

**CENTRAL ASSISTANCE
FOR**

TEACHER EDUCATION

DURING

10TH PLAN

STATE PLAN AND BUDGET

TRIPURA

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THE STATE PLAN AND BUDGET

As per guidelines of the revised norms the State Plan and Budget (SPB) has been prepared on the basis of detailed *State Perspective Plan* for teacher education.

1. Status with respect to each of the essential condition: The essential conditions given in the revised norms with respect to various plans and projects undertaken by the State Government have been taken into consideration; and they norms have been followed with slight variations here and there depending upon salient features of the local conditions. For example, while preparing the projects for CTEs and DIETs the norms and guidelines prescribed by the MHRD have been strictly observed. In respect of other proposals the norms of the 'Revised Guidelines for Central Support to Teacher Education' have been generally observed. As envisaged in the document, the basic conditions such as recruitment of qualified teachers, recruitment rules for appointment of teachers as well as teachers educators, the relation between teacher training institutions and the schools, putting infrastructural and other facilities to teacher education institutions by the state Government, etc. have been fully observed. In this connection it may be mentioned that the recruitment to various posts in the Education department is made as per clearly specified RR framed by the Government. The financial and other infrastructural facilities to schools and teacher education institutions are properly provided by the Government.

- 2. The MoU signed by Central and State Government with reference to Teacher Education and progress (in the first SPB):** It may be mentioned here that due to communication delay it was not possible to prepare the SPP and SPB earlier. As per decisions taken in the meeting on 6 – 7 March, 2003, it has been decided that the State can send the SPP and SPB at a time by dividing the involvement of funds in two phases of the remaining four years of the 10th Plan period. Therefore, the signing of Memorandum of Understanding between the State Government and the Centre could not be completed as yet. It may be signed at the suitable time as indicated by the MHRD.

- 3. Report of the NRG members of their State visit, and follow up on the recommendations (in the second phase):** It may be mentioned here that there was no visit of the members of the National Resource Group based on the SPP because; perhaps, the SPP was not submitted earlier. Therefore, the question of their recommendations and follow up action by the State government of the same does not arise. However, in future if any recommendations are forwarded to the State Government, the same will be given due care as per norms.

- 4. Statement and analysis of previous years' performance on indicators mentioned as well as activities considered important by the state including expenditure:** As noted above the SPP and SPB are being sent together, no activities and action have been taken in the field of Teacher Education under the revised norms and guidelines. There has been no involvement of funds also, as prescribed under the 'revised scheme'.

5. Major findings of research studies, workshops etc.: The existing scenario of teacher education in the State and its viable and quick solution has been in the focus of the Government for last many years. There had been many deliberations, discussions and resulting decisions at various levels. The IASE and SCERT had been engaged in various tasks relating to improvement in Teacher education at various levels. The Directorate of School Education had supplied valuable data and relevant statistics to consolidate the over all situation in Teacher education of the State. While dealing with norms and guidelines of the National Council for Teacher Education vis-à-vis the recognition of different Teacher Education Institutions of the State from time to time, the Education Department had been collecting relevant data, analysing them and finding conclusions to report to the NCTE. Consequently, the facts and figures for preparation of the '*State Perspective Plan*' and '*State Plan and Budget*' were readily available with the Government. These facts were verified, discussed and were put to use in preparation of the Projects and related budgets.

6. Activities proposed to be taken up to be shown separately for DIETs, CTEs, IASEs, SCERTs and other institutions:

A. District Institutes of Education and Training:

(i) To serve as the nodal branch of the following:

- Organising pre-service course to primary school teachers (including admission, introduction of evaluation) and to provide academic inputs into such courses.
- Propagation of (a) learner centred education and (b) education for personality development (including value and culture orientation), through training, extension, preparation suitable teaching aids, action research etc.
- All general matters concerning methodology and specific matters concerning teaching methodology of the school.
- Providing psychological guidance and counselling services to students and teachers of primary schools.
- All matters relating to learning by Children of Disadvantaged Group, special remedial instructions for first generation learners.
- Education of children with major handicaps and other mild handicaps.

- Education for Gifted

- (ii) To conduct such in-service programmes for primary teachers which are generally considered as difficult subjects and in which generally students fail. It may vary from area to area and the DIETs shall have to pin-point the deficient areas for organising such programmes.
- (iii) Maintenance of Science Laboratories, Psychology Laboratory, Resource Room for Education of Disabled Children, rooms for Art education, and of equipment and facilities for Sports and Physical education.
- (iv) Promotion and support of co-curricular activities such as, organising debate and elocution, Literature and Science Fair, Visual and Performing Arts, , Sports and Physical educations, Hobbies etc.
- (v) To identify locally relevant Work education areas, and in co-operation with concerned nodal agencies, to develop sample curricular units, teaching-learning materials, low-cost teaching aids and evaluation tools/techniques in such areas like spinning and weaving, dying, bamboo work and related handicrafts, bee-keeping, book-binding etc.
- (vi) To organise activities for cleanliness, upkeep and development of Institute campus – roads, playground, lawns, gardens, etc. –and its surroundings, and for basic maintenance of Institute furniture and other properties.

- (vii) To organise community service activities and study visits to Work Centres as part of training programmes, and to promote such activities on extra-curricular basis.
- (viii) To maintain workshops, farmhouses, garden etc. for Work education.
- (ix) To promote work-related Hobbies among trainees of the Institute.
- (x) To assist educational authorities in planning and co-ordination of training programmes for NFF and VE sectors.
- (xi) To identify training needs of primary teachers of the District and prepare a perspective plan for meeting such plans.
- (xii) To prepare the academic plan for an academic session for the DIET.
- (xiii) To organise orientation programme for resource persons who would conduct in-service programmes for teachers at other base-level centres of the District.
- (xiv) To evaluate and monitor and evaluate the *quality and efficacy* of in-service programmes held at centres other than the DIET, and to work for their continuous improvement.

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- (xv) To act as the nodal agency for all action research, and field interaction activities of the Institute.
- (xvi) To develop techniques and guidelines for continuous and summative evaluation of learners.
- (xvii) To develop in collaboration with concerned staff of DIET and other resource persons, effective and low-cost teaching aids for various subject areas relevant to primary education and primary teachers education – charts, diagrams, models, photographs, slides, play-scripts, songs, etc.

B. College of Teacher Education: The functions and activities of a College of Teacher education may be summarised as below:

- (i) To organise pre-service teacher education courses for preparation of secondary school teachers.
- (ii) To follow the norms and guidelines of the national Council for Teacher education while organising the teacher education programmes of different types.
- (iii) To organise the following categories of in-service programmes for serving teachers:
 - Programmes of 3 to 4 weeks duration on the content (subject) oriented courses for updating and refreshing and sharpening the subject competencies of teachers.
 - Programmes of 3 to 10 days based on specific themes relating to teaching and learning situations, including methodology, educational technology, teaching aids, etc.
 - Programmes for content enrichment of 3 to 4 weeks duration to be organised in such a cycle that every teacher gets a chance to undergo such programmes once in five-year duration. It would be in addition to various short term orientation programmes that may be held for theme-specific areas.

- (iv) To provide extension and resource support services to secondary schools, school complexes and individual teachers in the matters relating to various aspects of education.
- (v) To conduct survey, experimentation and innovation in school education at secondary level. It may include all types of activities that aids to general or specific enrichment of education and personality development of pupils and professional development of teachers.
- (vi) To provide resource support for new areas of educational concern and importance, such as value-oriented education, work experience, environmental orientation of education, population education, educational technology, computer literacy in reference to the modified CLASS programme, vocationalisation of secondary education, special drive for promotion of science and mathematic education in schools, education about protection of human rights, etc.
- (vii) To provide suitable support to professional bodies like organisations for promotion of various subject areas, teacher organisations, field offices of Education Department, non-Governmental organisation involved in promotion of education, etc.
- (viii) To encourage involvement of community in preparation of teachers by way of various types of community services through various agencies like, NSS, NCC, etc.

- (ix) To encourage co-curricular activities by way of including the same in the course of teacher education as an integral part.
- (x) To organise and systematise pedagogical and methodological aspect of teacher education. Through it new methodology may be developed for various school subjects. It would be accomplished by arranging sufficient amount of practice teaching.
- (xi) To develop educational technology and media support for better education. The audio-visual support needed in the area of Pedagogy and Methodology will be developed. It will also be concerned with development of low-cost teaching aids and other audio-visual materials.
- (xii) To organise in-service education and extension programmes. This will be one of main areas of responsibility of CTEs. On the basis of the felt-needs, and in consultation with the department of education and Tripura Board of Secondary education, areas of in-service teacher education will be identified, and programmes will be conducted.
- (xiii) To organise special programmes including science education, vocational education, environmental education, work experience, population education, language teaching etc. the institutions would play the following role in the context of the new programmes formulated in view of the NPE:
- special training of teachers and technicians

- development of material and method
- provision of the general resource support
- formative evaluation
- improvement of supervision and
- developing evaluation skill among all heads of the institutions at secondary level.

(xiv) To organise computer education and services. Each CTE will have a computer centre for the district in which it located, which may also serve as Resource Centre under the revised CLASS programme unless a Resource Centre is already functioning in another institution in the district, or a better computer unit is available elsewhere in the district. This unit, to begin with, would provide necessary training and resource support to CLASS, but over a period of time would develop capability to provide support in planning and management of computer-aided learning, and interact with other teaching-learning processes in the CTE.

The overall staff and physical resources of the proposed CTEs will be suitably harnessed to enable the institutions to play their roles in such of the above kinds of programmes as may be under Implementation in the districts they are expected to serve. For example, the programme of improvement in science education will be implemented through the Science Faculty of the CTE assisted by that Foundation, Educational technology, Computer and in-service programmes. Some of them may also serve as District resource Centres under the programme for improvement of Science Teaching.

C. State Council of Educational Research and Training:

The activities and functions of the State Council of Educational research and Training have been shown as per various proposed divisions/ departments as under:

(i) Division – I: Curriculum and Publication

1. Development of curriculum for
 - a) Primary stage of education
 - b) Under Graduate Training being conducted in DIETs
 - c) Madhyamik Plucked Kokborok Training being conducted in DIET
2. Conducting researches relating to curriculum such as defects in present curriculum and suggest modification thereof.
3. Preparation of manuscripts of textbooks (*class-wise and subject-wise*) for primary level of school education
4. Development of curriculum for
 - a) Non-formal Education
 - b) Adult Education
 - c) Vocational Education
 - d) Pre-primary education
5. Development of Manuscript of Teacher's Guides for
 - a) Pre-primary education
 - b) Primary Stage (Subject-wise)

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6. Publication of nationalised textbooks for primary classes

7. Distribution of textbooks

(ii) Division – II: Language Development

1. Preparation of textbook in Kokborok for primary classes and also for middle classes
2. Preparation of manuscripts of textbooks in
 - (i) Kokborok,
 - (ii) Lushai,
 - (iii) Chakma,
 - (iv) Halam,
 - (v) Kuki,
 - (vi) Manipuri, and
 - (vii) Bishnupriya Manipurifor primary and middle classes
3. Development of Tribal languages
 - (i) Dictionary
 - (ii) Grammar books
4. Conducting in-service training for different languages (including Tribal languages) for
 - (i) Primary and middle levels teachers
 - (ii) Heads of primary and middle classes
 - (iii) Teacher Education
5. Printing of magazines in different Tribal languages

(iii) DIVISION – III: Research and Training

1. Implementation of various central Sponsored Scheme such as
 - (i) Promotion of Science Education in Schools
 - (ii) Population Education
 - (iii) Educational Technology
 - (iv) Vocationalisation of Secondary Education
 - (v) Environmental Education

2. Conducting different Examinations:
 - (i) Sainik School, Imphal Examination
 - (ii) Rashtriya Indian Military College, Dehradun Examination
 - (iii) National Talent Search Examination (State Level)
 - (iv) National Talent Search Examination (National Level)
 - (v) Merit Scholarship Examination at different levels of school education
 - (vi) Sanskrit Scholarship Examination
 - (vii) Interview for Sainik School, Imphal Examination
 - (viii) Final Examination of District Institutes of Education and Training and certification

3. Orientation programmes relating various Centrally sponsored schemes

4. Conducting in-service training, seminars, orientation programmes, conferences, workshops, etc. of

- (i) Primary, middle, high and higher secondary levels teachers and headmasters / headmistresses
 - (ii) Teacher educators
 - (iii) Personnel in the field of non formal education, special education, vocational education and adult education.
5. Areas of In-service Training:
- (i) Teaching strategies
 - (ii) School organisation
 - (iii) Innovative practices in teaching methodology
 - (iv) Improvisation of teaching aids and preparation of low-cost teaching aids from locally available resources
 - (v) Inspection and supervision of school practices including classroom teaching and guidance given to students
 - (vi) Relation between the school and community on the one hand and with the teachers and the educational administrators on the other
 - (vii) Institutional planning
 - (viii) Principles and techniques of Non-formal Education, Adult Education, Vocational Education, Women Education, Environmental education, Population Education.
6. Developing training modules for Sarva Shiksha Abhiyan and conducting training courses in the same.
7. Conducting survey and research in the areas of in-service training and teaching-learning situations in the

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school with a view to improving education in school system.

(iv) DIVISION – IV: Guidance and Counselling

1. Dissemination of information relating to education to school and college youth.
2. Collection and compilation of data and information required for career planning of school and college youth.
3. Helping students in solving their problems relating to educational, emotional, social and vocational areas.
4. Conducting survey and research in educational, vocational areas of students (in a limited manner).
5. Development of tools for:
 - (i) Level of attainment of students in different areas of scholastic pursuits.
 - (ii) Level of attainment of students in various non-scholastic areas, such as Physical Education, Creative Expression, Social Services, Protection of Environment, attitudinal changes in the matters relating to tensions and turmoils of modern competitive life of 21st century, etc.
 - (iii) Unit tests for Diagnostic and Remedial measures in the field of education and vocation – class-wise and stream-wise from classes I to XII.
 - (iv) Evaluation of teaching strategies followed by teachers while teaching various levels of

classes and suggesting any modifications, if required.

(v) Measurement of

- Intelligence
- Aptitude
- Attitude
- Personality
- Achievement level
- Interest
- Level of Aspiration
- Level of adjustability
- Level of will-power, etc.

(vi) Assessment of in-service training programmes conducted by other divisions of the SCERT.

(vii) Inspection and supervision of primary schools.

(viii) Inspection and supervision of DIETs.

6. Conducting in-service training of

(i) Teachers teaching at different stages of education

(ii) Supervisors including headmasters / headmistresses, educational planners and educational administrators

in the areas relating to

(i) Principles and techniques, and processes of guidance and counselling

(ii) Development of evaluative techniques and tools for diagnostic and remedial treatment.

7. Introduction of grading and scaling system with a view to replacing the existing system of awarding marks at primary education level.

8. To render assistance to authorities of School education Department in setting up School Service Programme in

(i) Primary Education

(ii) Middle Education

(iii) Secondary Education

(iv) Higher secondary education

in consultation of the *Tripura Board of Secondary Education*.

(v) DIVISION – V: Science, Technology and Computer

1. Promotion of Science and Mathematics Education in Schools. In it conducting seminars, orientation programmes, workshops, training sessions of special nature for

(i) Teachers from primary to Higher secondary levels of education

(ii) Headmasters / headmistresses of all schools of all levels.

in

(i) Principles, techniques and processes

(ii) Improvisation of teaching aids

(iii) Innovative practices in teaching methodology

(iv) Techniques of identifying areas where teacher enrichment programmes need to be organised.

It is limited only to headmasters / headmistresses and educational administrators and supervisors.

2. Environmental Education:

(i) Conducting seminars, workshops, conferences and orientation programmes for

a. Practising teachers at primary to higher secondary levels of school education.

b. Headmasters / headmistresses and other supervisors of school education

in

a) philosophies, principles, processes and techniques of environmental education.

b) creating sensitivity towards the importance of protection of environment for the very survival of human race.

3. Educational technology:

(i). Preparation of audio-visual aids with the following dimensions:

- Subject teachers at various levels of school education
- Academic subjects
- Co-curricular activities
- Proper use of these aids in the actual classroom situation
- Using locally available materials for preparation audio-visual aids
- Expertise in making low-cost audio-visual aids
- Skill to use audio-visual for generating creative expression among students at various levels of school education.

4. Computers and Mass Media:

i. Preparation of model teaching aids such as

- Charts
- Posters
- Models, etc.

ii. Preparation of

- Lesson schedules for radio and television.
- Model scripts for radio and Doordarshan broadcast the telecast.
- Preparation of cassettes for use in the actual classroom. teaching and also for use in broadcast from the Akashvani.

iii. Teachers' preparation for organising Computer Education including training in hardware and software and their use in facilitating computer education under the revised CLASS programme in the State.

(vi) Administrative Division

1. Overall Administration
2. Supervision of all Academic Divisions
3. Planning and Co-ordination of Activities of all Academic Divisions
4. Keeping liaison with the State-level organisations like Department of Higher Education, Universities, Department of Science and Technology, Department of Information Technology, Department of Home, Secretariat Administration, Institute of Advanced Studies in Education, Tripura Board of Secondary Education, etc.
5. Maintaining linkage with national level institutions like, National Council of Educational Research and Training, New Delhi, National Institute of Educational Planning and Administration, New Delhi, National Council for Teacher Education, New Delhi, Eastern regional Committee, NCTE, Bhubaneswar, North Eastern Regional Institute of Education, Shillong, Central Institute of English and Foreign Languages, Hyderabad, Central Institute of English, Mysore, etc.

6. Arranging for budgetary provision for all divisions of the Council.
7. Personnel management.
8. Keeping account in respect of all central schemes and looking after proper utilisation of funds received under the schemes.

7. Salient features of institutional development plan:

A. Need for New Institutions – Number and Rationale

1. Two More DIETs: There would be additional requirement of 1115 teachers every year to run primary education (classes I to V) smoothly. It has also been mentioned above that there is no availability of such persons who are trained and unemployed because there is no facility in the State to provide facility to unemployed to undergo teacher education courses. Therefore these 1115 persons, in all likelihood, would be appointed teachers without any professional qualifications. Thus, they would add to the backlog of untrained teachers. From the existing two DIETs 250 persons are trained every year. When two ore DIETs at Kailashahar and Kamalpur, under construction, become functional maximum 400 more may be trained. In spite of it there would the shortfall of 465 [1115 – (250 + 400)]. These two DIETs are proposed to be established at

(a) the Headquarters of the Tripura Tribal Area Autonomous District Council (TTAADC), Khumulwing, near, Agartala. It may be pointed out that primary education within the TTAADC area is managed by the Council. Therefore, a DiET at its Headquarters has been a long felt need of the State Government; and another at

(b) Belonia, an important sub-divisional town of South Tripura District. It would cater to the needs of the Southern part of the District.

2. Three More CTEs: There would be annual demand of 915 teachers for managing the secondary classes (from classes VI to XII). The existing intake of IASE (the only institution leading to B. Ed. degree in the State) for B. Ed. course, as per approval of the NCTE, is 150. Against 915 annual requirements of teachers, the training facilities are only for 150 candidates every year. As such, the shortfall would be (915 – 150) 765. These 750 persons, without professional training, would be recruited as teachers; and such teachers would worsen the already precarious condition of backlog of untrained teachers prevailing in the State. Therefore it is proposed to set up three more Colleges of Teacher Education as indicated below:

(a) A CTE at Udaipur, South Tripura District: This institution would serve the candidates of that District. It may have the intake of 250. In this town, the District Headquarters, there are many secondary schools which can be used for practice teaching programmes of the proposed College.

(b) A CTE at Kallashahar, North Tripura District: This institution would serve both the Tripura North and Dhalai Districts. It would also have the Intake of 250. In this town, the District Headquarters, there are many secondary schools which can be

used for practice teaching programmes of the proposed College.

(c) A CTE at Agartala, Tripura West District: At this point it may be added that the existing IASE is also located at Agartala, but Tripura West District is most populous one among all other districts of the State. Consequently, its clientele is also much more than other districts. Therefore it is proposed to set up one more CTE in Agartala. At this point, it may be added that there would be no problems relating to availability of practising school for practice teaching programmes because there are many secondary schools in and around Agartala, the capital city. The intake of this Institution would also be 250.

B. The Recruitment and Placement Policy:

DIETs

- i. **Teaching Faculty:** There are three categories of teaching faculty – Principal, Senior Lecturer and Lecturer. All these posts are gazetted and the recruitment is done on the recommendation of the Tripura Public Service Commission. The Commission makes recommendation on the basis of the recruitment rules frames by the Government and also on the basis of its own mode of selection. All members of the faculty are Government servants.

- ii. *Non-teaching Staff:* The non-teaching members of the staff are placed in the institutes on the basis of placement / transfer from the Education Department, Government of Tripura. They are appointed centrally by the Education Department and their services are placed to various establishments of the Department. They are liable to transfer from one establishment to another as per norms of the Department.

CTEs

- (i) *Teaching Faculty:* The teaching faculty is designed as per norms of the UGC and NCTE. There are five categories of teaching faculty – Principal, Reader, Assistant professor (Selection Grade), Assistant Professor (Senior Scale) and Assistant Professor. The qualification for these posts are as per norms of the UGC; over and above it, the norms of the NCTE are also applicable in case of any recruitment to teaching posts of the Institute. Therefore, a person should have additional qualification of B. Ed. and M. Ed. for appointment as assistant professor in this Institute. The UGC scale of pay is applicable to the teaching staff. All these posts are gazetted and the recruitment is made on the recommendation of the Tripura Public Service Commission. The Commission makes recommendation on the basis of the Recruitment Rules framed by the Government and also on the

basis of its own mode of selection. All members of the faculty are Government servants.

(ii) *Non-teaching Staff*: The non-teaching members of the staff are placed in the institutes on the basis of placement / transfer from the Education Department, Government of Tripura. They are appointed centrally by the Education Department and their services are placed to various establishments of the Department. They are liable to transfer from one establishment to another as per norms of the Department. These personnel get the scale of pay of the State Government. In other words, their appointment is not the institution-specific.

SCERT

At the moment, the SCERT is under control of the Directorate of School Education, Government of Tripura. All recruitment and placement is done by the State Government. The appointments of teaching faculty and non-teaching staff are made as per specific Recruitment Rules framed for all posts. The non-teaching and administrative staff may be transferred from SCERT to other organisations within control of the Education Department.

C. The Type and Nature of Management:

All the above five institutions of Teacher Education – three CTEs and two DIETs – proposed to be established will be under administrative control of the State Government. The norms and standards of various academic agencies like the University, the UGC, the NCTE etc. will be applicable for these Institutions. The SCERT, at the moment, is under control of the Education Department but it has already been registered under the Registration of Society Act.

8. BUDGETARY PROVISIONS DURING 10TH PLAN PERIOD:

Rs in Lacs

Sl No	Project	First Phase 2003-2004 - 2004-2005			2005-2006	Second Phase 2006 - 2006-2007		Total
		Non-recurring	Recurring	Total		Non-recurring	Recurring	
1	2	3	4	5	6	7	8	9
1	CTE, North Tripura	2151.15	-	2151.15	301.8	117.57	419.44	2570.59
2	CTE, South Tripura	2151.15	-	2151.15	301.8	117.57	419.44	2570.59
3	CTE, West Tripura	2151.15	-	2151.15	301.8	117.57	419.44	2570.59
4	DIETs, West Tripura & South Tripura	2704.00	-	2704.00	163.1	156.00	319.20	3023.20
5	Double Shifts							
	a. IASE, Agartala	20.75	48.28	69.03	-	48.28	48.28	117.31
	b. DIET, Agartala	17.75	37.33	55.08	-	37.33	37.33	92.41
	c. DIET, Kakraban	17.75	37.33	55.08	-	37.33	37.33	92.41
6	Training for above 50 yrs of age		495.08	495.08	495.08	495.08	495.08	990.16
7	Part-time M. Ed. Course	2.00	3.72	5.72	-	3.73	3.73	9.45
8	SCERT, Tripura	1102.76	40.83	1143.59	70.74	40.82	111.56	1255.15
	TOTAL	10318.46	662.57	10981.03	1139.5	1171.28	2310.83	13291.86 say 13292.00

Summary:

A. Requirement during First Phase

(a) Non-recurring	10318.46
(b) Recurring	662.57
TOTAL	10981.03

B. Requirement during Second Phase

(a) Non-recurring	1139.55
(b) Recurring	1171.28
TOTAL	2310.83
Grand Total	13292.00

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