

District Primary Education Programme (DPEP)

**Status of SCERTs and DIETs with Specific Reference
to Assam and Orissa**



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THE SCERTs

State Institutes of Education (SIEs) were established in mid-60s for qualitative improvement of elementary education. Their functions comprised organising in-service training for teachers and supervisory personnel, extension activities, research and publication of instructional materials.

Subsequently, in course of time, State Institutes/agencies were also set up in some States to provide academic support to school education in areas of growing importance like science education, educational technology, English language teaching, etc. and specific areas of concern like examination reform, evaluation, educational and vocational guidance ,etc.

As the number of institutions meant for providing academic support to the school system increased, need for coordination among them arose. The then Ministry of Education and Social Welfare recommended in 1973 that all such existing institutions be merged into a single organisation to be called the State Council of Educational Research and Training (SCERT). Like the SIE, the SCERT was also primarily intended to pay special attention to universalisation of primary education though it also concerned itself with other stages of school education.

By and large, the SCERTs started getting established from 1979 onwards, though a few like the one in Andhra Pradesh had been established much earlier.

The National Policy on Education - 1986 and its POA envisaged additional roles and functions of SCERTs. In addition to the earlier roles and functions the SCERTs are expected to be apex organisations for educational planning, implementation and evaluation of programmes and activities of school education and teacher education to render academic advice on all matters of school education including vocationalization of education to the Education Department in the states, to develop effective linkages with the DIETs, CTEs and IASEs for qualitative improvement of teacher education and to coordinate their functions with various national level organizations such as NCERT, NIEPA, etc. and international level agencies like UNESCO, UNICEF, APEID, etc. The revised POA-1992 has also emphasized the urgent need for strengthening of SCERTs/SIEs to meet the challenges of school education (formal and non-formal) and to build teacher support system in the country on a sound

footing. These two tasks demand that SCERTs should be strengthened to play a leadership role in school education and teacher education in the States.

SCERTs/SIEs have now been established in almost all states/UTs in the country. In pursuance of the NPE, the following important Centrally Sponsored Schemes were launched during the VII Plan period :

- i. Operation Blackboard.
- ii. Non-Formal Education (Revised version of VI Plan scheme).
- iii. Restructuring and Reorganisation of Teacher Education.
- iv. Educational Technology Scheme.
- v. Integrated Education of Disabled (Revised in 1987)
- vi. Environmental Orientation to School Education.
- vii. Improvement of Science Education in Schools.
- viii. Vocationalisation of Secondary Education.

In many states the question of providing autonomous status to the SCERTs is being pursued. SCERT, Delhi has already been established as an autonomous body.

In most of the cases major responsibility for implementation of various schemes and projects taken up in the past for educational development of the country fall upon the SCERTs and therefore, strengthening of certain wings of SCERTs was also envisaged in some of the schemes mentioned. The Scheme of Non-Formal Education and vocationalisation envisaged central assistance for creation of an NFE wing and Vocational wing respectively in the SCERTs. The Scheme of Integrated Education for Disabled children also envisaged a state level Administrative Cell; in several states this cell also came to be located in the SCERT. Under the Educational Technology Scheme the State Institute of Technology (SIETs) were set up in some States. The 6 ET Cells were subsumed in the SIETs. The SIETs were established with the expectation that they will function in close collaboration with the SCERTs and provide ET inputs in all the programmes overseen by the SCERT.

Organisational Structure

Each SCERT has a structural arrangement for achieving its objectives. The academic activity and programmes of different SCERTs are carried out by various departments/units/cells/sections ranging from 4-16 in number.

Most of the SCERTs have Department/Units with the following nomenclatures :

1. Teacher Education and Special Education.
2. Evaluation and Research.
3. Science and Mathematics.
4. Social sciences and Humanities.
5. Curriculum and Textbooks Production.
6. Educational Technology.
7. Population Education, Non-formal and Adult Education and Girls Education.

SCERTs play an important role of pre-service and in-service education of elementary education and also provide academic resource support to elementary schools in specific areas allotted to them.

Staff

Generally, the SCERT/SIE is headed by a full fledged Director who is assisted by Joint Director/Deputy Director, Reader, Lecturer/Research Officer and Specialist or alternatively they are designated as Principal, Vice Principal, Senior Lecturer, Lecturer and Subject Specialist. In some SCERTs/SIEs, a third alternative is seen where the staff is designated as Professor, Reader, Lecturer and Research Assistant/Technical Assistant.

There are three types of staff in the SCERTs (i) Academic (ii) Ministerial and (iii) Supporting staff. As far as academic staff is concerned, they could be placed in a 4 or 5 tier system, namely Professor, Reader, Lecturer, Research Officer and Research Assistant/Counsellor/Subject Specialist. The ministerial staff consists of Section Officer/Office Superintendent, Accountant, Stenographer, typists, LDCs, Office Assistant and Class IV staff. The supporting staff consists of the technical staff such as technician, mechanic, film Projector Operator, Photographer, artist, library staff etc.

The staff strength of SCERTs in different states depend upon four main factors :

- i. The category of a State : large, medium or small in area.
- ii. The number of Departments/Section/Units/Cells located in the SCERT.
- iii. The number of academic programmes and activities in the State.
- iv. The budgetary provision of the state government.

Staff strength of academic staff ranges from 6 to 95.

Most of the academic staff of the SCERTs/SIEs from Director to Research Officer/Lecturer possess Ph.D. or Masters Degree in the concerned subject with M.Ed./B.Ed. as their qualifications. Subject Specialists/Research Assistants are generally M.A./M.Sc., B.Ed. Very few are B.Sc., B.Ed. However, State variations are found in this respect.

There is no specific procedure for recruitment of academic staff as reported by most of the SCERTs. The academic staff working in various SCERTs are normally from the Class I, Class II and Technical staff already working in senior secondary schools of Education Departments or DIETs/Colleges. In most situations, suitable staff in SCERTs/SIEs is appointed by transfer from other Govt. Education Departments/teacher training institutions/degree colleges/schools. There is neither separate cadre for the SCERTs nor definite transfer policy in most of the states.

In Delhi, all the academic positions in SCERT are filled through direct open recruitment as per the recruitment rules of 1993. However, the earlier rules of recruitment (1988) provided for promotion upto Sr. Lecturers level after satisfactory performance for a period of 4 years on 50% basis. **Overall promotion policy is under review.**

Infrastructural Facilities

Few have spacious buildings with hostel facilities; most are housed in rented buildings.

The equipment available in good number of SCERTs include colour TV, VCR, overhead projector, film projectors, duplicating machine, photocopying machine, tape recorder, audio-video cassettes, public address system, etc. Computer facility is available in very few SCERTs indicating that most of the SCERTs are yet to be equipped with latest equipment.

Insufficient space is a restrictive factor in the procurement of new books and proper display of journals/magazines.

Role and Functions

Since the SCERT occupies an apex position in the organizational pattern of school education and is also functioning as a State nodal agency for qualitative improvement of school education and teacher education, it is, therefore academically related to the planning, experimentation and coordination of policy programmes and activities related to elementary, secondary and teacher education. In view of these roles, different SCERTs/SIEs perform various functions through their different Departments/Units. Most of the SCERTs cover the entire spectrum of school education in the states. They prepare inservice training material for teachers working at different school levels; organise training programmes for teachers (formal and non-formal education), elementary teacher educators, resource persons, key persons and educational administrators; develop and review school syllabi and textbooks from time to time; develop various types of instructional materials, teachers' guides, supplementary materials and evaluation tools; develop coordination with the activities of elementary teacher training institutions/DIETs/CTEs; conduct research studies on educational problems of the concerned state; promote innovations in school education; and conduct projects entrusted by the central and state governments. Some SCERTs also conduct projects financed by external agencies like UNICEF and World Bank from time to time. Besides, the focus of some SCERTs is on action research for improved practices in school education. A few SCERTs also organise science fairs and exhibitions, for students to popularise science at elementary and secondary levels. A few others organise seminars, talks and academic deliberations for teachers, H.Ms and Education Officers on various issues related to improvement in teaching.

Several SCERTs act as nodal agencies for operationalisation of the centrally sponsored scheme of DIETs. They play major role in developing pre-service teacher education curriculum and training materials for personnel of DIETs, organise training programmes for them, monitor and evaluate their programmes and activities. SCERT of Maharashtra has developed a handbook for the teacher educators of elementary teacher training institutions/DIETs. SCERT, Delhi organise in-house staff development activities-seminars, talks, conferences, research colloquia, panel discussion and extension lectures by eminent academicians and scholars, regularly. Some SCERTs also conduct entrance examination for admission of trainees in DIETs and procure and purchase books and other material for DIETs.

SCERT also develop curriculum for even secondary teacher education level programmes. They also coordinate Colleges of Teacher Education (CTEs).

Achievements

Material Development:

Development of print and non-print materials is one of the major functions of the SCERTs/SIEs, including instructional materials, supplementary materials, self-learning materials, textbooks, video cassettes and audio cassettes for primary and upper primary classes. SCERT, Assam prepared inservice teacher training material in all subjects for primary teachers; training package for the inservice training of primary as well as secondary teachers and teaching aids for classroom teaching; teachers' handbooks like on Moral Education and Teaching of Sanskrit and question banks, syllabus for ETE, handbooks for headmasters of Primary Schools, highlighting the duties and responsibilities for Resource Persons responsible for the training of the Headmasters, self-learning material, inservice training curriculum for school teachers and resource persons.

Training/Orientation Programmes:

SCERTs/SIEs have made a good attempt in organising various short and long duration inservice training/orientation programmes for different levels of school teachers and resource persons. In the recent past, large numbers of teachers got inservice training for MLLs, Population Education and different subject areas.

Research Studies:

A variety of studies, including action research, is undertaken, depending on research competencies.

Publication:

Most of the SCERTs/SIEs have brought out publications in the form of textbooks, supplementary materials, self-learning material, teachers' guides, question banks, training packages, reports of research studies, news letters, journals/magazines and annual reports.

Other significant activities:

Several SCERTs/SIEs have organised district and state level science fairs and exhibitions, paper writing competitions for school teachers to promote innovative practices, poem

recitation and elocution/quiz contests, provide training to students for science talent search examination, community awareness programmes, state level toy making competition, extension lectures and sundry activities.

They also function as a think tank of Department of Education and contribute in the formulation of policies.

Major Problems:

There are comprehensive and concrete expectations from the SCERTs/SIEs. These institutions are supposed to be centres of excellence in the field of elementary education covering all its significant aspects for example, professional development of teachers, monitoring and evaluation and development of curriculum and instructional materials. They are also supposed to be centres of research. On the plus side, the SCERTs have acquired considerable experience in their field over the last 33 years or so. However, many expectations have not been realised as SCERTs/SIEs are facing some major problems and difficulties which are enlisted below :

- i. Problem of Identify.
- ii. Lack of Autonomous Status/Autonomy and Accountability.
- iii. Organisational Deficiencies.
- iv. Defective Staff Placement Policy.
- v. No definite policy for staff development.
- vi. Inadequate Infrastructural Facilities.
- vii. Lack of Programme Funds.
- viii. Lack of Forum for Sharing Experiences.
- ix. Weak Networking.

Expectations:

- i. From NCERT
- ii. From MHRD
- iii. From the State Govt.

References:

GOI, Strengthening of SCERTs.

Chopra, R.K., SCERTs/SIEs in India, Status, Problems and Achievements, paper presented at
Director's Conference at Hyderabad, March 1997.

Interactions with personnel from states.

is in the area of language teaching. 7 day programme including the intervening Sunday. Resource persons for these comprise staff of B.Ed. colleges, SIE, DIETs and the SCERT.

Shortage of staff in the Directorate of SCERT impedes functioning. This is coupled with

- absence of staff policy
- appointment of illqualified staff on adhoc basis which later get regularised; not a single Ph.D. in Education and only one masters in education;
- though staff have been orientated they desire further training;
- workload is considerable without necessary support system;
- in the absence of adequate staff, the SCERT personnel seek help from outside, RIE for instance, and merely coordinate the activity.

Plans of the Directorate of SCERT for the years 1995-96, 96-97 and 97-98 are appended (Annexure A)

Gaps in Training Programmes

- Need assessment is not an integral part of the planning process
- No training is organised for the supervisory staff

Budget

SCERT : For the short term inservice programmes Rs. 5 lakhs is earmarked

DIETs : In 95-96 Rs. 5 lakhs were allocated to each DIET.

In the centrally sponsored scheme of SOPT (Special Orientation of Primary Teachers) Rs. 46 lakhs is apportioned for teacher training and Rs. 2,57,000 for training of RPs.

District Institutes of Education

- The action plan of all the DIETs is common (Annexure B).
- The pre-service group in each DIET varies from 60 to 150.

Infrastructure

Separate, sometimes spacious rooms, exist for:

- Curriculum, Evaluation and Material Development
- Inservice training
- Pre-service training
- Science Educational Lab
- Biological Science Lab
- Educational Technology

Hardly any equipment exists; even the ET room contains a collection of traditional teaching aids with neither a television nor radio set despite the fact that the ET Cell produces radio and television lessons as part of the STV programme.

Qualifications

The entire academic faculty of DIETs comprises post graduates having with a Bachelors Education (B.Ed) degree.

Educational Technology Cell

Strangely, the ET Cell does not organise any activity related to script writing. Training programmes organised by the cell are on

- Development and use of teaching aids and
- Community singing

Some Reactions of State Personnel

- Decentralisation is acceptable as a management strategy however uniformity of decisions are needed for effective implementation.
- Equality of status and infrastructure must emerge within the SCERT maintaining NPE 1986 as the basis, financial situation is presently not satisfactory but funds to SCERT could be increased if centre agrees to extent financial support.

SCERT AND DIETs IN ORISSA

Directorate of Teacher Education and SCERT, Orissa function as the state level nodal agency of NCERT, besides shouldering the responsibility of the Directorate of Teacher Education.

Structure

SCERT in Bhubaneshwar, Orissa is combined with the Directorate of Teacher Education, thus it functions under the Directorate rather than an autonomous institution of the state.

SCERT exercises administrative control over **three** Institutes of Advanced Studies in Education (IASEs), **six** colleges of teacher education (CTEs), **four** training colleges, **sixteen** District Institutes of Education and **fifty two** secondary training schools (offering CTT).

Details of its 11 functional units are provided in Annexure C.

Staffing: Their Qualifications

Besides the post of Director, the four posts of Deputy Directors and of Assistant Directors are considered administrative ones hence a degree or experience in Education is not expected.

Even for teaching faculty a master's degree in education not being a pre requisite, staff can rotate between teacher training and general colleges. However, at present most of the staff possess a masters degree in Education and many have a doctoral degree too.

Scope

- Teacher training institutions, at all levels, fall under the jurisdiction of the Directorate of Teacher Education; an Academic Wing conducts selection tests to courses at IASEs, CTEs and training colleges (offering B.Ed.), the DIETs and secondary training schools; Administrative wing is responsible for leave, transfers etc.
- Examining body for a 2-year correspondence programme for untrained primary school teachers; the course is run during vacations by the secondary training schools.
- Teachers of class I have been provided training in MLL and use of these textbooks.
- Textbook development for classes I to VII is the SCERT's responsibility. On an experimental basis, MLL (minimum level of learning) based textbooks have been developed and are being tried out in 30 schools in **two** districts.

- Inservice department mainly undertakes training of master trainers (MTs) who in turn, through training programmes at district and sub-district level, train other functionaries; exceptions to the cascade model exist – some training of primary school teachers is also organised, occasionally.
- Designing of participatory child-centred and activity based teaching methods. A number of training programmes were conducted in six districts for this goal.

Plans of Functional Units

- No specific action plan is prepared for the institution or its units; activities are conducted as and when desired mainly dependent on availability of funds. Incorrect to conclude that no work is done in the SCERT; absence of plans results in sporadic, delayed progress and adhocism as regards development of the institution and its members.

Activities undertaken in 1996-97 are enclosed (Annexure D) to enable understanding of the functioning of units.

- As a surplus of trained teachers exist in the state, pre-service programmes in DIETs have been temporarily suspended and all attention is geared to inservice training of teachers.
- MLL based textbooks are being introduced in class I, across the State, this year.
- For 1997-98 the following are planned :

IASE : 15 programmes; duration 7 days

CTEs : 12 programmes; duration 14 days

Comments:

SCERT needs complete overhauling viewed from all angles – physical facilities, adequacy of staffing, work environment, exposure and acceptance of new ideas, role clarity, autonomy of the functional units. There is considerable amount of control from the State Government as is frequently seen between several autonomous institutions and the concerned ministries. Each functional unit of SCERT prepared an annual plan, in advance, five years ago, but the practice has now been given up, perhaps due to erratic, meagre financial resources. No unit was able to provide the action plan for the current year in writing; the action plan for the previous financial year was also not available. Activities had to be culled out from different files and from memory.

Most of the training programmes were non-residential because of lack of either funds or residential facilities; there is complete lack of coordination with RIE and other institutions who have good Infrastructural facilities.

So far as textbook and module writing are concerned, the writers and the reviewers are surprisingly the same; as a result a lot of conceptual errors have gone undetected.

There is no match between the work load of the curriculum unit and the strength of the unit. This is reflected in the quality of the MLL based textbooks.

There is no forum/practice within SCERT to discuss the activities, progress and the quality of each functional unit; some of the units are almost defunct.

District Institutes of Education in Orissa

A total of 13 DIETs have been sanctioned in the state of Orissa.

Structure

The seven identified branches exist in the DIETs:

1. Pre Service Teacher Education (PSTE).
2. Curriculum, Material Development and Evaluation (CMDE).
3. Educational Technology (ET).
4. District Resource Unit (DRU).
5. Planning and Management (P&M).
6. Work Experience (WE).
7. Inservice programmes, Field Interaction and Coordination (IFIC).

Staff

Only 10-11 teaching staff are in position; almost equal number of posts are lying vacant. Dhenkanal, is better off; 14 teacher educators are in position.

Essential qualifications of the faculty, including the principal, are B.A./B.Sc, B.Ed. Trained graduate teachers (TGTs), on promotion, are posted to DIETs even as Principal. Unlike stipulation, the faculty is designated **Teacher Educator** and **Senior Teacher Educator** of **class III status** with no posts of Lecturers and Senior Lecturers. Staff is transferable between

the DIETs and middle and high school as also the offices of the District Inspectors of Schools and Block Education Officers.

As regards the administrative staff, the position is similar; of the 13 posts including the Principal and Vice Principal, only 5 persons are in position in the best staffed DIET, DIET Dhenkanal.

Case study of one DIET has been undertaken to assess the relative status of DIETs in Orissa; Dhenkanal has been selected as its functioning is rated as better than others. The present scene is the reference point.

Programmes

In 1996-97:

- Approximately 15 training programmes were conducted for Special Orientation of Primary Teachers (SOPT); each was of a duration of 7 days.
- A 10-day training conducted for supervisors of NFE centres and
- 7 days training for coordinators of NFE centres.
- 4-5 training programmes for supervisors of ECE centres and
- Four orientation programmes of 3-days duration for ECE centre staff, at the block level.
- DIET faculty involved in training on the organising **joyful learning** conducted by the DIs; the DIET was the venue.

Training Strategies

Ongoing training was observed.

- In demonstrations by RPs, learning materials are absent; only **teaching aids** are used.
- Exposure of a staff to new pedagogic practices has accrued only recently; some changes are perceptible; this exposure was outside the state.
- The Principal expressed the need for still greater exposure along with recurrent opportunities.

Facilities

In the absence of a "training hall" smaller rooms are used.

Training cannot be of a residential nature due to limited hostel accommodation; training for joyful learning was the only residential one.

Basic amenities like water and electricity are inadequate.

In the absence of the concretisation of the plan for the ladies hostel, temporary arrangements have been made which pose a security hazard.

The 5 computers lie idle in the absence of a computer operator as no such post exists.

Library is hardly worth the name; the post of librarian is presently vacant.

Autonomy of DIET

Every year the DIET submits its annual work plan to the SCERT. Decision to fund specific programmes and activities is taken by the SCERT, independently. Even the approved plan for the DIET is not returned but only the funds sanctioned under respective heads is indicated. The specific activity to be undertaken is communicated **approximately a month** in advance. The role of the DIET is to manage the programme; **decisions regarding participants, context, duration and budget** are also taken by the SCERT

Acquaintance with Field

Even though participants attending training in one batch are from one or two neighbouring blocks, faculty is unable to provide on-site support, evaluate the impact of training imparted by them or to assess needs.

Rules are so rigid that field (block) level programmes are not possible; since TA/DA is not provided faculty are unable to visit let alone work in the field.

Areas of Strengthening of DIETs

- Exposure to ideas / programmes.
- Contact with field reality.
- Faulty recruitment policy.
- Training space
- Living space and conditions
- Modification of rules
- Academic autonomy

The centrally sponsored scheme of DIETs needs to be reviewed and revised in the light of

- a) emerging demands
- b) experience gained.

It is pertinent to note the approach adopted towards DIETs by Govt. of Orissa. At the time of sanctioning of the DIET, posts were created in accordance with the Guidelines, developed by GOI but shortly afterwards the state govt. abruptly abolished several non-teaching (administrative/support) posts.

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Annexures

Annexure A

D - I

XI SOCIAL SERVICES

EDUCATION

221 2202 00 GENERAL EDUCATION

ANNUAL PLAN 1997-98

DIRECTORATE OF STATE COUNCIL

OF EDUCATIONAL RESEARCH &

TRAINING ASSAM

GENERAL AREAS

INTRODUCTION :- The Directorate of SCERT, Assam is concerned with Teacher Education in the State. It aims at quality improvement of School Education in the State through Teacher Training and Researches. It conducts various type of Training (long & short term) workshop seminars etc. for the Teachers and the Teacher Educators to make the Teachers competent for effective Teaching.

REVIEW OF 8th PLAN (1992-97) :- The approved allocation for the Directorate of SCERT, Assam during the 8th Plan period was Rs. 563'00 lakhs. Actual allocation received by this Directorate was however 538'36 lakhs only. Utilization up to 1995-96 is 298'37 lakhs and anticipated utilization during 1996-97 is Rs. 131'00 lakhs. The revised physical target for Teacher Training during the period was 63,725 nos. Physical achievement up to 1995-96 is 20,940 teachers and anticipated achievement during 1996-97 is 20,380. Year wise financial and physical achievement is as shown below :

(A) <u>FINANCIAL ACHIEVEMENT.</u>		(Rs. In lakhs)
Year	Approved outlay	Utilization/anticipated utilization.
1992-93	Rs. 83'00 lakhs	Rs. 64'75 lakhs
1993-94	Rs. 82'36 "	Rs. 64'90 "
1994-95	Rs. 97'00 "	Rs. 86'94 "
1995-96	Rs. 135'00 "	Rs. 81'78 "
1996-97	Rs. 131'00 "	Rs. 131'00 "
Total =	Rs. 538'36 lakhs.	Rs. 429'37 lakhs

Contd....2.

(B) PHYSICAL ACHIEVEMENT :

<u>Year</u>	<u>Target</u>	(No. of trained teachers) <u>Achievement</u>
1992-93	1120 Nos.	1280 Nos.
1993-94	1200 "	1510 "
1994-95	18150 "	18150 "
1995-96	15150 "	Nil "
1996-97	20380 "	20380 "
Total = 59,000 Nos.		41,320 Nos.

ANNUAL PLAN 1997-98 :- The Annual plan 1997-98 has been prepared with the approved outlay of 131'00 lakhs. The entire amount will be needed for continuation of the on going schemes of 7th and 8th plan period as detailed below :

Name of the Scheme	Approved out lay for Annual plan 1997-98.	
	Outlay	Of which Capital content.
1	2	3

1. 001-Direction & Administration

1) Maintenance of SCERT and its unit Offices Rs. 65'32 -

2. 002-Training

I) Maintenance of PGTC, Jorhat Rs. 4'15 -

II) Provincialised BT.College Rs. 9'39 -

III) Hindi Training College Rs. 7'79

IV) Maintenance of EOSE Rs. 11'58

V) Grants to ELTI Rs. 9'57

VI) Grants to Non-Govt. BT. College Rs. 0'20

VII) Teacher Orientation Programme Rs. 6'00

3. 004-Research.

i) Research Activities of SCERT. Rs. 0'50

Contd...3

	1	2	3
4. <u>800 other Expenditure</u>			
I) Construction of SCERT			
Office building	Rs. 7'00	7'00	
II) Publication	Rs. 2'20	-	
III) Equipment	Rs. 6'00	-	
IV) Science Exhibition	Rs. 1'30	-	
Total =	Rs. 131'00	7'00	

No new schemes could be incorporated in the Annual plan 1997-98 due to shortage of allocation. Out of the approved allocation of Rs. 131'00 lakhs Rs. 7'00 lakhs will be needed on capital content for construction of SCERT office building. Rs. 108'00 lakhs for meeting the committed liabilities and the balance 16'00 lakhs will be utilized for academic and developmental activities as mentioned below :

- 1) ORIENTATION PROGRAMME :- For increasing professional competency of the teachers and teacher Educators, short term Orientation Programmes are considered necessary. During 1997-98 550 teachers and Teacher Educators will be oriented with the amount of Rs. 6'00 lakhs.
- 2) STATE LEVEL SCIENCE EXHIBITION : State level Science Exhibition which has been proved beneficial for the young learners to motivate their minds towards Science will be continued as earlier. An amount of Rs. 1'30 lakhs has been fixed for this purpose.
- 3) RESEARCH : For conducting research activities on School education an amount of Rs. 0'50 lakhs has been fixed.
- 4) PUBLICATION : Publication on different felt needs of teachers and teacher Educators is one of the main activities of SCERT. Provision for Rs. 2'20 lakhs has been made for this purpose.

Contd....4

5) EQUIPMENT : For replacement of the old equipments and purchase of new equipments considered essential for SCERT and Teacher Training Institutes an amount of Rs. 6'00 lakhs has been fixed.

6) CONSTRUCTION OF SCERT OFFICE BUILDING : For completion of the construction works of SCERT office building provision for an amount of Rs. 7'00 lakhs has been made in the Annual plan 1997-98.

CENTRALLY SPONSORED SCHEME :- The following Centrally sponsored schemes have been implementing by the Directorate of SCERT, Assam.

Name of the Scheme	Ratio	Out lay for the Annual plan 1997-98.		
		C.S.	S.S.	Total
1	2	3	4	5
1. Environmental Orientation to School Education	--	10'00	11'58	21'58
2. Educational Technology	100%	30'00	-	30'00
3. Improvement of Science Education in Schools	100%	20'00	-	20'00
4. District Institute of Education & Training(DIET)	100%	1084'98	-	1084'98
5. College of Teacher Education(CTE)	100%	262'21	-	262'21
6. Strengthening of SCERT	50:50	30'00	-	30'00
7. Up-gradation of of ETC to SIET	50:50	33'81	-	33'81
		1471'00		1471'00

1. ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION :

The scheme which was taken up to impart Education for environmental consciousness among the school children at Elementary level was started in Assam in 1989-90 as a Centrally sponsored scheme with 100% Central assistance. From 1992-93 Govt. of India has discontinued the assistance for Salary component. Financial

assistance for principal and other staff has been continued. Contd...5

assistance for programme activities however continuing. For the Annual plan 1997-98 an amount of Rs. 10'00 lakhs has been proposed.

2. NEW EDUCATIONAL TECHNOLOGY :

Under this Centrally Sponsored Scheme RCCPs are supplied to the Primary schools to listen and follow the Educational programmes broad Cast by the All India Radio. Till now 25905 Primary schools of the State have been covered under the scheme. For covering the remaining schools Rs. 30'00 lakhs has been proposed in the Annual plan 1997-98.

3. IMPROVEMENT OF SCIENCE EDUCATION IN SCHOOLS :

Under this Centrally sponsored scheme Science Kit boxes and Kit manuals are supplied to the upper Primary schools of the State. Total schools covered under this scheme is 2969. In the Annual plan 1997-98 provision for an amount of Rs. 20'00 lakhs has been made to cover 1000 no of upper Primary schools of the State.

4. DISTRICT INSTITUTE OF EDUCATION & TRAINING(DIET) :

At present 16 nos of DIETs are functioning in our State. Another 2 DIETs are under process of functioning. Sanctioned staff strength of the above DIETs is 794 nos of which 448 nos are teaching and 346 non-teaching. For meeting the Salaries and other related expenditures of the above DIETs Rs. 612'68 lakhs will be needed. Further, for drawal of the 2nd instalment of the 3rd phase 7 DIETs, Rs. 272'30 lakhs will be required. Moreover 4 new DIETs are proposed to be set up during 1997-98 for which Rs. 200'00 lakhs has been proposed. So Total requirement for DIETs for 1997-98 is Rs. 1084'98.

5. COLLEGE OF TEACHER EDUCATION : The Govt. of India has already accorded approval for setting up of 7 CTEs in our State. Non-recurring Central assistance for building & Equipments of the CTEs have already been released by the Govt. of India. Creation of posts for the above CTEs are also under active consideration of the Govt. For meeting the salary and other related

Contd.....6.

expenditures of the above CTEs Rs. 152'21 lakhs will be required. Further 3 New CTEs are also proposed to be established during 1997-98 for which Rs. 110'00 lakhs has been proposed. Total requirement for CTE for 1997-98 is Rs. 262'21 lakhs.

6. STRENGTHENING OF SCERT, ASSAM (50:50):

The Directorate of SCERT, Assam is proposed to be strengthened under the Centrally sponsored scheme strengthening of SCERT. For implementation of this scheme an amount of Rs. 20'00 lakhs has been proposed in the Annual plan 1997-98.

7. UP-GRADATION OF THE EDUCATIONAL TECHNOLOGY CELL IN TO STATE INSTITUTE OF EDUCATIONAL TECHNOLOGY :-

The Educational Technology Cell under this Directorate proposed to be up-graded to State Institute of Educational Technology. An amount of Rs. 33'81 lakhs has been proposed for 1997-98 for this purpose.

EXTERNALLY AIDED PROJECT:

1. NATIONAL POPULATION EDUCATION PROJECT :

The scheme National population Education project attached to SIE, Jorhat was originally sanctioned in 1981 and started functioning from January 1983. The pattern of funding of this scheme is different from that of other schemes. All the fund required for programme activities are provided by the UNFPA and out of 13 posts sanctioned against the scheme 1 post is maintained from UNFPA fund and the remaining 12 from the State fund. Proposal for 1997-98 is Rs. 10'60 lakhs of which Rs. 7'10 lakhs is State share and 3'50 lakhs is UNFPA's share.

ANNUAL PLAN 1996-97**XI SOCIAL SERVICES GENERAL EDUCATION-86-GENERAL-SCERT DIRECTORATE
OF STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING, ASSAM.****GENERAL AREAS**

INTRODUCTION :- The Directorate of SCERT, Assam is Primarily concerned with qualitative improvement of Education through out the school stages in the State. It was created during the last part of the Sixth Five year plan and started functioning in the early part of the financial year 1985-86. It is still in its developing stage and yet to be matured as a full fledged Directorate.

EIGHTH FIVE YEAR PLAN 1992-97 :- The approved plan allocation for the Directorate of SCERT, Assam for the Eighth Five year plan 1992-97 was 563'00 lakhs. The schematic allocation of Rs. 563'00 lakhs is as shown below :

<u>SCHEMES</u>	<u>OUTLAYS</u>	<u>OF WHICH CAPITAL CONTENT</u>
1. Continuing schemes	Rs. 494'00	Rs. 77'00 lakhs
2. New schemes	Rs. 69'00	Rs. 11'00 "
Total =		Rs. 563'00 lakhs.

REVIEW OF THE PROGRESS OF THE LAST FOUR YEARS OF THE 8th PLAN

ANNUAL PLAN 1992-93 :- Approved allocation during the annual plan 1992-93 was Rs. 83'00 lakhs. Expenditure during the year was 64'75 lakhs only. The amount could not be utilized due to unavoidable circumstances. Physical target of teacher training was however exceeded. Significant activities undertaken during the year inter-alia were as below :

1. Training to 1280 teachers in various school subjects against the target of 1120 nos.
2. Grants-in-aid to English Language Teaching Institute, Assam for improvement of English Language teaching in school level.

3. Conduct of State level Science Exhibition to motivate the minds of the young learners towards creativity and competitiveness.
4. Publication of Bigyan Safura a quarterly Science Magazine for the benefit of the school children.

ANNUAL PLAN 1993-94 :- Approved allocation during the year was 92'36 lakhs and utilization was 66'90 lakhs only. The amount could not be utilized fully due to unavoidable circumstances. Physical target was however exceeded. Important activities undertaken during the year were as below :

1. Training to 1310 school teachers on various school subjects to increase their professional competency.
2. Conduct of State level Science Exhibition to motivate the minds of the school children towards learning Science .
3. Grants-in-aid to ALTI to improve English teaching in the State.

ANNUAL PLAN 1994-95 :- The approved allocation for the Annual plan 1994-95 was 97'00 lakhs. Utilization during the year was 86'94 lakhs. Due to unavoidable circumstances the amount could not be utilized fully. Physical target was however exceeded manifold. This was possible due to release of additional fund by the Govt of India through SCERT for implementation of the SOPT programme in the State. The significant activities of the year were as follows :

1. Orientation of 10,150 Primary teachers to increase their professional competency.
2. Creation of 3 Gazetted Posts for SCERT.
3. Employment avenues to 170 persons by creating 170 new posts of different categories under the G.S. scheme Restructuring and reorganization of Teacher Education.
4. Grants-in-aid to ELTI for development of English Language Teaching in the State.
5. Conduct of State level Science Exhibition as earlier to attract the minds of the young learners towards Science.
6. Action Research Programme on quality education.

ANNUAL PLAN 1995-96 :- The approved allocation for the Annual plan 1995-96 was 135.00 lakhs. The utilization during the year was 81.78 lakhs only. Due to unavoidable circumstances the amount could not be utilized fully. Important activities undertaken during the year interalia were as mentioned below :

1. Employment avenues for 336 Persons under the C.S. scheme Restructuring and reorganisation of Teacher Education.
2. Conduct of State level Science Exhibition to popularise Science among the School children.
3. Development of training facilities at SLTI to meet the need of English Teaching in the State.
4. Purchase of 2 Photocopiers.

PROPOSAL FOR ANNUAL PLAN 1996-97 :- Considering the necessity for continuation of the on going schemes relating to Teacher Education the Annual plan 1996-97 has been prepared to the tune of Rs. 131.00 lakhs. Out of this Rs. 96.70 lakhs would be needed on committed liabilities and the balance Rs. 34.30 lakhs would be utilized for conduct of various academic activities as mentioned below :

1. Implementation of SCPT Programme.

Under the Centrally Sponsored Scheme SCPT 18,150 Primary teachers would be trained during 1996-97. The Govt. of India would release fund for feeding and lodging through NCERT. The State Govt. will have to bear the expenditure required for payment of travelling allowances to the participating teachers. An amount of Rs. 12.00 lakhs has been proposed for this purpose.

2. Orientation of teachers and Teacher Educators on various school subjects :-

For orientation of teachers on various school subjects to increase their professional competency and for organisation of seminars, Workshop etc. relating to Teacher Education an amount of Rs. 8.00 lakhs has been proposed .

3. FURNITURE TO TEACHER TRAINING :-

INSTITUTES :- The Furniture like desks, benches etc. of most of the Teachers Training Institutes have been damaged due to long use and need replacement. An amount of Rs. 6'00 Lakhs has been proposed for the purpose .

4. RESEARCH :- For conduct of researches on quality improvement of school education an amount of Rs. 1'00 lakh has been proposed .

5. PUBLICATION :- Publication on various felt need of the Teachers and Teachers educators is one of the main activities of the SCERT. Further a quarterly bilingual journal for school children also going to be published from this year . An amount of Rs. 6'00 lakhs has been proposed for this purpose .

6. STATE LEVEL SCIENCE EXHIBITION :- As in the previous years this year also state level science Exhibition will be held in collaborating with the NCERT. An amount of Rs. 1'30 lakhs has been fixed for this purpose .

CENTRALLY SPONSORED SCHEME :- At present the Directorate of SCERT, Assam is implementing the following centrally sponsored scheme .

a) ENVIRONMENTAL ORIENTATION TO SCHOOL EDUCATION :-

This scheme was started in 1989-90 to impart education for environmental consciousness among the school children of Elementary level. up to 1992 - 93 the Govt. of India provided 100% central assistance. From 1993-94 the Govt. of India has discontinued central assistance for salary component. Fund for programme activities will however continue. An amount of Rs. 10'00 lakhs has been proposed for programme activities ~~XXXXXXXXXX~~ For salary component an amount of Rs. 10'40 lakhs has been proposed in the state plan .

b) IMPROVEMENT OF SCIENCE EDUCATION IN SCHOOLS :-

During 1994-95 the Govt. of India released Rs. 38'12 lakhs for Implementation of the C.S. Scheme Improvement of science education in schools. For 1996-97 Rs. 25'00 lakhs has been proposed for supply of Science Kit Boxes to 1000 upper primary Schools of the State .

c) EDUCATIONAL TECHNOLOGY :-

Under the C.S. Scheme Educational Technology RCCPs have been supplied to above 25905 Primary Schools covered under S.S. Scheme . For 1996-97 no provision has been proposed .

4) DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) :-

At present 11 number of DIETs are functioning in our state. Intake capacity of the above DIETs is 1251. In addition to regular one year in service training to 1251 Elementary Teachers the above DIETs also impart short term in service training to above 5500 teachers. The sanctioned staff strength of the above DIETs is 458 nos of which 277 Teaching and the remaining 181 non-teaching staff.

Further 336 posts for 3rd phase DIETs also have been created. The non-Teaching posts have already been filled up. The Teaching posts are also likely to be filled up soon. An amount of Rs. 427.00 lakhs has been proposed for staff salary contingency and training programme.

COLLEGE OF TEACHER EDUCATION :- The Govt. of India has approved for up-gradation of 7 Secondary Teacher Education Institutions into Colleges of Teacher Education (CTE). The Govt. of India extends 100% Central assistance for the up-gradation. Proposal for creation of Additional posts as per Govt. of India's approved norms is under project at the Govt. level. An amount of Rs. 88.79 lakhs for staff salaries and training programmes has been proposed for 1996-97.

Further non-recurring central assistance for the 2nd instalment amounting to Rs. 85.81 lakhs also has been proposed.

CENTRALLY SPONSORED SCHEME OF HINDI TEACHER TRAINING COLLEGE.

For the last 4 years no central assistance for the scheme has been released by the Govt. of India. So no provision is proposed for 1996-97.

NEW C.S. SCHEME :- From 1996-97 onwards the following C.S. schemes proposed to be implemented.

STRENGTHENING OF SCERT :- Central assistance for strengthening of SCERT is admissible under the C.S. scheme on 50:50 basis. For 1996-97 an amount of Rs. 20.00 lakhs is proposed for development of infra-structural facilities and staff position.

EXTERNALLY AIDED PROJECT :- The Scheme of National population Education Project was originally sanctioned in 1981 and started functioning from January 1983. The pattern of funding of the scheme is different from that of other scheme. All the fund required for programme activities are provided by the UNFPA. For staff component out of the 13 posts sanctioned for the scheme 1 post is maintained from UNFPA fund and the balance are to be maintained from the state fund. Total requirement for state share during the year 1996-97 is Rs. 6.40 lakhs. UNFPA's contribution during the year will be Rs. 2.75 lakhs.

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ANNUAL PLAN 1995-96
XI SOCIAL SERVICES
EDUCATION
GENERAL EDUCATION
80- GENERAL SCERT

DIRECTORATE OF STATE
COUNCIL OF EDUCATIONAL
RESEARCH & TRAINING, ASSAM
(GENERAL AREAS)

INTRODUCTION :

The Directorate of SCERT, Assam is primarily concerned with qualitative improvement of education throughout the school stages in the state. It was created during the last part of the sixth five year plan and started functioning in the early part of the financial year 1985-86. It is still in its developing stage and yet to be matured as a full fledged Directorate.

EIGHTH FIVE YEAR PLAN 1992-97

The approved plan allocation for the Directorate of SCERT, Assam for the Eighth five year plan 1992-97 is Rs.563.00 lakhs. The schematic allocation of Rs. 563.00 lakhs is as follows :

<u>Schemes</u>	<u>Outlays</u>	<u>Of which capital content</u>
1.Continuing schemes	Rs. 494.00 lakhs	77.00 lakhs
2.New Schemes	Rs. 69.00 "	11.00 "
Total = Rs. 563.00 lakhs		88.00 lakhs

OBJECTIVES :

During the Eighth plan period the major thrust of SCERT's programmes/activities would be to undertake and continue programmes of Teacher Training, review of curriculum in the context of Minimum Level of Learning approach, development of infrastructure for production and provision of physical facilities like teaching aids, utilisation of Technological mass communication media for academic supports and extension services to establish firm bases for congenial Educational environment in the state. Researchs on academic and administrative problems will be viewed as a major tool to find-out the appropriate solution and their improvement. Both long-term and short-term research activities are envisaged in this aspect.

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ACHIEVEMENT DURING THE ANNUAL PLAN 1992-93.

During the ~~Annual plan~~ 1992-93 the approved allocation was Rs. 83.00 lakhs and utilisation was Rs. 61.75 lakhs only. Less expenditure was due to some un-avoidable circumstances.

ACHIEVEMENT DURING THE ANNUAL PLAN 1993-94.

The approved allocation for the year 1993-94 was Rs. 92.36 lakhs. The expenditure during the year was Rs. 64.90 lakhs. Less expenditure was due to unavoidable reason.

ANNUAL PLAN 1994-95

The approved outlay for the Annual plan ~~1994-95~~ is Rs. 97.00 lakhs. It is expected that the fund would be utilised fully and the target fixed would be achieved.

PROPOSAL FOR THE ANNUAL PLAN 1995-96

Keeping in view the requirement for the ongoing schemes and necessity for implementation of the new schemes relating to Teachers Training and Researches on quality improvement of Education the Annual plan 1995-96 has been prepared for an amount of Rs. 135.00 lakhs out of this Rs. 82.80 lakhs would be needed on committed liabilities Rs. 14.00 lakhs on capital content and the balance Rs. 39.00 lakhs would be utilised for implementation of various schemes relating to Teacher Education Researches on quality Education and development of infra-structural facilities of the Teachers Training Institutes of the state. The significant activities proposed to be undertaken during the plan period are as detailed below.

(A) TRAINING

1. Summer Institute for Middle School Teachers on Science & Mathematics.
2. Training Programme for Teacher Educators on Science & Mathematics in the light of minimum level of learning.

3. Training programme for Teacher Educators on Social Studies in the light of Minimum Level of Learning.
4. Sensitization Programme on Environment and its related issues for teachers and Teacher Educators.
5. Training Programme on Women Education for Teacher Educators and the members of N.G.O.
6. Seminar on the problems of Education of Tribal Students and remedial measures.
7. Seminar on Education of the Disabled children in Assam - Problems and prospects.
8. Workshop on "Development of guidelines for inculcation of values among children in the elementary level.
9. Workshop on the role of N.G.O.'s in eradicating illiteracy in low literacy districts.
10. Training on Development of teaching skill.
11. Training programme on teaching Reading and writing skill.
12. Training-Dur-Workshop on Pre-Primary Education.
13. Training Programme on special Education (Education for the disabled).
14. Workshop on Development of objective based Evaluation tools for question setters.
15. Workshop on Development of a common procedure for objective based teaching (Lesson Planning).
16. Training cum workshop programme on finding out common errors in primary level text books.
17. Workshop on improvised teaching aids for primary school teachers.
18. Training of Middle School Teachers on Teaching English.
19. Workshop on production of puppetry and low cost teaching Aids.
20. Community Singing Programme.

21. Financial assistance for development of the Teachers Training College, North Lakhimpur.

(B) RESEARCH ACTIVITIES

1. A study on the status of special Education in Assam.
2. Identification of common errors done by the Grade IV pupils in Mother Tongue and Arithmetic and suggestions of remedial measures.
3. A survey of the Pre-Primary Education Centres within greater Guwahati to assess the quality of teaching and physical facilities.
4. A comprehensive study of achievement of boys and Girls in co-educational as well as separate schools in rural and urban areas.

(C) OTHER ACTIVITIES.

1. Organisation of state level Science Exhibition.
2. Publication on different felt needs of teachers and Teacher Educators.
3. Supply of A.V.Aids to the schools covered under O.B.Schemes.
4. Renovation of T.T.C. and Normal School building and campus.
5. Boundary wall of Jorhat Normal School.
6. Strengthening of SCERT.
7. Maintenance of Hindi Teachers Training College, North Guwahati.
8. Maintenance of state and project cell of Environmental Orientation to School Education.

D. Centrally sponsored scheme :- The following C.S. Schemes are now implementing by the Directorate of SCERT, Assam.

(a) Environmental Orientation to School Education :- The scheme which was taken up to impart education for environmental consciousness among the school children at Elementary level was started in Assam in 1989-90 as a centrally sponsored scheme with 100% central assistance. Now Govt. of India has discontinued the financial assistance for salary component. Financial assistance for programme activities would however continue during the 8th plan. An amount of Rs. 10.00 lakhs has been proposed for programme activities during 1995-96.

(b) Improvement of Science Education in Schools :- No financial assistance for the scheme has been released by the Govt. of India since 1992-93. An amount of Rs. 15.00 lakhs has been proposed during 1995-96 for implementation of the scheme.

(c) Educational Technology (Supply of Hard Ware Materials) :-

For continuation of the scheme during 1995-96 an amount of Rs. 72.00 lakhs has been proposed for covering 6900 primary schools.

(d) District Institute of Education and Training (DIET) :- At present 11 numbers of DIETs are functioning in our state. Intake capacity of the above DIETs is 1251. In addition to regular one year inservice training to 1251 Elementary teachers the above DIETs also impart short term inservice training to about 5500 teachers every year to increase the professional competency of the teachers. The sanctioned staff strength of the above DIETs is 458 nos. of which 277 teaching and the remaining 181 non-teaching. An amount of Rs. 340.11 lakhs has been proposed for 1995-96 of which Rs. 237.81 lakhs for salaries Rs. 80.30 lakhs for training & contingencies etc. and balance Rs. 22.00 lakhs for civil works.

Further Govt. of India has approved for setting up of 7 new DIETs in the state in the 3rd phase. Necessary provision for an amount of Rs. 474.00 lakhs has been proposed for staff component, civil works and equipment of the above DIETs.

(e) College of Teacher Education (CTE) :- The Govt. of India has approved for up-gradation of 7 secondary Teacher Education Institutions into Colleges of Teacher Education (CTE) of the state. The above colleges annually impart one year B.Ed. training to 700 secondary teachers to increase their professional

competency. An amount of Rs. 195.00 lakhs has been proposed for meeting the expenses of salaries training programme, civil works and equipment etc.

Centrally sponsored scheme of Hindi Teacher Training College, North Guwahati.

Hindi Teachers Training College North Guwahati is the only institution imparting training to Hindi teachers of the state. Central assistance is admissible for establishment of Hindi Training Colleges in Non-Hindi speaking state. An amount of Rs. 30.00 lakhs has been proposed for the building project of the College.

(2) New Scheme:- From 1994-95 onwards the following new schemes are proposed to be implemented.

(a) Strengthening of SCERT:- Central assistance for strengthening of SCERT under the C.E. Scheme is admissible. In the Annual Plan 1995-96 an amount of Rs. 30.00 lakhs has been proposed for development of infra-structural facilities and staff position.

Externally Aided Project

(a) National population Education Project.

The scheme National population project was originally sanctioned in 1981 and started functioning from January 1983. The pattern of funding of the scheme is different from that of other scheme. All the fund required for programme of activities are provided by the UNFPA. Out of the total 13 nos of posts sanctioned against the scheme; 1 post is maintained from the UNFPA fund and the balance are maintained from the state fund. Total requirement for state share during 1995-96 will be Rs. 5.32 lakhs. UNFPA's contribution during the year will be Rs. 2.50 lakhs.

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Annexure B

Common Action - plan for 1995/96.
1st phase DIETs. (Titabar/Uderbond/Samaguri/Kokrajhar/Mirsa/3,Chariali)

0.	Name of the Programme	Duration	No. of Programmes	No. of Participants	Total cost (Approximately)	Time Schedule	Programme incharge Deptt/Faculty member.	Remarks
1.	(a) Induction level training for Newly appointed primary teachers.	21	1	60	44,750.00	Sep/95	All faculty members of DIETs	Provision for field visits may be made.
	(b) Panel supervision of primary Schools in collaboration with the concerned inspecting staff for follow-up.	-	-	-	18,000.00	Continu-	-do-	ous Programme.
2.	(a) Training course on Art & physical Education for elementary teachers.	15 days	3	50 50 X 3=150	75,750.00	Oct/95	Physical Education Art & Education	
	(b) Environment Education programme both for primary and Middle level teachers.	3	3	50 50 x 3=150	21,000.00	Nov/Dec 1995.	All	Plantation in schools may be undertaken
	(c) Identification of training needs of the teachers of the district. (Scholastic and non-scholastic aspects to be covered.	-	-	-	4,500.00	Continu-	All	Field study Reports to be submitted to SCERT.

Contd- 2

Common Action-plan for 1995-96.
1st Phase DIETS (Titabar/Uderbond/Samaguri/Kokrajhar/B.Charialli)

Name of the programme	Duration	No. of programme	No. of participants	Total cost (Approximately)	Time Schedule	Programme incharge Deptt/Faculty member.	Remarks.
(d) Workshop on preparation of LOW cost and no cost teaching for primary School teachers.	5	2	20 20 x 2=40	10,800.00	Dec/95	W.E.deptt.	
Training programme on different school subjects, programmes must be content oriented, activity based and MII concerned.							
(i) Mathematics,	5	2	50 x 2=100	24,900.00	Jan/Feb March 1996.	PSTE/IFIC	programme outline before the programme and report after the pros. to be supplied to the teachers with a copy to SCERT.
(ii) Science.	5	2	50 x 2=100	24,900.00			
(iii) English.	5	2	50 x 2=100	24,900.00			
(iv) Social Studies.	5	2	50 x 2=100	24,900.00			
(v) M I L.	5	2	50 x 2=100	24,900.00			
Development of competency based test material for the primary stage.	10	1	50	23,000.00	May/96	PSTE/IFIC	Workshop. Teachers of different school subjects to be invited.

Contd - 3

- 3 -
Common Action-plan for 1995-96

1st phase DIETs (Titabar/Uderbond/Samaguri/Kokrahar/B.Charaili/Mirza)

S. No.	Name of the programme	Duration	No. of Programme	No. of Participants	Total cost (Approximately)	Time Schedule	Programme incharge Deptt./Faculty member	Remarks
5.	Orientation programme on planning and Managements for Heads of Schools	4	1	58 x 1=50	11,000.00	June/96	P & M	
6.	Celebration of DIET Week.	5	-	-	10,000.00	Nov/Dec 1995.	ALL	
7.	Orientation programme on Science to the teachers of Middle-level Schools with demonstration of laboratory experiments.	4	4	40 x 4=160	40,200.00	Feb/March March/ April/ 8 1996.		Programmes may be extended to the level of students at field level DIET laboratory
8.	Publication of DIET Magazine	-	-	-	Annual 12,000.00	Annual	ALL	
9.	Formation of School complexes and organisation of various programme of extension among the teachers of covered under School complexes.	4	-	-	8,000.00	1995-96	ALL	Sketch to the submitted to SCERT.

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Common Action-plan for 1995-96.
1st phase DIETs. (Titabar/Uderbond/Samaguri/Kokrajhar/Mirza/B. Chariali)

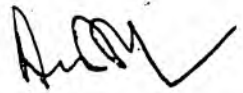
Name of the programme	Duration	No. of programme	No. of Participants	Total cost (Approximately)	Time Schedule	Programme incharge Deptt/ Faculty member.	Remarks
10. 'Action Research programme M I L based activities, School Mapping Project-activities.	' -	' -	' -	' 17,500.00	' Continuous Programme	ALL	'
11. 'i. Adoption of Adult/NFE centre Orientation programme for NGOs etc.	'	'	'	' 5,000.00	' April/96'	DRU	'
12. 'Orientation programme on Health Hygiene and Nutrition.	'	'	'	' 6,000.00	' April/96'	PSTE	'With reference to pop-Edn, ECE, UEE etc.
13. ' Production of VIDEO Cassettes	' -	' -	' -	' 18,000.00	' April/96'	ALL	'Experts from outside and hire of Camera etc. approved.
Total =				₹ 44,50,000.00			

Director,
S. C. R. T. Assam
Guwahati

Action plan for 1995-96 out of fund 1993-94.

Common programme for 2nd Phase DIETs (Azad, Chabua, Dalgaoon, Dudhnoi, Howly)

Name of the prog.	Duration	No. of prog.	No. of participants	Time schedule	Fund	Remarks.
1. Orientation prog. for Primary school teachers on Science/ Mathematics/Social studies/ Language	7 days	1 (one in each subject) 1 X 4 = 4	50 in each subject 50 X 4 = 200	SEPT/Oct/Nov. 95 Jan/96	16000.00 in each prog. 16000.00 X 4 = 64000.00	Programmes should be content oriented, activity based and MLL concerned.
2. Action Research	-	-	For DIET faculty members	Continuous programmes	10,000.00	All faculty members are to be involved.
Publication of DIET Magazine.	-	-	-	Annual	10,000.00	
4. Orientation prog. for Heads of Schools on Planning & Management.	3	1	50	Feb/96	7000.00	
5. Orientation prog. for Primary school teachers on Low cost and no-cost materials	5	1	35	March/96	9000.00	
Total no. of prog.=6					1,00,000	


Director,
SCERT, Assam, Ghy-6.

Annexure C

DIRECTORATE OF TEACHER EDUCATION & S.C.E.R.T., ORISSA, BHUBANESWAR.

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1. Director

2. Department of Teacher Education

- (a) Deputy Director-1
in the rank of
Reader
- (b). Assistant Director- 3
in the rank of
Lecturer
- (c). Section Officers-2

3. Administrative Section

- (a). Deputy Director-1
in the rank of
Reader
- (b). Asst. Director-1
- (c). Section Officers-1

4. Department of Science & Mathematics

- (a). Deputy Director-1
- (b). Demonstrators-5

5). Department of Vocational Education

- (a). Professor-1
- (b). ~~Demonstrators~~ Reader-5

6). Non formal Education

- (a). Senior Consultant-1
- (b). Consultant-4

7). Vocational Guidance and Examination Reform

- (a). Psychologist-1
- (b). Counsellor-1
- (c). Guidance Counsellor-1

8). Population Education Cell

- (a). Project Officer-1
(Asst. Director)

9). Curriculum Cell

- (a). Asst. Director-3

10). Externally Aided Projects

(ECCE, AIBP, IED)

(a). Deputy Director-1

(b). Asst. Director-1

(c). Special Educator-1

10). Academic wing

(a). Deputy Director-1

(b). Asst. Director-1 (with other charges)

11. Women's Training Institute

(a). Headmistress-1

(b). Asst. Teacher-4

Annexure - D

Action Plan of the Functional Units for the year 1996-97

Curriculum and MLL

- Textbook preparation (development to printing) for class V & VII ---- science, maths, geography for class VII and maths and science for class V
- Preparation of manuscript of Hindi textbook for class VII
- MLL based textbooks for class IV for all subjects
- Teachers handbook for Class I and II (incomplete)
- Four to five training programmes for master trainers for transacting MLL based new textbooks
- Two training programmes directly with primary school teachers

Besides these programmes, this unit also prepares the design for SIET programmes, participates in the meetings of various sub-committee related to curriculum, distance education, BSE and some of the DPEP work.

Teacher Education

Administrative wing	:	postings, transfer and leave sanction Inservice training wing programmes undertaken 81; number of persons trained 3082 97-98 ---- IASE – 15 programmes, 7 days each CTE --12 programmes, 14 days each
Academic wing	:	selection of B.Ed., M.Ed., M.Phil., & CT students

NFE

- Workshop on transacting MLL based books for NFE centres as well as learning materials developed specifically for NFE centres for class I to V. Duration of the programme was 5 days
- Supervisor training in 13 DIETs. Duration 10 days.
- Meeting with Junior Co-ordinators.

- Five days training programmes for Junior Co-ordinators. Venue -- SCERT. Participants -- 64 DIs + Junior Co-ordinators.
- Training for Junior Co-ordinators in three phases. Venue – RIE, Bhubaneswar. Duration – 5 days.
- Developed a training scheduled for NFE instructors.
- Supervision of NFE centres.
- Production of text materials.

This cell looks after mainly the academic aspects of the non-formal education system where as the administrative aspects are taken care of by Joint Director, NFE in Elementary Directorate.

Department of Science and Maths

- Teachers Orientation programme on model making – 16 programmes -- 2 days each
Orientation programme for High School teachers on science.—2 programmes -- 5 days each
Orientation programme for U.P. School teachers for science.— 3 programmes – 5 days each
- Science seminar :
 - a) Educational District Level – 64 programmes – 1 day each
 - b) Circle Level – 19 programmes – 1 day each
 - c) State Level—1 programme – 1 day each
- Science Exhibition :
 - a) Block / NAC Level – 328 programmes – 2 days each
 - b) Circle Level – 19 programmes – 3 days each
 - c) State Level – 1 programme – 5 days each
 - d) National Science Exhibition – 1 programme – 7 days each
- Orientation programme for Science Club teacher. – 2 programmes – 3 days each
- Orientation Programme for teachers on Children Science Congress. – 10 programmes 1 day each.

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