

**CENTRALLY-SPONSORED SCHEME  
OF  
TEACHER EDUCATION**

**IN THE TENTH FIVE YEAR PLAN  
(2002-07)**

**GUIDELINES**



सत्यमेव जयते

**Ministry of Human Resource Development  
(Department of Elementary Education & Literacy)  
Government of India**

**JANUARY, 2004**

# **SYNOPSIS**

## SYNOPSIS OF THE REVISED TEACHER EDUCATION SCHEME UNDER THE TENTH PLAN

### OBJECTIVES OF THE REVISED SCHEME

- (i) Completion of DIET/CTE/IASE/SCERT projects sanctioned upto the end of the IX<sup>th</sup> Plan.
- (ii) Making all DIETs/CTEs/IASEs sanctioned upto the end of the IX<sup>th</sup> Plan operational.
- (iii) Sanction of new DIETs/CTEs/IASEs/SCERT, wherever necessary.
- (iv) Improvement in the quality of programmes undertaken by DIETs.

## **ROLE & FUNCTIONS OF DIETs**

DIETs are meant to be the nodal institutions for improving Elementary Education in the district and their functions can broadly be categorized as following:

### **(i) Conducting Training and Orientation Programmes**

- To conduct programmes for Elementary School and Pre-School Teachers (both pre-service and in-service courses).
- To organize especially designed courses for Head Masters, Officers of the Education Department upto Block level, Members of the Village Education Communities [VECs], Community Leaders, Elected Heads of the Panchayati Raj Institutions, Block and Cluster Resource Coordinators etc.

### **(ii) Academic and Resource Support**

DIETs in their role as resource institutions are expected to actively involve in the following activities:

- Preparation of District Plans for UEE.
- Development of district-specific curricula and teaching-learning material.
- To provide support to Block Resource Centres and Cluster Resource Centres.
- To act as evaluation centres for elementary schools and programmes of UEE.

### **(iii) Action Research**

DIETs are also expected to actively engage in Action Research and experimentation for an improved understanding of Elementary Education in the district. This enables them to tackle specific problems of the district for achieving the objectives of UEE.

## **CENTRAL ASSISTANCE AVAILABLE FOR THE DIETs DURING THE XTH PLAN**

### **Non-Recurring Assistance**

#### ***New DIETs/DRCs***

**Civil Works:** Assistance upto **Rs. 150 lakhs** and **Rs. 90 lakhs** can be availed of for new/up-graded DIETs, respectively. Similarly assistance of **Rs. 75 lakhs** and **Rs. 45 lakhs** can be availed of for new/up-graded DRCs, respectively.

**Equipment:** Assistance upto **Rs. 25 lakhs** and **Rs. 20 lakhs** is available for new/up-graded DIETs respectively. Similarly assistance of **Rs. 12.5 lakhs** and **Rs. 10 lakhs** is available for new/up-graded DRCs, respectively.

## **Existing DIETs/DRCs**

**Strengthening of Infrastructure:** Assistance up to **Rs. 20 lakhs** per DIET is available for additional infrastructure in the existing institutions especially for providing Water, Electricity and Boundary Walls.

**Equipment:** Assistance upto **Rs. 6 lakhs** per DIET and **Rs. 3 lakhs** per DRC can be availed of for purchase of Equipment especially Computers, Equipment needed for Distance Education and development of libraries.

**Pre-Primary Teacher Training Courses:** A one-time assistance of **Rs. 5 lakhs** per DIET can be availed of for starting such courses.

## **Recurring Assistance for New and Existing DIETs/DRCs**

**Salaries for DIET/DRC Faculty:** Recurring grant can be availed of for payment of Salaries of DIET Faculty consisting of not more than 17 professionals, 5 technicians/statisticians/librarian, 11 clerks and 6 class-IV employees per DIET. Among these there should be at least 1 computer programmer/system analyst.

For DRCs grant for salaries upto 8 professionals, 3 technicians/statistician/librarian etc., 3 clerical posts and 3 class IV posts can be funded.

**Programmes:** Annual Central assistance upto **Rs. 17 lakhs** per DIET and **Rs. 10 lakhs** per DRC per year can be availed.

**Faculty Development:** Central assistance upto **Rs. 1 lakh** per DIET and **Rs. 0.60 lakhs** per DRC per year is available for Faculty Development including training, exposure visits and small projects.

**Contingencies:** Assistance upto **Rs. 5 lakhs** per DIET and **Rs. 3 lakhs** per DRC, per year is available for Contingent expenditure.

**Computer Consumables:** Assistance for recurring expenses on Computer labs and Consumables upto **Rs. 50,000** per DIET and **Rs. 25,000** per DRC is available, per year.

## ROLE & FUNCTIONS OF CTEs

- (i) To conduct training programmes (both pre-service and in-service) for preparation & up-gradation of pedagogical skills of Secondary School Teachers.
- (ii) To provide extension & resource support to Secondary Schools.
- (iii) To conduct experimentation & innovation in Secondary Education.

## CENTRAL ASSISTANCE AVAILABLE FOR THE CTEs DURING THE XTH PLAN

Central assistance upto a maximum of **Rs. 1 crore** per CTE can be availed of for the entire X<sup>th</sup> Plan period.

### ***New CTEs***

**Civil Works and Equipment:** Assistance upto **Rs. 50 lakhs** for Civil Works and Equipment including Computers can be availed.

**Salaries & Programmes:** Assistance upto **Rs. 50 lakhs** can be availed of for Salaries and Programmes.

### ***Existing CTEs***

**Establishment of Computer Education Cell:** Assistance of **Rs. 12 lakhs** per CTE is available for establishing Computer lab which would include 5 Computers, Salary of 1 Computer Professional and upto **Rs. 50,000** per year for Computer Consumables. **The above assistance can also be availed of by new CTEs.**

**Salaries, Programmes and Action Research:** On need basis subject to the overall ceiling limit for CTEs.

## ROLE & FUNCTIONS OF IASEs

- (i) To prepare Elementary & Secondary teacher educators through pre-service and in-service programmes.
- (ii) To conduct advanced-level fundamental and applied research and experimentation in education.
- (iii) To provide academic guidance to DIETs and resource support to CTEs.
- (iv) To develop resource material for teachers and teacher educators.

## CENTRAL ASSISTANCE AVAILABLE FOR THE IASEs DURING THE XTH PLAN

Central assistance upto a maximum of **Rs. 2.25 crores** per IASEs can be availed of during the Tenth Plan Period.

### *New IASEs*

**Civil Works & Equipment:** Assistance of **Rs. 70 lakhs & Rs. 30 lakhs** is available for Civil Works & Equipment respectively, for new IASEs.

**Salaries, Programmes & Action Research:** On need basis subject to overall ceiling limit for IASEs.

### *Existing IASEs*

**Computer Education Cell:** Assistance of **Rs. 12 lakhs** per IASE is available for establishing Computer lab which would include 5 Computers, Salary of 1 Computer Professional and upto **Rs. 50,000** per year for Computer Consumables.

**Salaries, Programmes & Action Research:** On need basis subject to the overall ceiling limit for IASEs.

## **ACCESSING OF CENTRAL ASSISTANCE UNDER THE SCHEME**

Central assistance under the Scheme would be made available subject to receipt of Perspective Plan and State Plan & Budget from the States/UTs and their approval by Teacher Education Approval Board [TEAB].



# **GUIDELINES**

**GUIDELINES FOR THE CENTRALLY - SPONSORED SCHEME OF  
TEACHER EDUCATION FOR THE  
TENTH FIVE-YEAR PLAN PERIOD [2002-07]**

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**MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF ELEMENTARY EDUCATION & LITERACY**

**GUIDELINES FOR THE CENTRALLY-SPONSORED SCHEME OF  
TEACHER EDUCATION FOR THE TENTH FIVE-YEAR PLAN PERIOD [2002-07]**

**1. BACKGROUND**

1.1 Pursuant to the adoption of National Policy on Education [NPE] in 1986, with renewed emphasis on quick achievement of Universal Elementary Education [UEE] and qualitative improvement of secondary education, a number of centrally-sponsored schemes/interventions were launched soon thereafter e.g.

**I. *For Elementary & Adult Education***

1. Operation Blackboard [OB]
2. Revised Scheme of Non-formal Education [NFE]
3. Improvement of Science Education
4. Integrated Education of Disabled Children
5. Environmental Orientation to School Education
6. Educational Technology
7. National Literacy Mission, with special reference to Total Literacy Campaigns [TLCs] and Jan Shikshan Nilayams [JSNs], and
8. Mahila Samakhya

**II. *For Secondary Education***

1. Improvement of Science Education
2. Computer Literacy & Studies in Schools [Class], and
3. Vocationalisation of Secondary Education

1.2 Since competence of school teachers and instructors of Adult/Non-formal Education was vital for achieving the NPE objectives in general, and of the above Schemes in particular, a Centrally-sponsored Scheme of Teacher Education was also launched in 1987-88 with, *inter alia*, the following components:

- (1) Establishment of District Institutes of Education & Training [DIETs] – by upgradation of existing Elementary Teacher Education Institutions [ETElS] wherever possible, and establishment of new DIETs where necessary.

- (2) Upgradation of selected Secondary Teacher Education Institutions [STElS] into:
  - (a) Colleges of Teacher Education [CTEs] &
  - (b) Institutes of Advanced Study in Education [IASEs], and
- (3) Strengthening of SCERTs.

1.3 During Seventh, Eighth & Ninth Five Year Plans, Central assistance for the first two components was provided on 100% basis, and for the third component on 50:50 basis. Slight modifications were also made in the Scheme for the VIII & IX Five Year Plan periods. Continuation during the IX Plan period also envisaged execution of an M.O.U. between Central and State Governments binding the latter to fulfil certain commitments relating to adoption of appropriate personnel policies, and expeditious filling up of posts, completion of civil works & procurement of equipment.

1.4 Upto the end of the IX Five Year Plan, Central assistance had been sanctioned for a total of 481 DIETs, 85 CTEs and 37 IASEs in the country. A few more DIETs, CTEs and IASEs have been sanctioned during the Tenth Plan period between April 2002, and December, 2003, with the result that their numbers, as on 1.1.04, are 498, 86 & 38 respectively. In addition, sanctions were also accorded for strengthening of SCERTs of 19 States and 1 UT. A statement giving State-wise number of projects sanctioned under the above three components of the Teacher Education Scheme, as on 1.1.04, is given in *Annexure-I*.

1.5 Many new developments have taken place in recent years necessitating a fresh look at the Teacher Education Scheme. A **District Primary Education Programme [DPEP]** was launched in 1994 for universalising primary education in selected districts. The programme, at its peak, covered 273 districts in 18 States. It has now ended in most of these districts and will soon end in others. However, a new programme for Universalisation of Elementary Education [UEE], called **Sarva Shiksha Abhiyan [SSA]** has been launched in 2001 to cover the whole country. Besides, the earlier Centrally-sponsored Scheme of Non-Formal Education has been replaced with a new scheme called "**Education Guarantee Scheme and Alternative and Innovative Education [EGS & AIE]**" in 2000, which has subsequently become a part of SSA. A new scheme called "**National Programme for Education of Girls at Elementary Level [NPEGEL]**", as a component of SSA, has also been launched in September, 2003. Training of teachers and EGS instructors is an important component of DPEP, SSA, EGS&AIE as well as NPEGEL. DPEP & SSA also, *inter alia*, envisage establishment of Block Resource Centres [BRCs] and Cluster Resource Centres [CRCs] for providing academic support to teachers.

Modalities of the National Literacy Mission have also undergone certain changes in the last ten years or so. Total Literacy Campaigns [TLCs] are over in most districts, and they have since moved on to Post-Literacy Programme [PLP] and Continuing Education Programme [CEP] for neo-literates. As on 1.1.04, number of districts under TLC, PLP and CEP were 167, 191 and 233, respectively. Also, schemes of Education Technology and CLASS are being

merged into a composite scheme of Information and Communication Technology [ICT] in Upper Primary and Secondary schools.

1.6 Taking into account the above contextual aspects, Central Government has decided to continue the three components of Centrally-sponsored Scheme of Teacher Education mentioned in para 1.2 above, during the Tenth Five Year Plan period [2002-07], subject to guidelines spelt out hereafter.

## **2. CENTRALLY-SPONSORED SCHEME OF TEACHER EDUCATION IN THE TENTH FIVE YEAR PLAN PERIOD: OBJECTIVES**

Main objectives of the Teacher Education Scheme during the Tenth Five Year Plan would be:

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

## **3. DISTRICT INSTITUTES OF EDUCATION & TRAINING [DIETS]**

### **3.1 Role & Functions**

DIETs are meant to be nodal institutions for improving quality of elementary education in the district. Originally, the Teacher Education Scheme envisaged establishment of one DIET for every district. This remains the goal. However, there are certain small districts in the country, which neither require a full-fledged DIET, nor can be served effectively by DIET of a neighbouring district. For such districts, there has been a provision for setting up smaller-sized or “telescoped” DIET, which would now be called District Resource Centres [DRCs]. DRCs may not conduct pre-service courses, but will undertake in-service courses and all other activities related to

quality of elementary education. Thus, a State may choose to locate its pre-service programmes in a specified number of DIETs set up in the larger districts, and establish DRCs in the rest.

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

DIETs and District Resource Centres would be expected to undertake:

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

DIETs would be expected to undertake their own context-specific activities to meet the goal of UEE, especially of its qualitative aspects. States would be expected to strengthen DIETs to enable them do so.

### 3.2 Structure

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

### 3.3 Criterion for sanction of fresh DIETs/DRCs during Tenth Plan

Establishment of new DIETs/District Resource Centres would be assisted in districts existing on 1.4.02 but for which no DIET could be sanctioned upto the IX Plan. Criteria for setting up new institutions will be:

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

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

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

### 3.4 Norms of Central Assistance during the Tenth Plan period

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

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

#### DIETs

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

#### DRCs

Item	New	Upgraded
Civil works	75 lakhs	45 lakhs
Equipment	12.5 lakhs	10 lakhs



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

**(2) Additional Non-Recurring Assistance in appropriate cases for DIETs sanctioned upto IX Plan.**

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

Additional Central assistance would also be available for purchase of needed equipment, especially computers, equipment needed for distance education, and development of libraries upto a maximum of Rs. 6 lakhs per existing DIET, and Rs. 3.0 lakhs per existing telescoped DIET/DRC over the plan period. Each DIET may plan to have upto two computer module sets of 5 computers each, and each DRC, one such set.

- (ii) Additional non-recurring Central assistance upto Rs. 5 lakhs would also be admissible to existing DIETs which wish to start pre-service teacher training course for pre-primary teachers. However, the DIET will be expected to charge fees for this course in such a manner as to meet its full recurring cost. In any case, no recurring Central assistance would be admissible for running such courses.

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

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

**(i) Salaries**

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

- (b) **DRCs:** In case of District Resource Centres, salary for upto 8 professionals, 3 technicians/statistician/librarian etc., 3 clerical posts and 3 class IV posts will be funded. Existing "telescoped DIETs" would be eligible for funding on the same pattern as the DRCs.

(ii) **Programmes**

- (a) Specific programmes, projects and activities will be expected to be taken up by DIET/DRC as per needs of the district. Each DIET/DRC would decide on its own programmes, subject to broad guidelines of the State Government/State SSA Society/SCERT. These would include activities such as special projects targeted towards untrained teachers, school improvement projects, preparation of training modules and evaluation tools, assessment of teachers and teacher training, material development, research-oriented projects, distance education, orientation of resource persons working in BRCs & CRCs, and other activities to improve the quality of elementary education.

Annual Central assistance upto a maximum of Rs. 17.00 lakhs per DIET and Rs. 10.00 lakhs per District Resource Centre [or "telescoped" DIET] will be admissible.

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

(iii) **Contingencies**

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

**4. UPGRADATION OF SECONDARY TEACHER EDUCATION INSTITUTIONS [STEIs] INTO CTEs & IASEs**

**4.1 Role and Functions of CTEs and IASEs**

The system of secondary teacher education is expected to perform the following broad functions:

- (i) imparting of quality pre-service and in-service education to secondary school teachers;

- (ii) preparation of personnel for the faculties of elementary teacher education institutions, and their continuing education;
- (iii) provision of general resource support to secondary schools and elementary teacher education institutions; and
- (iv) research, innovation and extension work in the field of secondary education and elementary teacher education.

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

**(A) Colleges of Teacher Education**

1. Organise pre-service teacher education courses for preparation of secondary teachers.
2. Organise subject-oriented [more than one week duration] and shorter, theme-specific [less than one week duration] in-service teacher education programmes for secondary teachers, with a view to making every teacher undergo at least one subject-oriented training course every 5 years, apart from shorter, theme-specific courses.
3. Provide extension and resource support service to secondary schools, school complexes and individual teachers.
4. Conduct experimentation and innovation in secondary education.
5. Provide training and resource support for areas like value-oriented education, work experience, environmental education, population education, information and communication technology [ICT], vocationalisation and science education.
6. Provide support to professional bodies.
7. Encourage community participation in teacher preparation programmes.

**(B) Institutes of Advanced Study in Education**

IASEs will, in addition to the functions envisaged for CTEs as above, perform the following functions also:

1. Conduct programmes in Elementary Teacher Education so as to prepare elementary teacher educators.

2. Conduct M.Ed., M.Phil, and Ph.D. programmes in Education so as to prepare Elementary and Secondary Teacher Educators and research workers in education. Some of the IASEs may also offer 4-year integrated courses for Teachers.
3. Conduct in-service courses for (i) elementary and secondary teacher educators, (ii) Principals of Secondary Schools, (iii) persons involved with supervision of secondary schools, etc.
4. Organise pilot programmes in Teacher Education.
5. Conduct advanced-level fundamental and applied research and experimentation in education, especially of inter-disciplinary nature, e.g., sociology of education, education and economic development, educational psychology, etc.
6. Conduct training programmes for preparation of software and use of ICT.
7. Provide academic guidance to DIETs and resource support to CTEs.
8. Development of instructional material, e.g.
  - (i) Unit plans or content-cum-methodology Instructional Packages.
  - (ii) Question Banks
  - (iii) Teachers' Hand Books, Students' Work books, etc.
  - (iv) Source Books and resource materials.
  - (v) Innovative programmes/practice and experimental projects.
  - (vi) Self-learning Instructional packages.
  - (vii) Teaching aids and kits.

#### 4.2 **Central Assistance for Colleges of Teacher Education**

##### 4.2.1 **Criterion for sanction of new CTEs during Tenth Plan**

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

## 4.2.2 Norms of Central Assistance

A. **Existing CTEs:** Central Assistance upto a maximum of Rs. 1 crore per existing CTE for the Tenth Plan period will be available for activities and programmes stated in para 4.1, especially

- in-service training of secondary teachers,
- small projects with schools, such as in computer education,
- other activities to upgrade quality of education in secondary schools.

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

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

## 4.3 Central Assistance for Institutes of Advanced Studies in Education [IASEs]

### 4.3.1 Criterion for sanction of new IASEs during Tenth Plan

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

Number of district in the State as on 1.4.02	Number of IASEs which the State may have
0-20	1
21-40	2
More than 40	3

Upgradation of fresh STEIs into IASEs will be funded the Tenth Plan if a State has less IASEs than the number indicated by the table above. In States where IASEs sanctioned upto IX Plan exceed the number indicated above, continuing Central assistance during Tenth Plan would be limited to a maximum amount admissible for the number of IASEs as per the above norm.

#### 4.3.2 Norms of Central Assistance

A. **Existing IASEs:** Assistance to IASEs will be provided for programmes oriented towards elementary as well as secondary education. Central assistance upto a maximum of Rs. 2.25 crores per IASE will be provided during the Tenth Plan period for programmes and activities stated in para 4.1, especially-

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

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

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

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

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

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

## 5. SCERTs

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

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

A summary of financial norms of Central assistance during Tenth Plan for DIETs, CTEs, IASEs and SCERTs is given in **Annexure II**. Indicative figures of Central assistance that may be available to various States and UTs over the Tenth Plan period under the Teacher Education Scheme, calculated on a pro rata basis linked to student population, may be seen in **Annexure III**.

## 6. SUBMISSION OF PROPOSALS FOR CENTRAL ASSISTANCE AND THEIR SANCTION

### 6.1 Principles

Support to States under the Teacher Education scheme during Tenth Plan will be provided on the following principles:

- (i) Emphasis will be on consolidation and optimum utilisation of institutions already sanctioned for establishment/strengthening, and on expansion to the extent necessary.
- (ii) Central funding will be based on plans formulated by States as per their actual need. Each State would be expected to prepare a comprehensive plan for teacher education, delineating clearly its needs and priorities. This plan would then be scrutinised, possible modifications made in consultation with the State, and then funded. Recruitment policy of teachers, particularly in terms of qualifications as prescribed by NCTE, demand and supply of trained teachers and training capacity would be articulated clearly in the plan.
- (iii) **Central funding under the Scheme will be conditional on the States fulfilling certain basic conditions such as appropriate recruitment and placement policies for teacher educators, maintenance of buildings, adequate supervision and support from the State level, and timely submission of periodic progress reports to Central Government.**

Each State will be expected to set up a suitable mechanism in the form of a resource group for formulation of need-based plans under the Teacher Education scheme and to provide support to DIETs, CTEs, IASEs and SCERT. Each State will be expected to ensure that technical expertise available all over the State is accessible to teacher education institutions and expertise available outside the State is also accessed as per need. The State will also identify the Board/Committee or other body which will approve its teacher education plans. This could also be the SSA Board. It is expected that States will themselves take up frequent reviews to ascertain the performance and quality of teacher education institutions.

- (iv) Innovative practices in teacher education, as well as involvement of resource institutions across the country, within and outside Government will be encouraged to improve its quality.



- (v) The scheme of Teacher Education will be merged with Sarva Shiksha Abhiyan in the XI Plan. Accordingly, Central assistance for its components in the XI Plan will be available on 50:50 basis.
- (vi) States will be expected to execute a fresh Memorandum of Understanding with the Central Government, incorporating their firm commitment in the light of the above points. This MOU will normally be executed before central assistance is released to them pursuant to approval of first State Plan and Budget [see below].

## 6.2 Preparation of State's Proposals, their Appraisal and Sanction

- Each State will prepare a Perspective Plan for teacher education for the Tenth Plan period in consultation with resource persons, teacher educators and teachers, as well as conducting research studies as per need. The Perspective Plan will present the scenario for teacher education in the State, major strategies in the Tenth Plan, and likely requirement of funds. Details regarding contents of Perspective Plan are given in **Annexure IV**.
- Besides the Perspective Plan, detailed State Plans and Budgets [SPBs] will be prepared in two phases. SPB for the first phase, for period upto 31.3.05, will be prepared along with the Perspective Plan, and will articulate in detail the activities to be undertaken by the State and its teacher education institutions. In the second phase, detailed plans for the last two years [2005-07] of the Tenth Plan period will be formulated. Details regarding contents of SPBs are given in **Annexure V**.
- SPBs for the first phase and the Perspective Plans will be appraised centrally, while SPBs for the second phase will be appraised in a decentralised manner by 5 to 7 sub-committees established for different regions which will be lodged in RIEs, selected IASEs or in other institutions. NCTE will coordinate appraisal of State's proposals for both the phases. Appraisal Team for the first SPB will also recommend State-specific contents of the MOU to be executed between a State Government and the Ministry while Appraisal Team for the second SPB will, apart from appraising that SPB, also appraise implementation of the MOU.
- Recommendations of the Appraisal Team will be placed before a Teacher Education Approval Board [TEAB] which will be headed by the Secretary, Government of India, Department of Elementary Education & Literacy. The Board will be the empowered body to approve Central assistance within the framework of these guidelines, keeping in view the recommendations of the appraisal team.

- Based on approvals accorded by the TEAB, Central assistance under the Teacher Education Scheme will be released to State/UT Governments normally, after execution of MOU.
- A Teacher Education Resource Group [TERG] will be constituted as an advisory body to review implementation of the scheme and advise as to future directions. Membership of TERG will be decided by a panel consisting of Secretary, Elementary Education and Literacy, Chairperson, NCTE, Director, NCERT, Director, NIEPA, and JS [EE] as Convenor. TERG will be serviced by NCTE for which a small academic group will be set up in NCTE. TERG will meet at least thrice a year. Teams from the TERG [or other experts if TERG members are not available] will visit each State at least once during the year, report on the status and functioning of teacher education in the State, and on implementation of MOU, and will make suitable recommendations. These reports will be considered by the Teacher Education Approval Board while approving SPBs for the second phase.
- There will be a detailed mid-term review at the end of the third year of the Tenth Plan period by TERG. This review will feed into revision of State allocations for Teacher Education and approval of SPBs for the remaining two years.
- Proposals made by institutions including NIEPA, NCTE, NCERT, universities, research institutes and non-government organisations for activities and innovations related to teacher education will also be considered and approved by the Teacher Education Approval Board on a case-to-case basis. TERG will also examine proposals of the above institutions and advise TEAB regarding their suitability. It may also make suggestions about gap areas in which proposals may be specially invited.

### 6.3 Central assistance for State-level Planning and Review Activities

Besides DIET, CTE/IASE, and SCERT components, Central assistance would also be available for the following activities connected with State-level Plan preparation and review:

- (i) Upto Rs. 20 lakh per State for workshops meetings and studies to prepare perspective plan and the first SPB. States would be expected to undertake studies to, inter alia, assess training needs, and identify gap areas in pre-service and in-service teacher education.
- (ii) Upto Rs. 10 lakh per State to prepare the second SPB, and for internal reviews, workshops, meetings and studies for the same. States would be expected to hold their own reviews through internal missions, studies and other modalities every year to ensure that scheme objectives are achieved.

- (iii) Upto Rs. 2 lakh per State per year [for years in which perspective plans and SPBs are not prepared], for detailed internal reviews in the form of internal missions, studies, meetings, consultation with experts, etc.

## **7. FURNISHING OF PERIODIC PROGRESS REPORTS TO CENTRAL GOVERNMENT**

Formats for periodic monitoring of physical and financial progress under the scheme will be prescribed separately. Until then, periodicity, modality and formats for reporting progress, already prevalent under the scheme, will continue. Each State/UT Government will be expected to furnish prescribed progress reports regularly and punctually. Release of further Central assistance will be contingent on fulfilment of this condition.

## **8. COMPANION VOLUMES TO THESE GUIDELINES**

The context in which the Scheme of Teacher Education has been and will be implemented, has been spelt out in Section 1. That section also refers to a number of other schemes to which the scheme of Teacher Education is expected to provide academic support. Accordingly, these guidelines should be read in conjunction with various documents mentioned in Section 1, especially the following:

1. National Policy on Education, 1986 [as modified in 1992] along with its Programme of Action.
2. Following guidelines issued by the Ministry of HRD, Department of Education, from time to time:
  - (i) DIETs [in November, 1989]
  - (ii) CTEs & IASEs [in November, 1987]
  - (iii) Sarva Shiksha Abhiyan-Framework for Implementation [2001]
  - (iv) Handbook for Education Guarantee Scheme and Alternative & Innovative Education [EGS&AIE] [2001]
  - (v) National Programme of Education for Girls at Elementary Level [NPEGEL] [2003]
3. National Curriculum Framework for School Education [NCERT; 2000].
4. Curriculum Framework for Quality Teacher Education [NCTE; 1998].

**[to the extent they are not in-consistent with these guidelines]**

**State/Union Territory-wise number of DIETs, CTEs and IASEs sanctioned,  
and position regarding strengthening of SCERTs  
As on 1.1.2004**

Sl. No.	Name of State/UT	No. of Distts.	Number sanctioned DIETs			No. Sanctioned			Whether strengthening of SCERT sanctioned
			Upgraded	New	Total	CTEs	IASEs	Total	
1.	Andhra Pradesh	23	23	-	23	4	10	14	Yes
2.	Arunachal Pradesh	15	1	10	11	0	0	0	-
3.	Assam	23	12	7	19	10	0	10	Yes
4.	Bihar	37	24	-	24	4	-	4	-
5.	Chhattisgarh	16	7	-	7	-	1	1	-
6.	Goa	2	1	-	1	0	0	0	-
7.	Gujarat	25	16	7	23	7	4	11	-
8.	Haryana	19	12	5	17	0	1	1	Yes
9.	Himachal Pradesh	12	2	10	12	1	0	1	Yes
10.	Jammu & Kashmir	14	10	4	14	2	0	2	Yes
11.	Jharkhand	22	10	-	10	1	-	1	-
12.	Karnataka	27	16	4	20	10	1	11	Yes
13.	Kerala	14	13	1	14	3	1	4	Yes
14.	Madhya Pradesh	45	33	5	38	7	2	9	Yes
15.	Maharashtra	35	25	5	30	4	1	5	Yes
16.	Manipur	9	2	6	8	1	0	1	Yes
17.	Meghalaya	7	3	4	7	2	0	2	Yes
18.	Mizoram	8	8	-	8	1	0	1	Yes
19.	Nagaland	8	2	4	6	1	0	1	Yes
20.	Orissa	30	13	4	17	6	3	9	Yes
21.	Punjab	17	10	7	17	2	1	3	-
22.	Rajasthan	32	22	8	30	7	4	11	Yes

Sl. No.	Name of State/UT	No. of Distts.	Number sanctioned DIETs			No. Sanctioned			Whether strengthening of SCERT sanctioned
			Upgraded	New	Total	CTEs	IASEs	Total	
23.	Sikkim	4	1	2	3	0	0	0	-
24.	Tamil Nadu	30	14	15	29	5	2	7	Yes
25.	Tripura	4	2	2	4	1	0	1	Yes
26.	Uttar Pradesh	70	54	16	70	3	3	6	Yes
27.	Uttaranchal	13	8	2	10	-	-	0	-
28.	West Bengal	18	13	3	16	4	2	6	Yes
29.	Andaman & Nicobar Islands	2	1	-	1	0	0	0	-
30.	Delhi	9	1	6	7	0	2	2	Yes
31.	Pondicherry	4	-	1	1	0	0	0	-
32.	Lakshadweep	1	-	1	1	0	0	0	-
33.	Daman & Diu	2	-	-	0	-	-	0	-
34.	Dadar & Nagar Haveli	1	-	-	0	-	-	0	-
35.	Chandigarh	1	-	-	0	-	-	0	-
		599	359	139	498	86	38	124	-

## State/Union Territory-wise Indicative allocation under Teacher Education Scheme for the Tenth Plan Period

- (i) Allocation for National Level Activities (5%) = Rs. 47.50 crores. (ii) Allocation for N.E. States including new institutions = Rs. 95.00 crores  
 (iii) Allocation for Other States = Rs. 650.50 crores (iv) For new institutions in States and UTs excluding NE (157) = Rs. 157 crores

Sl. No.	States/UTs	No. of Students			Total number of students [Total of Column 3-5]	Allocation in Rs. per student	Proposed allocation for the States	New Institutes [DIETs/CTEs/ASEs]	Total Amount	In crores
		Primary Schools Classes I-V	Middle Schools Classes VI-VIII	Secondary/ Higher Secondary Schools Classes IX-XII						
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra Pradesh	8905953	2823352	1252696	12982001	38.95	505622975		505622975	50.56
2.	Bihar & Jharkhand	10573245	2551107	1252733	14377085	38.95	559958707	330000000	889958707	89.00
3.	Goa	123759	72063	38539	234361	38.95	9127892	20000000	29127892	2.91
4.	Gujarat	6770804	2224181	1023636	10018621	38.95	390205251	20000000	410205251	41.02
5.	Haryana	2017855	935014	498725	3451594	38.95	134432683	70000000	204432683	20.44
6.	Himachal Pradesh	694926	412784	208644	1316354	38.95	51269356	30000000	81269356	8.12
7.	Jammu & Kashmir	1062942	424641	218644	1706227	38.95	66454129	20000000	86454129	8.64
8.	Karnataka	6658003	2756492	1182569	10597064	38.95	412734449	70000000	482734449	48.27
9.	Kerala	2594009	1788888	1049430	5432327	38.95	211578272	10000000	221578272	22.15
10.	Madhya Pradesh & Chhattisgarh	11113178	3482586	1257564	15853328	38.95	617455419	260000000	877455419	87.74
11.	Maharashtra	11720691	5337562	2608027	19666280	38.95	765962273	120000000	885962273	88.59
12.	Orissa	4710000	1465000	653000	6828000	38.95	265936944	170000000	435936944	43.60
13.	Punjab	2112224	990542	553018	3655784	38.95	142385475	20000000	162385475	16.24
14.	Rajasthan	7921845	3278440	891660	12091945	38.95	470957074	20000000	490957074	49.10
15.	Tamil Nadu	5709445	3551490	1551476	10812411	38.95	421121784	40000000	461121784	46.11
16.	Uttar Pradesh & Uttaranchal	14159790	4970214	2400805	21530809	38.95	838581949	250000000	1088581949	108.35
17.	West Bengal	10015955	3053390	1235795	14305140	38.95	557156593	20000000	577156593	57.71
18.	A&N Island	40204	22090	11263	73557	38.95	2864898	10000000	12864898	1.28
19.	Chandigarh	66658	40236	23907	130801	38.95	5094437	10000000	15094437	1.51
20.	D&N Haveli	28193	8658	3071	39922	38.95	1554882	10000000	11554882	1.15
21.	D&Diu	15944	7313	3748	27005	38.95	1051791	20000000	21051791	2.10
22.	Delhi	996133	475424	200042	1671599	38.95	65105438	30000000	95105438	9.51
23.	Lakshadweep	7995	4773	2158	14926	38.95	581338		581338	0.58
24.	Pondicherry	102873	64415	32017	199305	38.95	7762531	20000000	27762531	2.77
	Total	108122624	40740655	18153167	167016446		6504956539	1570000000	3074956539	807

@ Allocation for States other than NE States is Rs. 650.50 crore. The allocation to States is on the basis of No. of Students in that State. The Allocation @ of Rs. 38.95 per student has been arrived at after dividing the allocation of Rs. 650.50 crore with the total No. of Students in the States.

## North Eastern States

Sl. No.	States/UTs	No. of students			Total number of Students	Amount	New Institutes [DIETs/CTEs/IASEs]	Total Amount	In crores
		Primary School	Middle Schools	High Schools					
1.	Arunachal Pradesh	162541	53220	22153	237914	19611251.02	50000000	69611251.02	6.96
2.	Assam	4040631	1505487	586061	6132179	505475515	40000000	545475515	54.52
3.	Manipur	285580	121200	64680	471460	38862447.8	30000000	68862447.8	6.9
4.	Meghalaya	325038	94091	34549	453678	37396677.54		37396677.54	3.74
5.	Mizoram	119737	44896	23988	188621	15548029.03	70000000	85548029.03	8.55
6.	Nagaland	210571	68415	28194	307180	25320847.4	30000000	55320847.4	5.55
7.	Tripura	470680	154955	71582	697217	57471597.31		57471597.31	5.75
8.	Sikkim	89576	27086	8324	124986	10302595.98	20000000	30302595.98	3.03
9.	<b>Total</b>	<b>5704354</b>	<b>2069350</b>	<b>839531</b>	<b>8613235</b>	<b>709988961.1</b>	<b>240000000</b>	<b>949988961</b>	<b>95</b>

@ Rs. 110.30 per student.

**STATEMENT SHOWING POSITION OF EXECUTION OF MOUs UNDER  
TEACHER EDUCATION SCHEME DURING IX PLAN PERIOD**

Sl. No.	Name of State/UT	Date of Execution of MOU
1.	Punjab	19.7.2000
2.	Orissa	28.11.2000
3.	Andhra Pradesh	28.2.2001
4.	Karnataka	27.3.2001
5.	Rajasthan	18.6.2001
6.	Maharashtra	17.9.2001
7.	Gujarat	13.12.2001
8.	Uttar Pradesh	29.12.2001
9.	Tamil Nadu	21.1.2002
10.	Tripura	18.3.2002
11.	Meghalaya	16.4.2002



## Summary of Norms of Central assistance under the Teacher Education Scheme for the Tenth Plan period

### A. Plan preparation and internal reviews

All amounts Rs. in lakhs

	Item	Norms of Central Assistance		Remarks
		Upto 9 <sup>th</sup> Plan	During 10 <sup>th</sup> Plan	
1.	Preparation of perspective plans and State Plan and Budget for the first two year plan	Nil	Upto Rs. 20 lakh per State over the Plan period	States will be expected to take up researches and consultative workshops to identify needs and evolve state specific strategies and priorities.
2.	Preparation of second SPB	Nil	Upto Rs. 10 lakh per State over the plan period	The second SPBs will be based on a mid-term review from the central level as well as internal review, studies and discussion by States.
3.	Internal reviews by States for years when perspective plans and two year plans are not prepared	Nil	Upto Rs. 2 lakh per State per year	States will be expected to set up resource groups for teacher education that will review the functioning of teacher education institutes regularly, and take stock every year.

### B. DIETS

Item	Norms of Central Assistance		Remarks
	Upto 9 <sup>th</sup> Plan	During 10 <sup>th</sup> Plan	
(a) <b>Non-recurring Grant</b>			
1. Criteria for establishing a new DIET	One DIET in each district with 2,500 teachers or more, Telescoped DIETs for smaller districts.	One DIET in each district [as on 1.4.2002] with 2,500 teachers or more. In smaller districts, DRCs will be set up.	—
2. Civil Works and equipment in new DIETs			
<b>Upgraded —</b>			
Civil Works	90.00	90.00	
Equipment	20.00	20.00	—
<b>New —</b>			
Civil Work	150.00	150.00	
Equipment	25.00	25.00	

Item	Norms of Central Assistance		Remarks
	Upto 9 <sup>th</sup> Plan	During 10 <sup>th</sup> Plan	
3. Civil Works and equipment in new District Resource Centres/Telescoped DIETs	—		
<b>New Centres</b>			
Civil Works	—	75.00	Earlier, norms for telescoped DIETs were not articulated clearly. These have been defined.
Equipment	—	12.50	
<b>Upgraded —</b>			
Civil Works	—	45.00	
Equipment	—	10.00	
4. Strengthening of infrastructure for existing DIETs	—	20.00	Some DIETs face severe problems because of lack of water, electricity and boundary wall. This provision has been kept so that such problems can be addressed.
5. Equipment			This provision has been kept specially with a view to equipping DIETs and DRCs with computers.
(i) Existing DIETs	—	6.00	
(ii) Telescoped DIETs [DRCs]	—	3.00	
6. Starting of Pre-primary Teacher Education Course [per DIET]	—	5.00	One of the recommendations of the Working Group was that more teacher education courses in pre-primary education should be instituted. A DIET that starts a pre-primary course may access this amount.
<b>(b) Recurring Grant</b>			
1. Salaries	38.00	Salaries of professional and other staff are to be funded as per the suggested	

Item	Norms of Central Assistance		Remarks
	Upto 9 <sup>th</sup> Plan	During 10 <sup>th</sup> Plan	
		staffing pattern. State's contributions at the level of 2001-2002 to be maintained.	
2. Programme activities			
a) Training	12.00	Separate amounts for training, action research etc. are not kept. Rather, a sum of Rs. 17.00 lakh per year per DIET and Rs. 10.00 lakh per year per DRC is provided for all projects.	To allow DIETs flexibility to take up many kinds of projects.
b) Extension, action research etc.	5.00		
3. Contingencies	5.00 per year	5.00 per year per DIET and 3.00 per year per DRC.	
4. Computer consultants	--	0.50 per year per DIET and 0.25 per year per DRC	These would be needed as computer education cells are set up.
5. Faculty development	--	Rs. 1 lakh per year per DIET and Rs. 0.60 lakh per year per DRC.	This is a new feature that has been stressed by the Working Group for the 10 <sup>th</sup> plan.
<b>C. CTEs</b>			
<b>(a) Non-Recurring Grant</b>			
1. Criteria for upgrading a B.Ed College	A total of 250 CTEs at the national level	1 CTE per 3 districts.	To ensure wide geographical distribution of CTEs across the country.
2. Civil Work	85.00	For the entire Xth Plan period, for specific projects of inservice training, school improvements etc. Rs. 1.00 crores per CTE will be allowed. Salaries will be accessed only by those CTEs that undertake such	The Working Groups came to the conclusion that the emphasis on civil works needed to be shifted to programmes and activities to improve school quality.
3. Equipment	30.00		
<b>(b) Recurring Grant</b>			
1. Salary, training and research	17.00 per CTE per year		

Item	Norms of Central Assistance		Remarks								
	Upto 9 <sup>th</sup> Plan	During 10 <sup>th</sup> Plan									
		programmes. Upto Rs.50 lakhs will be allowed for new CTEs for civil works and equipment. CTEs may purchase/spend upto Rs.12 lakhs on computer education as part of the programmes.									
<b>D. IASEs</b>											
<b>(a) Non-Recurring Grant</b>											
1. Criteria for new IASE	A total of 75 IASEs in the country	<table border="1"> <thead> <tr> <th colspan="2">No. of IASEs</th> </tr> </thead> <tbody> <tr> <td>In States with less than 20 districts</td> <td>1</td> </tr> <tr> <td>21 - 40 districts</td> <td>2</td> </tr> <tr> <td>More than 40 districts</td> <td>3</td> </tr> </tbody> </table>	No. of IASEs		In States with less than 20 districts	1	21 - 40 districts	2	More than 40 districts	3	To ensure rational distribution of IASEs.
No. of IASEs											
In States with less than 20 districts	1										
21 - 40 districts	2										
More than 40 districts	3										
2. Civil Works	95.00	70.00	The Working Group concluded that the emphasis needed to shift from civil works to actual programmes.								
3. Equipment	30.00	30.00									
<b>(b) Recurring Grant</b>											
1. Salaries, training and research.	37.00 per year	Rs. 225 lakhs as programme funds for the entire plan period, to include salaries, equipments etc. also.	Programme funds have been increased as IASEs are expected to play an important role in education of teacher educators. They may set up new courses, conduct trainings etc.								

[Programme fund will provide for salary, building and equipment as per programmes. However, no fund will be provided for civil works for those IASEs where this amount has already been granted].

Item	Norms of Central Assistance		Remarks
	Upto 9 <sup>th</sup> Plan	During 10 <sup>th</sup> Plan	
<b>E. SCERTS</b>			
Strengthening of SCERTs	100.00 On a 50:50 sharing basis between Centre and State.	200.00 for the entire Xth Plan period per state on a 50:50 sharing basis between Centre and State. No grant will be released for civil work.  <ul style="list-style-type: none"> <li>Strengthening of physical infrastructure by SCERTS upto Rs. 50 lakhs; if the same has not been accessed already.</li> <li>Establishment of cells to support Computer and English education [upto Rs. 22 lakhs for the whole plan period].</li> </ul> <p>Projects of SCERT such as training need assessment, development of curriculum and material for teacher education, training of teacher educator, projects related to school institutional development, deliberations of resource groups etc.</p>	Strong state level leadership is expected of SCERTs, in curriculum and text-book development, support to DIETs etc. Key activities of SCERTs to carry out functions are to be funded so that they can provide appropriate leadership. This will have multiplier effects.

## State Level Perspective Plan

### Goals and Indicators

1. States will avail of central funding for Teacher Education to achieve certain goals. Given the fact that in Teacher Education issues about quality are paramount, these goals are not necessarily all quantifiable. Therefore, detailed reports of the TERG are expected to provide a complete picture of the progress made by the State. However, the Perspective Plan will at the outset review and note the progress on certain major indicators which may be as follows:

- Number of trainees given pre service training in elementary and secondary education.
- Untrained teachers, if any, and numbers of such teacher trained.
- Inservice training provided to teachers [by DIETs or BRC/CRC under supervision of DIETs], as well as CTEs and IASEs, giving in detail the kinds of training and number of teachers trained.
- Number of staff of BRCs and CRCS given in service training.
- Number of teacher educators trained.
- Number of research studies conducted.

It will, however, be remembered that the critical issue for teacher education is not merely the number of training programmes conducted, but equally their quality. Changes brought about by states in the quality of their programmes are of critical importance, and would have to be clearly spelt out.

2. While preparing the perspective plan, each state will be expected to review in detail the status of teacher education in the state through consultations and studies, and formulate appropriate strategies to improve it, keeping in view the goals as mentioned in para 1. The state perspective plan will be expected to identify clearly major gap areas as well as strategies and activities that appear to have a good potential for upgrading teacher education. Depending on its needs and strategies, the state will allocate funds for the activities outlined in the guidelines. The state perspective plan for teacher education for the 10<sup>th</sup> Five Year Plan will include:

- (i) Clear statement of goals at the end of the 10<sup>th</sup> five year plan, alongwith 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 institutions to train teachers.
- (iv) Need for new institutions if any, with clear rationale.
- (v) Review of existing institutions i.e. DIETs, CTEs, IASEs and SCERT in terms of:-
  - Structure
  - Role
  - Recruitment/placement policy
  - Linkage with schools and BRCs/CRCs
  - Performance vis-a-vis teacher training, curriculum and material development, support to schools, BRCs, CRCs, research etc.
  - Support from State and other institutions.
- (vi) Strategies for institutional changes and improvement. States will define their own structures for the institutions; the number and nature of faculty will be chosen by the state, depending on the nature of responsibilities.
- (vii) Review of quality of pre-service education and plans to upgrade the same.
- (viii) Review of in-service education, coverage and quality, plans for improvement.
- (ix) Review of modalities for education and professional development of teacher educators, strategies for the same.
- (x) Major areas for research in Teacher Education and proposed research studies.
- (xi) Other significant projects proposed, such as projects with teachers and schools.
- (xii) Fund requirement in the Tenth Plan.

A state may plan for upto 25% more than the funds indicated in annexure III at the perspective plan stage. After first three years of the Tenth Plan period, these amounts would be reviewed taking into account the actual expenditure in states, SPBs for the second phase and availability of funds.

A suggested structure for the Perspective Plan is appended.

## Suggested Structure of Teacher Education Perspective Plan

### 1. Introduction/State Profile

- Historical Background
- Geographical Features and Socio-Economic and Cultural characteristics
- Administrative Structure [Districts, Blocks, Villages, Habitations etc.]
- Demographic Profile [Disaggregated data by Gender and Social Group]
- Literacy Scenario [Disaggregated data by Gender and Social Group]

### 2. Elementary Education Scenario of the State

- Schools and access position [District-wise]
- Teachers and teacher related indicators [District-wise]
- Enrolment and Enrolment related indicators [District-wise and Gender and Social Category-wise].
- Retention position [District-wise and Gender and Social Category-wise]
- Quality and Quality related indicators

### 3. Teacher Education Programmes in the State

Review of Existing teacher Education Institutions i.e. DIETs, CTEs, IASEs and SCERT in terms of

- \* Structure
- \* Role
- \* Recruitment/Placement Policy/Linkage with Schools, and BRCs/CRCs
- \* Performance vis-a-vis teacher training, curriculum and material development, support to schools, BRCs, CRCs etc.
- \* Support from state and other Institutions

Review of Quality of Pre-service Education

Review of In-service Education, Coverage and Quality

Review of Modalities for education and professional development of teacher education

Major Areas of Research in Teacher Education



#### **4. Planning Process**

- Highlight the activities undertaken for developing the teacher education plan
- Pre-plan activities
- Appropriate recruitment and placement policy for faculty in teacher education institutes
- Clear articulation of expectations from various kinds of institutions DIETs, CTEs, IASEs and SCERTs
- Clear articulations of relationship and responsibility towards schools
- Details of workshops and discussions organised to prepare perspective plan [for which an amount upto Rs. 20 lakh may be available]
- Details of studies conducted to assess training needs, identify gap areas in pre-service and in-service teacher education

#### **5. Targets to be Achieved**

- \* Targets are translation of objectives in clearly defined quantitative terms
- \* What plan intends to achieve during the plan period when specified in quantitative terms is known as target

Targets to be set on following items:

- Teacher training to be conducted: Pre-service and in-service.
- Teachers to be trained: Pre-service and in service [coverage]
- BRC, CRC Coordinators to be trained
- Teacher Educators to be trained
- Targets in a phased manner i.e., on year to year basis and disaggregated target setting [i.e., District-wise targets on all the above items]

#### **6. Identification of Problems and Issues**

[Sources for Identification of Problems and Issues are -

State Profile of Elementary Education,  
Teacher Education Programmes in the State,  
Pre-plan activities undertaken,  
Workshop and discussions organised,  
Studies conducted]

## 7. Strategies

Strategies in Teacher Education plan may be on the following items.

- \* to improve in service education: its coverage and quality,
- \* to decide modalities for education and professional development of teacher educators,
- \* to improve pre-service education,

Strategies for Institutional changes and improvement with regard to

- \* structure for institutions
- \* the number and nature of faculty
- \* role and responsibilities to be undertaken
- \* strategies for all identified problems and issues
- \* specific as a single strategy may not be uniformly operational in different areas
- \* translation of strategies into activities
- \* phasing and sequencing of Activities.

## 8. Costing and Budget Requirements

- Listing of Activities having cost implications
- Separating recurring and non-recurring items
- Working out unit cost for non-recurring and Average cost for Recurring items
- Details of all Unit Costs/Average Costs
- Financial Parameters given under guidelines to be adhered to
- Ceiling on various cost items as prescribed under guidelines
- Feasibility of plan and the Absorption capacity of the state

## STATE PLAN AND BUDGET [SPB]

While broad strategies and anticipated budget requirements for Teacher Education during the Tenth Plan period will be indicated in the perspective plan, funds will be approved for one phase at a time on the basis of activities proposed by the state in its State Plan and Budget [SPB]. During the Tenth Plan, each state will prepare two SPBs, for the first phase upto March 2005, and then for the second phase i.e. the remaining plan period [2005-07].

In January 2005, there will be a mid-term review, after which funds will be approved for the SPB of the second phase.

The perspective plan will guide the preparation of SPBs. However, divergence from the perspective plan will be possible if experience indicates that a change of strategy is required. If any divergence from the perspective plan is made, it will be stated clearly, with reasons, for approval of the Teacher Education Approval Board. If during the period of an SPB, a State plans to introduce changes, it will move a proposal for the approval of the TEAB.

The SPBs will include:

- Status with respect to each of the essential conditions.
- MoU signed by Central and State Government with reference to Teacher Education and progress [in the first SPB].
- Report of the TERG members on their state visit, and follow up on its recommendations [in the second SPB].
- Statement and analysis of previous years' performance on indicators mentioned as well as activities considered important by the state including expenditure.
- Major findings of research studies, workshops etc.
- Activities proposed to be taken up to be shown separately for DIETs, CTEs, IASEs, SCERTs and other institutions.
- Salient features of institutional development plans.
- Year-wise budget.