wherever necessary. Budget for recurring and non-recurring expenditure on an yearly basis were calculated for the whole plan period. The plan for the last 2 years (2005-2006 & 2006-2007) will however be revised on the basis of impact study conducted at the end of 2 years.

G. Workshop-cum-Training of Project Team :

Workshop-cum-Training programme was conducted at the SCE during the first two weeks of July, 2003. All the Planning Team and Project team members participated in the programme. Planning process including analysis and culling out of relevant data from different sources were explained and discussed. Process of tabulation, analysis, interpretation of data and writing of reports were also explained and tried out using the sample of collected data. The process of which were practically demonstrated followed by the actual work.

H. Training of Project Team :

A five day training programme was conducted for the Project Team at the SCERT. Planning process and method of collecting data and use of the check list, schedule, questionnaire, and proforma so developed were studied in the training. The team were also assigned the task of collecting information through these tools and through personal contact in the form of meeting with concerned personnel from the field.

I. Meeting with District Education Personnels :

The Planning Group in the process of their data collection from the field convened meetings with District and Sub-Division Officers particularly with faculty staff of Teacher Training Institute in the District headquarters. In these meetings, education scenario, SSA programme, future vision, problems, requirement of Teacher Training Institute were discussed. Reports of such meetings were submitted to the coordinators which were consolidated and major points have been reflected in the plan.

4.11. Details of Studies Conducted :

The Planning Team, in consultation with the Revised Guidelines for Central support to Teacher Education (Recommendation of the Working Group on the 10th Plan Draft) and other documents provided to them charted out the list of information that would be required for the preparation of Perspective Plan - viz -

- (i) Enrolment of students for the last four/five years.
- (ii) Number of Primary to Higher Secondary Schools.
- (iii) Educational and professional qualification of teachers
- (iv) Age of teachers and their year of retirement
- (v) Number of male and female teachers
- (vi) Status of trained and un-trained teachers
- (vii) Information regarding in-service courses attended by teachers
- (viii) Availability of trained teachers
- (ix) Number of Hindi and W/E teachers
- (x) Identification of training needs
- (xi) Teacher educators, problems, vision for improvement etc.
- (xii) Establishment of Teacher Education in the state - its needs.

In order to obtain the above stated required information, questionnaires and schedules were prepared in a workshop. The tools for collecting data were printed and personally administered by the team members with the help of statisticians working in the DEOs and SDEOs office. The individual information schedules were sent to all the schools through the DEOs and SDEOs concerned. Proformas for teachers however were filled in from the quarterly progress report sent by individual school to the sub-division.

Enrolments were also collected by the same method. There are also instances where they were sent to individual schools for want of correct and up-to date information.

The schools and the teachers sent the forms duly filled in to the DEO and SDEO concerned which were collected by the planning team and submitted to the SCERT.

Following studies were taken up by the Planning Team using the collected data and by visiting the Institutes and meeting persons involved :

A. *Evaluation of Teacher Education Institutes :*

In order to find out the strengths and weaknesses of the Institutes, the CTE, DIETs and SCERT were individually studied using the Identification check list and Questionnaire for Teacher Educators as the main tool. These were supplemented with personal contact and on the spot observation and verification. Identification check list were given to the Head of Institutions and a Questionnaire to all the teacher educators and officers working in the said Institutes. In each of the teacher education institutions open and constructive discussion were held with the staff on the problems, expectations and needs of the faculty with an aim to incorporate the findings in the Plan.

The expectations of DIETs, CTE and SCERT and their relationship and responsibility towards schools as a result of evaluation of these institutes have been reflected in the third chapter and details given in the preceding points in this chapter. Major findings in regard to the facilities available as well as lack of facilities are given in brief :- (see next page)

TABLE 4.1

Courses offered/available in the Insitutes

Courses/programmes offered	CTE	DIET(A)	DIET(L)	SCERT
1. Degree course - B.Ed	✓	-	-	-
2. Diploma course - D.T.Ed	-	✓	✓	-
3. Certificate - Special Education	-	-	-	✓
IT/Computer Education	-	-	-	✓
Spoken English	-	-	-	✓
4. Short-course training for in-service teachers				
- Teaching of English	-	✓	✓	✓
- Teaching of Maths	-	✓	✓	✓
- Teaching of Science	-	✓	✓	✓
- Teaching of S.S.	-	✓	✓	✓
- Teaching of Mizo	-	✓	✓	✓
- teaching of Art/WE	-	✓	✓	✓
5. Short-course training for in-service teachers in specific topics				
- Learner Centred Edn.	-	-	✓	✓
- Evaluation	-	-	-	✓
- Multicategory training	-	-	-	✓
- Radio-script writing	-	-	✓	✓
- Low cost Teaching Aids	-	-	✓	✓
- Minimum Levels of Learning	✓	✓	✓	✓
- Class-room techniques	✓	✓	✓	✓

As can be seen in the above information, CTE offers B Ed course, DIETs offer diploma course and only SCERT organises certificate course. short course trainings on subject specific as well as specific topics are mainly conducted by the SCERT. This is so because of the problems faced by the CTE and DIETs for clearing the backlog of untrained teachers which needs to be addressed on priority basis.

TABLE 4.2
Facilities available in Teacher Education Institute

Particulars	Qty. in numbers CTE	Qty. in numbers DIET(A)	Qty in numbers DIET(L)	Qty in numbers SCERT
MATERIAL RESOURCES				
1. Equipment :				
Computer Facilities	-	1	-	3
Internet Facilities	-	-	-	2
Fax machine	-	-	-	1
Xerox machine	-	1	-	1
A.V.Equipment - Projector	1	-	-	3
Video Player	-	-	1	-
T.V.	-	1	-	1
Camera	-	1	-	1
2. Training facilities :				
Writing Board	6	7	3	6
Adequate TLM	-	-	-	-
3. Other Facilites				
Hostel Facilities	1	2	1	-
Guest House	-	1	-	-
Halls	-	2	-	2
Laboratory	-	1	-	-
Library	1	1	1	1
Recording studio	-	-	-	1
Therapy room	-	-	-	1
Quarters	-	8	1	-
Workshed	-	1	-	-

Source : Survey of Planning Team

The above table shows that the Institutes lack essential facilities, mainly MIS and infra-structure component. This will be addressed in the plan

The questionnaire given to the faculty members of CTE, DIETs and SCERT were consolidated and the findings are incorporated in the plan. Some important issues are highlighted below :-

I. *Problems Identified :*

1. Inadequate infrastructural facilities
2. Accomodation for the trainees is either lacking or inadequate
3. Shortage of fully qualified man-power
4. Absence of Instructional materials
5. Time and financial constraints
6. Poor basic knowledge of English
7. Lacking in communication skills
8. One year B Ed course is too short
9. Providing same course to persons of different abilities
10. Lack of opportunity for professional growth

II *Teacher Educators need for training :*

a). *Needs for Professional Advancement :*

- (1) Ph.D
- (2) M.Ed
- (3) Refresher courses.

b). *Needs for development of professional competencies*

- Training in -
- (1) Computers/IT
 - (2) Research methodology
 - (3) Curriculum Development
 - (4) Evaluation
 - (5) Elementary Education
 - (6) Child Psychology
 - (7) Audio-visual Aids
 - (8) Teaching competencies
 - (9) Language Teaching

c). Need for exposure -

- (1) Attending seminar programmes
- (2) Participating in workshop
- (3) Exposure visits

III. Research Programmes :

1. Impact of Teacher training on professional life of trained teachers
2. Place of Internship in Teacher Education Programmes
3. Study of Pre-Schools
4. Different Areas of drug abuse
5. Analysis of method used in W.E programmes
6. Vocational survey
7. Teacher Education and Elementary Education
8. History of Education in Mizoram

IV. Changes needed in present Teacher Education Curriculum :

1. Internship to supplement Practice Teaching
2. To make it practical bias and less theoretical
3. To include field study/excursion
4. Giving priority to classroom practices
5. Duration of B.Ed course be made 2 years
6. Giving Seminar and Book Review by trainees
7. Giving due importance to Project Work
8. Inclusive Education as part of the course
9. Adolescence Education may also be considered
10. The entire B.Ed course to be based on these three important Pillars : 'The Learner,' 'The Teacher' and the 'Teaching Learning Process'

V. Suggestions on Academic supervision :

1. Creating a team of Academic supervisors
2. Collaborating with MBSE and Inspecting officers
3. Adoption of lab area and regular visits to schools
4. Proper coordination and working relationship with schools
5. Assisting of schools in identifying learning problems and possible solutions.
6. Strengthening of In-built Supervision System

B. Analysis of Teachers Strength :

Teachers position in all stages of School Education in the Districts were analysed using - (i) List of school prepared by Statistical Wing of the Directorate of School Education; (ii) District Elementary Education Plan prepared under SSA (iii) Information collected with the help of tools prepared by the Planning Team as a base. The following lists were prepared:

- *List of Teachers against the list of schools.*
- *List of under-qualified teachers.*
- *List of un-trained teachers*
- *List of teachers retiring within the plan period*
- *List of W/E Teachers*
- *List of Hindi Teachers.*

Detailed information about the teachers who are under-qualified as per NCTE norms (and state norms in the case of middle school teachers which is a Bachelor's degree); un-trained teachers (having no B.Ed. degree nor D.T.Ed) and those teachers who would be retiring within five years worked out from the above lists are given in the following tables.

TABLE 4.3

No. of WE/Hindi/Untrained/under-qualified teachers and teachers retiring within five years by stage

Stage	W.E.	Hindi	Un-trained	Under Qualified	Retiring within 5 years
Primary	-	-	499	3398	419
Middle	418	647	351	1580	231
High	122	156	255	91	144
Higher Sec.	-	-	279	-	-

Source : Planning Team, 2003

While planning for teacher education programme, the above figures are used as a base to work out the detailed programme specially for clearing the back log of untrained teachers, organising bridge course for under-qualified teachers, and training of W/E and Hindi teachers.

C. Identification of Training Needs :

In addition to finding out of the number of untrained teachers of Primary to Higher Secondary Schools, training needs of teachers were identified from various sources :-

- (a) Examination result for the last 3 years - high percentage of failure and supplementary candidate.
- (b) Teacher Educators' observation and opinion
- (c) Teachers choice through questionnaire.

(a) Examination Results for the last three years were analysed from the point of view of subjects where percentage of failure is high as well as from the number of students who got supplementary chance in major subjects of High Schools. The result of which is given in the following :-

TABLE 4.4

Incidence of failure and supplementary chance in major subjects in High School Leaving Certificate Examinations (HSLC)

Subject	2001		2002		2003	
	Fail %	Suppl %	Fail %	Suppl %	Fail %	Suppl %
Social Studies	34.24	13.53	37.09	9.53	56.55	8.07
Science	30.95	5.20	33.72	4.69	53.74	3.53
Mathematics	29.51	7.27	32.35	7.26	53.71	5.92
English	22.01	4.11	27.27	6.50	46.72	1.49

Source : Results of HSLC Examinations 2001-2003

The analysis of the result shows that percentage of failure has continuously increased during the last three years.

Number of students who got supplement are also highest in social studies which confirms the above statement.

(b) Teacher Educators' observation was also taken into account to identify the training needs of the teachers. Teacher Educators, from their long experience in interacting with teachers in various circumstances have their own opinion about teacher's need for academic improvement, attitudinal change and various other related topics. The summary of such opinion and observation voiced by the teacher educators through questionnaire and personal contact are listed below :

1. *Classroom Interaction process*
2. *Organising learning activities*
3. *Skill training/practicals*
4. *Subject specific training in -*
 - *Information Technology*
 - *Social Studies*
 - *English*
 - *Maths and Science*
5. *Methodology in Action Research*
6. *Curriculum development*
7. *Evaluating students achievement*
8. *Learner Centered approach*
9. *English usage (teachers' basic knowledge and skill of English is poor)*
10. *Learning objectives and objective of teaching different subjects*
11. *Lesson planning in English and other subjects.*
12. *Educational Technology and technology of teaching*
13. *On the job training.*

(c) Teachers' own choice through questionnaire

Teachers information schedule was sent to individual teachers through sub-division and district offices. The same were collected from the said offices by the planning team themselves while some were sent to SCERT from the concerned offices. Analysis of training needs was done from the teachers choice on the topics on priority basis.

The consolidated result shows that the need for training is highest in the subject taught by the teachers which means that teacher felt the need to improve in the subject they taught in class.

Out of the 5215 teachers of Elementary schools, 3510 of them (i.e. 67.30%) professed this need and 819 teachers out of 1586 Secondary and Higher Secondary teachers also voiced the same need. The percentage of teacher's first to fifth choice of subjects and topics for training has been given in the table.

TABLE 4.6

Need of training in subjects taught by the teachers.

Elementary/School teachers in percentage	Secondary School Teachers in percentage
First choice 47.21	38.90
Second choice 7.75	4.92
Third choice 5.29	3.53
Fourth choice 4.16	2.39
Fifth choice 2.89	1.89
Total 67.30	51.63

The consolidated results also show that the need for training is second highest in "Classroom Teaching" followed by "Evaluation" and "School Management" respectively.

Other needs are in the area of Guidance and Counselling, Reward and Punishments, looking after Disabled Children, Educational Technology, Organizing of Co-curricular Activities, Spoken English, Child Psychology, Learner Centred Education, Teaching Methods, Motivation, Professional Ethics etc.

4.11. Report Writing :

With the completion of initial tabulation work, report writing goes side by side with the analysis, checking and re-checking as well as collecting additional information from the field. In order to expedite the work, the topics to be written on were divided among the groups as home assignment. Division of topics are as follows :

1. Introduction/State profile - by Project Coordinator
2. School Education scenario of the state - by Project Coordinator
3. Teacher Education Programme in the state - by DIET Group
4. Planning Process - by SCERT Group
5. Targets to be achieved - by Planning Team
6. Identification of Problems and Issues - by CTE Group
7. Strategies - by CTE Group
8. Costing and Budget Requirement - by Planning Team

However, as the report writing proceeded, it became apparent that the division of topics among the group was not practicable since each Institute has its own specific problems and issues unshared by other institutes. Each group was reassigned the task of gathering required information and identifying specific issues and problems from each of their own institute. Information gathered by each group were submitted to the SCERT group for compilation. With the help of these information and other relevant data collected from various sources; each group was assigned the task of drafting the report as follows

- 1) Introduction/state Profile - Project Coordinator
- 2) School Education Scenario in the state - Project Coordinator
- 3) Teacher Education Programmes in the state - CTE, DIET and SCERT Group
- 4) Planning Process - SCERT Group
- 5) Targets to be achieved - Coordinator and SCERT
- 6) Identification of Problems and Issues - CTE, DIET and SCERT Groups
- 7) Strategies and Activities - CTE, DIET and SCERT Group
- 8) Costing and Budget Requirement - Planning Team

The draft reports were submitted to the Coordinators which were given for Computer typing after making necessary modifications and completing with statistical data required. The papers were then presented to the Planning Team which was followed by discussion and suggestions. Based on that, the draft were modified and supplemented by the Coordinator and Asst. Coordinator with the help of team members.

A Workshop to prepare the final draft of the Perspective Plan for Teacher Education in Mizoram was convened at the Committee-cum-Conference Hall of the SCERT. The Planning Team after visiting CTE and DIET campuses to have spot verification and to meet with Principals and faculty staff finalised the draft plan for taking advice from Dr. Zaidi prior to submission to the Government.

The comments and observation made by Dr. Zaidi was put up in a meeting of the Planning Team. The meeting adopted a strategy of forming a core group consisting of the Planning Team members from SCERT, DIET and the coordinator to make necessary improvement, alteration, and final drafting of the Plan.

The core team undertook the task of correcting and collecting additional informations to fill the gaps, prepare fresh draft plan incorporating new informations in line with the comments and advice from experts.

Accordingly, additional informations from the field, particularly from Chakma Autonomous District Council and information regarding IASE were collected. Draft plan therefore was revised incorporating additional informations and proposing a new IASE. The core team meticulously worked out the year-wise budget requirement for each of the Institutions classifying the requirements into Recurring and Non-Recurring expenditure. In working out the budget requirements for construction works, state P.W.D norms are used and for equipments/furniture, rates from authorised local dealers were collected. For salary of staff, calculation is made in the current rates. For Programmes a new norm is worked out striking a balance between the TA/D rates etc. for the State Government and the norms under SOPT. The rates in the norms are below those of the states and are fixed for easy application.

Chapter **5**

*Year-wise Detailed Targets and
Budget Requirements*

4.12 FINAL READING AND REVIEW OF THE PERSPECTIVE PLAN WITH EXPERT

In response to the invitation and request of the State Project Director, SSA, Mizoram, Dr. Zaidi arrived at Aizawl on the 13th Oct. 2003 for a meeting with the SSA Team.

On the 14th Oct. 2003, he had a meeting with the Heads and Faculty of the Teacher Education Institutions along with the Planning Team of the Perspective Plan for Teacher Education. The Director of School Education Mr. F.Lallura chaired the meeting.

Dr. Zaidi explained the role of the Teacher Education Institutions in the framework and implementation of SSA as vital and non-negotiable in the realization of VEE in the state. He gave a brief appraisal of questions put forward by the members present at the meeting.

After the meeting, Dr. Zaidi and the Planning Team has a detailed review and discussion of the revised Perspective Plan draft. The Planning Team was very grateful for Dr. Zaidi invaluable advice and suggestions to further improve the Plan. Several changes and corrections to be made were suggested by Dr. Zaidi.

4.13 FINAL DRAFTING OF THE PERSPECTIVE PLAN :

Members of the Planning Team after each had made a thorough study of the Plan draft, met on the 20th Oct. 2003 to discuss necessary changes and improvements for the final draft of the Plan. In the meantime, the Coordinators had made necessary corrections of the mistakes and anomalies in figures and tables as well as revisions of the tables and the accompanying write ups. The task of compiling and collecting the market price of all equipments, furniture and other materials included in the plan was also done

At the meeting, programmes that had been planned for each Institute were revised and downscaled in keeping with the importance of setting goals that are realistic and achievable

Having completed all the necessary work, the Plan was given a final proof reading before being submitted for approval to the Govt. of Mizoram

CHAPTER V

TARGETS TO BE ACHIEVED

DURING 2003-2007

Towards preparation of the Perspective Plan various studies were conducted regarding the schools, the teachers, the teacher education institutions and the teacher educators. These studies lead to the formulation of the specific targets in the various areas with the objective of building up a firm infra-structure for giving quality education to all children. In view of the lack or poor infra-structure available so far, since the state is a late-starter in the field of the higher and teacher education, the present plan cannot but be ambitious. New Institutions of Teacher Education such as six Telescoped DIETs, one new CTE and one new IASE are proposed to be set up during the 10th Plan Period so that the State may provide capacity building and academic support to the teaching community. Effort is, however, made to confine the Plan within minimum cost but maximum results. The targets with the time-frame and costing for their implementation are given in separate section later in the plan.

TARGETS TO BE ACHIEVED BY MARCH 2007 :

- 1 Strengthening the existing College of Teacher Education, Aizawl.
- 2 Establishing one CTE for the southern region at Lunglei.
- 3 Strengthening the existing DIETs at Aizawl and Lunglei.
- 4 Establishing 6 (six) Telescoped DIETs in the headquarters of the six districts.
- 5 Strengthening SCERT :-
 - Creating it into a Directorate
 - Strengthening its 6 wings
 - Establishing 1 new wing and 6 new cells
 - Establishing Project Management cell in Teacher Education Wing.
 - Hiring of vehicle for management and supervision of implementation of Perspective Plan.in Teacher Education.

6	Establishing one IASE at Aizawl.		
7.	Clearing of backlog of untrained teachers.		
	Primary School Teachers	-	499
	Middle School Teachers	-	351
	High School Teachers	-	255
	Higher Secondary School Teachers	-	280
8.	Pre-service training of prospective teachers for :		
	Multicategory training in Special		
	Educa tion	-	180
	D. T. Ed.	-	443
	B. Ed.	-	225
	M. Ed	-	60
9.	Bridge-course for underqualified teachers :		
	HSLC	-	80
	HSSLC	-	120
10.	In-service training of Teachers for D. T. Ed		
	(on -going programmes):		
	Primary School Teachers	-	48
	Middle School Teachers	-	73
11	Induction training for -		
	Teacher Educators of DIETs	-	60
	Principals and Senior Lecturers		
	of Telescoped DIETs	-	12
	H.S.S. Teachers	-	240
	H.S. Teachers	-	230
12.	Refresher courses for teachers of,-		
	Primary Schools	-	2800
	Middle Schools	-	2350
	High Schools	-	1520
	Higher Secondary Schools	-	30

13.	Programmes on theme and subject specific trainings for in-service teachers :		
	(a) One month course		
	Primary School teachers	-	90
	Middle school teachers	-	90
	High School teachers	-	50
	(b) Short course		
	Primary school teachers	-	1950
	Middle school teachers	-	1940
	Hindi teachers	-	80
	W.E. teachers	-	220
	Headmasters	-	550
	Education officers	-	81
	(c) Subject specific		
	High School Science Teachers	-	750
	High School Mathematics Teachers	-	700
	Mixed group English Teachers	-	800
	Mixed group Mizo Teachers	-	640
	Mixed group Hindi Teachers	-	20
	Mixed group on Computer Education	-	542
	Mixed group on Population Education	-	10
14.	Seminars, exhibition etc.	-	131 programmes 8320 participants
15.	Internship of newly appointed Lecturers and Senior Lecturers of Telescoped DIETs	-	36 persons

16.	Programmes for implementation of SSA Scheme -		
	Training of personnel	-	15 programmes 305 participants
	Workshops	-	6 workshops 60 participants
17.	Other workshops for development of learning materials .	-	147 workshops 1595 participants
18.	Research, Survey and exhibition projects.		
	(a) Research projects -		
	Action Research	-	33
	Small projects	-	2
	Medium projects	-	6
	Major projects	-	4
	(b) Survey	-	3 numbers
	(c) Exhibition	-	16 numbers
19.	Development, Production and Publication		
	Items	-	51 numbers.
20.	Exposure visits for faculty staff	-	13 programmes
21.	Running a course of counselling through telephone	-	1 hour a day
22.	Orientation programmes for teachers on Population Education (ARHS)	-	5 programmes 300 participants.

Chapter **6**

*Year-wise Detailed Targets and
Budget Requirements*

CHAPTER VI

IDENTIFICATION OF PROBLEMS AND ISSUES

The Planning Team conducted a number of situational surveys under the pre-plan activities. As an outcome of these pre-plan activities various problems and issues were identified. Among these problems, some are common for the Teacher Education Institutions and some are Institution specific. Hence, problems and issues are more conveniently presented separately for each Institution viz. CTE, DIETs and SCERT in the following pages.

The activities conducted to identify problems were:

1. Survey of the schools, by stages, type of management and district wise regarding number, enrolment (sex-wise, class-wise) and number of teachers.
2. Survey of the teachers regarding age, retirement age, qualifications, professional qualifications and training needs.
3. Case study of the Teacher Education Institutions through check list questionnaire and on the spot observation and interaction with the faculty concerned.
4. Consultation meetings.
5. Workshops and discussions.
6. Review of the relevant portions of the SSA district plans.
7. Review of the findings of the Research reports in the area of teacher education.

Major problems and issues common for all the Institutions are:

1. Poor infra-structure and other facilities.
2. Lack of financial provisions to perform roles and functions.
3. Recruitment of untrained teachers, and existence of a huge number of untrained and underqualified teachers in service which constitutes a problem for the Teacher Education Institutions

4. Absence of appropriate Institutions like IASE to qualify the under-qualified Teacher Educators and non-availability of opportunity for their professional growth.

6.1 COLLEGE OF TEACHER EDUCATION (CTE)

The rapid increase in enrolment every year and a mushroom growth of Educational Institutions which is a recent phenomena resulted in the demand for more trained teachers. However, Teacher Education facilities could not be increased as rapidly as required to supply the demand for trained teachers. Consequently, untrained persons with low academic qualifications were appointed as teachers. Quality of Education was therefore sacrificed for the sake of quantity in education.

There is as yet only one college of Teacher Education in the state to give training to teachers of High Schools and Higher Secondary Schools. Apart from pre-service trainings, Headmasters of Middle Schools are also given training by the college. Over the backdrop of this infra-structural weakness of the CTE at Aizawl is posed the heavy backlog of untrained teachers of High and Higher Secondary Schools, the need for a fairly large number of pre-service trainees, as well as the need for running refresher courses for the in-service teachers. Indeed the existing CTE is not in a position to meet the required tasks. It is, therefore, imperative to establish another CTE, and most conveniently for the southern region of the state at Lunglei. This new CTE would supplement the existing one, and serve most suitably the need of the southern three districts with their ethnic minority communities. Yet, the CTE Aizawl remains deprived of most functional necessities like infra-structure, man-power, technical expertise etc required for effective Teacher Education.

Major Problems and Issues related to CTE are highlighted as under:

6.1.1. Lack of Dynamism and Progressiveness:

Traditional ways and methods stand in the way of innovative practices as very little change has been registered in curriculum, teaching methods and in tools and strategies used since its inception. To break the monotony and rigidity of the outdated programmes, renewal of curriculum with freedom to innovate and a scope for flexibility with more practical experiences seem to be the need of the college.

6.1.2. Lack of Emphasis on Educational Technology:

Educational Technology (ET) remains as backstage subject for teacher pupils and teacher educators as well. Educational Technology has recently been offered as an optional paper but response is very poor which may be due to insufficient practical work and the absence of equipments like Computers, TV, Projector, VCR etc for classroom transaction. Lack of qualified teachers (trained personnel) may also be one of the factors.

6.1.3. Identical Preparation for Teachers of High and Higher Secondary Schools:

The present B.Ed course, developed prior to the introduction of 10+2+3 structure and meant for the teachers of High Schools, is presently followed in toto for teachers of Higher Secondary Schools also. The students of the +2 stage are later adolescents and the course of study also is partly vocationalised and diversified. Hence, offering the same course for teachers of High School and Higher Secondary Schools is found inappropriate.

6.1.4. Selection of Pre-Service Students:

Selection of students for pre-service trainees which is a rigorous process and usually done on the basis of merit has been diluted by a quota claimed by the Directorate of Higher Education. This has greatly affected the quality of Teacher Education

6.1.5. Duration of Professional Preparation:

In view of the quantum and quality of course work which the teacher pupils are expected to pursue, the existing duration of one-year course is found insufficient specially for pre-service teachers. The one-year B.Ed. course becomes one big whirlwind of nerve-racking tension filled and anxiety laden period for the trainees. They are also denied of internship programme.

6.1.6. Isolation of Teacher Education from School, College, University and other Educational Agencies:

Absence of close liaison between teacher education and the schools affect its effectiveness in preparing professional teachers. Linkages with school is found unsatisfactory. Practice teaching is an area which requires full and active collaboration of schools. Schools are generally uncooperative, as they consider teacher pupils as 'outsiders' whose teaching would do more harm than good. The University also stands aloof to the problems of CTE.

6.1.7. Inappropriate Choice of Method Papers by Student Teachers:

There is often some confusion in the selection of method subjects by the pupil teachers due to lack of coordination between their parent department and the College. Teacher preparation could become a waste of time, money and energy without strict measures to ensure that teachers elect as method papers, the subjects which they are teaching in their respective schools and not otherwise.

6.1.8. Lack of Follow-up Activities:

A training programme reaps its benefit out of what the teachers do at their work place. Continued monitoring of trained teachers for a set period of time is crucial for improvement in their performance as well as teacher education programme. A well organised follow-up programme is found lacking.

6.1.9. Professional Qualification of Teacher Educators:

Teacher Education cannot grow qualitatively if professional competence is lacking in the teacher educators. The recommendation of the Education Commission regarding qualification which is a double Master's Degree preferably a Doctorate degree has not necessarily been observed by the State Government.

6.1.10. Inadequate Training Opportunities for Teacher Educators:

Teacher Educators are expected to perform the roles of qualified Educators, Subject experts in specific fields and innovations. By and large, they require exposure and opportunities for orientation and training so as to be effective in their present role. Such opportunities are not easily available. Capacity building programmes should be made available by the appropriate agencies.

6.1.11. Inadequate manpower :

The CTE, Aizawl suffers from lack up of faculty staff qualified to teach such method papers like Mathematics, Life Sciences, Geography and specialized subjects like Special Education, Educational Technology and Computer Education.

6.1.12. Lack of Physical Facilities:

Inadequate infrastructure and physical facilities are factors affecting the educational environment and quality of teacher education programme. The Institute is not equipped with essential facilities like- Auditorium, Laboratory for different subjects, quarters for faculty, workshed, resource rooms, guest house/hostel buildings, fax machine, Internet facilities, playground, fencing, reading rooms, recreational facilities etc.

6.1.13. Lack of Equipment and Apparatus:

Absence of sophisticated tools and Aids for use in the class rooms and office hampers its efficiency. Learning equipments like- Projectors, Mathematics Kit, Science Kit and Apparatus, Computer, Direct Receiving Set and teaching aids are also found lacking which affects the quality of the programme.

6.1.14. Institute and other Buildings:

The college at present is housed in a rented building having no proper facilities for class-rooms, office, staff rooms nor quarters for the faculty. Construction of Institute building is however going on at the site provided for the college. There seems to be little scope for an ideal campus as there is not enough space for Hostel nor staff quarters. Renting of private buildings or construction of Hostels for men and women even if not adjacent to the Institute building would still be required in order to provide congenial environment and adequate facilities to the trainees as well as for the staff.

6.1.15. Transportation or Communication Problems:

The College is not facilitated with transportation facilities. In the absence of conveyance for faculty and teacher trainees, organising of practice teaching usually done in schools of scattered areas becomes a big problem. Field interaction, academic supervision and support to schools offers a great deal in the absence of bare minimum facilities for the college.

6.2. DISTRICT INSTITUTE OF EDUCATION AND TRAINING(DIET)

In order to fulfil its objective of upgrading the quality of education in the district, DIETs need to identify problems that hamper its progress and achievement in various areas. Identification of problems is part of the process of evaluation and should be done at regular intervals. In the case of the two DIETs of Mizoram, these problems could be identified in key areas such as:

1. Academic
2. Physical Infrastructure
3. Administrative

So far, both the DIETs have maintained a steady schedule on their training programmes with the resources available. However these resources have proved to be far from adequate and this has hindered any significant inroads being made in the drive for qualitative improvement of Teacher Education and also the quality of elementary education at large.

Its important role in the SSA programme to provide guidance at the district level has also created the urgency of strengthening and capacity building.

A closer study of the problems that beset each of the identified areas will aid in finding solutions and develop strategies for improvement and development.

6.2.1. Academic and other issues

a) Shortage of manpower and lack of trained faculty to teach specific papers included in the syllabus of PSTE

Both the DIETs face the problem of shortage of manpower and trained faculty to teach specific papers included in the syllabus of PSTE. This has rendered both the Institutes unable to:

- offer some papers and other curricular activities included in the scheme of studies e.g. Education for Children with Special needs, Physical Education, Pre-School Education and Information and Communication Technology.
- provide quality supervision of practical work and practice teaching
- make the seven branches fully functional. At present only one or two branches are functioning satisfactorily
- carry out any significant field interaction or adopt lab areas
- provide much resource to schools and other Institutions within the scope of DIET
- fulfil its many responsibilities under the SSA programme
- involve in activities to improve and support community involvement in elementary education.

The above mentioned problems are all within the objectives of DIETs and in order to fulfil its mission the task of capacity building is an imperative so that DIETs may have their requisite faculty strength. At present the faculty is involved mainly with the one-year m-service and the two-year PSTF programmes that they have little time for other activities included in the curriculum.

b) Limited Avenues for Professional Development of Teacher Educators.

Teacher Educators are given little opportunity for professional development. Many have expressed the need for continuing education, need-specific refresher courses and orientations. Most are still not computer literate. Problems because of lack of opportunities for professional development would lead to

- Ineffective teaching
- Outdated methods of teaching
- Inability to effect innovations
- No professional growth.

c) Problems at the PSTE Training level.

The re-introduction of the PSTE programme since 2002 had been much anticipated but the quality of the training has had to be compromised due to financial constraints. Unlike the first five batches of the Pre-Service Trainees during 1991-1996, the present two batches of Pre-Service Trainees do not enjoy the benefit of stipends and book grants, neither is there any provision for study tours.

The selection of trainees for the PSTE course was done in keeping with DIET guidelines in that consideration was given to applicants from rural and remote areas. The majority of the selected candidates are therefore from rural or fairly indigent families and they find it difficult to meet even the nominal financial involvement of the training programme that is necessary from time to time.

In regard to the reasons for the absence of stipend and book grants for DIET PSTE trainees, the Government of Mizoram is facing a financial crisis and is unable to provide these benefit even though these are considered necessary for the successful implementation of the programme.

d) Problems at the In-Service Teacher Training Level.

The great disparity in the educational qualification of in-service teachers especially at the primary level has proved to be a hindrance to the development and quality of trainings. There are still many teachers who have not completed their matriculation but who have been in service for many years. This needs no speculation as to the quality of education that these teachers will impart. It has also been observed at the Training Institutes that those teacher trainees who are under qualified always find it more difficult to cope in some areas and are, most times, slower than their more qualified counterparts in grasping the concept and skills of their training. This is especially conspicuous in subjects such as English, Science and Mathematics. Under qualified teachers need provision for their professional growth.

6.2.2. Shortage and absence of equipment and other facilities.

DIET Aizawl was provided with several equipments in the beginning but with time most of these equipments have become too old or have broken down beyond repair. None of these have been replaced so far. DIET Lunglei is at present without any of the necessary equipments. Some problems that are faced due to the absence of equipments are given below:

- Subjects that need practical work such as Science, Psychology and English need several equipments for their practical work
- The teaching of Information Technology is ineffective without computers.
- Both Institutes do not have overhead projectors, basic equipments necessary in subjects like Health and Physical education, Educational Technology, Special Education and Psychology
- The scope and quality of learning is greatly restricted without adequate reference books, newspapers, journals and a wider choice of relevant books.
- The quality of free time and recreation of teacher trainees is also affected in the absence of the above facilities.
- Games, sports and cultural activities also need several equipments so that trainees receive exposure in these areas.
- Absence of equipments like photocopiers and computers in Lunglei and fax machines in both Institutes cause much inconvenience

6.2.3. Physical Infrastructure

- The occupancy at the Girls' Hostel at DIET, Aizawl is affected by the dilapidated state of the building which was built some 30 years ago. It has become unsafe and difficult to maintain hygienic conditions. Water shortage is a constant problem both in DIET Aizawl and in DIET Lunglei.
- Encroachment of DIET Aizawl campus: The area of the campus in when the Institute was then TTI, was approximately 8.5 acres, whereas the area at present is barely 6 acres. The need for a permanent boundary wall for DIET Aizawl is a pressing issue to prevent further encroachment of the campus. DIET Lunglei is without a boundary wall.
- Renovation of buildings: The existing staff quarters in DIET Aizawl were also built some 30 years ago and are very much in need of renovations. The state of these buildings poses safety and health hazards for the occupants. Additional quarters for lecturers are necessary as there are some who have to stay in rented buildings. Renovation of W.E. worksheds of DIET Aizawl is necessary because the buildings are old and so thefts and break-ins occur frequently. DIET Lunglei is without any workshed for its W.E. activities.
- Lunglei DIET has only 4 staff quarters (Type I) and 1 Principal's quarters (Type III). Since the campus is situated some distance from the town, the need for construction of additional staff quarters is quite acute. The Institute has a Practising School attached to it but does not have a school building for it. At present the school is occupying the ground floor of the Institute building. This has not only restricted space for the teacher training classes but the noise level of a school can become a disturbing element.

- Water shortage is a constant problem for the hostels and the main Institute building of DIET Aizawl. This problem is due mainly to the lack of water tanks for storing water in both the DIETs and not enough water supplies.
- The furniture in the Library at the DIETs are very old and need to be replaced. Additional furniture is also necessary for the reading room and classrooms.

6.2.4. Administration and other issues

a) The administrative set up of the Directorate does not foster coordination among the different wings under its jurisdiction. There is no linkage between the different wings of the Directorate to encourage cooperation and coordination.

Links between the Teacher Education Institutes and schools is tenuous. Once the in-service teachers complete their training course they are cut off from any links with the Training Institute where they have just completed their training. Consequently it becomes difficult to carry out any follow-up programmes or monitor the efficacy of the training that the teachers have received.

b) Telescoped DIETs

Mizoram is divided into eight districts. At present the two DIETs at Aizawl and Lunglei have to cater to the needs of Elementary schools of all the eight districts. Aizawl DIET caters to five districts while Lunglei DIET caters to three districts. The area of operation of each DIET is such that the two DIETs are not in a position to perform their perceived roles and functions effectively due to the wide geographical areas and due to the large number of schools and teachers within the specified areas besides the problems faced due to difficult terrain and poor transport system.

In order to provide teachers with greater access for professional training opportunities, it is felt necessary to have one DIET in each of the district as per the national norms. However, setting up of full-fledged DIET for all the districts would not be feasible due to some technical and financial problems faced by the State, it is therefore proposed that a Mini DIET called Telescoped DIET should be set up in those districts without a DIET.

c) The Government of Mizoram has not framed a definite policy for trainees who have successfully completed the PSTE diploma course. This is a crucial matter for DIETs as the absence of a placement policy greatly undermines a primary function of the work and purpose of DIET.

d) Delayed disbursement of funds from the Government of India affects training schedules and salaries of Officers and staff of DIET.

e) Monitoring and Supervision of DIETs: The regular monitoring and support, whether academic or otherwise, from other agencies to provide an effective process for continuous evaluation and improvement is necessary but which is lacking for DIETs. The most obvious agency, the SCERT is placed in an awkward position to monitor and supervise the DIETs since the hierarchical status of the heads of both the Institutes are the same.

6.3. STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (SCERT)

The SCERTs' role as a nodal agency is rather limited. The hierarchical ranking of the heads of the institutions may be a factor. SCERT created under the Directorate of School Education has a Joint Director as its head which is the same rank as the Principal DIET. Hence SCERT has a delicate job in exercising academic supervision over DIETs. Therefore, strengthening all the wings of SCERT and upgrading it to the level of a full fledged Directorate is called for to bring the two DIETs and six Telescoped DIETs under its umbrella

Among the various functions supposed to be carried out by the SCERT, many activities could not be conducted due to various reasons. The problems and issues are highlighted below:

6.3.1. Publication, documentation and library:

Even though being an apex institution in the area of teacher education, the SCERT cannot make much headway in catering to the needs of teachers and teacher educators for supply of handbooks and other related reading materials for enhancement of their professional competencies. The teaching community needs updating their knowledge and sharpening their skills by re-inforcement through reading materials, self-learning materials books and professional journals. Dissemination of information to the schools and the teaching community is inadequate. SCERT is not able to play its role in this regard due to the absence of required man-power and fund. Setting up of a new cell to take the responsibility of publication and documentation with recruitment of at least one lecturer and filling up of the post of librarians needed.

6.3.2. Teacher Education and Extension Services:

SCERT as an apex academic institution of the school education of the state has to render capacity building and academic support programmes to the DIETs and on some specific programmes to the teachers of all levels of school education. With the launching of the SSA programme, and the establishment of telescoped DIETs in 6 of the districts of the state, its role becomes more enhanced and specific. The enhanced responsibility includes

- *Organising TQM programme for Principals of DIETs.*
- *Induction training for the faculty staff of the existing DIETs and new Telescoped DIETs.*
- *Capacity building programmes for the faculty of DIETs for their role in training of BRCs; CRCs and other SSA personnels.*
- *Monitoring and supervision of DIETs and Telescoped DIETs.*
- *Monitoring the capacity building programme of SSA.*
- *Coordinating bridge course provided to under-qualified teachers by DIETs,*
- *Providing trainings for the SRGs and DRGs of SSA.*

The Teacher Education wing of the SCERT is the agency to shoulder the task. Its present strength of one professor and one lecturer is most inadequate. The wing needs strengthening, by filling up of the two vacant posts of lecturer.

6.3.3. Research and Development:

Even though research is one of the main functions of the SCERT, not much headway is being made due to lack of expertise, man-power and financial provision for the programme. The Research and Development wing became paralysed when the head-viz. Educational Research Officer was promoted and transferred and the post had been lying vacant for the last three years. At present, there is only one Assistant Research Officer deputed from the Economics and Statistics Department, with no experience in educational research work. Requirement of additional staff i.e. filling up of the vacant post and induction of a Research fellow is strongly felt.

6.3.4. Development of Curricula:

SCERT is virtually not developing curriculum, instructional materials, text books etc. for the use in the Educational Institutions. This function is carried out by the Mizoram Board of School Education (MBSE). The reason being that the MBSE was established before the SCERT came into existence. The provision of the MBSE ACT, 1975 is barring the SCERT carrying out its role. This needs to be corrected and SCERT be authorised to perform its role.

Many activities needs to be taken up in regard to Curriculum Development. At present, there is no training programme for the teachers of Higher Secondary stage. Training programme for locally relevant vocational courses at the higher secondary stage has not yet taken off. There is also a need for developing programmes for need-based subject specific recurrent training for various categories of teachers. Many unqualified teachers need training and bridge course needs to be provided for them.

Devising suitable training packages and developing curriculum for bridge courses for under qualified teachers is necessary. Competency based curriculum for locally relevant vocational courses needs to be taken up.

6.3.5. Pre-School Education:

Early Childhood Education is crucial for the optimal development of the child. To ensure quality education at this level careful training of pre-school teacher is essential. One of the lacuna experienced in this context is an acute dearth on the area of curriculum development, instructional and reference material in Early Childhood Education. To meet this demand, a new cell to regulate, supervise and monitor school education needs to be set up at the SCERT.

Pre-Primary education programme is the most neglected area in the field of education in the state. There is no management structure responsible for pre-primary education programme under the Education Department of the state. There is no significant pre-primary teacher training programme in any of the training Institutes. As such, there is a definite paucity of adequate reading materials and instructional materials. Proper curriculum needs to be developed for all level of functionaries such as the teacher educator, the pre-school teachers and the para professional workers in the area of Early Childhood Education.

6.3.6. Language Promotion:

The Language Promotion Wing of the SCERT presently looks after the teaching of English in the schools. Naturally, its scope of activity has to be widened to include the regional language, Mizo and the national language, Hindi which are being taught in the schools in Mizoram.

Language is a means of communication in all walks of life and grows by use. A good command of a language helps in advancement in any field of activity in which that language is used. In this regard, the Mizos have a distinct disadvantage because of their closeknit society and remoteness. Even the teachers have very limited exposure to have a good command of the languages like Hindi and English, which in turn reflects on the students. The study of the examination results shows that weakness in language contributes significantly in poor performance in the subjects loaded with language. These facts pose a big problem. Hence, the Language Promotion Wing needs to be adequately strengthened for its assigned role.

- **English Language:** At present there are four District Centres for English(DCE) under the SCERT. Mizoram comprises of eight district. Therefore, another four DCE needs to be established.
- **Mizo Language:** The Language Promotion wing of the SCERT still does not have any personnel to look after the promotion of Mizo language in the state. Mizo language being the medium of instruction at the elementary stage, importance needs to be given as much as other languages. As such a cell may be set up with at least one lecturer
- **Hindi Language:** To coordinate the Hindi training Institutes a cell needs to be set up at the SCERT. The Hindi Training Institute apart from the three courses does not organise any other programme. No extension service is organised and is not able to provide resource support to schools. As such, a cell at the SCERT manned by at least one lecturer need to be set up

Due to the absence of qualified teachers specially recruited to teach English and Mizo, any teacher in the school can be assigned to teach English and Mizo and the assignment is temporary and changes can be made and are made as per existing need. Therefore, there is every possibility that a teacher is likely to teach English or Mizo at one time or other during his/her career as a teacher. This possibility has necessitated the need for training in English and Mizo for all teachers.

English Language Teaching Institute: English Language Teaching Institute (ELTI) has been set up in the SCERT. However, the ELTI cannot start functioning until and unless funds are released from the CIEFL under the ELTI support scheme from the Central Government.

Need for ELTI support scheme: Whereas the District Centre for English Scheme focussed on training of high school teachers only, the DCE Aizawl has diverted from the original scheme and its work at present includes training of Primary and Middle school teachers, text book writing, production of English Teaching in the State. As such, ELTI recently established under SCERT needs to be strengthened in terms of man power and financial support for programmes and activities.

6.3.7. Environmental Orientation to School Education (EOSE)

Environmental pollution and depletion of natural resources are posing a big problem not less in Mizoram than in other parts of the world. To inculcate environmental awareness and the need for its conservation among the school children, an EOSE cell had been set up in the SCERT, Mizoram. The need for vigorous pursue of the programme is obvious. The wing is provided with the required man-power but cannot be effective for lack of fund

6.3.8. Population Education Wing :

The population Education wing of the SCERT, in order to cater to the needs of Adolescents who are considered to be in the high risk group of contracting HIV and other STD's is actively engaged in the Adolescence Reproductive and Sexual Healths Education. Project proposal is already submitted but no sanction has been received since 2001 and hence training of teachers towards Adolescence Education cannot be organised for the last 2 years.

6.3.9. Vocationalisation of Education and Guidance:

In view of the ever increasing unemployment problems in the society, Vocationalisation of Education received utmost priority to mould the young generation capable of entering the world of work with requisite knowledge, skills and attitudes.

Trainings, awareness programmes, Vocational Guidance and Counselling, framing curriculum, research, survey must be conducted at the SCERT. Vocational course for the disabled children also needs to be introduced. As such, vocational cell needs to be strengthened in terms of manpower, training and funding of programmes and activities.

6.3.10. Education of children with special needs:

Integration of disabled children into the main stream of education has been one of the concerted efforts made to accomplish UEE in the state. The scheme implemented under SCERT has now covered only eight blocks out of the twenty two blocks of the state. Therefore, a lot of work still needs to be done.

To cater to the needs of the whole state in regard to education of children with special disability needs, the cell concerned has to be strengthened with at least two additional lecturers each with disability-wise qualification. This will enable the cell in the framing of curriculum, preparation of instructional materials, research, assessment and in organising intensive training programmes. SCERT needs to be established as a State Resource Centre. This resource centre will be fully equipped to function as a Diagnostic Centre as there is no other resource available in the state.

Chapter

7

*Year-wise Detailed Targets and
Budget Requirements*

6.3.11. Educational Technology:

The world has entered into a new age. New and cost effective approaches are available within the reach of children. The use of computers in schools is a major step in preparing our next generation to face the world. There is a great challenge for the Teachers, Schools and Institutions of Teacher Education today when internet is available at even the remote parts of the country and when information is available by the click of a mouse. Educational Institutions need to be adequately equipped to handle the technology available.

To meet this challenge, setting up of Computer Cell at the SCERT is a must. This cell will be the centre for Computer Education in the State. It will act as a nodal agency for all kinds of computer education programmes, clearing house for new ideas and educational practices and innovation; advisory and consultative body in all matters of computer education and information technology; main centre for Management Education Information system. It will provide training to education officers and teachers of all stages of school education in the state. It will review and develop curricula, instructional materials, text books, teachers handbook for use in Educational Institutions.

Establishment of computer cell and installation of Direct Receiving set will help in organising Distance Education programme for the professional growth of various categories of teacher educators and teachers. It will contribute immensely in the upgradation of teachers' professional skills and knowledge.

6.3.12. Science Education:

The Science Promotion wing of the SCERT had made great headway in promoting science and mathematics education over the last 20 years or more. But this wing is now only a skeleton of its former self. Only the Deputy Director and a Science Consultant man the wing, 3 posts of lecturer and 4 posts of Science Consultant remaining vacant, thus rendering the wing too weak to give much needed support to science teaching in the schools. It is absolutely necessary that this wing be revitalised by filling the vacant posts to play its role of encouraging, promoting and giving academic support to science teaching in the schools.

CHAPTER VII

STRATEGIES AND ACTIVITIES

No scheme of Education can meet with success unless the teacher, around whom the whole educational structure revolves, is thoroughly prepared. Ultimately, this responsibility of preparing teachers to cope with the fast changing societal demands lies on the Teacher Education and its programmes. An effective and well-conceived teacher education programme often precedes effective education system. This is however possible only when the pre-requisites for effective teacher education programmes are fully met in terms of physical, human and financial resources. The following strategies are suggested to address the identified problems and issues:

7.1. COLLEGE OF TEACHER EDUCATION (CTE)

7.1.1. Greater Scope for Dynamism and Progressiveness:

To break the monotony of traditional ways and methods that have been in practice from its inception, reviews and updates of Teacher Education Curriculum through the involvement of NCTE, NCERT and other concerned agencies will be taken up. Periodic follow-up studies, Action Research will be made a regular feature apart from giving teacher Educators freedom to innovate.

7.1.2. Emphasis on Educational Technology:

Teacher Educators will be given an exposure in technology of teaching as well as in the use of various technological gadgets to improve the effectiveness and efficiency of their teaching. The fast pace of modernisation demands of the teacher a minimum literacy in computer and the use and handling of tools of technology. Provision will therefore be made for the training of teachers in technical skills to use computer, internet and other facilities

The strategies to be adopted in order to make Educational Technology attractive and useful to student trainees to make them computer literates

a) Meeting of Manpower Requirement :

One Lecturer who is qualified to teach Educational Technology; one Computer Technician and an EPD Manager will be appointed either on contract basis or permanent basis (failing which qualified teachers/lecturers will be deputed.)

b) The following computer hardware and software will be provided.

- Computer Equipment	PC Server	1
	PC Client	15
	Desk Top Scanner	1
	Network Printer	1
	UPS - 10 KVA	1
- Software (CBT) - one set	Internet for Beginners	
	MS Office 2000	
	Outlook 2000	
	HTML	
	Front page 2000	
	Director 7 level 1-6	
	Windows 98 CBT	

7.1.3. Revision of B.Ed course:

a) Differing courses of training for the teachers of High School and Higher Secondary Schools will be affected in either of the ways:

- *Separate B.Ed course i.e. B.Ed (Secondary) and B.Ed (Higher Secondary)*
- *Having common core papers and separate optional/ specialization papers for the appropriate stages and subjects streams.*

To affect this programme, appropriate authorities such as Mizoram University, NCTE, NCERT, Government of Mizoram and other concerned agencies will be approached for development and subsequent introduction of the courses.

b) Two years B Ed Course is proposed to be introduced in the CTE without necessarily enlarging the course of study. A two-year course will facilitate introduction of internship as part of the B Ed programme and introduction of E.T. in the system. The trainees will be able to work on different items with intensity and enthusiasm with less push or pressure and much better chance of internalising the values, skills, attitudes, knowledge and competencies essential to true professionalism.

7.1.4. Selection of Pre-Service Students:

In order to select only those who are qualified in the selection test and those persons who have inclination to be a teacher; selection procedure will be reviewed and revised so that selection is done 100% on merit basis. It is expected that back door entry through the quota claimed by higher authority may be checked

7.1.5. Linkages with Schools and University:

The CTE is under the direct control of Higher and Technical Education Deptt. whereas High Schools and Higher Secondary Schools are controlled by the Directorate of School Education. Courses are designed and prescribed by the University. As such, coordination and linkages with the schools as well as university needs to be built up

This may be in the form of

- *Involving Teacher Educators in curriculum planning and development*
- *Creating a Coordination Committee; and*
- *Identifying lab areas.*

7.1.6. Clearing the Backlog of Untrained Teachers:

There are still 255 High School Teachers and 279 Higher Secondary School Teachers who are untrained (in B.Ed Course). Clearing of this backlog needs to be given priority during this plan period to clear the backlog by the year 2007. A single CTE whose intake capacity is only 120 in a batch cannot clear the problem and a new CTE for the Southern part of Mizoram will therefore be set up to share the responsibility of the present CTE.

While providing the Course to these serving teachers, selection of method subjects by the trainees will be so arranged that they offer as method paper the subject they are teaching in their school to avoid wastage through the help of Coordination Committee.

7.1.7. Conduct of Follow-up Studies:

Follow-up activities and continued monitoring of trained teachers for a set period will be made part of the Course and appropriate modalities will be devised in an workshop mode. Impact studies will also be taken up in order to test the relevance of the Course and initiate action for their improvement

7.1.8. Academic and Professional Competency of Teacher Educators:

Institution of Teacher Education should have the best possible and qualified teaching staff who will have the ability to set examples of academic excellence, professional competence and exemplary behaviour and thus inspire and motivate their students to develop personal involvement and attachment to the task of teaching.

Appointment of Teacher Educators should, therefore, be based solely on merit and ability. The recruiting agency/authority owe the moral responsibility to the State to ensure that only the best candidates in terms of ability, merit, personality and potential along with the required academic as well as professional qualification and experience are recruited

7.1.9. Promoting Professional and Academic Growth:

Education being a life long process, even the most qualified persons need continued exposure to acquaint themselves with the changes occurring due to scientific and technological development as well as to internalise social, economic and cultural context within the community. Opportunities will therefore be provided for :

- *Induction training for Teacher Educators*
- *Refresher Course - once in every five years will be made compulsory*
- *Opportunity to participate in State and National programmes.*

Teacher Educators of CTE should also be given access to computer education so as to keep abreast of technological innovations. With the introduction of Information Technology in schools it becomes even more important that they are computer literate. They will be provided with internet facilities for constant access to the latest findings and trends in education. They will also be provided with journals, periodicals, newspapers and relevant reference books.

7.1.10. Pre-Service Education:

Teacher Education Courses have been receiving increased attention of Pre-service candidates. The number of applicants is increasing every year which calls for a sound selection procedure. Revision and strict observance of selection criteria is therefore proposed to have good quality teachers.

Internship which is a more comprehensive term than the present practice teaching is of vital importance specially for pre-service students. The programme of professional preparation must result into the development of favourable attitude towards teaching which can be obtained through the involvement of learners for adequate length of period in actual work place. In order to achieve this, a three month long Internship Programme may be introduced in Pre-service Course. Those Schools which are identified for Practice Teaching and Internship will be given ancillary grant for equipment and supervision.

7.1.11. Orienting Teacher Education faculty in newly adopted policy and practices in School Education.

The CTE being placed under a different Directorate needs to be informed about the emerging policy perspectives in matters of School education, newly adopted policy or practices and new trends in education and also about the change in curriculum, text books, examination and supervision practices at school level. Some effective means for orienting Teacher Education faculties will be devised and SCERT will be entrusted to take the initiative in this matter.

7.1.12. Setting up of a comprehensive Data Base:

The Teacher Education Institution requires a comprehensive data base about the base line information on its catchment area. For smooth planning and organisation of effective teacher education programme, the following information are vital:

- a) *Teacher profiles*
 - 1 - *The subject that the teacher is currently teaching*
 - 2 - *Training needs of teachers*
- b) *Resource Person profiles*
 - 1 - *Subject experts*
 - 2 - *Experts from other institutions*
 - 3 - *Innovative teachers*
- c) *School profiles of catchment areas*
- d) *School Information -*
 - 1 - *Achievement at Board level*
 - 2 - *Schools with no achievement at Board exams.*
 - 3 - *Participation in activities- District, State and National levels,*
 - 4 - *Outstanding achievements.*
- e) *Information on innovative practices by school teachers.*

The dimension of these data bases are dynamic and would require frequent updating. CTE in particular must be provided with assistance in all forms to raise the required data base. A separate Cell for this purpose would be set up in the Institute with the necessary infrastructure

Manpower requirement:

- | | | |
|---|---------------------|---|
| 1 | Statistician | 1 |
| 2 | Data entry operator | 1 |

7.1.13. Provision of Adequate Physical Facilities:

The College is presently housed in a rented building and is unable to provide even the minimum essential facilities like hostel for women, quarters for its faculty and staff. Since the building is small it does not have space for resource rooms, laboratories and reading room. The new Institute building which is currently being constructed will be equipped with the following facilities:

- *Laboratory for different subjects*
- *Resource rooms*
- *Reading room*
- *Seminar room*
- *Electricity and water supply*

7.1.14. Provision of Equipment and Apparatus:

The Institute will be provided with adequate equipments and facilities so that objectives are successfully realised and that teacher trainees receive optimum benefit from their training programme. Equipments and facilities to be provided are

- *Projectors (Slide and Overhead)*
- *Linguaphone*
- *Fax machine*
- *Photocopier*
- *Audio visual material*
- *Mathematics and Science kits*
- *Science Apparatus.*

7.1.15. Provision of man-power :

The need for persons qualified to teach certain specific method paper subjects and specialized subjects will be met by appointing six (6) Lecturers.

7.1.16. Civil Works:

Additional funds for the construction of the institute building will be provided in order to accommodate the proposed two years B.Ed programme or separate course for High School and Higher Secondary School teachers. A women's hostel will also be built within the campus where the Institute building is being constructed. Other infrastructure work includes the following:

1. Construction of a playground
2. Construction of a boundary wall
3. Construction of water storage tanks
4. Construction of W.E. work shed
5. Construction of Staff Quarters.

7.1.17. Easy communication and transport facilities:

An important activity of Teacher Education programme is practice teaching and supervision of trainees currently undergoing internship in schools. Field interaction is another activity which is undertaken as follow up and assessment of the impact of training in actual classroom situation. The College will be facilitated with a van so that these activities may be effectively carried out.

The Institute building is situated away from the main city centre and public transport is not readily available. Bus services in both Aizawl and Lunglei follow only one route along the main highway within the city and will not reach the College. The situation being such, most Institutions and Government Departments have to have their own means of transportation either by hiring of private vehicles or purchasing their own vehicle for their staff. The faculty and teacher trainees in the absence of hostel and quarters stay in different localities and will face much difficulty in reaching the College. Therefore in order to alleviate this situation a van and at least one vehicle needs to be provided for the staff and trainees of the College.

Provision will therefore be made for hiring of two vehicles for conducting practice teaching, project work and follow up activities.

7.2 A NEW COLLEGE OF TEACHER EDUCATION AT LUNGLEI:

It is clear from the foregoing accounts that the only College of Teacher Education is not sufficient to cater to the training needs of Secondary and Higher Secondary School Teachers of the state of Mizoram. It has already been seen that there still is a heavy backlog of untrained teachers of these stages of school. Besides this, the private sector contributes almost fifty percent of the total number of High school and more than fifty percent of Higher Secondary Schools. The training needs of these private school teachers add to those of the schools for whom full account has been given. This points clearly the need for another CTE.

Proposal is, therefore, made for establishing a second CTE at Lunglei for the three southern districts of Lunglei, Lawngtlai and Saiha. These three southern districts comprise the relatively educationally backward districts whose population consists of ethnic minorities who speak their own dialects. Directly, the proposed CTE will serve the real need of the Secondary and Higher Secondary Schools for in-service training for B.Ed. course by way of clearing the backlog of untrained teachers of the whole state. It will run a B Ed course for in-service and pre-service trainees and refresher courses as well as theme and subject specific training courses for them.

In addition, the CTE will serve as an institution for the general uplift of the whole southern area indirectly as would an institution of higher education in any corner of the country.

Land for establishing the CTE will be provided by the state government. Necessary expenditure for buildings, equipments, salary of staff, costs of pre-service trainings, refresher course, etc are expected to be borne by the Centre. The budget year-wise requirements as per norms according to the best estimate for implementation of the proposal are reflected in chapter VIII.

7.3. DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)

DIETs have an important role to play in improving the quality of elementary education. This role has been enhanced and clearly defined with the implementation of the SSA programme. In order for the DIET Institutes to effectively meet this challenge some strategies have been devised in the light of problems and issues that have been identified.

7.3.1. Academic Issues:

The most pressing problem is that of shortage of manpower which must be resolved so that difficulties in the

- *supervision of practice teaching and practical work*
- *adoption of lab area, and conducting of Action Research*
- *proper functioning of the seven branches can be quickly remedied.*

The number of posts to be filled at the two DIETs are listed below :

a) Manpower Requirement:

	Name of post	No. of post vacant
i) Filling of vacant posts at DIET Aizawl	Lecturer	11 nos
ii) Filling of vacant posts in DIET Lunglei	Lecturer	1 nos
iii) Placement of Senior Lecturers at DIET Lunglei	Sr. Lecturer	3 nos

b) Programmes and Activities:

- i) Seed money for making field trip to lab area*
- ii) Preparation of Teaching learning materials*
- iii) Conduct of Action Research*
- iv) Refresher Course for all teachers within Aizawl and Lunglei districts*
- v) Training for CRP, EV etc. under SSA programme*
- vi) Conducting field interaction and academic support to schools*
- vii) Subject specific short term training to primary and middle schools*
- viii) Organising Workshops, Meetings etc.*
- ix) Provision for wider choice of relevant books in the Library.*

c) Educational Technology:

The introduction of IT subject in schools has created the need to prepare the teachers in this area of technology, otherwise it may result in a situation where computer literate students face computer illiterate teachers.

To meet this challenge, the Teacher Institutes must make the study of IT a priority and adequately equip itself to handle the technology. The strategies to be adopted for the two DIETs are:

A. Manpower Requirement

- i) Filling up the post of a lecturer for Educational Technology for Lunglei and Aizawl
- ii) EPD Manager for DIET Lunglei and DIET Aizawl

B Computer Equipment Requirement:

- PC Server
- PC Client
- Desktop Scanner
- Network Printer
- UPS - 10 KVA
- Educational Software (CBT) -2 sets
- Internet for beginners
- MS Office 2000
- Outlook 2000
- HTML
- Front Page 2000
- Director 7 level 1-6
- Windows 98 CBT

d) Education of Children with Special Need:

Integration of disabled children into the mainstream of education has created the need to train our teachers in handling these children. The training Institutes need to be equipped in terms of man-power, resources and equipment. The requirement for the two DIETs are highlighted below:

A Manpower requirement:

- | | |
|-----------------------------------------------|-------|
| i) Lecturer (Multi-category trained) | 2 nos |
| ii) Resource teacher (Multi-category trained) | 2 nos |

B. Programmes and Activities

- i) Setting up of resource room at DIET Practising schools Construction of 2 rooms
-one each for the two DIETs
- ii) Introduction of diploma course for Special Education
- iii) Training of resource teachers (multi-category)

C. Equipment for Resource Rooms

- *Speech Trainer* - 4 nos
- *Braille* - 4 nos
- *Educational toys* - 10 sets
- *Braille kit* - 1 nos
- *Group Hearing aid* - 2 sets

e) **Work Education:**

An important activity of the WE branch is maintaining a demonstration farm. DIET keeps a substantial area for the farm but the purpose of demonstration farm is not fully realised in the absence of a Horticulturist/Agriculturist. Recruitment of an expert on contract basis or resource from the concerned Department will be needed.

The following strategy will be adopted for both the DIETs:

- i) Provision of seed money for hiring experts or recruiting on contract basis.

- ii) Equipment (Horticulture) Garden tools like:

- *Secateur* - 20 nos
- *Pruning saw* - 20 nos
- *Pruning knife* - 20 nos
- *Grafting and budding knife* - 20 nos
- *Hand for* - 20 nos
- *Crow bar* - 20 nos
- *Pick axe* - 20 nos
- *Digging fork* - 20 nos
- *Spade* - 20 nos
- *Watering can* - 20 nos
- *Germination trays* - 20 nos
- *Transplantation trowel* - 20 nos
- *Wheel barrow* - 4 nos
- *Ganeesh sprayer* - 4 nos
- *Hedge shear* - 4 nos
- *Planting Board* - 2 nos
- *Insecticides and fungicides for plant protection*

- ii) Equipment for tailoring:
 - Sewing machine - 20 nos
 - Scissors/needles - 20 nos
 - Raw materials
- iv) Equipment for Cane work:
 - Work materials
- v) Equipment for carpentry
 - Plane - 10 nos
 - Saw - 10 nos
 - Hammer - 10 nos
 - Chisel - 10 nos
 - Mallet drill - 10 nos
 - File - 10 nos
 - Pincer - 10 nos
 - Drill - 10 nos
 - Raw materials
- vi) Equipment for weaving:
 - Handloom - 10 nos
 - Manual loom - 10 nos
 - Raw materials

vii) Physical Education:

Since physical education and health education is a subject offered in the scheme of studies there are several basic equipment that are necessary for its effective teaching. Experts also have to be invited to teach these subjects.

Programmes and activities for the two DIETs:

- i) Purchase of sports equipments
- ii) Purchase of cultural equipment
- iii) Seed money for resource persons
 - health experts
 - cultural experts
 - sports personnel

g) Language Teaching:

To make the teaching of language more effective, audio equipments and other instructional material will be provided to the DIETs.

Programmes and activities:

- i) Purchase of audio equipment 2 sets
- ii) Setting up of Language laboratory 2 nos
- iii) Instructional materials as per need

(6) Science Laboratory:

DIET Lunglei does not have a Science Laboratory as yet therefore the teaching of Science cannot be dynamic in the absence of a laboratory.

i) Purchase of Science equipment:

- Primary Science kits
- Integrated Science kits
- Chemicals
- Gore Glide cover and slip
- Furniture and equipment for Science Lab.

i) Pre-School teacher training:

The only pre-primary teacher training programme in the state is run by the Social Welfare Department. Under this Department three months training course is organised for Anganwadi workers. These workers usually do not possess the necessary qualifications or the desired competencies to teach young children. But being the only resource available the task of guiding and teaching young tender children are left in their hands. This being an important stage for the optimal development of the child the Department of School Education needs to take an active interest and participation in the development of Early Children Education.

To ensure that quality education is made available for this stage of learning, professional training for pre-school teachers is essential. To meet this need at the training level, the Scheme of Studies of DIET should convert Pre-School Education from being an optional subject into a compulsory subject. This arrangement will be conveyed to the proper authorities, the Department of School Education for management and administrative structure, the MBSE for curriculum changes and the SCERT for instructional and reading materials and resource support. Arrangement and provision will also be made to conduct short intensive trainings for this purpose.

7.3.2. Administrative Issues:

A. *Problems of unqualified teachers:*

There are still a number of underqualified teachers employed in the State. This has affected the quality of training as well as classroom teaching. To enhance the academic qualification of these serving teachers, the following strategies have been proposed

<u>Programmes and Activities:</u>	<u>Duration</u>
i) Conducting Bridge Course for under HSLC teachers-Distance Mode	1 year
ii) Conducting contact programme for HSLC Bridge Course	1 month
iii) Conducting Bridge Course for under HSSLC teachers-Distance Mode	1 year
iv) Conducting contact programme for HSSLC Bridge course	1 month

B. Placement Policy:

The existing Recruitment Rules of Primary and Middle school teachers will have to be amended according to NCTE norms (i.e. at least 80% of new teacher recruits should be D.T.Ed/B.Ed/M.Ed. + Class 12)

C. Monitoring and Supervision of DIETs:

To improve the quality of Teacher Education at large there must exist clearly defined norms for the close monitoring and supervision of DIETs. The existing Advisory bodies will be vitalised. SCERT as an apex body of the State in teacher education will be responsible for monitoring and supervision of the DIETs. It will perform the role in association with the MBSE and the Department of School Education.

D. Teacher Educators:

Most of the Teacher Educators in both the DIETs have not undergone induction training. To fully comprehend the enormous responsibility of DIET in its entirety, all faculty must undergo induction training.

As the two DIETs of Aizawl and Lunglei were upgraded from the existing TTI many outdated practices were passed on into the new set up. Opportunities should therefore be made for professional growth of the faculty so that Teacher Educators become open to new methodologies of teaching and innovations in educational practices.

The following Programmes and Activities have been proposed:

- i) Provision for Continuing Education
- ii) Provision for TA/DA to attend training outside the state.
- iii) Organising workshops to develop various educational innovative practices.
- iv) Training on Action Research
- v) Academic support from State and National Level

E. Pre-Service Training:

The role of organising pre-service training for prospective teachers will be entrusted to the two full fledged DIETs of Aizawl and Lunglei. In take capacity of the two DIETs will be adjusted to supply the assessed needs for new recruitment of teachers.

Each pre-service trainee will be paid stipend of Rs.1000/- p.m. and book grant of Rs. 1500/- per annum for the duration of the training. The year-wise estimated requirement of pre-service trainees and the financial implication are worked out in the next chapter.

It has been observed that the length of internship within the training period of pre service programme, which is roughly about a month, is not enough to prepare trainees for actual classroom teaching. It is suggested that the trainees undergo internship of a period of at least three months. During this period the trainees will be attached to a school in and around Aizawl city or in a place that will be convenient for them in terms of accommodation. The Internship will carry certain conditions such as delivering a specified number of classes in different subjects, making lesson plans for each lesson delivered, maintaining a dairy and a final report and evaluation by the head of the school where he or she is undergoing internship.

Mention may be made here that the trainees will greatly need some financial assistance for their daily requirements during this period therefore the need for a stipend is reiterated.

7.3.3: Physical Infrastructure:

As already highlighted in the previous chapter some of the physical infrastructural facilities of DIETs Aizawl and DIET Lunglei are badly in need of repair and also lack much needed facilities.

The following strategies will be adopted to overcome the problems:

DIET Lunglei

1. Construction of boundary wall
2. Construction of water tanks for storing water
3. Construction of quarters for staff
4. Construction of playground
5. Construction of Seminar/Gymnasium hall.
6. Constuction of W.E. worksheds

DIET Aizawl

1. Repair and furnishing of Girls hostel
2. Water supply connection the Girls and Boys hostel
3. Construction of boundary wall
4. Construction of water tanks for storing water
5. Construction of playground
6. Construction of additional staff quarters (Type 111-3 nos)
7. Renovation of W.E. workshed

7.3.4. TELESCOPED DIETs :

As already highlighted in the previous chapter Mizoram has only two DIETs at present catering to the needs of elementary schools with the eight Districts of Mizoram. To provide greater access to training for pre- service and in-service teachers, proposal for setting up of mini DIETs called Telescoped DIETs in the remaining 6 districts is included in the Plan.

The Telescoped DIETs will be used as District Resource Centre (DRC) for all elementary teachers within the district. It will also be the main resource centre for the SSA programme at achieving quality and universal education at the district level. The proposed Telescoped DIETs will be the resource centre for the EGS and AIE programmes and other educational functionaries at the grassroot level of the educational system.

Project for setting up of the Telescoped DIETs has already been approved by the Ministry of Human Resources Development, Govt. of India. vide their letter No.F.44-30/2002-TE-II dated 5th September 2003. The said letter has sanctioned Rs. 450 lakhs for civil works, and the staffing pattern of the Telescoped DIETs. The present plan incorporates the proposal and updates it with detailed estimates for year-wise requirement for salary of the staff, for programmes and activities assigned to the Telescoped DIETs in the overall perspective of the role of Teacher Education Institutions of the State.

Number of teachers in the elementary schools under the districts for which Telescoped DIETs are being proposed are as below :

District	No of schools	No of teachers
Champhai	251	815
Kolasib	158	455
Mamit	205	391
Serchhip	166	580
Lawngtlai	307	1037
Saiha	155	598

7.4. STATE COUNCIL OF EDUCATION RESEARCH & TRAINING (SCERT)

For qualitative improvement of Education, a sound programme of professional education for teachers is indispensable. In order to improve Teacher Education programme in the state the following strategies will be adopted.

7.4.1 Full-fledged Directorate of SCERT :

As highlighted in the preceeding chapter SCERT has a delicate job in exercising its function as a nodal agency. In order to enable the SCERT to perform its role and for the improvement of the whole Teacher Education system in the state, the SCERT must be up-graded into a full fledged Directorate. The proposed Directorate of SCERT will be headed by a Director, and will be well equipped and adequately furnished with the latest technologies so as to be at par with the rest of SCERTs in the country.

The requirement for the proposed Directorate is highlighted below:

1.1 Manpower Requirement

- i) Director 1 no.

1.2 Programme and Activities

- i) Construction of Director's quarters
- ii) Construction of Hostel
- iii) Water connection and storage for quarters and hostel
- iv) Boundary fencing
- v) Equipments like.
 - fax machine
 - photocopier
 - computer for each cell
 - white boards
- vi) Deputation of under qualified Teacher Educators to qualify themselves.
- vii) Provision for Specialised Training in their area of work
- viii) Exposure visits according to the nature of work.
- ix) Arranging special enrichment course in collaboration with other Institutes.
- x) Organising of Seminars/symposia etc as a regular feature.
- xi) Provision of Study leave for Teacher Educators for their professional advancement.

7.4.2. Publication, Documentation and Library:

Library facilities must be upgraded in the SCERT to cater to the needs of all teacher trainees. Publications and Documentation under various cells of the SCERT needs systematic monitoring. A separate cell needs to be set up for this.

Requirements are as follows:

2.1. Manpower Requirement:

- i) Lecturer 1
- ii) Librarian 1

2.2. Programmes and Activities:

i) Procurement of bookshelves and furniture for Library

ii) Installation of computer .

iii) Purchase of relevant Library books:

iv) Production of training packages for:

- *Pre-Primary teachers*
- *need-based subject specific courses*
- *Science and Mathematics subjects*
- *Distance Education programme*
- *one month course on Spoken English*

iv) Publication of :

- *Activity Book - A guide for teachers*
- *Guide book for teachers*
- *Study Guide and Activity book for teachers-HSLC course*
- *Study Guide and practice question for teachers - HSSLC course*
- *One month English Language teaching course Primary to Higher Secondary stage*
- *Refresher courses for Primary, Middle, High School and Higher Secondary School Teachers*
- *Study material for Distance Education*
- *Parents Guide book (Spl. Edn.)*
- *Education for Beginners-a handbook for teachers*
- *Teachers Guide on children with special needs*
- *Teachers Guide on English Language Teaching for Primary to Higher Secondary teachers*
- *Improvement in English Language - a handbook*
- *Text books for pre-school to class VIII*
- *Teachers Guide in Mizo from Primary to Higher Secondary*
- *Instructional materials for different areas of disability Print and Non Print*
- *Teachers Guide for Hindi Language*

7.4.3. Strengthening of Teacher Education and Extension Services:

Teacher Education wing of the SCERT acts as the main link between national level institutions and those of the State in the area of teacher education. This main role reaches down to the school level. With the launching of the SSA programme and the establishment of Telescoped DIETs and now the implementation of the Perspective Plan in Teacher Education, the role of the Teacher Education wing has enlarged manifold.

Hence, the Teacher Education wing will be strengthened by :-

3.1. Providing Manpower Requirement:

- i) Reader - 1 no to head the wing
- ii) Lecturers - 2 nos- vacant post to be filled up.
- iii) Appointment of Project staff on contract basis -
 - (a) Project Coordinator - 1
 - (b) Project Fellow - 1
 - (c) Asst. Project Fellow - 1
 - (d) Computer Operator - 1

3.2. Providing of facilities :

- i) Hiring of vehicle for use in the monitoring and supervision of plan Implementation.
- ii) Purchase and installation of computer with networking facilities.
- iii) Installation of Direct Receiving Set

3.3. Organising Programmes and Activities :

- (a) Organising TQM programmes for Principals of DIET.
- (b) Organising training of CTE faculty on innovations, new policies, emerging practices in School Education and new trends in teaching methods
- (c) Organising Induction training for faculties of DIETs and Telescoped DIETs.

- (d) Organising capacity building programmes for DIET faculty.
- (e) Identification of Resource Persons and creating a 'Pool of Resource Persons' at the State and District level.
- (f) Training programme for identified Resource Persons (Phase I and II)
- (g) Introduction and Implementation of CCE and grading
- (h) Training on CCE and Grading
- (i) Training on Research Methodology

3.4 Preparation and Development of Materials :

- (i) Review and Revision of Perspective Plan on the basis of impact study.
- (ii) Preparation of appraisal procedure and tools for Teachers and Teacher Educators.
- (iii) Preparation of activity Book - A Guide for Teachers

3.5 Monitoring and Supervision :

The Project Team will be adequately trained to carry out effective monitoring and supervision of Teachers Education Institutions. Effective two-way information channel (traffic) will be devised for effective implementation of the Perspective Plan. Progress Report of each Institution will be compiled on quarterly basis for timely detection and solution of problems. The team will visit each Teacher Education Institution at least once in a year.

7.4.4. Research and Development:

To conduct studies and investigations on various educational problems the following strategies will be taken up

4.1 Manpower Requirement

- i) Senior Lecturer 1 no
- ii) Research Fellow 1 no

4.2. Programmes and Activities:

- i) Study of Pre-School Education in Mizoram - An Evaluation
- ii) In-Service training of Teachers - Impact study
- iii) Impact of Teacher Training in classroom practices
- iv) Comparative study of trained and untrained teachers
- v) Performance of Govt. and Private School Teachers - A Comparative Study
- vi) Provincialisation - Its impact on teachers and students achievement
- vii) An investigative study of Teacher Education programme in Mizoram
- viii) An Institutional Evaluation Project
- ix) Construction of achievement test - Pre school, Primary and Upper Primary
- x) Study of the IEDC Scheme - An evaluation
- xi) Survey of school drop-out
- xii) Education Survey
- xiii) Identification of innovative practices among Teachers and Teacher Educators
- xiv) Investigation on Academic and Professional problems of school teachers
- xv) Scope/place of Internship programme in teacher education
- xvi) Impact study of Perspective Plan at the end of the third year
- xvii) Adolescent needs and awareness on human sexuality and reproduction

7.4.5 Curriculum Development:

One of the roles and functions of SCERT is to develop curricula, instructional materials, text books etc. for use in Educational Institutions of all stages of School Education

In order that the SCERT may carry out this function, the Mizoram Board of School Education (MBSE) Act 1975 must be amended and SCERT be given the authority to exercise its role in the development of curriculum, text books etc.

To take up the many activities needed in this area the following strategies are proposed:

2.1. Manpower requirement:

- i) Senior Lecturer 1no.
- ii) Lecturer 1no.

2.2 Programmes and Activities :

- i) Curriculum development for Pre-School to class VIII
- ii) Preparation of text books for Pre-class VIII
- iii) Development of curriculum for competency based local relevant Vocational courses
- vi) Development of curriculum for Multi-Category Training course
- vii) Curriculum Renewal and revision of text books
- viii) Preparation of study materials for Bridge courses
- ix) Development of training package for one month English Language Teaching for
 - Primary
 - Middle
 - High School
- xii) Devising training packages for Higher Secondary Teachers (Induction)
- xiii) Devising training packages for specific science and mathematics subjects.
- xiv) Revision of training curriculum based on practical implication
- xv) Preparation of study materials for Distance Education
- xvi) Devising training packages for Distance Education
- xvii) Review and renewal of DIET curriculum
- xviii) Devising training package for Pre-school teachers
- xix) Devising training package of refresher courses for primary, middle, high school and higher secondary teachers

7.4.6. Early Childhood Care and Education:

Pre-Primary Education is not undertaken by the School Education Department and is a much neglected area. Therefore there is a need for proper curriculum development, instructional and reference materials in Early Childhood Education. Training programmes must be made available in the Training Institutes

The following strategies will be taken up:

Programmes and Activities:

- i) Preparation of training package for Pre-School Education
- ii) Organising short course training for Pre-school teachers
- iii) Preparation of teachers handbook on Education for Beginners
- iv) Preparation of Instructional materials for Pre-Primary Education
- v) Organising training programme on the use of guide book prepared for Pre-school teachers
- vi) Preparation of teaching learning materials for Pre-school Education

7.4.7. Language Promotion:

The State comprises of 8 districts. At present there are four District Centre for English (DCE). Another four needs to be set up in the remaining four districts of the State. As DCE focuses on the training of High School Teachers only, English Language Training Institute has been set up under the SCERT to cater to the other areas of English promotion programme. However, no programme has yet taken off due to lack of support from the ELTI support scheme (CSS).

In regard to Hindi and Mizo languages, the wing in the SCERT needs to be strengthened in terms of manpower, programmes and activities so that the wing can coordinate and support the Hindi Training Institute and also offer extension services both in Hindi and Mizo languages. The following strategy will be carried out.

7.1. Manpower Requirement.

- | | |
|---------------------|-------|
| i) Reader | 1 no |
| ii) Senior Lecturer | 1 no |
| iii) Tutors(DCE) | 4 nos |
| iv) Lecturer(Mizo) | 1 no |
| v) Lecturer(Hindi) | 1 no |

7.2. Programmes and Activities:

- i) 10-day course in Teaching English for Primary and Middle Schools, High and Higher Secondary School teachers
- ii) 10-day course in teaching Mizo for Primary, Middle High and Higher Secondary School teachers
- iii) 10-day course in Teaching Hindi for Elementary School teachers
- iv) One month course in Spoken English for all level of teachers
- v) Special course for teachers in Improvement in English
- vi) Preparation of Teachers' Guide for Hindi language
- vii) Preparation of Teachers' Guide for Mizo language
- viii) Refresher course on English, Mizo and Hindi languages for school teachers
- ix) One month course on English teaching for Primary, Middle, High School and Higher Secondary Schools teachers.
- x) Development of Teachers' Guide for Primary to Higher Secondary School teachers in English
- xi) Audio cassettes for songs and rhymes
- xii) Development of improvement in English language a handbook
- xiii) Establishment of Language Laboratory

7.4.8. Environmental Orientation to School Education

Environmental issues need to be integrated in the entire Education process. The following programmes and activities will be taken up

- i) Preparation of information brochures
- ii) Nature Study visits for teachers
- iii) Orientation training on problems of villages, Education people on the hazards of environmental pollution
- iv) Preparation of booklets, posters etc. on environment, history and culture.
- v) Preparation of slides, audio cassettes, video tapes and films on conservation of environment
- vi) Preparation of Instructional materials
- vii) Organising seminars for creating environment consciousness
- viii) Organising community contact programme
- ix) Organising a series of orientation courses for development of school teachers
- x) Organising Exhibitions on Environmental Issues.

7.4.9. Population Education Programme :

Population Education Cell in order to educate school going children particularly of adolescents would take up the following activities :-

- i) Orientation of teachers on ARHS.
- ii) Organising co-curricular activities on ARHS
- iii) Organising of Seminar on Sex and drug abuse
- iv) Advocacy programmes for media persons, NGOs etc.
- v) Conducting Research on adolescent needs and awareness on human sexuality and reproduction.

7.4.9. Vocational Education and Vocational Guidance and Counselling

Due to increasing unemployment problem in the state, vocationalising the +2 stage must be given priority. Awareness programme for schools, society, parents is therefore very much critical. Vocational course for Disabled children also needs to be introduced. As such, State Institute of Vocational Education (SIVE) set up at the SCERT needs to be strengthened in terms of manpower and funding of programmes and activities.

9.1 Manpower requirement

- i) Reader 1 no
- ii) Senior Lecturer 1 no

9.2 Programmes and Activities

- i) Preparation of Instructional materials for W.E
- ii) Orientation training on W.E. for teachers
- iii) Conducting vocational survey
- iv) Preparation of Instructional materials for Pre-vocational courses (manual)
- v) Orientation and Induction training for vocational teachers
- vi) Orientation programme for Principals
- vii) Orientation programme for Education officers on Vocational Education
- viii) Training on Entrepreneurship Development
- ix) Course Design for setting up of vocational programme for disabled children
- x) Awareness programme on vocational education
- xi) Career exhibition
- xii) Counselling through telephone

7.4.10 Education for Children with Special Needs:

There are 22 blocks within the state and the scheme of Integrated Education for the Disabled Children (IEDC) has covered only 8 blocks in an effort to accomplish UEE in the State. In regard to Education of children with special needs the IEDC cell at the SCERT must be strengthened.

Establishment of the IEDC cell as a State Resource Centre is crucial as there is no other resources available to assess and Diagnose children with special needs. Listed below are the strategies to be taken up:

10.1. Manpower Requirement:

- | | |
|-------------------------|------|
| i) Reader | 1 no |
| ii) Senior Lecturer | 1 no |
| iii) Lecturer (Spl Edn) | 1 no |
| iv) Therapist | 1 no |

10.2. Programmes and Activities:

- i) Establishment of State Resource Centre.
Construction of Resource Centre (Diagnostic Centre).
Setting up of Therapy room
Setting up of sound proof room
Equipments required are:
 - *Vocal II for speech training*
 - *Earmould laboratory*
 - *Diagnostic audiometre*
 - *Parkins Brailler*
 - *Hearing aid analyser*
 - *Braille equipments.*
- ii) Setting up of Therapy room and sound proof room
- iii) Refresher course for Resouce teachers
- iv) Organising training for teachers of selected new block
- v) Organising short course training for specific disability
- vi) Organising Health camp for the new selected block
- vii) Assessment of children with special needs
- viii) Preparation of Instructional materials for different areas of disability Print and Non-Print
- ix) Preparation of teaching learning materials
- x) Preparation of teachers parents guide
- xii) Preparation of awareness materials
- xiii) Organising exhibition sports for disabled children

7.4.11. Educational Technology:

The use of computers and the introduction of IT subjects in schools is a major step in preparing our next generation to face the world. The quality of Educational Statistics needs to be improved through MIS. As such, the Educational Institutions need to be adequately equipped to handle the technologies available. The existing set up of Educational Technology cell is not equipped to meet the challenges of today. Therefore, Infrastructure needs to be upgraded for Audio and Visual programmes.

To meet this challenge the following strategies will be carried out.

11.1. Manpower Requirement.

- i) Reader 1 no
- ii) Senior Lecturer 1 no
- iii) EPD Manager 1 no

11.2. Programmes and Activities:

i) Equipments required for Setting up of computer cell :

- PC SERVER
- PC CLIENT
- Broadcast Monitor
- Network Printer
- Desktop Scanner
- Network Printer
- Desktop Scanner
- Switching Hub
- Router
- Power supply (UPS) - 10 Kva
- Cable and connector
- Software - MS office 2000 and Bank
- Back Office(Academic version)
- Educational software (one set)
- Furniture and fixtures.

11.3 Development and Production of Learning materials -

- Instructional materials - Print and Non Print
- Specific subject kits
- Audio cassettes - a series for teachers training
- Various low cost teaching aids
- Curriculum for computer education
- Learning materials for computer education

- 11.4. Organising programmes :-
 - Training of education officers in IT
 - Short course training for IT teachers
 - Radio script writing
 - T.V/ Video script writing
- 11.5 Conducting Distance Education programme
- 11.6 Setting up of ET Studio
 - Provision of equipments for TV /Audio production
 - Interior furnishing of studio
 - Fitting of sound proof in ET studio
- 11.7. Installation of Direct Receiving Set (DRS)

7.3.12. Science and Mathematics Education :

For qualitative improvement of Science and Mathematics Education the Science Promotion Wing at the SCERT needs to be strengthened. Up-to-date training courses need to be organised. As such, the following strategies will be taken up :

12.1 Manpower Requirement

i)	Reader	1
ii)	Sr.Lecturer	1
ii)	Lecturer	2
iii)	Consultants	3

12.2. Programmes and Activites :

- i) Filling up of vacant posts in the Science Wing of SCERT
- ii) Organising refresher course for High School Science and Mathematics teachers
- iii) Organising refresher course for Higher Secondary Science and Mathematics teachers
- iv) Organising refresher course for Middle School Science and Mathematics teachers
- v) Organising training programmes for specific subject for High school and Higher Secondary School teachers
- vi) Purchase of equipments, glassware and chemicals for conducting science practical training.

7.5. INSTITUTE OF ADVANCED STUDY IN EDUCATION (IASE)

The need for an Institution of Advanced Study in Education has been keenly felt for a considerable period of time in Mizoram. An Institution of distinctive quality catering to Teacher Educators, Teachers of Elementary and Secondary Schools, Principals and Head Masters and other persons involved in Supervision of Secondary Schools etc. for further studies, refresher courses and research work has now become a tangible necessity in the state. Academic guidance and resource support for Teacher Education Institutions like CTE, DIETs and SCERT which otherwise have been forthcoming only from National Institutions and from other states, would be readily available with the establishment of an IASE in Mizoram.

Importance given to the improvement of Secondary Teacher Education under the Restructuring and Reorganisation of Teacher Education Scheme encouraged the upgradation of existing Secondary Teacher Education Institutions (STEIs) that are of adequate standard into CTE or IASE. The present CTE at Aizawl was also upgraded from the erstwhile Mizoram Institute of Education (MIE) in 1996 under this scheme.

Another proposal for upgrading the CTE into an IASE under the same scheme was made under the Perspective Plan for Teacher Education for the 10th Five Year Plan. In order to discuss the proposal a Consultation meeting was convened on the 19th June 2003 at the SCERT Aizawl with members from CTE, SCERT, DIETs, MBSE and Mizoram University and other Officers from School Education were present. Different aspects dealing with quality, manpower, expertise, finance and other matters engaged the participants of the Consultation in a lively debate. Central to the debate was the issue of whether to upgrade or not to upgrade the existing CTE and the pros and cons of upgrading an existing Institution to that of establishing a new IASE. The majority seemed in favour of establishing a new IASE, which would function under the State University or ideally, as a Central Institute rather than upgrading the existing CTE mainly because of quality concerns and the logistics involved.

Although the Guidelines for Project Formulation of Programmes for Improvement of Secondary Teacher Education Institutions seems to favour and advocate upgradation of existing Secondary Teacher Education Institutions, there are several factors that oppose this case with respect to Mizoram. Some of these factors that emerged from the Consultation are listed below :

The overall theme for restructuring teacher education is that of improving the quality of education at all levels. An IASE would have to function as the apex body for all academic concerns, from conducting research programmes, training courses etc to giving academic guidance and support to all teacher education institutions and to teachers and Principals and Headmasters. In view of this, the present strength of CTE in terms of qualification, experience and expertise, with due respect, may not be sufficient to cater to the multifarious duties of an IASE. This observation is partly derived from the various problems that beset the College as seen in chapter 6 of the Perspective Plan for Teacher Education.

A proposal for the establishment of a second CTE in the southern part of Mizoram is under way in the Perspective Plan for Teacher Education because the existing CTE at Aizawl is unable to meet the demands of a growing population of teachers in the state. The state still has a backlog of 534 untrained in-service secondary and Higher Secondary School teachers to qualify.

Establishing a new IASE from the beginning instead of upgrading an existing CTE would ensure that only the most competent and qualified faculty from the CTE are absorbed into the new IASE along with persons gleaned from the best that is available from a wider source. This would place the new Institution at an advantageous level creating in the minds of all concerned an Institution that is synonymous with quality and excellence.

In the following chapter, the budget requirements as per norms for establishing the new IASE have been worked out. The difference in the financial implications between a new CTE and the IASE is considered worthwhile in consideration of the needs the IASE will fill up in the programme of Teacher Education.

Chapter **8**

*Year-wise Detailed Targets and
Budget Requirements*

ABSTRACT OF BUDGET REQUIREMENT

8.1 CTE, AIZAWL.					(in Rs)
Classification	2003-2004	2004-3005	2005-2006	2006-2007	Total (4 year) 2003-2007 -
<u>NON RECURRING</u>					
(a) Equipments	30,64,900	-	-	-	30,64,900
<u>RECURRING :</u>					
(a) Salary of staff	4,89,600	10,03,680	10,54,080	11,06,640	36,54,000
(b) Programmes	-	15,56,330	25,24,980	25,24,980	66,06,290
(c) Contingencies	8,10,000	12,30,000	12,30,000	12,30,000	45,00,000
Total	43,64,500	37,90,010	48,09,060	48,61,620	1,78,25,190

DETAILED TARGETS AND REQUIREMENTS OF FUND

8.1. CTE, AIZAWL

YEAR : 2003-2004

S/N	Items	Quantity	Rate	Total estimated cost	Total expenditure during the year	(in Rs)
1	2	3	4	5	6	7

NON RECURRING :

EQUIPMENTS

1.	Computer & Accessories					
	(a) Multi-media projector	1				
	(b) P.C. Server	1				
	(c) P.C.Client	25	@ 16,50,000	16,50,000	16,50,000	
	(d) Desk top scanner	2				
	(e) Net-work printer	1				
	(f) UPS- 10 KVA	1				
	(g) Educational software(CBT)	1 set				
	(h) Cost of Installation					
2.	Overhead Projectors with transparencies	2 sets	@ 20,000	40,000	40,000	
3.	Television sets	2 nos	@ 30,000	60,000	60,000	
4.	Tape Recorders	3 nos	@ 5,000	15,000	15,000	

1-	2	3	4	5	6
5.	Video Camera	1 no	@ 1,25,000	1,25,000	1,25,000
6.	Radios	4 nos	@ 1,000	4,000	4,000
7.	Audio-visual equipments for Laboratory.				
8.	Sound System for the classrooms	2 sets	@ 9,700	19,400	19,400
9.	Equipments required for Games and Sports activities .				
a)	Badminton	4 sets			
b)	Table Tennis	2 sets			
c)	Basket Ball	5 nos			
d)	Volley Ball	5 nos			
e)	Cricket Set				
f)	Hockey	5 sets	@ 1,20,000	1,20,000	1,20,000
g)	Foot ball	5 nos			
h)	Chess Boards	4 nos			
i)	Draugh Boards	4 nos			
j)	Chinese checkers	4 nos			
k)	Pool/Billiard Table with accessories	1 set			

2	3	4	5	6	7
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10. Equipments for Science

Laboratories

a) Science apparatus for conducting experiments					
b) Specimens models,charts					
c) Binoculars	2 nos				
d) Telescopes	2 nos	2,00,000	2,00,000	2,00,000	
e) Microscopes	15 nos				
f) Balances-Physical/Chemical	15 nos				
g) Chemicals					

11. Equipments for Social Science

Laboratories

a) Measuring instruments like					
i) Altimeter	2 nos				
ii) Hypsometre	2				
iii) Barometer of various type	5 each	50,000	50,000	50,000	
iv) Thermometer of various type	5 each				
b) Wind Vane	2 nos				
c) Ram gauze	2 nos				

12. Equipments for Home Science
Laboratory

a)	Gas Burners	2 nos			
b)	LPG Cylinders	4 nos			
c)	Cooking Utensils	2 sets			
d)	Crockeries	2 sets	2,00,000	2,00,000	2,00,000
e)	Ovens	2 sets			
f)	Sewing machine	5 sets			
g)	Sewing kit	5 sets			

13. Library equipments required

a)	Large tables 8x10 feet	4 nos	@ 4,000	16,000	16,000
b)	Plastic chairs	30 nos	@ 700	21,000	21,000
c)	Photo copier	1 nos	@1,50,000	1,50,000	1,50,000
d)	Typewriter	1 no	@ 12,000	12,000	12,000
e)	Magazine racks	2 nos			
f)	Newspaper stands	2 nos	1,00,000	1,00,000	1,00,000
g)	Cataloguing chamber	1 set			

1	2	3	4	5	6	7
14.	Equipments for cultural and Recreational activities					
	a) Guiters	2 nos				
	b) Mizo Drum	2 nos				
	c) Tablas	2 nos	@ 92,000	92,000	92,000	
	d) Drum set	1 nos				
	e) Keyboard	1 no				
	f) Tambornes	4 nos				
	g) Flutes	4 nos				
15.	Equipments for the teaching of Exceptional Children					
	a) Speech Trainer					
	b) Brailier					
	c) Brailier kit		@ 1,40,500	1,40,500	1,40,500	
	d) Group Hearing Aids					
16.	Equipments/tools for Psychology Lab.					
	a) Intelligence Tests (Verbal.Non -verbal)					
	b) Aptitude Tests	5 sets	@ 50,000	50,000	50,000	
	c) Creativity Tests	5 sets				
	d) Personality Tests	5 sets				
	e) Attitude Tests	5 sets				
	f) Interests Inventories	5 sets				
Total for equipments during 2003-2004					30,64,900	

**BUDGET REQUIREMENT FOR SALARY OF ADDITIONAL STAFF
IN CTE, AIZAWL**

6 LECTURERS (8000-13600/-)

Year	Name & No of posts	Unit cost	Details	Total requirement during the year
<u>RECURRING</u>				
2003 - 2004 (6 months)	6 Lecturers	@ 13,600/-	13,600x6x6	4,89,600
2004-2005	6 Lecturers	@ 13,940/-	13,940x6x12	10,03,680
2005-2006	6 Lecturers	@ 14,640	14,640x6x12	10,54,080
2006-2007	6 Lecturers	@ 15,370/-	15,370x6x12	11,06,640
Total (4 yrs) 2003-2007				36,54,000

BUDGET REQUIREMENT FOR PROGRAMMES

8.1. CTE, AIZAWL

						YEAR 2004-2005
S/N	Items/Programmes	Duration	Number Programmes Participants	Rate	Details	Amount (in Rs)
1	2	3	4	5	6	7
	<u>RECURRING</u>					
1.	Reliesher Course for High School Teachers.	10 days	5 programmes with 40 participants each	@62,160	62,160x5	3,10,800
2.	Induction training for High School Teachers.	10 days	1 programme with 30 participants	@50,020	50,020x1	50,020
3.	Induction training for Higher Secondary School Teachers	10 days	1 programme with 40 participants	@62,160	62,160x1	62,160
4.	Seminar Type I	1 day	4 programmes with 100 participants	@4,900	4,900x4	19,600
5.	Seminar Type II	1 day	14 programmes with 50 participants each	@3,900	3,900x14	54,600
6.	Workshop to develop modalities for linkages with schools with follow-up programmes	4 days	1 workshop 10 participants	@ 15,550	15,550x1	15,550

8.1. C.T.E. AIZAWL

YEAR 2004-2005

1	2	3	4	5	6	
7.	Second workshop for finalisation of the modalities.	4 days	1 workshop with 10 participants	15,550	15,550x1	15,550
8.	Workshop to review anomalies in B.Ed. syllabus and updation of curriculum	4 days	1 workshop with 10 participants	15,550	15,550x1	15,550
9.	In-service training for High School Teachers (to clear back-log of untrained teachers).	1 year	55 nos	-	-	state will bear training cost
10.	In-service training for Higher Secondary School Teacher (to clear backlog of untrained Higher Sec. School Teachers).	1 year	67 nos	-	-	-do-
11.	Pre-service training for prospective teachers (1st year) Stipend & Book grant	2 years	75 nos	1000/-p.m. per head + book grant 1500 each	1000x12x75 +1500X75	10,12,500
Total for programmes during 2004-2005						15,56,330

8.1. C.T.E. AIZAWL.

YEAR 2005-2006

S/N	Items/Programmes	Duration	Number Programmes Participants	Rate	Details	Amount (in Rs)
1	2	3	4	5	6	7
<u>RECURRING</u>						
1	Refreshers Course for High School Teachers	10 days	4 programmes with 50 participants each	75,900	75,900x4	3,03,600
2	Induction training for High School Teachers	10 days	1 programmes with 30 participants each	50,020	50,020x1	50,020
3	Induction training for Higher Sec. School Teachers	10 days	1 programme with 40 participants each	62,160	62,160x1	62,160
4	Seminar Type I	1 day	4 programmes with 100 participants each	4,900	4,900x4	19,600
5	Seminar Type II	1 day	14 programme with 50 participants each	3,900	3,900x14	54,600
6	Seed money for follow-up programme to develop modalities for linkages with schools	-	-	-	-	10,000

8.1. C.T.E. AIZAWL

						YEAR 2005-2006	
1	2	3	4	5	6	7	
7.	In-service training for High School teachers (to clear backlog of untrained High School Teachers).	1 year	55nos	-	-	State will bear cost of training	
8.	In-service training for Higher Secondary School Teachers (to clear back-log of untrained Higher Secondary School Teachers)	1 year	67 nos	-	-	-do-	
9.	Pre-service training for prospective teachers. Two batches (1st and 2nd years)	2 years	75+75	1000/-p.m per head book grant +1500 each	1000x12x150 +1500x150	20,25,000	
Total for programmes during 2005-2006						25,24,980	

S/N	Items/Programmes	Duration	Number Programmes Participants	Rate	Details	Amount (in Rs)
1	2	3	4	5	6	7
RECURRING						
1.	Refresher course for High School Teachers	10 days	4 programme with 50 participants each	75,900	75,900x4	3,03,600
2.	Induction Training for High School Teachers	10 days	1 programme with 30 participants	50,020	50,020x1	50,020
3.	Induction training for Higher Secondary School Teachers	10 days	1 programme with 40 participants	62,160	62,160x1	62,160
4.	Seminar Type I	1 day	4 programmes with 100 participants each	4,900	4,900x4	19,600
5.	Seminar Type II	1 day	14 programmes with 50 participants each	3,900	3,900x14	54,600
6.	Seed money for follow-up programme to develop modalities for linkages with schools	-	-	-	-	10,000

8.1. C.T.E. AIZAWL

YEAR 2006-2007

1	2	3	4	5	6	7
7.	In-service training for High School teachers (to clear backlog of untrained High School Teachers)	1 year	55 nos	-		State will bear cost of training
8.	In-service training for Higher Secondary School Teachers (to clear backlog of untrained Higher Secondary School Teachers)	1 year	66 nos	-		-do-
9	Pre-service training for prospective teachers. Two batches (1st and 2nd years)	2 years	75+75=150	1000/-p.m. per head book grant +1500 each	1000x12x150 +1500x150	20,25,000
Total for programmes during 2006-2007						25,24,980

8.1 CTE, AIZAWL**CONTINGENCIES****(in Rs)**

S/N	Items	2003-2004	2004-2005	2005-2006	2006-2007	Total (4 years) 2003-2007
1.	Establishment	2,00,000	2,00,000	2,00,000	2,00,000	8,00,000
2.	Equipments/furniture	1,00,000	1,00,000	1,00,000	1,00,000	4,00,000
3.	Programmes	50,000	50,000	50,000	50,000	2,00,000
4.	Seed money					
	- for hiring of sports personnel	10,000	10,000	10,000	10,000	40,000
	- for Laundry Lab	10,000	10,000	10,000	10,000	40,000
	- for cooking Lab	10,000	10,000	10,000	10,000	40,000
	- for hiring of cultural experts	10,000	10,000	10,000	10,000	40,000
5.	Chartering of vehicle 2 vehicle @ 35000/- pm. each	4,20,000	8,40,000	8,40,000	8,40,000	29,40,000
	Total	8,10,000	12,30,000	12,30,000	12,30,000	45,00,000

ABSTRACT OF BUDGET REQUIREMENT

8.2 C.T.E (New) LUNGLEI

Classification	2003-2004	2004-2005	2005-2006	2006-2007	(in Rs) Total (4 years) 2003-2007
NON-RECURRING					
- Construction of buildings and Provision of amenities	50,00,000	2,19,70,700	-	-	2,69,70,700
- Equipment/Furniture	-	33,68,340	-	-	343,68,340
RECURRING					
- Salary of Staff	-	18,26,640	45,13,780	47,26,780	1,10,67,200
- Programmes	-	-	6,53,640	12,43,660	18,97,300
- Contingencies	-	5,20,000	11,90,000	11,90,000	29,00,000
TOTAL :	50,00,000	2,76,85,680	63,57,420	71,60,440	4,62,03,540

YEAR-WISE DETAILED TARGETS AND BUDGET REQUIREMENT

8.2. C.T.E. LUNGLEI (New)

YEAR : 2003-2004

S/N	Items	Quantity	Total estimated cost (Rs)	Expenditure during the year (Rs)	Remarks
1	2	3	4	5	6
NON-RECURRING:					
1.	Construction of buildings				
	- Main buildings				
	- Staff quarters				
	- Hostels (men & women)		2,68,37,700	50,00,000	
	- Play ground				
	- Administrative building				
Total(Non-Recurring)for the year 2003-2004			2,68,37,700	50,00,000	

1	2	3	4	5	6
	NON-RECURRING:				
1.	Construction of buildings				
	- Main buildings				
	- Staff quarters				
	- Hostels (Men & Women)		2,68,37,700	2,18,37,700	completed
	- Playground				
	- Administrative building				
2	Provision of amenities				
	- water supply		10,000	10,000	
	- electricity		1,10,000	1,10,000	
	- waste disposal		3,000	3,000	completed
	- telephone		10,000	10,000	
Total for construction during 2004-2005				2,19,70,700	
3.	Equipments :				
	(i) Books		2,00,000	2,00,000	
	(ii) Furniture		2,50,000	2,50,000	
	(iii) Physical/sports equipment		1,00,000	1,00,000	

1	2	3	4	5	6
(iv)	Lab.Equipment:				
	Science Lab.		2,00,000	2,00,000	
	Language Lab		5,00,000	5,00,000	
	Psycho - Lab.		50,000	50,000	
(v)	Workshop Equipment		20,000	20,000	
(vi)	Art/Music /Cultural Equipment		1,00,000	1,00,000	
(vii)	Audio-Visual Aids				
	- Radio		1,500	1,500	purchase made
	- TV		32,000	32,000	
	- VCR		20,000	20,000	
	- Overhead Projector		17,000	17,000	
	- Edn. films		10,000	10,000	
	- Other, audio/visual equipment		20,000	20,000	
(viii)	Computer & Accessories	20 nos	14,50,000	14,50,000	
(ix)	Hostel Furniture etc.		2,00,000	2,00,000	
(x)	Hall/staff quarters furniture		1,00,000	1,00,000	
(xi)	32 lines EPABX system		97,840	97,840	
Total of Equipment				33,68,340	

BUDGET REQUIREMENT IN SALARY OF STAFF

8.2. C.T.E. (new) Lunglei

YEAR : 2004-2005

S/N	Name of Post	No.of Posts	Unit cost p.m. (Rs)	Period	Require-ment during the year (Rs)	Increment during the year	Total amount required(Rs)
1	2	3	4	5	6	7	8
RECURRING							
Salary of Staff :							
	Principal	1	23,990	1 year	2,87,880	-	2,87,880
	Reader	1	20,250	3 months	60,750	-	60,750
	Lecturer	15	13,600	3 months	6,12,000	-	6,12,000
	Librarian	1	13,600	3 months	40,800	-	40,800
	Asst.Librarian	1	11,160	3 months	33,480	-	33,480
	Office Superintendent	1	13,600	1 year	1,63,200	-	1,63,200
	UDC	1	8,580	1 year	1,02,960	-	1,02,960
	LDC	1	6,800	1 year	81,600	-	81,600
	Duftry	1	5,370	1 year	64,440	-	64,440
	Lab. Assistant	3	9,390	3 months	84,510	-	84,510
	IV Grade	5	4,470	1 year	2,68,200	-	2,68,200
	Hostel cook	2	4,470	3 months	26,820	-	26,820
Total for salary of staff during 2004-2005							18,26,640

8.2 C.T.E. (New) Lunglei

YEAR : 2005-2006

1	2	3	4	5	6	7	8
RECURRING :							
Salary of Staff :							
	Principal	1	23,990/p.m	1 year	2,87,880	12,000	2,99,880
	Reader	1	20,250/p.m	1 year	2,43,000	4,000	2,47,000
	Lecturers	15	@ 13,600/ p.m	1 year	24,48,000	48,000	24,96,000
	Librarian	1	13,600/p.m	1 year	1,63,200	3,200	1,66,400
	Asst.Librarian	1	11,160/p.m	1 year	1,33,920	2,880	1,36,800
	Office Superintendent	1	13,600/p.m	1 year	1,63,200	8,000	1,71,200
	UDC	1	8,580/p.m	1 year	1,02,960	5,100	1,08,060
	LDC	1	6,800/p.m	1 year	81,600	4,000	85,600
	Duftry	1	5,370/p.m	1 year	64,400	3,200	67,600
	Lab.Assistant	3	@ 9,390/p.m	1 year	3,38,040	6,900	3,44,940
	IV Grade	5	@ 4,470/p.m	1 year	2,68,200	11,800	2,80,000
	Hostel Cook	2	@ 4,470/p.m	1 year	1,07,280	3,020	1,10,300
Total for salary of staff during 2005-2006					44,01,680	1,12,100	45,13,780

8.2 C.T.E. (new) LUNGLEI

YEAR : 2006-2007

1	2	3	4	5	6	7	8
RECURRING							
Salary of Staff :							
	Principal	1	24,990	1 year	2,99,880	12,000	3,11,880
	Reader	1	20,580	1 year	2,46,960	11,000	2,57,960
	Lecturers	15	13,870	1 year	24,96,600	1,20,000	26,16,600
	Librarian	1	13,870	1 year	1,66,440	8,600	1,75,040
	Asst. Librarian	1	11,400	1 year	1,36,800	6,200	1,43,000
	Office Superintendent	1	14,270	1 year	1,71,240	8,800	1,80,040
	UDC	1	9,005	1 year	1,08,060	5,000	1,13,060
	LDC	1	7,130	1 year	85,560	4,100	89,660
	Duffry	1	5,590	1 year	67,080	3,500	70,580
	Lab. Assistant	3	9,580	1 year	3,44,880	16,500	3,61,380
	IV Grade	5	4,670	1 year	2,80,200	12,000	2,92,200
	Hostel Cook	2	4,595	1 year	1,10,280	5,100	1,15,380
Total for salary of staff during 2006-2007					45,13,980	2,12,800	47,26,780

8.2. C.T.E. (new) LUNGLEI

YEAR 2005-2006

S/N	Items/Programme	Duration	Number (Programme participants)	Rate (Rs.)	Details	Amount (Rs.)
1	2	3	4	5	6	7
	RECURRING					
1.	In-Service training of High School teachers for B Ed course (to clear backlog of untrained teachers)	1 year	45	-	-	-
2	In-service training of Higher Secondary School Teachers for B.Ed Course (to clear backlog of untrained teachers)	1 year	40	-	-	-
3.	Pre-service training for prospective teachers for B.Ed. course 1st batch (first year)	2 years	30	stipend @ 1000 -pm and book grant @ R1500 p a	1000x12x30 1500x30	1,05,000
4.	Refreshers Course for High School teachers.	10 days	4 progs. 40 partici pants	@ 62,160	62,160x4	2,48,640
Total for programmes during 2005-2006						6,53,640

8.2. C.T.E. (new) LUNGLEI

YEAR 2006-2007

1	2	3	4	5	6	7
RECURRING						
1.	In-service training for High School teachers for B.Ed. course (to clear backlog of untrained teachers)	1 year	45	-	-	-
2.	In-service training for Higher Secondary School teachers for B.Ed course. (to clear backlog of untrained teachers)	1 year	40	-	-	-
3.	Pre-service training for prospective teachers for B.Ed. course 2 batches (1st and 2nd year)	2 years	30+40	1000 -p.m book grant 1500 -pa each	1000x12x70 -1500x70	9,45,000
4.	Refresher's Course for High School teachers.	10 days	4 progs 40 -p	@ 62,160	62,160x4	2,48,640
5.	Refreshers Course for Higher Secondary School teachers.	10 days	1 prog. 30-p	@ 50,020	50,020x1	50,020
Total for programmes during 2006-2007						12,43,660

CONTINGENCIES

Items	2003-2004	2004-2005	2005-2006	2006-2007	Total (4 years) 2003-2007
Establishment	-	1,00,000	2,00,000	2,00,000	5,00,000
Furniture/Equipments	-	-	1,00,000	1,00,000	2,00,000
Programmes/Activities	-	-	50,000	50,000	1,00,000
Hiring of 2 vehicles @ 35000/- p.m each	-	4,20,000 (one vehicle only)	8,40,000	8,40,000	21,00,000
Total		5,20,000	11,90,000	11,90,000	29,00,000

ABSTRACT OF BUDGET REQUIREMENT

8.3 DIET AIZAWL

Classification	2003-2004	2004-2005	2005-2006	2006-2007	(in Rs)
					Total (5 years) 2003-2007
NON-RECURRING					
a) Building construction	9,60,000	11,61,000	-	-	21,21,000
b) Equipment & Furniture	26,67,840	-	-	-	26,67,840
RECURRING					
a) Salary of existing staff (CSS)	72,36,720	75,98,560	79,78,950	83,76,890	3,11,91,120
b) Salary of new staff	2,89,800	11,76,600	12,35,440	12,97,420	39,99,260
c) Programmes	11,87,200	20,95,900	25,01,220	25,92,790	83,77,110
d) Contingencies	5,60,000	7,70,000	7,70,000	7,70,000	28,70,000
Total	1,29,01,560	1,28,02,060	1,24,85,610	1,30,37,100	5,12,26,330

BUDGET REQUIREMENT FOR CONSTRUCTION & EQUIPMENT

8.3 DIET AIZAWL

YEAR : 2003-2004

S/N	Items	Quantity	Total estimated cost	Expenditure during the year	Remarks
1	2	3	4	5	6
NON-RECURRING :					
1.	Construction Work :				
-	Staff quarters Type II	4 nos.	15,48,000	3,87,000	Work starts : balance for next year.
			@ 3,87,000		
-	Play ground	1 no	50,000	50,000	
-	Boundary Wall		2,00,000	2,00,000	
-	Resource Room at DIET Practising School	1 room	60,000	60,000	
-	Water Tank for storing water	4 nos	60,000	60,000	
			@ 15000 per tank		
-	Water connection	4 nos	28,000	28,000	
			@ 7000 per connection		
2.	Renovation and Repair Work				
-	Existing staff quarters	7 buildings	1,05,000	1,05,000	
-	Girls' & Boys hostel	2 buildings	30,000	30,000	
-	W.E. Workshed	2 buildings	20,000	20,000	
-	Guest House	1 no	20,000	20,000	
Total for construction of building during 2003-2004			21,21,000	9,60,000	

1	2	3	4	5	6
3.	Equipment :				
	- Computer & Accessories :				
	(a) Multimedia Projector	1 no	14,50,000		14,50,000
	b) P.C. Server	1 nos			
	c) P.C. Client	20 nos			
	d) Desktop Scanner	2 nos			
	e) Network printer	1 nos			
	f) UPS - 10 KVA	1 nos			
	g) Educational software (CBT)	1 set			
	h) Cost of installation				
	- Language Teaching :				
	(a) Audio equipment				
	(b) Language Laboratory	1 set	5,00,000		5,00,000
	(c) Instructional materials				
	- Physical Educational				
	- a) Sports equipment	-	30,000		30,000
	- b) Cultural equipment	-	20,000		20,000
	- Resource rooms (Special Education one room at main institute building and one room at practising school)				

8.2. DIET, AIZAWL

YEAR : 2003-2004

1	2	3	4	5	6
	a) Speech Trainer	2 nos	@ 32,500x2	65,000	
	b) Audiometre	1 no	@ 53,000x1	53,000	
	c) Braille Kits	2 nos	@ 3,000x2	6,000	
	d) Braille	2 nos	@ 30,000x2	60,000	
	e) Group Hearing aid	1 no	@ 75,000x1	75,000	
	f) Educational toys	1 no	@ 10,000	10,000	
	- Furniture For :				
	a) Resource rooms	2 sets	@ 20,000x2	40,000	
	b) Library and Reading Room	-	30,000x1	30,000	
	c) Office		30,000	30,000	
	d) Computer Room		50,000	50,000	
	- Other Equipment :				
	a) EPABX (32 lines)	1 set of	@ 97,840	97,840	
	b) Overhead Projector	3 nos	@ 17,000x3	51,000	
	- Work Education, Arts Education :				
	a) Garden Tools		20,000	20,000	
	b) Tailoring Equipment		20,000	20,000	
	c) Carpentry		10,000	10,000	
	d) Weaving		10,000	10,000	
	e) Cane work		10,000	10,000	
	f) Arts and Craft		30,000	30,000	
Total for Equipment & furniture during 2003-2004			26,67,840	26,67,840	

8.3. DIET, AIZAWL

YEAR : 2004-2005

S/N	Items	Quantity	Total estimated cost	Expenditure during the year	Remarks
NON RECURRING					
1.	CONSTRUCTIONS WORKS				
-	Staff quarters Type II	4 nos	15,48,000 @ 3,87,000 per building	11,61,000	Completed.
Total for construction during the year 2004-2005			15,48,000	11,61,000	

BUDGET REQUIREMENT FOR SALARY OF STAFF

8.3 DIET, AIZAWL

YEAR : 2003-2004

S/N	Name of Posts	No.of Post	Unit cost	Period	Requirement during the period(Rs)	Increment during the year	Total Amount required (Rs)
1	2	3	4	5	6	7	8
RECURRING :							
1.	Salary of staff (existing)(CSS)						
	i) Sr.Lecturer	10	20,560	1 year	24,67,200	-	24,67,200
	ii) Lecturers	15	14,370	1 year	25,86,600	-	25,86,600
	iii) Office Superintendent	1	18,940	1 year	2,27,280	-	2,27,280
	iv) Inspector of statistics	1	15,370	1 year	1,84,440	-	1,84,440
	v) Assistant	24	15,480	1 year	3,71,520	-	3,71,520
	vi) Steno Grade II	1	14,100	1 year	1,69,200	-	1,69,200
	vii) Technician	1	14,030	1 year	1,68,360	-	1,68,360
	viii) UDC/Accountant	2	12,660	1 year	3,03,840	-	3,03,840
	ix) Lab.Assistant	2	9,720	1 year	2,33,280	-	2,33,280
	x) Librarian	1	8,275	1 year	99,300	-	99,300
	xi) Grade IV	5	7,095	1 year	4,25,700	-	4,25,700
Total of existing		41	-	-	72,36,720	-	72,36,720

8.3 DIET ALZAWL

YEAR 2003-2004

1	2	3	4	5	6	7	8
2.	Salary of staff (new)						
i)	Lecturer (8000-13500)	2	@ 13,600 pm	3 months	81,600	-	81,600
ii)	Teachers(6500-10500)	4	@ 11,160 pm	3 months	1,33,920	-	1,33,920
iii)	Resource Teacher (6500-10500)	1	@ 11,160 pm	3 months	33,480	-	33,480
iv)	EPD Manager (8000-13500)	1	@ 13,600 pm	3 months	40,800	-	40,800
Total (recurring) for salary of new staff:		8	-	-	2,89,800	-	2,89,800

8.3 DIET, AIZAWL

YEAR : 2004-2005

1	2	3	4	5	6	7	8
RECURRING :							
1.	Salary of staff (existing)						
i)	Senior Lecturers	10	20,560	1 year	24,67,200	1,23,340	25,90,540
ii)	Lecturers	15	14,370	1 year	25,86,600	1,29,350	27,15,950
iii)	Office Superintendent	1	18,940	1 year	2,27,280	11,360	2,38,640
iv)	Inspector of statistics	1	15,370	1 year	1,84,440	9,220	1,93,660
v)	Assistant	2	15,480	1 year	3,71,520	18,570	3,90,090
vi)	Steno Grade II	1	14,100	1 year	1,69,200	8,460	1,77,660
vii)	Technician	1	14,030	1 year	1,68,360	8,420	1,76,780
viii)	UDC/Accountant	2	12,660	1 year	3,03,840	15,190	3,19,030
ix)	Lab. Assistant	2	9,720	1 year	2,33,280	1,670	2,44,950
x)	Librarian	1	8,275	1 year	99,300	4,970	1,04,270
xi)	Grade IV staff	5	7,095	1 year	4,25,700	21,290	4,46,990
Total for salary of existing staff during 2004-2005		41	-		72,36,720	3,61,840	75,98,560
2.	Salary of staff (new)						
i)	Lecturer	2	@ 13600 pm	1 year	3,26,400	4,900	3,31,300
ii)	Teachers	4	@ 11160 pm	1 year	5,35,680	8,040	5,43,720
iii)	Resource Teacher	1	@ 11160 pm	1 year	1,33,920	2,010	1,35,930
iv)	EPD Manager	1	@ 13600 pm	1 year	1,63,200	2,450	1,65,650
Total (recurring) for salary of staff.		8			11,59,200	17,400	11,76,600

8.3 DIET AIZAWL

YEAR : 2005-2006

1	2	3	4	5	6	7	8
RECURRING :							
1.	Salary of staff (existing)						
i)	Sr. Lecturer	10	21,590	1 year	25,90,800	1,29,510	27,20,310
ii)	Lecturers	15	15,090	1 year	27,16,200	1,35,820	28,52,020
iii)	Office Superintendent	1	19,890	1 year	2,38,680	11,930	2,50,610
iv)	Inspector of Statistics	1	16,140	1 year	1,93,680	9,680	2,03,360
v)	Assistant	2	16,250	1 year	3,90,000	19,500	4,09,500
vi)	Steno Grade II	1	14,810	1 year	1,77,720	8,880	1,86,600
vii)	Technician	1	14,730	1 year	1,76,760	8,840	1,85,600
viii)	UDC/Accountant	2	13,290	1 year	3,18,960	15,950	3,34,910
ix)	Lab.Assistant	2	10,210	1 year	2,44,950	12,250	2,57,200
x)	Librarian	1	8,690	1 year	1,04,280	5,210	1,09,490
xi)	Grade IV	5	7,450	1 year	4,47,000	22,350	4,69,350
Total for salary of existing staff 2005-2006		41			75,99,030	3,79,920	79,78,950
2.	Salary of staff (new)						
i)	Lecturer	2	13,800	1 year	3,31,200	16,570	3,47,770
ii)	Teachers	4	11,330	1 year	5,43,840	27,190	5,71,030
iii)	Resource Teacher	1	11,330	1 year	1,35,960	6,800	1,42,760
iv)	EPD Manager	1	13,800	1 year	1,65,600	8,280	1,73,880
Total (recurring) for salary of staff		8	-		11,76,600	58,840	12,35,440

8.3. DIET AIZAWL

YEAR : 2006-2007

1	2	3	4	5	6	7	8
RECURRING :							
1.	Salary of staff (existing)						
i)	Sr.Lecturers	10	22,670	1 year	27,20,400	1,35,980	28,56,380
ii)	Lecturers	15	15,840	1 year	28,51,200	1,42,610	29,93,810
iii)	Office Superintendent	1	20,880	1 year	2,50,560	12,530	2,63,090
iv)	Inspector of ststistics	1	16,950	1 year	2,03,400	10,170	2,13,570
v)	Assistant	2	17,060	1 year	4,09,440	20,480	4,29,920
vi)	Steno Grade II	1	15,550	1 year	1,86,600	9,330	1,95,930
vii)	Technician	1	15,470	1 year	1,85,640	9,280	1,94,920
viii)	UDC/Accountant	2	13,950	1 year	3,34,800	16,750	3,51,550
ix)	Lab. Assistant	2	10,720	1 year	2,57,280	12,860	2,70,140
x)	Librarian	1	9,120	1 year	1,09,440	5,170	1,14,910
xi)	Grade IV	5	7,820	1 year	4,69,200	23,470	4,92,670
Total for salary of existing staff during 2006-2007		41	-		79,77,960	3,98,930	83,76,890
2.	Salary of staff (new)						
i)	Lecturers	2	14,490	1 year	3,47,760	17,390	3,65,150
ii)	Teachers	4	11,900	1 year	5,71,200	28,550	5,99,750
iii)	Resource Teacher	1	11,900	1 year	1,42,800	7,140	1,49,940
iv)	EPD Manager	1	14,490	1 year	1,73,880	8,700	1,49,940
Total (recurring) for salary of staff					12,35,640	61,780	12,97,420

8.3 DIET AIZAWL

S/N	Item /Programme	Duration	No. of prog. participants	Rate in rupees	Details	Total Amount
1	2	3	4	5	6	7
RECURRING :						
1.	Pre-service training for prospective teachers for DTED course 2 batches 1st & 2nd year.	2 years	42+41 participants	stipend 1000 p m + book grant 1500 p a	1000x12x83 +1500x83	11,20,500
2.	In-service training for Middle School Teachers.	1 year	46 participants	-	-	-
3.	Refresher course for Primary School Teachers.	10 days	2 prog.on-going 50 -p			75,900
4.	Refresher course for Middle School Teachers.	10 days	2 prog.on going 50-p			75,900
5.	Short-term subject specific training for Primary School Teachers.	5 days	1 prog. 30-p	33,350	33,350x1	33,350
6.	Short-Term subject specific training for Middle School Teachers	5 days	1 prog.	33,350	33,350x1	33,350
Total (recurring) for programme during 2003-2004						11,87,200

1	2	3	4	5	6	7
RECURRING :						
1.	In-service Teacher training for Primary School Teachers. (to clear backlog of untrained teachers).	1 year	1 prog. 85 participants	-	-	-
2.	In-service teacher training for Middle School Teachers. (to clear backlog of untrained teachers).	1 year	1 prog. 60 participants	-	-	-
3.	Pre-service training for prospective teachers for DTEd course 2 batches 2 batches 1st & 2nd year.	2 years	41+50	stipend 1000p.m+book grant 1500pa.	1000x12x91 +1500x91	12,28,500
4.	Refresher course for Primary School Teachers.	10 days	3 progs 50-p each	75,900 per prog.	75,900x3	2,27,700
5.	Refresher course for Middle School Teachers.	10 days	2 progs. 50-p each	75,900 per prog.	75,900x2	1,51,800
6.	Workshop on the development of teaching-learning materials.	4 days	3 progs. 10-p each	15,550 per prog.	15,550x3	46,650

8.3 DIET AIZAWL

YEAR 2004-2005

1	2	3	4	5	6	7
7.	Training of Key Personnel for EGS and AIE.	5 days	1 prog. 20-p	24,050 per prog.	24,050x1	24,050
8.	Muticategory training course in Special Education	1 year course	1 course 20-p	stipend 1000 + book grant 750	1000x20 +750x20	35,000
9.	Short course training on subject specific topic for Primary School Teachers.	5 days	3 prog. 25-p each	28,700 per prog.	28,700x3	86,100
10.	Short course training on subject specific topic for Middle School Teachers.	5 days	3 progs. 25 -p each	28,700 per prog	28,700x3	86,100
11.	Identification of Lab. area visits and subsequent action research.	Year round	4 Lab areas	40,000 per area	40,000x4	1,60,000
12.	Enrichment and Exposure visit	-	2 progs.	25,000 per prog.	25,000x2	50,000
13.	Intership of newly appointed Telescoped DIET Lecturers and Senior Lecturers.	6 months	18 faculty	-	-	-
Total (recurring) for programme during 2004-2005						20,95,900

8.3 DIET AIZAWL

YEAR 2005-2006

1	2	3	4	5	6	7
RECURRING :						
1.	In-service teacher training - Primary Teachers (To clear backlog).	1 year	85 -participants	-	-	-
2.	In-service teacher training- Middle School Teachers (To clear backlog).	1 year	60 participants	-	-	-
3.	Pre-service training for prospective teachers : for DTED course 2 batches 1st & 2nd year.	2 years	50+50 partici- pants	stipend 1000p m +book grant 1500/p a	1000x12x100 +1500x100	13.50.000
4.	Refresher course for Primary School Teachers.	10 days	3 progs 50-p	75,900 per prog.	75,900x3	2,27,700
5.	Refresher course for Middle School Teachers.	10 days	2 progs 50-p	75,900 per prog.	75,900x2	1,51,800
6.	Multicategory training course in Special Education	1 year	2 course 20-p	stipend 1000 book grant 750/-	1000x40 +750x40	70,000
7.	Training on CCE for Middle & Primary School teachers	4 days	2 progs 40-p each	32,510 per prog.	32,510x2	65,020

8.3 DIET AIZAWL

YEAR: 2005-2006

1	2	3	4	5	6	7
8.	Training of Key Personnel for AIE and EGS	5 days	1 prog. 30 -p	33,350 per prog.	33,350x1	33,350
9.	Workshop for development of curriculum and TLM for training of teachers.	4 days	3 progs. 10 -p	15,550 per progs.	155,550x3	46,650
10.	Subject specific short term training for Primary School Teachers.	5 days	1 prog. 30-p	33,350 per prog.	33,350x1	33,350
11.	Lab.Area - Action research	Year round	4 areas	40,000 per area	40,000x4	1,60,000
12.	Subject specific short-term training for Middle School Teachers	5 days	1 prog. 30-p	33,350 per prog.	33,350x1	33,350
13.	Bridge course for under HSLC teachers to qualify themselves (Distance Mode.) Programme contingency.	1 year	1 prog. 20-p	1,40,000 per prog.	1,40,000	1,40,000
14.	Bridge course for under HSSLC teachers to qualify themselves (Distance Mode.)Programme contingency	1 year	20 -p	1,40,000 per prog.	1,40,000	1,40,000
15.	Exposure and enrichment visit for faculty staff.		2 faculty staff	25,000/ per head	25,000x2	50,000
Total (recurring) for programme during 2005-2006						25,01,220

1	2	3	4	5	6	7
RECURRING						
1.	In-service teacher training Primary Teachers (To clear backlog)	1 year	85 -p	-	-	-
2.	In-service teacher training Middle Teachers (To clear backlog).	1 year	60-p	-	-	-
3.	Pre-service training for prospective teachers : DTEd course 2 batches 1st & 2nd year.	2 year	50+50 participants	stipend 1000pm book grant +1500p.a	1000x12x100 +1500x100	13,50,000
4.	Multicategory training in Special Education.	1 year	2 courses 2-p	stipend 1000 book grant 750/-	1000x40 +750x40	70,000
5.	Refresher course for Primary School Teachers.	10 days	3 prog. 50-p each	75,900 per prog	75,900x3	2,27,700
6.	Refresher course for Middle School Teachers.	10 days	2 progs. 50-p each	75,900 per prog.	75,900x2	1,51,800
7.	Training on CCE for Middle & Primary school teachers	4 days	2 prog 40 -p each	36,380	36,380x2	72,760

8.3 DIET AIZAWL

YEAR 2006-2007

1	2	3	4	5	6	7
8.	Subject specific short term training for Primary School Teachers	5 days	1 prog. 30 -p	33,350 per prog.	33,350	33,350
9.	Subject specific short term training for Middle School Teachers.	5 days	1 prog. 30-p	33,350 per prog.	33,350x1	33,350
10.	Lab. Area. - Action Research	Year round	4 areas	40,000 per area	40,000x4	1,60,000
11.	Bridge Course for under HSLC teachers to qualify themselves (Distance Mode) :Programme contingency	1 year	20-p	1,40,000	1,40,000	1,40,000
12.	Bridge course for under HSSLC teachers to qualify themselves Programme contingency.	1 year	40-p	2,80,000	2,80,000	2,80,000
13.	Field interaction : School visit.	1 day	6 days. 2 schools per day	1000 per day	1,000x6	6,000
14.	Enrichment and exposure visit for faculty.		2 faculty members.	25,000	25,000x2	50,000
Total (recurring) for programme during 2006-2007						25,92,790

8.3. DIET, AIZAWL

CONTINGENCIES

		(in Rs)				
S/N	Items	2003-2004	2004-2005	2005-2006	2006-2007	Total (4 years) 2003-2007
1.	Establishment	2,00,000	2,00,000	2,00,000	2,00,000	8,00,000
2.	Maintenance of Equipment/Furniture	1,00,000	1,00,000	1,00,000	1,00,000	4,00,000
3.	Programme	50,000	50,000	50,000	50,000	2,00,000
4.	Chartering of vehicle @ Rs.35000/-pm. 🍎 (6 months)	2,10,000	4,20,000	4,20,000	4,20,000	14,70,000
Total		5,60,000	7,70,000	7,70,000	7,70,000	28,70,000

ABSTRACT OF BUDGET REQUIREMENT FOR

8.4 DIET LUNGLEI

	(in Rs)				
Classification	2003-2004	2004-2005	2005-2006	2006-2007	Total (4 years) 2003-2007
NON-RECURRING					
(a) Buildings	77,67,000	-	-	-	77,67,000
(b) Equipment & Furniture	17,50,000	-	-	-	17,50,000
RECURRING					
(a) Salary of existing staff (CSS).	46,31,280	48,62,970	51,05,470	53,60,960	1,99,60,680
(b) Salary of new staff (CSS)	4,33,800	17,61,240	18,49,310	19,41,910	59,86,260
(c) Programmes	9,24,800	18,31,760	24,52,040	26,77,150	78,85,750
(d) Contingencies	5,70,000	7,80,000	7,80,000	7,80,000	29,10,000
TOTAL :	1,60,76,880	92,35,970	1,01,86,820	1,07,60,020	4,62,59,690

YEAR-WISE DETAILED TARGETS AND BUDGET REQUIREMENTS

8.4 DIET, LUNGLEI

YEAR : 2003-2004

S/N	ITEMS	Quantity	Total estimated cost (Rs)	Expenditure during the year (Rs)	Remarks
1	2	3	4	5	6
NON-RECURRING					
1.	Construction of buildings -				
	i)	Staff quarters Type I	2	5,36,000	5,36,000
		Type II	8	30,96,000	30,96,000
	ii)	Water tank for storage	3	45,000	45,000
	iii)	W.E. Worksheds	2	60,000	60,000
	iv)	Playground	1	15,00,000	15,00,000
	v)	Seminar/Gymnasium Hall	1	15,00,000	15,00,000
	vi)	Practising school	1	3,00,000	3,00,000
	vii)	Boundary fencing	-	1,00,000	1,00,000
	viii)	Water-connection of newly constructed staff quarters	10	80,000	80,000
	ix)	Renovations and repair of existing staff quarters	5	2,50,000	2,50,000
	x)	Renovations and repair of Administrative building & class-room buildings	2	3,00,000	3,00,000
Total (Non-recurring) for buildings during 2003-2004			77,67,000	77,67,000	

1	2	3	4	5	6
2.	Equipment & Furniture :				
	i)	Computers & peripherals	20	14,50,000	14,50,000
	ii)	Equipment for Resource Room	-	50,000	50,000
	iii)	Garden tools (assorted)	-	50,000	50,000
	iv)	Tailoring equipment	-	50,000	50,000
	v)	Equipment for cane work	-	5,000	5,000
	vi)	Equipment for carpentry	-	10,000	10,000
	vii)	Equipment for weaving	-	20,000	20,000
	viii)	Furniture	-	50,000	50,000
	ix)	EPABX (16 lines)	-	65,000	65,000
Total (Non-recurring) for				17,50,000	17,50,000
Equipment during 2003-2004					

BUDGET REQUIREMENT FOR SALARY OF STAFF

8.4 DIET, LUNGLEI

YEAR : 2003-2004

S/N	Name of Posts	No. of Posts	Unit cost	Period	Requirement during period	Increment during the period	Total Amount required
1	2	3	4	5	6	7	8
RECURRING :							
1.	Salary of staff (existing)(CSS)						
	Principal	1	23,000	1 year	2,76,000	13,800	2,89,800
	Vice Principal	1	17,026	1 year	2,04,310	10,220	2,14,530
	Lecturers	15	13,600	1 year	24,48,000	1,22,400	25,70,400
	Office Superintendent	1	13,826	1 year	1,59,430	7,970	1,67,400
	UDC	2 @	10,250	1 year	2,46,000	12,300	2,58,300
	LDC	3 @	7,550	1 year	2,71,800	13,590	2,85,390
	Statistician	1 @	10,100	1 year	1,21,200	6,060	1,27,260
	Technician	1 @	10,000	1 year	1,21,200	6,060	1,27,260
	Librarian	1 @	10,000	1 year	1,21,200	6,060	1,27,260
	Lab. Assistant	1 @	7,500	1 year	90,000	4,500	94,500
	W.E. Teacher	2 @	9,900	1 year	2,37,600	11,880	2,49,480
	Group D	2 @	4,750	1 year	1,14,000	5,700	1,19,700
Total for the year 2003-2004		31			44,10,740	3,20,540	46,31,280

8.4 DIET LUNGLEI

YEAR ; 2004-2005

1	2	3	4	5	6	7	8
RECURRING :							
1.	Salary of staff (exisiting) (CSS)						
	Principal	1	24,150	1 year	2,89,800	14,490	3,04,290
	Vice Principal	1	17,880	1 year	2,14,560	10,730	2,25,290
	Lecturers	15	14,280	1 year	25,70,400	1,28,520	26,98,920
	Office Superintendent	1	13,950	1 year	1,67,400	8,370	1,75,770
	UDC	2	10,760	1 year	2,58,240	12,920	2,71,160
	LDC	3	7,930	1 year	2,85,480	14,270	2,99,750
	Statistician	1	10,605	1 year	1,27,260	6,360	1,33,620
	Technician	1	10,605	1 year	1,27,260	6,360	1,33,620
	Librarian	1	10,605	1 year	1,27,260	6,360	1,33,620
	Lab.Assistant	1	7,875	1 year	94,500	4,730	99,230
	W.E. Teachers	2	10,395	1 year	2,49,480	12,470	2,61,950
	Group D	2	4,990	1 year	1,19,760	5,990	1,25,750
Total for the year 2004-2005		31			46,31,400	2,31,570	48,62,970

8.4 DIET LUNGLEI

YEAR : 2005-2006

1	2	3	4	5	6	7	8
RECURRING :							
1.	Salary of staff (existing)(CSS)						
	Principal	1	25,360	whole year	3,04,320	15,210	3,19,530
	Vice Principal	1	18,770	-do-	2,25,240	11,260	2,36,500
	Lecturers	15	14,990	-do-	26,98,200	1,34,950	28,33,150
	Office Superintendent	1	14,650	-do-	1,75,800	8,790	1,84,590
	UDC	2	11,300	-do-	2,71,200	13,560	2,84,760
	LDC	3	8,330	-do-	2,99,880	14,980	3,14,860
	Statistician	1	11,135	-do-	1,33,620	6,680	1,40,300
	Technician	1	11,135	-do-	1,33,620	6,680	1,40,300
	Librarian	1	11,135	-do-	1,33,620	6,680	1,40,300
	Lab.Assistant	1	8,270	-do-	99,240	4,960	1,04,200
	W.E.Teachers	2	10,910	-do-	2,61,840	13,100	2,74,940
	Group D	2	5,240	-do-	1,25,760	6,280	1,32,040
Total for the year 2005-2006		31	-		48,62,340	2,43,130	51,05,470

8.4. DIET LUNGLEI

YEAR : 2006-2007

1	2	3	4	5	6	7	8
RECURRING :							
1.	Salary of staff (existing)(CSS)						
	Principal	1	26,630	whole year	3,19,560	15,980	3,35,540
	Vice Principal	1	19,710	-do-	2,36,520	11,830	2,48,350
	Lecturers	15	15,740	-do-	28,33,200	1,41,690	29,74,890
	Office Superintendent	1	15,380	-do-	1,84,560	9,230	1,93,790
	UDC	2	11,865	-do-	2,84,760	14,240	2,99,000
	LDC	3	8,750	-do-	3,15,000	15,730	3,30,730
	Statistician	1	11,690	-do-	1,40,280	7,020	1,47,300
	Technician	1	11,690	-do-	1,40,280	7,020	1,47,300
	Librarian	1	11,690	-do-	1,40,280	7,020	1,47,300
	Lab. Assisstant	1	8,680	-do-	1,04,160	5,210	1,09,370
	W.E. Teacher	2	11,460	-do-	2,75,040	13,750	2,88,790
	Group D	2	5,500	-do-	1,32,000	6,600	1,38,600
Total for the year 2006-2007		31	-		51,05,640	2,55,320	53,60,960

8.4 DIET LUNGLEI

YEAR : 2003-2004

1	2	3	4	5	6	7	8
RECURRING :							
1.	Salary of staff (new)						
i)	Sr.Lecturers(1000-16000)	3	@ 16000	3 months	1,44,000	-	1,44,000
ii)	Lecturers (8000-13600)	2	@ 13600	3 months	81,600	-	81,600
iii)	Teachers (6500-10500)	4	@ 11160	3 months	1,33,920	-	1,33,920
iv)	Resource Teacher (6500-10500)	1	@ 11160	3 months	33,480	-	33,480
v)	EPD Manager (8000-13500) on 8000-13500	1	@ 13600	3 months	40,800	-	40,800
Total (recurring) for salary of staff during 2003-2004		11			4,33,800	-	4,33,800
2.	Salary of staff (new)						
i)	Sr.Lecturer (10000-16000)	3	@ 16000	1 year	5,76,000	8,640	5,84,640
ii)	Lecturers (8000-13600)	2	@ 13600	1 year	3,26,400	4,900	3,31,300
iii)	Teachers (6500-10500)	4	@ 11160	1 year	5,35,680	8,040	5,43,720
iv)	Resource Teacher (6500-10500)	1	@ 11160	1 year	1,33,920	2,010	1,35,930
v)	EPD Manager (8000-13500)	1	@ 13600	1 year	1,63,200	2,450	1,65,650
Total (recurring) for salary during 2004-2005		11			17,35,200	26,040	17,61,240

8.4 DIET, LUNGLEI

YEAR : 2005-2006

1	2	3	4	5	6	7	8
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RECURRING :

1. Salary of staff (new)

i)	Sr.Lecturers (10000-16000)	3	16,240	1 year	5,84,640	29,230	6,13,870
ii)	Lecturers (8000-13600)	2	13,800	1 year	3,31,200	16,570	3,47,770
iii)	Teachers (6500-10500)	4	11,330	1 year	5,43,840	27,190	5,71,030
iv)	Resource Teachers (6500-10500)	1	11,330	1 year	1,35,960	6,800	1,42,760
v)	EPD Manager(8000-13500)	1	13,800	1 year	1,65,600	8,280	1,73,880

Total (recurring) for salary during 2005-2006		11	-		17,61,240	88,070	18,49,310
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2. Salary of staff (new)

i)	Sr.Lecturers (10000-16000)	3	17,050	1 year	6,13,800	30,690	6,44,490
ii)	Lecturers (8000-13600)	2	14,490	1 year	3,47,760	17,390	3,65,150
iii)	Teachers (6500-10500)	4	11,900	1 year	5,71,200	28,550	5,99,750
iv)	Resource Teacher on 6500-10500	1	11,900	1 year	1,42,800	7,140	1,49,940
v)	EPD Manager on 8000-13500	1	14,490	1 year	1,73,880	8,700	1,82,580

Total (recurring)for salary during 2006-2007		11			18,49,440	92,470	19,41,910
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8.4 DIET LUNGLEI

YEAR : 2003-2004

S/N	Items /Programme	↓	Duration	No.Prog. Participants	Rate	Detail	Amount
1	2		3	4	5	6	7
1.	In-service training for Primary School Teachers		1 year	48	-	-	-
2.	In-service training for Middle School Teachers.		1 year	27	-	-	-
3,	Pre-service training for prospective teachers 2 batches (1st & 2nd year)		2 years	30+30	1000pm per head @1500 (book grant)	1000x12x60 1500x60	8,10,000
4.	Refresher course for Primary school Teachers		10days	2 Prog on going 50-p prog.			
5.	Refresher course for Middle School Teachers		10 days	2 prog on going 50-p progs.			
6.	Short-term subject specific training for Primary School Teachers.		5 days	2 progs. 25- p each	28,700	28,700x2	57,400
7.	Short term subject specific training for Middle School Teachers.		5 days	2. prog 25-p each	28,700	28,700x2	57,400
Total for programme 2003-2004							9,24,800

1	2	3	4	5	6	7
1.	In-Service training for Primary school Teachers(to clear backlog of untrained teachers)	1 year	85	-	-	-
2.	In-service training for Middle School Teachers(To clear backlog of untrained teachers)	1 year	60	-	-	-
3.	Pre-service training for prospective teachers - 2 batches (1st & 2nd year)	2 years	30+50	1000p.m per head @ 1500 book grant	1000x12x80 1500x80	10,80,000
4.	Refresher course for Primary School Teachers.	10 days	3 progs 50-p each	75,900	75,900x3	2,27,700
5.	Refresher course for Middle School Teachers.	10 days	1 prog. 50 -p each.	75,900	75,900x3	75,900
6.	Internship of newly appointed Telescoped DIET Lecturers and Senior Lecturers.	6 months	18	-	-	-
7.	Workshop on the development of teaching-learning materials for Primary and Middle School Teacher	5 days	3 prog. 10-p	29,020	29,020x3	87,060
8.	Training for Key personnel for EGS and AIE.	5 days	1 prog 15-p	18,900	18,900x1	18,900

8.4 DIET, LUNGLEI

YEAR : 2004-2005

1	2	3	4	5	6	7
9.	Short course training on subject specific topics (For Primary School Teachers)	5 days	3 progs. 25 -p each	28,700	28,700x3	86,100
10.	Short course training on subject specific topic(for Middle School Teachers.	5 days	3 progs. 25 -p each	28,700	28,700x3	86,100
11.	Identification of lab area- visits and subsequent action research	year round	3 lab.areas	40,000 per area	40,000x3	1,20,000
12.	Enrichment and exposure visits accordings to nature of work (for Lecturers and Sr.Lecturers).		2 -p	@ 2,5000	25000x2	50,000
Total (recurring) for programme during 2004-2005						18,31,760

8.4 DIET, LUNGLEI

YEAR : 2004-2005

S/N	Item/Programme	Duration	No. Prog Partici pants	Rate	Details	Amount
1	2	3	4	5	6	7
1.	In-service training for Primary School Teachers (to clear backlog)	1 year	80	-	-	-
2.	In-service training for Middle School Teachers (To clear backlog)	1 year	60	-	-	-
3.	Pre-service training for prospective teachers(2 batches (1st & 2nd year)	2 year	50+50	1000p.m per head @ 1500 book grant	1000x12x100 1500x100	13,50,000
4.	Refresher course for Middle School Teachers.	10 days	3 prog 50 -p each	75,900	75,900x3	2,27,700
5.	Refresher course for Middle School Teachers	10 days	1 prog 50 -p	75,900	75,900x1	75,900
6.	Lab.Area- Action Research	year round	3 areas 40- p	40,000	40,000x3	1,60,000
7.	Training of key personnel EGS and AIE.	5 days	1 prog 20-p	24,050	240,050x1	24,050
8.	Certificate course in Special Education	1year	2 courses 20-p	1000 p.m +1500 p.a book grant	1000x12x15 +1500x15	2,02,500

8.4 DIET, LUNGLEI		YEAR : 2005-2006				
1	2	3	4	5	6	7
5.	Subject specific short course training for Primary School Teachers.	5 days	1 prog. 50-p	44,350	44,350x1	44,350
6.	Subject specific short course training for Middle School Teachers.	5 days	2 progs 20- p each	24,050	24,050x2	48,100
7.	Training of Headmasters - Planning and Management.	2 days	2 progs. 20 -p each.	14,720	14,720x2	29,440
8.	Bridge course for under HSLC Teachers.(Programme Contingencies)	1 year	20-p			1,40,000
9.	Bridge course for under HSSLC Teachers.(Programme contingencies)	1 year	20-p			1,40,000
10.	Enrichment and exposure visits according to nature of work (for Lecturers & Sr. Lecturers).	-	2 -p	@ 25,000	25,000x2	50,000
Total (recurring) for programmes during 2005-2006						24,52,040

8.4 DIET, LUNGLEI

YEAR : 2006-2007

S/N	Items /Programme	Duration	No Prog. Participants	Rate	Detail	Amount
1	2	3	4	5	6	7
1.	In-service training for Primary school Teachers (To clear backlog)	1 year	79			
2.	In-service training for Middle School Teacher (To clear backlog)	1 year	51			
3.	Pre-service training for prospective teachers 2 batches (1st & 2nd year)	2 years	50+50	1000p.m per head @ 1500 book grant	1000x12x100 1500x1000	13,50,000
4.	Refresher course for Primary School Teachers.	10 days	3 progs. 50-p each	75,900	75,900x3	2,27,700
5.	Refresher course for Middle School Teachers.	10 days	1 progs 50 -p	75,900	75,900x1	75,900
6.	Multicategory training course on Special Education	1 year	2 courses	1000 p.m per head + 750 book grant	1000x40 1500x40	70,000
7.	Training for Key personnel of EGS and AIE	3 days	1 prog. 40 -p	32,510	32,510x1	32,510

8.4 DIET,LUNGLEI

YEAR : 2006-2007

1	2	3	4	5	6	7
8.	Training on continuous and comprehensive evaluation for primary & middle schools teachers.	4 days	2 progs 40-p each	36,380	36,380x2	72,760
9.	Workshop on development of curriculum and TLM for Pre-Primary classes.	5 days	2 progs. 20 -p each	51,020	51,020x2	1,02,040
10.	Training of Headmasters - Planning and Management for Primary and Middle Schools.	2 days	2 progs. 20 -p each	14,720	14,720x2	29,440
11.	Subject specific short term training for Primary School Teachers.	5 days	2 progs. 25-p each	28,700	28,700x2	57,400
12.	Subject specific short term training for Middle School Teachers.	5 days	2 progs. 25-p each	28,700	28,700x2	57,400
13.	Field interaction : School visits	1 days	2 schools per day 2x6=12 days	1000p.m per school	1000x2x6	12,000

8.4 DIET,LUNGLEI

YEAR : 2006-2007

1	2	3	4	5	6	7
14.	Lab. Area- Action Research	year round	3 areas	40,000 per areas	40,000x3	1,20,000
15.	Bridge course for under HSLC Teachers.(Programme Contingencies)	1 year	20 -p			1,40,000
16.	Bridge course for under HSSLC teachers.(Programme Contingencies)	1 year	40-p			2,80,000
17.	Enrichment and exposure visits according to nature of work (For Lecturers & Sr.Lecturers).		2-p	@ 25,000	25,000x2	50,000
Total (recurring) for programmes during 2006-2007						26,77,150

CONTINGENCIES

8.4 DIET, LUNGLEI

		(in Rs)				
S/N	Items	2003-2004	2004-2005	2005-2006	2006-2007	Total (4 years) 2003-2007
1.	Establishment	2,00,000	2,00,000	2,00,000	2,00,000	8,00,000
2.	Equipment/Furniture	1,00,000	1,00,000	1,00,000	1,00,000	4,00,000
3.	Programmes	50,000	50,000	50,000	50,000	2,00,000
4.	Seed money for engagement of resource person in work education.	10,000	10,000	10,000	10,000	40,000
5.	Chartering of vehicle 1 vehicle @ 35000/- p.m. (6 months)	2,10,000	4,20,000	4,20,000	4,20,000	14,70,000
Total		5,70,000	7,80,000	7,80,000	7,80,000	29,10,000

ABSTRACT OF BUDGET REQUIREMENT

8.5 TELESCOPED DIETS (6 Nos)					(in Rs)
Items	2003-2004	2004-2005	2005-2006	2006-2007	Total (4 years) 2003-2007
NON-RECURRING					
a) Construction works	3,45,00,000	1,05,00,000	-	-	4,50,00,000
b) Equipments/Furniture	-	2,28,00,000	-	-	2,28,00,000
c) Utilities	-	15,30,000	-	-	15,30,000
RECURRING					
(a) Salary of staff	50,36,540	2,03,98,150	2,14,20,040	2,24,93,340	6,93,48,070
(b) Programmes	-	31,62,600	34,59,600	33,72,300	99,94,500
(c) Contingencies	18,30,000	46,20,000	46,20,000	46,20,000	1,56,90,000
Total :	4,13,66,540	6,30,10,750	2,94,99,640	3,04,85,640	16,43,62,570

Rs. 450 lakhs for Civil works has already been approved by the G.O.I. Deducting the amount from budget requirement the proposal expenditure year-wise for the 6 (six) Telescoped DIETs is as below :

2003-2004	68,66,540
2004-2005	5,25,10,750
2005-2006	2,94,99,640
2006-2007	3,04,85,640
Total :	11,93,62,570

8.5 TELESCOPED DIETS (6 NOS)

S/N	Items	Quantity	Total estimates cost	Expenditure during the year		Total 2003-2005
				2003-2004	2004-2005	
NON-RECURRING						
a)	Construction of buildings					
-	Institute building	6 nos				
-	Type IV Quarters	6 nos	4,50,00,000	3,45,00,000	1,05,00,000	4,50,00,000
-	Type I Quarters	6 nos				
b)	Equipment/Furniture					
-	Equipment	6 sets @22,00,000	1,32,00,00	-	1,32,00,000	1,32,00,000
-	Furniture	6 sets @16,00,000	96,00,000	-	96,00,000	96,00,000
c)	Utilities					
-	Water connection	1 6 sets				
-	Electric connection	6 sets	15,30,000	-	15,30,000	15,30,000
-	Telephone	6 sets				
Total for Non-recurring expenditure			6,93,30,000	3,45,00,000	3,48,30,000	6,93,30,000

BUDGET REQUIREMENT FOR SALARY OF STAFF

8.5 TELESCOPED DIETs (6 nos)

YEAR : 2003-2004

S/N	Name of posts	No of posts	Rate pm per head	Period	Requirement during the period	Increment during the period	Total Amount required (Rs)
1	2	3	4		5	6	7
	RECURRING						
	<u>Salary of staff</u>						
	i) Principal (12000-18300)	6	@20,250	3 months	3,64,500	-	3,64,500
	ii) Lecturers(8000-13500)	78	@13,600	3 months	31,82,400	-	31,82,400
	<u>Administration</u>						
	iii) Office Superintendent (8000-13500)	6	@13,600	3 months	2,44,800	-	2,44,800
	iv) Librarian (5500-9000)	6	@ 9,390	3 months	1,69,020	-	1,69,020
	v) Accountant(5500-9000)	6	@ 9,390	3 months	1,69,020	-	1,69,020
	vi) UDC/Statistician (5000-8000)	12	@ 8,580	3 months	3,08,880	-	3,08,880
	vii)LDC/computer Operator (4000-6000)	6	@ 6800	3 months	1,22,400	-	1,22,400
	viii)Lab.Asst.(5000-8000)	6	@ 8,580	3 months	1,54,400	-	1,54,000
	ix) IV Grade(2650-4000)	24	@ 4,460	3 months	3,21,120	-	3,21,120
	Total for salary during 2003-2004	150			50,36,540	-	50,36,540

1	2	3	4	5	6	7
<u>Salary of staff</u>						
i) Principal(12000-18300)	6	@20,250	whole year	14,58,000	18,230	14,76,230
ii) Lecturers(8000-13500)	78	@13,600	-do-	1,27,29,600	1,59,120	1,28,88,720
<u>Administration</u>						
iii) Office Superintendent (8000-13500)	6	@13,600	-do-	9,79,200	12,240	9,91,440
iv) Librarian(5500-9000)	6	@ 9,390	-do-	6,76,080	8,450	6,84,530
v) Accountant(5500-9000)	6	@ 9,390	-do-	6,76,080	8,450	6,84,530
vi)UDC/Statistician(5000-8000)	12	@ 8,580	-do-	12,35,520	15,440	12,50,960
vii)LDC/computer Operator (4000-6000)	6	@ 6,800	-do-	4,89,600	6,120	4,95,720
viii)Lab.Asst.(5000-8000)	6	@ 8,580	-do-	6,17,760	7,720	6,25,480
ix) IV Grade (2650-4000)	24	@ 4,460	-do-	12,84,480	16,060	13,00,540
Total for salary during 2004-2005				2,01,46,320	2,51,830	2,03,98,150

1	2	3	4	5	6	7	
Salary of staff							
i) Principal (12000-18300)		6	20,500	whole year	14,76,000	73,810	15,49,810
ii) Lecturers(8000-13600)		78	13,770	-do-	1,28,88,720	6,44,440	1,35,33,160
Administration							
iii) Office Superintendent (8000-13600)		6	13,770	-do-	9,91,440	49,570	10,41,010
iv) Librarian (5500-9000)		6	9,510	-do-	6,84,720	34,230	7,18,950
v) Accountant(5500-9000)		6	9,510	-do-	6,84,720	34,230	7,18,950
vi) UDC cum Statistician(5000-8000)		12	8,690	-do-	12,51,360	62,550	13,13,910
vii)LDC/Computer Operator (4000-6000)		6	6,885	-do-	4,95,720	24,790	5,20,510
viii) Lab. Asst. (5000-8000)		6	8,690	-do-	6,25,680	31,270	6,56,950
ix) IV Grade (2650-4000)		24	4,520	-do-	13,01,760	65,030	13,66,790
Total for salary during 2005-2006					2,04,00,120	10,19,920	2,14,20,040

1	2	3	4	5	6	7	
	<u>Salary of staff</u>						
	i) Principal (12000-18300)	6	21,525	whole year	15,49,800	77,500	16,27,300
	ii) Lecturers(8000-13600)	78	14,460	-do-	1,35,34,160	6,76,660	1,42,11,220
	<u>Administration</u>						
	iii) Office Superintendent (8000-13600)	6	14,460	-do-	10,41,120	52,050	10,93,170
	iv) Librarian(5500-9000)	6	9,990	-do-	7,19,280	35,940	7,55,220
	v) Accountant(5500-9000)	6	9,990	-do-	7,19,280	35,940	7,55,220
	vi) UDC cum Statistician (5000-8000)	12	9,120	-do-	13,13,280	65,680	13,78,960
	vii) LDC/computer Operator (4000-6000)	6	7,230	-do-	5,20,560	26,030	5,46,590
	viii) Lab.Asst.(5000-8000)	6	9,120	-do-	6,56,640	32,740	6,89,380
	ix) IV Grade (2650-4000)	24	4,750	-do-	13,68,000	68,280	14,36,280
	Total for salary during 2006-2007				2,14,22,520	10,70,820	2,24,93,340

8.5. TELESCOPED DIETS (6 Nos)

YEAR : 2004-2005

S/N	Item/Programme	Duration	No. of prog	Rate in	Details	Total Amount (in Rs)
1	2	3	4	5	6	7
RECURRING						
1.	Refreshers course for Primary School Teachers.	10 days	6x2=12 progs. 50 -p each	@75,900	75,900x12	9,10,800
2.	Refreshers course for Middle School Teachers.	10 days	6x2=12 progs. 50-p each	@ 75,900	75,900x12	9,10,800
3.	Workshop to design courses and learning materials for short course training of P/S & M/S Teachers.	4 days	6x2=12 progs 10-p each	@15,500	15,500x12	1,86,600
4.	Short course training on specific subjects for Primary School Teachers.	5 days	6x4=24 progs 20 -p each	@24,050	24,050x24	5,77,200
5.	Short course training on specific subjects for Middle School Teachers.	5 days	6x4=24 progs 20-p each.	@24,050	24,050x24	5,77,200
Total for programmes during 2004-2005						31,62,600

8.5. TELESCOPED DIETS (6 Nos)

YEAR : 2005-2006

1	2	3	4	5	6	7
RECURRING						
1.	Refresher course for Primary School Teachers.	10 days	6x2=12 progs. 50-p each	@ 75,900	75,900x12	9,10,800
2.	Refresher course for Middle School Teachers.	10 days	6x2=12 progs. 50-p each	@ 75,900	75,900x12	9,10,800
3.	Short course training on subjects specific for Primary School Teachers.	5 days	6x4=24 progs. 20-p	@ 24,050	24,050x24	5,77,200
4.	Short course training on subject specific for Middle School Teachers	5 days	6x4=24 progs. 20-p	@ 24,050	24,050x24	5,77,200
5.	Training for AIE and EGS personnel	5 days	6 progs. 20-p	@ 24,050	24,050x6	1,44,300
6.	Workshop to design training materials for AE & EGS personnel.	4 days	6x1prog 10 -p	@15,550	15,550x6	93,300
8.	Identification Lab-Area & subsequent Action Research	year round	6x1	40,000	40,000x6	2,40,000
9.	Field visits	-	6x1	@1,000	1000x6	6,000
Total for programmes 2006-2007						34,59,600

8.5. TELESCOPED DIETS (6 Nos)

YEAR : 2006-2007

1	2	3	4	5	6	7
1.	Refreshers course for Primary School Teachers.	10 days	6x2=12 progs. 50-p each	@75,900	75,900x12	9,10,800
2.	Refreshers course for Middle School Teachers.	10 days	6x2=12 progs. 50-p each	@75,900	75,900x12	9,10,800
3.	Short course training on specific subjects for Primary School Teachers	5 days	6x4=24 progs. 20-p each	@24,050	24,050x24	5,77,200
4.	Short course training on specific subjects for Middle School Teachers	5 days	6x4=24 progs. 20-p each	@24,050	24,050x24	5,77,200
5.	Training for AIE & EGS personnel.	5 days	6x1=6 prog. 20-p each.	@24,050	24,050x6	1,44,300
6.	Lab Area- Action Research to lab.area	year round	6x1	40,000	40,000x6	2,40,000
7.	Field visits	1 day	6x2	1000 per	1000x12	12,000
Total for programmes during 2006-2007						33,72,300

CONTINGENCIES

6. TELESCOPED DIETS

(in Rs)

Items	2003-2004	2004-2005	2005-2006	2006-2007	Total (4 years) 2003-2007
Establishment	12,00,000	12,00,000	12,00,000	12,00,000	12,00,000
Equipments/Furniture	-	6,00,000	6,00,000	6,00,000	18,00,000
Programmes/Activities	-	3,00,000	3,00,000	3,00,000	9,00,000
Chartering of vehicle 1 each @ 35000/-pm (3 months)	6,30,000	25,20,000	25,20,000	25,20,000	81,90,000
Total	18,30,000	46,20,000	46,20,000	46,20,000	1,56,90,000

8.6. SCERT

(in Rs)

Items	2003-2004	2004-2005	2005-2006	2006-2007	Total (4 years) 2003-2007
NON-RECURRING					
a) Construction works	16,50,000	77,00,000	-	-	93,50,000
b) Equipments/Furniture	75,61,390	6,75,000	-	-	82,36,390
RECURRING					
a) Salary of staff	15,47,960	65,85,600	73,57,230	76,98,130	2,31,88,920
b) Programmes	27,89,110	85,11,200	1,00,97,800	93,13,160	3,07,11,270
c) Contingency	2,50,000	3,50,000	3,50,000	3,50,000	13,00,000
Total	1,37,98,460	2,38,21,800	1,78,05,030	1,73,61,290	7,27,86,580

YEAR-WISE BUDGET REQUIREMENT

8.6. SCERT

YEAR : 2003-2004

					(in Rs)	
S/N	Items	Quantity	Rate	Total Cost	Expenditure during the year	Remarks
1	2	3	4	5	6	7
NON-RECURRING						
1.	<u>Construction works</u>					
	a) Director's Quarters	1	-	10,00,000	5,00,000	-
	b) Teachers Hostel	1	-	75,00,000	5,00,000	-
	c) Boundary Fencing	1	-	1,50,000	1,50,000	completed
	d) Retaining wall	1	-	1,00,000	1,00,000	completed
	e) Renovation of SCERT building	1	-	2,00,000	-	-
	f) Therapy Room	1	-	1,00,000	1,00,000	completed
	g) Sound proof room	1	-	3,00,000	3,00,000	completed
Total for construction works					16,50,000	

2. Equipment/Furniture

a) Administration

i)	Installation of EPABX Model Ax-200-40 lines with 4P+T lines complete exchange	40 lines	@1,07,090	1,07,090	1,07,090	completed
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1	2	3	4	5	6	7
ii)	Purchase of equipment					
	- Fax machine	1 no	10,000/	10,000	10,000	completed
	- Photo copier	1no	@ 50,000/-	1,50,000	1,50,000	completed
	- Computer with peripherals	5 nos	@ 80,000	4,00,000	4,00,000	completed
b)	Publication, Documentation & Library Cell					
i)	Purchase and installation of computer with peripherals	1 set	80000/-	80,000	80,000	completed
ii)	Procurement of bookshelves, furniture for library.	10 book shelves	@87000	87,000	87,000	
		5 tables	@4700	23,500	23,500	
		5 chairs	@1500	7,500	7,500	
c)	Teacher Education Wing					
	Purchase and installation of computer with peripherals	2 sets	@ 80,000	1,60,000	1,60,000	completed
d)	Curriculum Development Wing					
	Purchase and installation of computer with peripherals	2 sets	@ 80,000	1,60,000	1,60,000	completed
e)	Early Childhood Care and Education Cell					
	Procurement of Learning materials like toys, charts, games and quiz materials	-	-	20,000	20,000	completed

1	2	3	4	5	6	7
f)	Language Promotion Wing					
	Equipments for language laboratory -					
	- monitoring unit	1	@ 40,000	40,000	40,000	completed
	- Lingua phone set	30 booth	@ 25,000	7,50,000	7,50,000	completed
	- Furniture	-	-	1,00,000	1,00,000	completed
	- Lingua phone cassette	2 sets	@ 500	1,000	1,000	completed
g)	Vocationalisation, Guidance and Counselling					
i)	Purchase of psychological testing tools and equipments	5 sets	@ 50,000	2,50,000	-	
ii)	Purchase of telephone for counselling through telephone	5 sets	@ 5,000	25,000		
iii)	Setting up of Psychology lab.	1 no	@ 1,00,000	1,00,000	-	
h)	Education for Children with Special Needs					
	Purchase of equipment for State Resource Centre.	-	-	10,00,000	10,00,000	completed

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1	2	3	4	5
i)	Educational Technology Wing			
i)	Interior furnishing sound proof room + E.T. room	1 no	3,00,000	3,00,000
ii)	Installation of Direct Receiving Set (DRS)	1 no	1,00,000	1,00,000
iii)	Setting up of computer cell and Purchase of equipment for the cell.	-	-	20,00,000
iv)	Purchase of equipment for audio/video production	-	-	10,11,500
v)	Purchase of video camera	4 nos	@1,80,000	7,20,000
vi)	Purchase of CD player	2 nos	@ 7,000	14,000
vii)	Purchase of TV	2 no	@ 15,000	30,000
viii)	Purchase of still cameras	3 nos	@ 10,500	31,500
ix)	LCD Projector	1 no	@ 1,65,000	1,65,000
j)	Science and Mathematics Education			
	Purchase of science equipment for conducting science practical training			1,00,000
i)	Equipment			
ii)	Glass wares			
iii)	Chemicals			
Total for Construction & Equipment during 2003-2004				

8.6. SCERT

YEAR : 2004-2005

1	2	3	4	5	6	7
NON-RECURRING						
1. Construction Works						
a)	Director's Quarters (Continuation)	1	-	10,00,000	5,00,000	completed
b)	Teachers Hostel	1	-	75,00,000	70,00,000	completed
c)	Renovation of SCERT building	1	-	2,00,000	2,00,000	completed
Total for Construction during 2004-2005					77,00,000	
2, Equipments/Furniture						
a) Administration						
	Furnishing Teachers Hostel	-	-	3,00,000	3,00,000	completed
b) Vocationalisation, Guidance and Counselling						
i)	Purchase of psychology testing tools and equipment	5 sets	@ 50,000	2,50,000	2,50,000	completed
ii)	Purchase of telephone for counselling through telephone	5 sets	@ 5,000	25,000	25,000	completed
iii)	Setting up of Psychology lab	1 no	@1,00,000	1,00,000	1,00,000	completed
Total for Equipment during 2004-2005					6,75,000	

REQUIREMENT FOR SALARY

8.6. SCERT

YEAR : 2003-2004

S/N	Name of Posts	No. of post	Unit. cost	Period	Requirement during the for year	Increment during the for year	Total Amount required(Rs)
1	2	3	4	5	6	7	8
RECURRING							
Administration Wing :							
i)	Director(143000-18300)	1	@ 23990	-	-	-	-
ii)	Lecturer(8000-13600)	1	@ 13600	3 months	40,800	-	40,800
Teacher Education wing :							
iii)	Reader(12000-18300)	1	@ 20250	3 months	60,750	-	60,750
iv)	Project coordinator (20000 fixed)	1	@ 20000	3 months	60,000	-	60,000
v)	Project Fellow (15000 fixed)	1	@ 15000	3 months	45,000	-	45,000
vi)	Assistant Project Fellow (10000 fixed)	1	@ 10000	3 months	30,000	-	30,000
vii)	Computer Operator/ Assistant(4000-6000)	1	@ 7000	3 months	21,000	-	21,000
viii)	Lecturer(8000-13600)	2	@ 13600	3 months	81,600	-	81,600
Research & Development wing							
ix)	Sr.Lecturer (10000-16000)	1	@ 17,000	-	-	-	-
x)	Research Fellow (8000-13600)	1	@ 13,600	-	40,800	-	40,800

1	2	3	4	5	6	7	8
Curriculum Development Wing							
	xi) Sr.Lecturer(10000-16000)	1	@17,000	4 months	68,000	-	68,000
	xii) Lecturer (8000-13600)	1	@13,600	4 months	54,400	-	54,400
Language Promotion wing							
	xiii) Reader (12000-18300)	1	@20,250	3 months	60,750	-	60,750
	xiv) Sr.Lecturer(10000-16000)	1	@17,000	3 months	51,000	-	51,000
	xv) Lecturer(8000-13600)	1	@13,600	3 months	81,600	-	81,600
	xvi) Tutors(8000-13600)	1	@13,600	3 months	1,63,200	-	1,63,200
Vocationalisation, Guidance & Counselling Wing:							
	xvii) Reader (12000-18300)	1	@20250	3 months	60,750	-	60,750
	xviii) Sr.Lecturer(10000-16000)	1	@17000	3 months	51,000	-	51,000
Education of Children with Special Needs :							
	xix) Reader(12000-18300)	1	@20250	3 months	20,250	-	20,250
	xx) Sr.Lecturer(10000-13600)	1	@17000	3 months	51,000	-	51,000
	xxi) Lecturer(8000-13600)	1	@13660	3 months	40,800	-	40,800
	xxii) Physio Therapist (6500-10500)	1	@11160	3 months	33,480	-	33,480

1	2	3	4	5	6	7	8
Educational Technology Wing :							
	xxiii) Reader(12000-18300)	1	@20250	-	-	-	-
	xxiv) Sr.Lecturer(10000-16000)	1	@17000	3 months	51,000	-	51,000
	xxv) EPD Manager(8000-13600)	1	@13600	3 months	40,800	-	40,800
Science Promotion Wing :							
	xxvi) Reader (12000-18300)	1	@20250	-	-	-	-
	xxvii) Sr.Lecturer (10000-16000)	1	@17000	-	-	-	-
	xviii) Lecturers (8000-13600)	2	@13600	5 months	1,36,000	-	1,36,000
	xxix) Consultants (8000-136000)	3	@13600	5 months	2,04,000	-	2,04,000
Total salary for the year 2003-2004					15,47,960	-	15,47,960

1	2	3	4	5	6	7	8
RECURRING							
Administration wing :							
i)	Director	1	@23990	12 months	2,87,880	-	2,87,880
ii)	Lecturer	1	@13600	12 months	1,63,200	-	1,63,200
iii)	Librarian	1	@13600	12 months	1,63,200	-	1,63,200
Teacher Education wing :							
iv)	Reader	1	@20250	12 months	2,43,000	-	2,43,000
v)	Project Coordinator	1	@20000	12 months	2,40,000	-	2,40,000
vi)	Project Fellow	1	@15000	12 months	1,80,000	-	1,80,000
vii)	Assistant Project Fellow	1	@10000	12 months	1,20,000	-	1,20,000
ix)	Computer Operator/Asst.	1	@7000	12 months	84,000	-	84,000
x)	Lecturer	2	@13600	12 months	3,26,400	-	3,26,400
Research & Development Wing :							
xi)	Sr.Lecturer	1	@17000	12 months	2,04,000	-	2,04,000
xii)	Research Fellow	1	@13600	12 months	1,63,200	-	1,63,200
Curriculum Development Wing :							
xiii)	Sr.Lecturer	1	@17000	12 months	2,04,000	-	2,04,000
xiv)	Lecturer	1	@13600	12 months	1,63,200	-	1,63,200

8.6. SCERT

YEAR : 2004-2005

1	2	3	4	5	6	7	8
Language Promotion wing :							
	xv) Reader	1	@20,250	12 months	2,43,000	-	2,43,000
	xvi) Sr.Lecturer	1	@17,000	12 months	2,04,000	-	2,04,000
	xvii) Lecturers	2	@13,600	12 months	3,26,400	-	3,26,400
	xviii) Tutors	4	@13,600	12 months	6,52,800	-	6,52,800
Vocationalisation, Guidance & Counselling Wing :							
	xviii) Reader	1	@20250	12 months	2,43,000	-	2,43,000
	xix) Sr.Lecturer	1	@17000	12 months	2,04,000	-	2,04,000
Education of Children with Special Needs :							
	xx) Reader	1	@20250	12 months	2,43,000	-	2,43,000
	xxi) Sr.Lecturer	1	@17000	12 months	2,04,000	-	2,04,000
	xxii) Lecturer	1	@13600	12 months	1,63,200	-	1,63,200
	xxiii) Therapist	1	@11160	12 months	1,33,920	-	1,33,920
Educational Technology wing :							
	xxv) Reader	1	@20250	-	-	-	-
	xxiii) Sr.Lecturer	1	@17000	12 months	2,04,000	-	2,04,000
	xxiv) EPD Manager	1	@13600	12 months	1,63,200	-	1,63,200
Science Promotion Wing :							
	xxv) Reader	1	@20250	12 months	2,43,000	-	2,43,000
	xxvi) Sr.Lecturer	1	@17000	-	-	-	-
	xxvi) Lecturers	2	@13600	12 months	3,26,400	-	3,26,400
	xxvii) Consultant	3	@13600	12 months	4,89,600	-	4,89,600
Total salary for the year 2004-2005					65,85,600	-	65,85,600

8.6. SCERT

YEAR : 2005-2006

1	2	3	4	5	6	7	8
RECURRING							
Administration Wing :							
i)	Director	1	@23990	12 months	2,87,880	14,390	3,02,270
ii)	Lecturer	1	@13600	12 months	1,63,200	8,160	1,71,360
iii)	Librarian	1	@13600	12 months	1,63,200	8,160	1,71,360
Teacher Education Wing :							
iv)	Reader	1	@20250	12 months	2,43,000	12,150	2,55,150
v)	Project Coordinator	1	@20000	12 months	2,40,000	-	2,40,000
vi)	Project Fellow	1	@15000	12 months	1,80,000	-	1,80,000
vii)	Assistant Project Fellow	1	@10000	12 months	1,20,000	-	1,20,000
viii)	Computer Operator/Asstt.	1	@7000	12 months	84,000	4,200	88,200
ix)	Lecturer	2	@13600	12 months	3,26,400	16,320	3,42,720
Research & Development Wing :							
ix)	Sr.Lecturer	1	@17000	12 months	2,04,000	10,200	2,14,200
x)	Lecturer	1	@13600	12 months	1,63,200	8,160	1,71,360
Curriculum Development Wing :							
xi)	Sr.Lecturer	1	@17000	12 months	2,04,000	10,200	2,14,200
xii)	Lecturer	1	@13600	12 months	1,63,200	8,160	1,71,360
Language Promotion Wing :							
xiii)	Reader	1	@20250	12 months	2,43,000	12,150	2,55,150
xiv)	Sr.Lecturer	1	@17000	12 months	2,04,000	10,200	2,14,200
xv)	Lecturers	2	@13600	12 months	3,26,400	16,320	3,42,360
xvi)	Tutors	4	@13600	12 months	6,52,800	32,640	6,85,440

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YEAR : 2005-2006

1	2	3	4	5	6	7	8
Vocationalisation, Guidance & Counselling Wing :							
	xvii) Reader	1	@20250	12 months	2,43,000	12,150	2,55,150
	xviii) Sr.Lecturer	1	@17000	12 months	2,04,000	10,200	2,14,200
Education of Children with Special Needs :							
	xix) Reader	1	@20250	12 months	2,43,000	12,150	2,55,150
	xx) Sr.Lecturer	1	@17000	12 months	2,04,000	10,200	2,14,200
	xxi) Lecturer	1	@13600	12 months	1,63,200	8,160	1,71,360
	xxii) Therapist	1	@11160	12 months	1,33,920	6,700	1,40,620
Educational Technology Wing :							
	xxiii) Reader	1	@20250	12 months	2,43,000	12,150	2,55,150
	xxiv) Sr.Lecturer	1	@17000	12 months	2,04,000	10,200	2,14,200
	xxv) EPD Manager	1	@13600	12 months	1,63,200	8,160	1,71,360
Science Promotion Wing :							
	xxvi) Reader	1	@20250	12 months	2,43,000	12,150	2,55,150
	xxvii) Sr.Lecturer	1	@17000	12 months	2,04,000	10,200	2,14,200
	xxvii) Lecturers	2	@13600	12 months	3,26,400	16,320	3,42,720
	xxviii) Consultant	3	@13600	12 months	4,89,600	24,480	5,14,080
Total salary for the year 2005-2006					70,32,600	3,24,630	73,57,230

8.6. SCERT

YEAR : 2006-2007

1	2	3	4	5	6	7	8
RECURRING							
Administration Wing :							
i)	Director	1	@25190	12 months	3,02,280	15,100	3,17,380
ii)	Lecturer	1	@14280	12 months	1,71,360	8,570	1,79,930
iii)	Librarian	1	@14280	12 months	1,71,360	8,570	1,79,930
Teacher Education Wing :							
iv)	Reader	1	@21260	12 months	2,55,120	12,790	2,67,910
v)	Project Coordinator	1	@20000	12 months	2,40,000	-	2,40,000
vi)	Project Fellow	1	@15000	12 months	1,80,000	-	1,80,000
vii)	Assistant Project Fellow	1	@10000	12 months	1,20,000	-	1,20,000
viii)	Computer Operator/Asstt	1	@ 7350	12 months	88,200	4,410	92,610
ix)	Lecturer	2	@14280	12 months	3,42,720	17,140	3,59,860
Research & Development Wing :							
x)	Sr.Lecturer	1	@17850	12 months	2,14,200	10,710	2,24,910
xi)	Lecturer	1	@14280	12 months	1,71,360	8,570	1,79,930
Curriculum Development Wing :							
xii)	Sr Lecturer	1	@17850	12 months	2,14,200	10,710	2,24,910
xiii)	Lecturer	1	@14280	12 months	1,71,360	8,570	1,79,930
Language Promotion Wing :							
xiv)	Reader	1	@21260	12 months	2,55,120	12,790	2,67,910
xv)	Sr.Lecturer	1	@17850	12 months	2,14,200	10,710	2,24,910
xv)	Lecturers	2	@14280	12 months	3,42,720	17,140	3,59,860
xvi)	Tutors	4	@14280	12 months	6,85,440	34,270	7,19,710

1	2	3	4	5	6	7	8
Vocationalisation, Guidance & Counselling Wing :							
xvii)	Reader	1	@21260	12 months	2,55,120	12,790	2,67,910
xviii)	Sr.Lecturer	1	@14280	12 months	2,14,200	10,710	2,24,910
Education of Children with Special Needs :							
xix)	Reader	1	@21260	12 months	2,55,120	12,790	2,67,910
xx)	Sr.Lecturer	1	@17850	12 months	2,14,200	10,710	2,24,910
xxi)	Lecturer	1	@14280	12 months	1,71,360	8,570	1,79,930
xxii)	Physio Therapist	1	@11720	12 months	1,40,640	7,010	1,47,650
Educational Technology Wing :							
xxiii)	Reader	1	@21260	12 months	2,55,120	12,790	2,67,910
xxiv)	Sr.Lecturer	1	@17850	12 months	2,14,200	10,710	2,24,910
xxv)	Lecturer	1	@14280	12 months	1,71,360	8,570	1,79,930
Science Promotion Wing :							
xxvi)	Reader	1	@21260	12 months	2,55,120	12,790	2,67,910
xxvii)	Sr.Lecturer	1	@17850	12 months	2,14,200	10,710	2,24,910
xxviii)	Lecturers	2	@14280	12 months	3,42,720	17,140	3,59,860
xxix)	Consultant	1	@14280	12 months	5,14,080	25,710	5,39,790
Total for salary during 2006-2007					73,57,080	3,41,050	76,98,130

YEAR-WISE DETAILED PROGRAMMES AND BUDGET REQUIREMENT

8.6. SCERT

YEAR : 2003-2004

S/N	Items/Programmes	Duration	No. of prog & participants	Rate in rupees	Details	Total Amount
1	2	3	4	5	6	7
RECURRING						
1	(a) Administration					
-	Organising seminar symposia for faculty of SCERT.	twice every month	6 progs.	2,000	2000x6	12,000
	(b) Publication, Documentation and Library					
-	Purchase of books & journals	quarterly	-	-	50,000x1	50,000
-	Publication of books on "Education for beginners" -Teachers handbook.	-	1500 copies	50 per copy	1500x50	75,000
-	Production of training packages for:					
(i)	Refreshers course for Primary School Teachers.		4500 copies	60 per copy	4500x60	2,70,000
(ii)	Refresher course for Middle School Education	-	4500 copies	60 per copy	4500x60	2,70,000
-	Refresher course for High School Teachers.	-	2000 copies	75 per copy	2000x75	1,50,000
-	Refresher course for Higher Secondary School Teachers		1000 copies	80 per copy	1000x80	80,000

1	2	3	4	5	6	7
c)	Teacher Education Wing :					
-	Identification and creating a pool of Resource Persons	5 months	1 prog	50,000	50,000x1	50,000
-	Organising TQM programme	2 days	1 prog	5,000	5,000x1	5,000
-	Training of Resource Persons (Phase I)	5 days	3 progs 30-p	35,450	35,450x3	1,06,350
-	Seminar on continuous and Comprehensive Evaluation(CCE)	1 day	2 progs. 100-p	24,500	24,500x2	49,000
-	Hiring of vehicle @ 35,000p.m.	6 months	-	35,000p.m	35,000x6	2,10,000
-	T.A/D.A. of Project staff	1 qtr.	-	5000 per qtr	5000x1	5,000
-	Contingent expenditure	6 months	-			30,000
d)	Research and Development Wing :					
-	Study of Pre-Schools in Mizoram -an Evaluation	6 months	-	1,24,000	1,24,000x1	1,24,000
-	An Institutional Evaluation Project	12 months (to be carried over to next year)	-	2,33,000	2,33,000x1	2,33,000

1	2	3	4	5	6	7
e)	Curriculum Development wing					
-	Development of Curriculum for Bridge course (under HSLC)	5 days	6 workshop with 6-p	@10,990	10,990x6	65,940
-	Development of curriculum for Bridge course (under HSSLC)	5 days	6 workshop with 6-p	@10,999	10,990x6	65,940
-	Devising training package of Refresher course for Primary, Middle, High and Higher Secondary Schools	5 days	8 workshop with 12-p	@17,830	17,830x8	1,42,640
-	Devising training package for Induction training of Higher Secondary School Teachers	5 days	3 workshop with 10 -p	@15,550	15,550x3	46,650
-	Development of curriculum for multi-category training course	5 days	2 workshop with 12-p	@17,830	17,830x2	35,660
f)	Early Childhood Care and Education:					
-	Preparation of training package for Pre-school Education	5 days	3 progs. 6 -p	@ 10,990	10,990x3	32,970
-	Development of Handbook on Education for beginners	5 days	2 progs. 6-p	@ 10,990	10,990x2	21,980
-	Meeting of Inter-Departmental Coordination Committee	1 day	2 meeting	1,800	1,800x2	3,600

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1	2	3	4	5	6	7
g)	Language Promotion Wing :					
-	Development of Audio Cassettes for Songs & rhymes.	1 month	-	-	-	81,400
h)	Environmental Orientation to School Education :					
-	Conducting survey to identify schools having scope for environmental project.	3 months	1 prog.	50,000	50,000x1	50,000
-	Preparation of guidelines for Environmental Project in schools	5 days	1 prog. 12 -p	17,830	17,830x1	17,830
-	Preparation of information brochures	10 days	2 progs 6-p	20,220	20220x2	40,440
i)	Population Education Programmes :					
-	Training of resource persons on Population Education	2 days	1 prog. 10-p	9,000	9000x1	9,000
-	Advocacy Programme for media persons, NGO's and Heads of Institutions	1 day	1 prog 100-p	10,400	10,400x1	10,400
-	Seminar on sex and drug abuse	1 day	2 progs 100-p	6,400	6,400x2	12,100

1	2	3	4	5	6	7
j)	Vocationalisation, Guidance and Counselling :					
-	Conducting vocational Service	6 months	1 prog	@82,000	82,000x1	82,000
-	Organising class-talk	1 day	15 progs.	@1,500	1500x15	22,500
-	Organising Career exhibition	3 days	15 schools	-	-	67,500
-	Training of Headmasters	4 days	1 prog 50-p	@44,400	44400x1	44,400
k)	Education of Children with Special Needs:					
-	Assessment of children with special needs	6 months on-going	200	-	-	20,000
l)	Educational Technology Wing :					
-	Radio script writing for educational programme.	10 days	2 prog 30-p	@50,020	50020x2	1,00,040
-	Workshop to design curriculum for Computer Education	5 days	3 -progs 6-p	@10,990	10,990x3	32,970
m)	Science and Mathematics Education :					
-	Organising Refresher course for High School Science Teachers	10 days	1 prog 50-p	@75,900	75,900x1	75,900
Total for programmes during 2003-2004						27,89,110

1	2	3	4	5	6	7
RECURRING						
a) Administration :						
-	Organising seminar symposia for the faculty of SCERT	twice a month year-long	24 progs	@ 2000	2000x24	48,000
-	Hiring of vehicle for Director @ 35000/pm	12 months	1 no	@35,000	35000x12	4,20,000
-	Organising special programmes in commemoration of SCERTs Silver Jubilee.	One week	7 progs	-	-	7,00,000
b) Publication, documentation and Library :						
-	Production of training packages on					
	1) Distance Education					
	2) Pre-school teachers					
	3) Specific science subjects Physics, Chemistry, Biology		8 nos	@50,000	50,000x8	4,00,000
	4) Mathematics					
	5) Study materials for bridge course					
	6) One month course in English					
	7) Instructional materials for different areas of disability.					
-	Purchase of books & journals		-	-	1,00,000	1,00,000

1	2	3	4	5	6	7
c)	Teacher Education Wing :					
-	Preparation of appraisal procedures and tools for teacher educators and teachers.	4 days (within 1 month)	2 workshops 10-p	@15,550	15,550x2	31,100
-	Organising TQM programme	3 days (April)	1 prog	@ 5,000	5,000x1	5,000
-	Organising Induction Training for faculty of DIETs/Mini DIETs.	10 days	1 prog. 30-participants	@ 53,200	53,200x1	53,200
-	Organising seminar on CCE for teacher educators.	1 day	2 progs. 50-participants	@24,500	24,500x2	49,000
-	Organising training for State and District Resource Groups of SSA.	4 days	2 progs. 30-participants	@ 30,900	30,900x2	61,800
-	Field interaction -					
	i) TA/DA of Project Team	Quarterly	as per requirement	@ 5,000 per quarter	5,000x4	20,000
	ii) Hiring of vehicle	1 no	12 months	@ 35,000pm	35,000x12	4,20,000

1	2	3	4	5	6	7	
d) Research and Development Wing :							
-	Impact study on In-service training in class-room teaching and pupil achievement.	1 year		1 prog.	@ 2,33,000	2,33,000	2,33,000
-	An Institutional Evaluation Project- Continuation.	6 months		-	-	-	-
-	Survey of school drop-out	1 year		1 prog.	@2,33,000	2,33,000	2,33,000
e) Curriculum Development Wing :							
-	Preparation of study material for Bridge course HSLC & HSSLC.	10 days	6 workshops 20-participants		@ 60,160	60,160x6	3,60,960
-	Development of curriculum for children with special needs	4 days	6 workshops 12 participants		@ 14,800	14,800x2	29,600
-	Development of training package for one month English language teaching for P/S M/S and H/S.	10 days	3 workshops 12 participants		@ 33,420	33,420x3	1,00,260
-	Devising training package for pre-school teachers.	10 days	2 workshops 6 -participants		@20,220	20,220x2	40,440
-	Devising training package for specific science subject and mathematics	10 days	2 workshops 15 participants		@40,300	40,300x2	80,600

1	2	3	4	5	6	7
f)	Early Childhood Care and Education					
-	Meeting of Inter-Departmental Coordination Committee	1 day every qtr	4 meetings	@ 1,800	1,800x4	7,200
-	Preparation of Instructional materials for Pre-Primary Education.	5 days (April-June)	5 workshops 6 participants	@10,990	10,990x5	54,950
-	Organising training programmes on the use of guide books and Instructional materials for Pre-Primary Teachers.	10 days (July-Dec)	3 progs. 30 participants	@50,020	50,020x3	1,50,060
g)	Language Promotion Wing :					
-	One month course in English language teaching for P/S,M/s H/S	1 month	3 progs 50 participants	@1,88,800	1,88,800x3	5,66,400
-	10 day course in teaching English for Middle School Teachers.	10 days	2 progs. 40 participants	@ 62,160	62,160x2	1,24,320
-	10 day course in teaching Hindi for Middle School Teachers.	10 days	2 progs. 40 participants	@ 62,160	62,160x2	1,24,320
-	10 day course in teaching Mizo for Primary School Teachers.	10 days	2 progs 40 participants	@62,160	62,160x2	1,24,320
-	Development and production of Audio cassettes for Spoken English	1 month	6 nos	@1,20,000	1,20,000x1	1,20,000

8.6 SCERT

YEAR : 2004-2005

1	2	3	4	5	6	7
h)	Environmental Orientation to School Education:					
-	Orientation training on ecological problems of village, hazards of environmental pollution.	5 days 50-p	5 progs.	@44,350	44,350x5	2,21,750
-	Preparation of booklets posters etc on environmental history and culture	1 month	6 nos	@ 7,500	7,500x6	45,000
-	Preparation of slides, audio cassettes video tapes, films on environment conservation in collaboration with E.T. wing	6 month	10 nos	-	-	2,00,000
-	Nature study visits for teachers.	2 days	10 progs.20-p	@12,000	12,000x10	1,20,000
-	Implementation of Environmental Projects by individual school.	the whole year	5 schools	@15,000	15,000x5	75,000
-	Monitoring and supervision.	quarterly	5 schools	@ 4,000	4,000x5	20,000
i)	Population Education Programmes :					
-	Orientation of Teachers on Population Education	2 days	1 prog 50-p	@ 29,500	29,500x1	29,500
-	Organisation of co-curricular activities on ARSH in schools	1 day	1 prog 100-p	@ 10,400	10,400x1	10,400
-	Conducting research on adolescent needs and awareness on human sexuality and reproduction.	3 month	1 prog	50,000	50,000x1	50,000

8.6 SCERT

YEAR : 2004-2005

1	2	3	4	5	6	7
j) Vocationalisation, Guidance and Counselling :						
-	Preparation of Instructional materials for W.E	5 days	3 workshops 6 participants	@10,990	10,990x3	32,970
-	Orientation programme for Principals	5 days	1 prog. 10 participants	@15,050	15,050x1	15,050
-	Orientation programmes for Educational Officers on Vocationalisation of Edn.	5 days	2 progs 30 participants	@ 35,450	35,450x2	70,900
-	Training on entrepreneurship development	5 days	1 prog. 20 participants	@25,450	25,450x1	25,450
-	Production of CRC	-	20,000copies	@10	20,000x10	2,00,000
-	Training of Career masters	10 days	4 progs. 30 participants	@50,020	50,020x4	2,00,080
-	Career Conference	1 day	5 progs. 100 participants	@30,000	30,000x5	1,50,000
-	Hiring of 1 vehicle.	12 months		@35,000pm	35,000x12	4,20,000

1	2	3	4	5	6	7
k)	Educational for children with Special Needs :					
-	Refresher Course for Resource Teachers	10 days	3 progs. 40 participants	@ 62,160	62,160x3	1,86,480
-	Assessment of children with special needs.	on going	200 children	@100/- per child	100x200	20,000
-	Preparation of materials for awareness campaign	5 days	3 workshops 10 participants	@ 29,020	29,020x3	87,060
-	Preparation of Instructional materials prints and non-prints	2 months	6 nos	-	-	78,400
l)	Educational Technology Wing :					
-	Workshop to develop learning materials based on curriculum for computer education	5 days	3 workshops 10 participants	@ 29,020	29,020x3	87,060
-	Radio-script writing for Educational Broadcast programme.	10 days every qtr.	4 progs. 30 participants	@ 50,020	50,020x4	2,00,080
-	T.V.script writing workshop	5 days	4 workshops	@51,020	51,020x4	2,04,080
-	Production of a series of Audio cassettes for teacher training	one qtr.	1 prog, 2700 nos.	@ 35/-	35x2700	94,500

8.6 SCERT

YEAR : 2004-2005

1	2	3	4	5	6	7
-	Short course training on computer education for teachers.	10 days quarterly	4 batches 25 participants	@43,150	43,150x4	1,72,600
-	Training of Education officers in computer education	5 days	3 batches 20 participants	25,450	25,450x3	76,350
-	Preparation of Instructional Programmes for Distance Education (Bridge course HSLC)	1 month (10 days)	3 progs. 10 participants	@33,960	33,960x3	1,01,880
-	Preparation of Instructional Programme for Distance Education (Bridge Course HSSLC)	1 month	3 progs 10 participants	@33,960	33,960x3	1,01,880
m) Science and Mathematics Education :						
-	Organising Refreshers Course for H/s science teachers.	10 days	4 progs. 50 participants	@75,900	75,900x4	3,03,600
-	Organising Refreshers Course for H/s mathematics teachers	10 days	4 progs. 50 participants	@75,900	75,900x4	3,03,600
Total for programmes during 2004-2005						85,11,200

YEAR-WISE DETAILED PROGRAMMES AND BUDGET REQUIREMENT

8.6 SCERT		YEAR : 2005-2006				
S/N	Programmes	Duration	Number of participants	Rates	Details	Total Amount
1	2	3	4	5	6	7
RECURRING						
a) Administration						
-	Organising seminars symposia for the faculty of SCERT	twice every month	24 progs.	@2000	2000x24	48,000
-	Arranging special enrichment course in collaboration with other institutions	5 days	2 progs. 20-p	@25,450	25,240x2	50,900
-	Sending of faculty staff for special enrichment course outside Mizoram	-	-	-	-	1,00,000
-	Hiring of 1 vehicle	12 months	1 no	@3500p.m	35,000x12	4,20,000
b) Publication, Documentation and Library :						
-	Production of training packages					
	i) Spoken Hindi class	-	-	@50,000	50,000x1	50,000
	ii) Need based subject specific	-	3 subjects	@50,000	50,000x3	1,50,000
-	Purchase of books and educational journals	-	-	-	-	1,00,000
-	Publication of study guide- distance education, HSLC & HSSLC bridge course	3 months	3 nos	@50,000	50,000x3	1,50,000
-	Publication of study guide - activity book for HS & HSS teachers	2 months	2 books	@75,000	75,000x2	1,50,000

8.6 SCERT

YEAR : 2005-2006

1	2	3	4	5	6	7
c)	Teacher Education Wing :					
-	Organising TQM programme for DIET Principals	3 days	1 programme	@ 5,000	5,000x1	5,000
-	Preparation of Activity Book A guide for Teachers.	5days	4 workshops 10 participants	@15,500	15,500x4	62,200
-	Introduction and implementation of CCE and grading (Edn Officers)	4 days	3 progs 50 participants	@48,500	48,500x3	1,45,500
-	Seminar on CCE (Evaluation practices)	1 day	2 progs.50-p	@24,500	24,500x2	49,000
-	Training on CCE and grading for Headmasters.	4 days	3 batches 50 participants	@39,400	39,400x3	1,18,200
-	Training on Research Methodology "Action Research"	5 days	2 batches 25 participants	@30,920	30,920x2	61,840
-	Field Interaction -					
i)	Hiring of vehicle	12 months	1 no	@35,000	35,000x12	4,20,000
ii)	TA/DA of Project staff	4 quarters	-	@5,000	5000x4	20,000
iii)	Exposure visits	-	1 prog.	-	-	1,00,000

1	2	3	4	5	6	7
d)	Research and Development Wing :					
-	Scope of internship programme in teacher education	6 months (May-Oct)	1 prog	1,24,000	1,24,000	1,24,000
-	Investigation on academic and professional problems of school teachers.	6 months (Oct'05-March'06)	1 prog	1,24,000	1,24,000	1,24,000
-	Mid-Term Evaluation of the Perspective Plan - Its impact.	6 months (Oct'05-March'06)	1 prog	1,24,000	1,24,000	1,24,000
e)	Curriculum Development Wing :					
-	Curriculum Renewal and Revision of Text books	10 days	3 workshops 12 participants	@39,200	39,200x3	1,17,600
-	Development of curriculum for competency based vocational course	10 days	1 workshops 12 participants	@ 39,200	39,200x1	39,200
-	Contingent expenditure for repair and maintenance		-	-	-	20,000
f)	Early Childhood Care and Education					
-	Meeting of Inter-Departmental Coordination committee.	every qtr	4 meetings	@ 1,800	1,800x4	7,200
-	Preparation of Teaching-Learning materials for Pre-School teachers.	5 days (April-May)	3 progs. 6 -p	@ 20,220	20,220x3	60,660
-	Training of State and District level functionaries	2 days (May-June)	2 progs. 30 p	@21,800	21,800x2	43,600
-	Organising 10 day course of training for pre-school teachers	10 days (July:05-Feb'06)	4 progs. 25 p	@43,150	43,150x4	1,72,600

1	2	3	4	5	6	7
g)	Language Promotion Wing :					
-	One month course in spoken English	1 month	1 batch 30-p	@1,15,280	1,15,280x1	1,15,280
-	One month course in English language teaching for P/s M/s & H/s teachers	1 month	3 batches 40-p	@1,88,800	1,88,800x3	5,66,400
-	10 day course in teaching English for Higher Secondary School Teachers	10 days	3 batches 40 participants	@62,160	62,160x3	1,86,480
-	10 day course in teaching Mizo language for Middle and Primary school teachers	10 days	8 batches 50 participants	@75,900	75,900x8	6,07,200
-	10 day course in teaching Hindi for Middle School Teachers	10 days	4 batches 50 participants	@75,900	75,900x4	3,03,600
-	Hiring of 1 vehicle	12 months	1 no	@35,000	35,00x12	4,20,000
h)	Environmental Orientation to School Education :					
-	Review of curriculum regarding content of environmental issues	4 days	2 progs 20-p	@22,160	22,160x2	44,320
-	Nature study visits for teachers	2 days	10 progs.20-p	@12,000	12,000x10	1,20,000
-	Preparation of Instructional materials	5 days	3 progs. 6 participants	@20,220	20,220x3	60,660
-	Orientation courses for personnel development	5 days	4 progs. 6 participants	@44,350	44,350x4	1,77,400
-	Implementation of Environmental Project by schools	-	5 schools.	@15,000	15,000x5	75,000
-	Monitoring and supervision of Project Schools.	quarterly	10 schools	@4,000	4,000x10	40,000

8.6 SCERT

1	2	3	4	5	6	7
i)	Population Education Programmes :					
-	Orientation of teachers on ARSH	2 days	1 prog 50-p	@29500	29500x1	29,500
-	Organising seminars on issues like sex and drug abuse	1 day	4 prog 100-p	@ 6400	6400x4	25,600
-	Advocacy programmes for media persons & NGO's etc.	1 day	1 prog 100 -p	@10,400	10,400x1	10,400
j)	Vocationalisation, Guidance and Counselling :					
-	Vocational Guidance and Counselling through telephone-Preparation and telephone bill	1 hour a day on-going	-	@2000/p.m	2,000x12	24,000
-	Orientation training on W.E. for teacher educators/education officers	2 days	2 batches 30 participants	@21,800	21,800x2	63,600
-	Career Conference	1 day	5 batches 500-p	@30,000	30,000x5	1,50,000
-	Preparation of Instructional materials (Manual for pre-vocational course)	10 days	4 workshops 6 participants	@23,480	23,480x4	93,920
-	Preparation of course design for setting up of vocational programme for disabled children	5 days	5 progs. 12-p	@33,420	33,420x5	1,67,100
-	Preparation of Handbook on vocational programmes for disabled children	10 days	5 progs. 6-p	@23,480	23,480x5	1,17,400
-	Hiring of vehicle	12 months	1 no	@35,000p m	35,000x12	4,20,000

1

1	2	3	4	5	6	7
k)	Education for Children with Special Needs:					
-	Organising orientation for teachers of selected new districts	4 days	6 batches 100 -p	@86,700	86,700x6	5,20,200
-	Organising health camp for new selected districts.	3 days	2 progs. 1000 -beneficiaries	-	-	2,50,000
-	Assesment of children with special needs.	on going	1000 children	@100	1,000x100	1,00,000
-	Organising Community Contact programme.	1 day	-	-	-	80,000
-	Hiring of vehicle.	12 months	1 no	@35,000pm	35,000x12	4,20,000
l)	Educational Technology Wing :					
-	Radio script writing	every qtr (10 days)	4 progs. 30 participant	@86,360	86,360x4	3,45,440
-	TV.script writing	10 days	2 progs 20 participants	@60,160	60,160x2	1,20,320
-	Production of Audio Cassettes.	-	5,300 nos	@35/-	5,300x35	1,85,500
-	Short course training on IT for teacher educators/officers	10 days	4 batches 25 participants	@46,450	46,450x4	1,85,800
-	Development and production of specific subject kits	10 days	3 progs. 20 particiapants	@60,160	60,160	1,80,480

8.6 SCERT

YEAR : 2005-2006

1	2	3	4	5	6	7
m)	Science and Mathematics Wing :					
-	Organising Refresher Course for science teachers.	10 days	5 progs. 50 participants	@75,900	75,900x5	3,79,500
-	Organising Refresher course for mathematics teachers.	10 days	5 progs. 50 participants	@75,900	75,900x5	3,79,500
-	Organising Science Seminar	1 day	-	-	-	1,00,000
Total for programmes during 2005-2006						1,00,97,800

YEAR-WISE DETAILED PROGRAMMES AND BUDGET REQUIREMENT

8.6 SCERT

YEAR : 2006-2007

S/N	Programmes	Duration	Number of participants	Rates	Details	Total Amount
1	2	3	4	5	6	7
RECURRING						
a)	Administration					
-	Organising seminar symposia for faculty staff of SCERT.	twice a month	24progs.	@2,000	2,000x24	48,000
-	Hiring of vehicle	12 months	1 no	@35,000/pm	35,000x12	4,20,000
-	Exposure visits for SCERT faculty outside Mizoram.	-	-	-	-	1,50,000
b)	Publication, Documentation and Library:					
-	Maintenance, repair and upkeep of books and equipments	-	-	-	-	50,000
-	Publication of					
	i) A handbook of 'Improvement in English language teaching'					
	ii) Teachers Guide in English language teaching for P/s to H/Sec. school teachers					
	iii) Teachers Guide on Special Education	-	5 books	@50,000	50,000x5 per books	2,50,000
	iv) Teachers Guide on CCE					
	v) Parents Guide on Special Education					
-	Procurement of library books and journals.	-	-	-	-	1,00,000

1	2	3	4	5	6	7
c)	Teacher Education Wing :					
-	Training of CTE faculties on innovations, new policies etc.	4 days	1 prog. 20 -p	@22,100	22,100x1	22,100
-	Training for identified pool of Resource Persons (phase II)	5 days	1 progs. 30-p	@ 35,450	35,450x1	35,450
-	Training on CCE and grading	5 days	3 progs.	@55,450	55,450x3	1,66,350
-	Preparation of Guide/Handbook for Teacher Educators	10 days	4 workshops 10 -p	@33,960	33,960x4	1,35,840
-	Field Interaction -					
	i) TA/DA of Project staff	-	-	-	-	20,000
	ii) Hiring of vehicle	12 month	1 no	@35000/pm	35,000x12	4,20,000
	iii) Field visits	2 weeks	1 prog	-	-	1,00,000
-	Organising Essay competition for Teacher Educators.	-	1 prog.	@25,000	25,000x1	25,000
d)	Research and Development Wing :					
-	A comparative study of the performance of Govt. and Private School	1 year	1 prog.	@2,33,000	2,33,000x1	2,33,000
-	Study of IED scheme - An evaluation.	6 months	1 prog.	@1,24,000	1,24,000x1	1,24,000
-	Identification of Innovative practices among teachers and teacher educators	5 months	1 prog.	@85,000	85,000x1	85,000
-	Provincialization -its impact on quality of education	6 months	1 prog	@1,24,000	1,24,000x1	1,24,000

1	2	3	4	5	6	7
e)	Curriculum Development Wing:					
-	Revision of training curriculum based on practical experience and implication.	5 days	2 progs. 10 participants	@29,020	29,020x2	58,040
-	Review and evaluation of Dip.T.Ed. curriculum.	10 days	2 progs.	@33,960	33,960x2	67,920
-	Curriculum development for Pre-school to class VIII	4 days	6 progs. 10 participants	@15,500	15,500x6	93,000
-	Preparation of Text Books for Pre-school to class VIII.	5 days	12 progs. 6 participants	@20,220	20,220x12	2,42,640
f)	Early Childhood Care and Education :					
-	Meeting of Inter-Departmental Coordination Committee.	once every quarter	4 meetings	@1,800	1,800x4	7,200
-	Organising 10 day course of training for Pre-school teachers	10 days	4 progs. 25-p	@43,150	43,150x4	1,72,600
g)	Language Promotion Wing :					
-	Ten day course in teaching English for P/s , M/s, H/s HS/S teachers	10 days	8 batches 30 participants	@62,160	62,160x8	4,97,280
-	10 day course in teaching Mizo for P/S, M/S,H/S HS/S teachers	10 days	8 batches 30 participants	@62,160	62,160x8	4,97,280
-	One month course in Spoken English for teachers	1 month (March)	1 batch 30 participants	@1,15,280	1,15,280x1	1,15,280

8.6 SCERT

YEAR : 2006-2007

1	2	3	4	5	6	7
-	Special course for teachers in improvement in English	5 days (Jan)	2 progs. 30 participants	@33,350	33,350x2	66,700
-	Development of Handbook for improvement in English teaching	10 days	3 progs. 6 participants	@23,480	23,480x3	70,440
-	Development of Teacher's Guide in English language for teachers of P/S, M/s, H.S.Schools	3 months each	3 guide books	@70,000	70,000x3	2,10,000
-	Hiring of 1 vehicle.	12 months	1 no	@35,000/pm	35,000x12	4,20,000
h)	Environmental Orientation to School Education					
-	Organising seminars for creating environmental consciousness.	1 day	5 progs. 100- p	@6,400	6,400x5	32,000
-	Organising community contact programmes	1 day	10 progs. 200 - p	@4,500	4,500x10	45,000
-	Organising orientation for personnel development of school teachers	5 days	5 progs. 50 -p	@44,350	44,350x5	2,21,750
-	Implementation of Environmental Project by schools	-	15 schools	@15,000	15,000x15	2,25,000
-	Monitoring and supervision of Project School.	quarterly	15 schools	@4,000	4,000x15	60,000
-	Organising exhibition on Environmental issues.	3 days	20 schools	@ 5,000	5,000x20	1,00,000

8.6 SCERT

YEAR : 2006-2007

1	2	3	4	5	6	7
i)	Population Education Programmes :					
-	Orientation of teachers on ARHS	2 days	2 progs 50-p	@29,500	29,500x2	59,000
-	Co-curricular activities on ARHS	1 day	4 prog 50-p	@ 5,400	5,400x4	21,600
-	Seminars on sex and drug abuse	1 day	4 progs 100-p	@6,400	6,400x4	25,600
-	Advocacy programmes for media	1 day	2 progs 50-p	@ 5,400	5,400x2	10,800
j)	Vocationalization, Guidance and Counselling :					
-	Orientation training on W.E. for Headmasters	5 days	2 progs. 30 -p	@33,350	33,350x2	66,700
-	Refresher course for vocational teachers	5 days	1 prog. 20 -p	@24,050	24,050x1	24,050
-	Career exhibition	3 days	15 schools	-	-	67,500
-	Counselling through telephone		on going programmes	-	-	24,000
-	Training of Career masters	10 days	4 progs. 30- p	@50,020	50,020x4	2,00,080
-	Hiring of vehicle	12 months	1 no	@35,000	35,000x12	4,20,000
-	Career conference	1 day	5 progs.	@30,000	30,000x5	1,50,000

8.6 SCERT

YEAR : 2006-2007

1	2	3	4	5	6	7
k) Education of children with Special Needs :						
-	Assessment of children with special needs.	on-going	200 children	@ 100/-	200x100	20,000
-	Training of parents of children with special needs	2 days	3 batches 20 -p	@14,720	14,720x3	44,160
-	Organising short course training for specific disability	5 days	2 batches 30- p	@33,350	33,350x2	66,700
-	Preparation of teaching- learning materials	1 month	8 no	-	-	55,200
-	Preparation of Teachers/Parents Guide	5 days	3 progs. 6 -p	@20,220	20,220x3	60,660
-	Organising sports for disabled children	5 days	100 children	-	-	2,00,000
-	Hiring of one vehicle	12 months	1 no	@35,000/pm	35,000x12	4,20,000
l) Educational Technology Wing :						
-	Short course training for teachers on computer education.	10 days	3 progs. 25- p	@46,450	46,450x3	1,39,350
-	Preparation of Instructional materials print and non-print.	10 days	2 progs. 20- p	@60,160	60,160x2	1,20,320

8.6 SCERT

YEAR : 2006-2007

1	2	3	4	5	6	7
-	Training on radio-script writing	10 days	4 progs 30 participants	@50,020	50,020x4	2,00,080
-	Workshop on TV script writing	10 days	2 progs. 20 participants	@51,020	51,020x2	1,02,040
-	Short course training of IT for teachers	10 days	3 progs. 25 participants	@43,150	43,150x3	1,29,450
-	Workshop for preparation of low-cost teaching aids.	10 days	1 prog.	@60,160	60,160	60,160
m) Science and Mathematics Education Wing						
-	Organising Refresher course for science teachers	10 days	5 progs 50 participants	@75,900	75,900x5	3,79,500
-	Organising Refresher Course for mathematics teachers	10 days	5 progs. 50 participants	@75,900	75,900x5	3,79,500
-	Organising Science Seminar in District capitals	1 day	8 programmes	@25,000	25,000x8	2,00,000
Total for programmes during 2006-2007						93,13,160

CONTINGENCIES

8.6 SCERT

Items	2003-2004	2004-2005	2005-2006	2006-2007	Total(4 years) 2003-2007
Establishment	2,00,000	2,00,000	2,00,000	2,00,000	8,00,000
Equipment/Furniture	-	1,00,000	1,00,000	1,00,000	3,00,000
Programmes	50,000	50,000	50,000	50,000	2,00,000
Total for Contingencies	2,50,000	3,50,000	3,50,000	3,50,000	13,00,000

ABSTRACT OF BUDGET REQUIREMENT

8.7. I.A.S.E.

	2003-2004	2004-2005	2005-2006	2006-2007	Total (4 Years) 2003-2007
1. NON-RECURRING					
(a) Construction works	1,36,70,000	4,03,09,500	-	-	5,39,79,500
(b) Furniture & Equipment	-	63,97,000	-	-	63,97,000
2. RECURRING					
(a) Salary of staff	-	19,55,050	79,38,000	83,34,940	1,82,27,990
(b) Programmes	-	3,84,500	22,64,060	23,02,260	49,50,820
(c) Contingencies	-	-	2,10,000	3,70,000	5,80,000
Total	1,36,70,000	4,90,46,050	1,04,12,060	1,10,07,200	8,41,35,310

YEAR-WISE DETAILED TARGETS AND BUDGET REQUIREMENTS

8.7. IASE

YEAR : 2003-2004

S/N	Items	Quantity with rate	Total Estimated cost (Rs)	Expenditure during the year(Rs)	Remarks
1	2	3	4	5	6
NON-RECURRING					
1. Construction of Works					
1)	Administrative building	1 @ 1,00,00,000	1,00,00,000	25,00,000	About 25 % of all items of work and the entire work on compound fencing are to be completed during the year
2)	Institute building	1 @ 2,00,00,000	2,00,00,000	50,00,000	
3)	Hostels (Men& Women)	2 @ 75,00,000	1,50,00,000	37,50,000	
4)	Principal's Quarters (Type V)	1 @ 10,70,500	10,70,500	2,80,000	
5)	Staff quarters Type IV	5 @ 6,44,000	32,20,000	8,80,000	
	Type III	3 @ 5,10,000	15,30,000	3,80,000	
	Type II	4 @ 3,87,000	15,48,000	3,90,000	
	Type I	2 @ 2,68,000	5,36,000	1,50,000	
6)	Playground	1 @ 8,75,000	8,75,000	2,20,000	
7)	Compound Fencing	1 @ 2,00,000	2,00,000	2,00,000	
Total for Construction work			5,39,79,500	1,36,70,000	

8.7. IASE

YEAR : 2004-2005

1	2	3	4	5	6
NON-RECURRING					
1. CONSTRUCTION WORKS					
1)	Administrative building	1 @1,00,00,000	1,00,00,000	75,00,000	Work is to be completed for all items of construction by the year 2004-2005
2)	Institute building	1 @2,00,00,000	2,00,00,000	1,50,00,000	
3)	Hostels (Men& Women) 1	@ 75,00,000	1,50,00,000	1,12,50,000	
4)	Principal's Quarters Type V	1 @ 10,70,500	10,70,500	7,90,500	
5)	Staff quarters : Type IV	5 @ 6,44,000	32,20,000	24,20,000	
	Type III	3 @ 5,10,000	15,30,000	11,50,000	
	Type II	4 @ 3,87,000	15,48,000	11,58,000	
	Type I	2 @ 2,68,000	5,36,000	3,86,000	
6)	Playground	1 @ 8,75,000	8,75,000	6,55,000	
7)	Compound Fencing	1 @ 2,00,000	2,00,000		
Total for construction during 2004-2005				4,03,09,500	
Grand Total for Construction works			5,39,79,500	5,39,79,500	

8.7. IASE

YEAR : 2004-2005

1	2	3	4	5	6
2.	FURNITURE				
a)	Administrative (office tables, chairs, almirahs, shelves, sofa-sets, etc.	-	5,00,000	5,00,000	Purchase will be made during the year
b)	Staff room(as above)	-	5,00,000	5,00,000	
c)	Class-room furniture	-	2,00,000	2,00,000	
d)	Hostel furniture	-	5,00,000	5,00,000	
e)	Staff quarters	-	10,00,000	10,00,000	
f)	Library	-	5,00,000	5,00,000	
3.	EQUIPMENTS :				
a)	Library books	-	3,00,000	3,00,000	initial collection of library books
b)	Physical Edn.& sports equipment	-	1,00,000	1,00,000	
c)	Lab.Equipments with furniture each.	-			
	- Science Lab.		2,00,000	2,00,000	
	- Language Lab.	-	5,00,000	5,00,000	
	- Psycho-Lab.	-	1,00,000	1,00,000	
d)	Workshop equipments	-	1,00,000	1,00,000	
e)	Art/Music/Cultural Equipment	-	1,00,000	1,00,000	

8.7. IASE

YEAR : 2004-2005

1	2	3	4	5	6
f)	Audio-visual equipments like				
	- Radio	10 nos @1500/-	15,000	15,000	
	- TV	4 nos @3200/-	1,28,000	1,28,000	
	- VCR	-	20,000	20,000	
	- Overhead Projector	-	17,000	17,000	
	- Educational Films	-	10,000	10,000	
	- Other AV.equipment	-	20,000	20,000	
g)	Computer & accessories	20 nos	14,50,000	14,50,000	
h)	40 lines EPABXsystem	-	1,12,000	1,12,000	
i)	Telephone connection & installation	4 nos	10,000	10,000	Installation will be made during the year
j)	Installation of fax facility	1 no	15,000	15,000	
Total for Furniture & Equipment during 2004-2005				63,97,000	

BUDGET REQUIREMENT FOR SALARY - YEAR WISE

8.7. IASE		YEAR : 2005-2006					
S/N	Name of Posts	No. of posts	Rate p m & Period per head		Require ment during the period	Increment during the period	Total amount required(R.s)
1	2	3	4	5	6	7	8
1. RECURRING							
1. Salary of staff :							
	i) Principal (16400-22400)	1	@27,400	3 months	82,200	-	82,200
	ii) Professor/Vice Principal (14300-18300)	2	@23,990	-do-	1,43,940	-	1,43,940
	iii) Reader (12000-18300)	6	@20,250	-do-	3,64,500	-	3,64,500
	iv) Lecturer (8000-13600)	17	@13,600	-do-	6,93,600	-	6,93,600
	v) EPD Manager (8000-13600)	1	@13,600	-do-	40,800	-	40,800
	vi) Librarian(8000-13600)	1	@13,600	-do-	40,800	-	40,800
	vii) Technician (5500-9000)	1	@9,390	-do-	28,170	-	28,170
	viii) Instructors ET/Arts/Crafts (5500-9000)	3	@9,390	-do-	84,510	-	84,510
	ix) Office Superintendent (8000-13500)	1	@13,600	-do-	40,800	-	40,800
	x) Accountant (5500-9000)	1	@ 9,390	-do-	28,170	-	28,170
	xi) Assistant (5500-9000)	2	@ 9,390	-do-	56,340	-	56,340

8.7. IASE

YEAR :2005-2006

1	2	3	4	5	6	7	8
xii)	UDC/Assistant Librarian (5000-8000)	3	@8,580	3 months	72,220	-	72,220
xiii)	LDC/Computer Assistant (4000-6000)	4	@6,800	-do	81,600	-	81,600
xiv)	Lab.Assistant (4000-6000)	3	@6,800	-do-	61,200	-	61,200
xv)	Duftry (2050-4590)	1	@ 5,260	-do-	15,780	-	15,780
xvi)	Grade IV (2650-4000)	7	@4460	-do-	93,660	-	93,660
xvii)	Hostel cook (2650-4000)	2	@4460	-do-	26,760	-	26,760
Total for salary during 2004-2005					19,55,050		19,55,050

8.7. IASE

YEAR :2005-2006

1	2	3	4	5	6	7	8
1. Salary of staff.							
i)	Principal	1	@27,400	whole year	3,28,800	4,140	3,32,940
ii)	Professor/vice Principal	2	@23,990	-do-	5,75,760	7,200	5,82,960
iii)	Reader	6	@20,250	-do-	14,58,000	18,230	14,76,230
iv)	Lecturer	17	@13,600	-do-	27,74,400	34,680	28,09,080
v)	EPD Manager	1	@13,600	-do-	1,63,200	2,040	1,65,240
vi)	Librarian	1	@13,600	-do-	1,63,200	2,040	1,65,240
vii)	Technician	1	@ 9,390	-do-	1,12,680	1,410	1,14,090
viii)	Instructors,ET/Arts/Crafts	3	@ 9,390	-do-	3,38,040	4,230	3,42,270
ix)	Office Superintendent	1	@13,600	-do-	1,63,200	2,040	1,65,240
(x)	Accountant	1	@ 9,390	-do-	1,12,680	1,410	1,14,090
xi)	Assistant	2	@ 9,390	-do-	2,25,360	2,820	2,28,180
xii)	UDC/Assistant Librarian	3	@ 8,580	-do-	3,08,880	3,610	3,12,490
xiii)	LDC/Computer Assistant	4	@ 6,800	-do-	3,26,400	4,080	3,30,480
xiv)	Lab.Assistant	3	@ 6,800	-do-	2,44,800	3,060	2,47,860
xv)	Duftry	1	@ 5,260	-do-	63,120	790	63,910
xvi)	Grade IV	7	@ 4,460	-do-	3,74,640	4,680	3,79,320
xvii)	Hostel cook	2	@ 4,460	-do-	1,07,040	1,340	1,08,380
Total for Salary during 2005-2006					78,40,200	97,800	79,38,000

8.7. IASE

YEAR :2006-2007

1	2	3	4	5	6	7	8
1.	Salary of staff.						
i)	Principal	1	27,745	whole year	3,32,940	16,650	3,49,590
ii)	Professor/vice Principal	2	24,290	-do-	5,82,960	29,150	6,12,110
iii)	Reader	6	20,500	-do-	14,76,000	74,040	15,50,040
iv)	Lecturer	17	13,770	-do-	28,09,080	1,40,450	29,49,530
v)	EPD Manager	1	13,770	-do-	1,65,240	8,260	1,73,500
vi)	Librarian	1	13,770	-do-	1,65,240	8,260	1,73,500
vii)	Technician	1	9,510	-do-	1,14,120	5,680	1,19,800
viii)	Instructors ET/Arts/Crafts	3	9,510	-do-	3,42,360	17,040	3,59,400
ix)	Office Superintendent	1	13,770	-do-	1,65,240	8,260	1,73,500
x)	Accountant	1	9,510	-do-	1,14,120	5,680	1,19,800
xi)	Assistant	2	9,510	-do-	2,28,240	11,360	2,39,600
xii)	UDC/Assistant Librarian	3	8,680	-do-	3,12,480	15,640	3,28,120
xiii)	LDC/computer Assistant	4	6,885	-do-	3,30,480	16,520	3,47,000
xiv)	Lab.Assistant	3	6,885	-do-	2,47,860	12,390	2,60,250
xv)	Duftry	1	5,325	-do-	63,900	3,210	67,110
xvi)	Grade IV	7	4,515	-do-	3,79,260	19,030	3,98,290
xvii)	Hostel cook	2	4,515	-do-	1,08,360	5,440	1,13,800
Total for Salary during 2006-2007					79,37,880	3,97,060	83,34,940

8.7. IASE

YEAR :2004-2005

S/N	Items/Programmes	Duration	No. of progs. participants	Rate	Deatils	Amount
1	2	3	4	5	6	7
RECURRING						
1.	Hiring of vehicle	3 months	2 nos	35,000 p.m	35,000x3x2	2,10,000
2.	In-Service training for Teacher Educators and Education Officers for M.Ed course (Book grant for the year)	2 years	20 nos	5,000 pm.	5,000x20	1,00,000
3.	Organising Seminar on burning issues in Education	1 day	1 prog. 100-p	24,500	24,500x1	24,500
4.	Conducting of Research Project	3 months	1 prog.	50,000	50,000x1	50,000
Total for programmes during 2004-2005						3,84,500

8.7. IASE

YEAR : 2005-2006

1	2	3	4	5	6	7
RECURRING						
1.	Hiring of vehicle	12 months	3 nos	35,000/p m	35,000x3x12	12,60,000
2.	In-service training for Teacher Educators: books grant for 2 batches (1st & 2nd year)	2 year	20+20	5,000/p m	5,000x40	2,00,000
3.	Induction training programme for Higher Secondary School teachers.	1 month	2 batches 30-p	1,15,280	1,15,280x2	2,30,560
4.	Training for Educational Administrators	5 days	2 progs. 50-p	55,450	55,450x2	1,10,900
5.	Training programme : Teaching Learning process and related issues	10 days	2 progs. 50-p	82,800	82,800x2	1,65,600
6.	Organising Seminars on burning 1 day issues in Education		2 progs. 100-p	24,500	24,500x2	49,000
7.	Conducting Research	6 months	2 progs.	1,24,000	1,24,000x2	2,48,000
Total for programmes during 2005-2006						22,64,060

8.7. IASE

YEAR : 2006-2007

1	2	3	4	5	6	7
RECURRING						
1.	Hiring of vehicle	12 month	3 vehicle	35,000/p m	35,000x12x3	12,60,000
2.	In-service training for Teacher Educators and Education Officers for M.Ed Course. 2 batches (1st & 2nd year)	2 years	20+20	@5000 pa. book grant	5,000x40	2,00,000
3.	Induction training programme for Higher Secondary School teachers.	1 month	2 batch 30-p	1,15,280	1,15,280x2	2,30,560
4.	Training programme on Instructional Technology and various Innovative Practices in Education.	10 days	1 batch 30-p	53,200	53,200x1	53,200
5.	Training programme on Teaching-Learning Process and related issues	10 days	2 batch 50-p	82,800	82,800x2	1,65,600
6.	Training of Principal/Headmasters in Educational Administration	5 days	2 progs. 50-p	55,450	55,450x2	1,10,900
7.	Organising Seminar on burning issues in Education	1 day	2 progs 100-p	24,500	24,500x2	49,000
8.	Research Project -Field based research	1 year	1 project	2,33,000	2,33,000x1	2,33,000
Total for programmes during 2006-2007						23,02,260

CONTINGENCIES

8.7. IASE

S/N	Items	2003-2004	2004-2005	2005-2006	2006-2007	Total(4 years) 2003-2007
1.	Establishment	-	-	2,00,000	2,00,000	4,00,000
2.	Furniture/Equipment	-	-	-	1,00,000	1,00,000
3.	Programmes	-	-	-	50,000	50,000
4.	Seed money for engagement of experts in co-curricular activities.	-	-	10,000	20,000	30,000
TOTAL :				2,10,000	3,70,000	5,80,000

**SUMMARY OF BUDGET REQUIREMENTS FOR TEACHER EDUCATION
DURING 10TH PLAN (PERSPECTIVE PLAN)**

Items	in lakhs of rupees				
	2003-2004	2004-3005	2005-2006	2006-2007	Total (4 year) 2003-2007
NON-RECURRING					
8.1. CTE, Aizawl	30.65	-	-	-	30.65
8.2. CTE (New), Lunglei	50.00	253.39	-	-	303.39
8.3. DIET, Aizawl	36.28	11.61	-	-	47.89
8.4. DIET,Lunglei	95.17	-	-	-	95.17
8.5. 6 Telescoped DIET, (New)		243.30	-	-	243.30
8.6. SCERT	92.11.	83.75	-	-	175.86
8.7. IASE (New)	136.70	467.07	-	-	603.77
Total for Non-recurring expenditure	440.91	1059.12	-	-	1500.03
RECURRING :					
8.1. CTE.Aizawl	13.00	37.90	48.09	48.62	147.61
8.2. CTE (New),Lunglei	-	23.47	63.57	71.60	158.64
8.3. DIET,Aizawl	92.74	116.41	124.86	130.37	464.38
8.4. DIET,Lunglei	65.60	92.36	101.87	107.60	367.43
8.5. 6 Telescoped DIETs	68.67	281.81	295.00	304.86	950.34
8.6. SCERT	43.87	154.47	178.05	173.61	550.00
8.7. IASE (New)	-	23.40	106.78	112.73	242.91
Total for recurring expenditure	283.88	729.82	918.22	949.39	2881.31
GRAND TOTAL (Recurring & Non-Recurring)	724.79	1788.94	918.22	949.39	4381.34

