Teacher Education Planning Handbook 2012-2013

Centrally Sponsored Scheme of Teacher Education, 2012

FORMAT FOR ANNUAL WORK PLAN (2012-13)

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Government of India
Ministry of Human Resource Development
Department of School Education and Literacy

Preface

This Handbook has been designed to help planners at different levels to plan local specific need based interventions for Teacher Education at the institution and State levels. The Guidelines of the Centrally Sponsored Scheme on Teacher Education, 2012 have been incorporated in this Handbook to help the planners prepare a comprehensive Annual Work Plana and Budget (AWP&B) that is actionable, can be monitored and has realistic estimates of fund requirement for each intervention. The handbook has been primarily organized at three levels:

LEVEL 1:
- The genesis and background of the Revised Teacher Education Scheme, and
- Priorities at the national level

LEVEL 2:
- The overall role of the State and its planning approach,
- Corresponding norms under the scheme and
- State level formats for providing consolidated information at a glance

LEVEL 3:
- The Role of each institution (SCERT, IASE, CTE, DIET and BITE) in the revised Scheme,
- The Planning approach and methodology,
- The corresponding norms and approvals under the Scheme
- Institution level planning formats

1.1 Genesis and Background of Revised Teacher Education Scheme

(i)   The massive spatial demands, numerical expansion of elementary, secondary schooling and rising qualitative pursuits has triggered modification in the Scheme for Reorganisation and Restructuring of Teacher Education.

(ii)   Recent developments like the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the National Curriculum Framework for Teacher Education 2009 (NCFTE), and other contemporaneous developments in the field of Teacher Education have renewed the vigour and resolve to rejuvenate teacher education in the country.

(iii)   Issues like integrated planning, linkages across institutions, availability of resources, and professional development are to be dealt with proactively.

(iv)   Demand for qualified teachers over the next few years would be substantial especially in the context of RTE Act. It becomes extremely critical for States to expand the current institutional capacities, not only of infrastructure but also of qualified and trained faculty.

(v)   There is also a need to revisit the Teacher Education curriculum in local specific contexts so as to develop the teachers as facilitators of socio-educational processes besides developing competencies in students. There is need to develop skills in them to understand her student and the community of parents so that students attend regularly and learn. The teachers should understand the sociology, psychology and economics of education which would help them in understanding the nuances of enrolment and retention and other important factors of teaching-learning processes such as refraining from inflicting corporal punishment, timely completion of curriculum, student assessment, students, involving the parents and SMCs.

(vi)   There is need to develop a systematic and robust monitoring and evaluation system and a strong support and facilitating centre. Increasingly SCERT, IASE, CTE, DIETs have to play the role of an effective resource and monitoring centre.

(vii)   Technology in Teacher Education is to be actively integrated in all TE institutions. Satellite transmission communication, content development, MIS, interactive and self paced learning should be the focus areas for bridging the divide digitally.

(viii) Public-Private partnership in the field of teacher education would be encouraged at the level of DIETs to complement the efforts of the DIETs in areas of pre-service and in-service teacher education and related activities.

1.2   Priorities at the National Level

Quality teacher education, both pre-service and in-service, is a national priority. It is therefore imperative to integrate the planning for teacher education institutions across the country and prioritise and address issues in a manner to address shortage of trained teachers, on-going capacity development of in-service teachers, infrastructure up-gradation of teacher education institutions and functional diversification and rationalization among them.

The limitations in financing, both at the Central level as well as the State level, need to be recognized. It is important for planners to be conscious of the same in physical and financial proposals and should be able to prioritize the expenditure in order to achieve the "optimal state" with the given constraints. For example, the States should be realistic in assessing its own 25% share (10% share for States of NER) and therefore prioritize opening of new institutions or technology deployment in way that it caters to the areas and institutions which need urgent intervention. The States may also prioritize in a way to rationalize the human resources across institutions based on their current capacity, demand and deployment indices.

In order to achieve the above, each State plan should be able to present -

(a)   Integration of teacher education with the overall education in the state by collation of information and data from SSA (DISE), RMSA (SeMIS) etc for a holistic picture at the State level.

(b)   A comprehensive status and plan of action for expanding the intake capacity of institutions in the context of existing untrained teachers and new recruits to rationalize PTR as per the provisions of the RTE Act.

(c)   Methodology to expand the in-service training capacity both in SSA and RMSA by building synergies amongst DIETs, CTE, IASEs and SCERT and also developing innovative mechanisms using technology in teacher education.

(d)   Strengthening of linkages of teacher education institutions with BRCs and CRCs in order to re-develop them as resource centres and build their capacities to help them develop as in-service training institutions in the long run.

(e)   A system of continuing education for teachers and teacher educators by linking them to higher education institutions to further develop their abilities in research, content review and education management.

(f)   An integrated monitoring system of the different teacher education institutions for academic monitoring and functioning, assessing the needs of the teachers and building them back into their training.

(g)   A consolidated budget for teacher education in the State including budgets at the institution level as well as State level. The budgets should also

incorporate provision for the 25% State share (10% for States of NER) and adjust for previous years' unutilized balances.

1.3 State Level Compilations and Plan Components

Every State would create a State Dashboard which would have one glance information on number and types of institutions, vacancies, projected growth and gaps, school information on enrolment, teachers trained, teachers untrained, etc. A similar compilation could be done at the district level. These compilations would be helpful in assessing the resources at each level and map them in a way to optimize for effective resource utilization in every institution.

1.4 State Planning Approach & Methodology

(a) A State Plan Coordinating Centre or Secretariat should be functional to compile all the plans and information from all the districts and respective institutions.

(b) A detailed spatial mapping of the State and its institutions should be done in order to assess the demand-supply situation as well as mapping areas unreached or under-served.

(c) The State Government would also have to plan activities on Professional Development and use of Technology which cuts across institutions as well as geography.

(d) Professional development at the State level should be planned after reading through the different institutions' plans in a way that the State level program or activity should complement the field plans. Largely the State level activity should facilitate the institution level activity.

(e) Similarly, technology in teacher education could be planned at the State level keeping in mind the needs of the institutions. The State Government could optimize on procurement through scale and prioritize to extend the services to institutions which could really get benefitted through its use.

(f) The State Government should also devise a plan to continuously monitor the activities of the different institutions. This would include alignment with the proposed plan, approvals in case of any deviation and authorisation of any new activities not earlier budgeted in the plan.

(g) The State Government would also devise a system of timely release of funds, efficient and effective fund utilization and preparing timely program and financial reports and updates to Central Government.

PLANNING FORMATS

2   About State (as on 31st March, 2012)

Name of STATE		No. of IASEs sanctioned/functional	
No. of Revenue Districts		No. of State Universities :	
No. of Education Districts		(i) Having Department of Education	
No. of Blocks/Mandal		(ii) Not having Department of Education	
No. of DIETs sanctioned/functional		Number of Lower Primary Schools	
No. of DRCs sanctioned/functional		Number of Upper Primary Schools (including composite schools)	
No. of CTEs sanctioned/functional		Number of Secondary Schools (including composite schools)	
		Number of Senior Secondary Schools (including composite schools)	

State- Level Indicators

1. Has the State begun preparing a detailed database of information on teacher education in the State
   a. Number of government & private teacher education (M.Ed., B.Ed. & D.Ed.) institutions (district wise)
   b. Number of unqualified teachers at elementary and secondary levels (district wise)
   c. Number of teacher educators required and number available (district wise)
   d. Teacher-Student ratio at teacher education institutions (district-wise)
   e. Qualification/experience of teacher educators (district-wise)
   f. Infrastructure requirements of teacher education institutions (district wise)
   g. Library and instructional resources available at teacher education institutions (district wise)

2. Has the State held discussions with critical stakeholders (education experts, teacher educators, teachers, student- teachers) to decide its teacher education policy and strategy for the next five years?
3. Has the State begun preparing a five-year perspective plan for teacher education?
4. Has the State completed the process of creating a cadre for teacher educators?
5. Has the State developed selection criteria and selection process to fill existing faculty vacancies in the SCERT, DIETs, IASEs and CTEs?
6. Has the State planned for the capacity development of those selected?
7. Has the State initiated the process of re-designing teacher education curriculum based on National Curriculum Framework for Teacher Education 2009?
8. Has the State initiated the process of re-designing the school curriculum and textbooks based on the National Curriculum Framework 2005?
9. Average time taken for Central funds (other than salary) to reach the DIETs, CTEs and IASEs from the State treasury

State Level Dashboard
(To be Tracked every Year)

Teachers	Teacher Educators

1. Total number of unqualified teachers in
    • Government Schools
    • Aided Schools
    • Unaided Schools
2. % of candidates who have cleared TET
3. Has the TET data been used to analyse the performance of Teacher Education Institutions?
4. Number of new teachers needed annually
    • For Elementary Level
    • For Secondary Level
5. Year-wise total number of teacher trainees passing:
    • Through DIETs
    • Through BITEs
    • Through CTEs
    • Other B.Ed. Colleges
    • Other D.Ed. Colleges
	1. Approved capacity of preparing Teacher Educators (M.Ed.)
	2. Total number of M.Ed. graduates every year
	3. Teacher -Student ratio in
	    • DIETs
	    • CTEs
	    • IASEs
	    • BITEs
	    • Other B.Ed. Colleges
	    • Other D.Ed. Colleges
	4. % of faculty vacancy in
	    • SCERT
	    • DIETs
	    • CTEs
	    • IASEs
	5. Total faculty capacity in
	    • BITEs
	    • DIETs
	    • CTEs
	    • Other B.Ed. Colleges
	    • Other D.Ed. Colleges

STATE DASHBOARD (TABLE)

2.1   Enrolment and Teachers

School Info

Education Level	Enrollment	Sanctioned Strength of Teachers	Total no. of teachers appointed	PTR	Total no. of teachers with NCTE qualification	Total no. of teachers without NCTE qualification	Teacher vacancy	Annual Average Retiral vacancy
Primary (I-V)								
Upper Primary (VI-VIII)								
Secondary (IX-X)								
Senior Secondary/PUC (XI-XII)								

2.2   Status of Subject Specialization of Teachers in classes VI-VIII

Total No. of Teachers	Subject specialization							
	English	Indian Languages	Science and Mathematics	Social Studies	Art Education	*Health and Physical Education	*Work Education	*Physical Education

* Including part-time Instructors

2.3   Status of Subject Specialization of Teachers at Secondary and Senior Secondary Level

Class	Total No. of Teachers	Subject specialization								
		English	Indian Languages	Social Sciences	Physical Sciences	Biological Sciences	Maths	Art/Craft	Physical Education	Computer Science
IX-X										
XI-XII										

2.4   Teacher Education Institutions

Type of Teacher Education Institution	Government		Aided		Private		Total	
	No. of Institutions	Intake Capacity	No of Institutions	Intake Capacity	No. of Institutions	Intake Capacity	No. of Institutions	Intake Capacity
2-year D.Ed.								
1-year B.Ed								
4-year B.El.Ed								
2-year D.Ed (Special Education)								
1-year B.Ed (Special Education)								
1-year M.Ed								
Total								

3   State Council of Educational Research and Training (SCERT)

The SCERTs are visualized as lead academic institutions at State level providing support to DIETs, CTEs, IASEs and also engaged in educational research and training. They should function along the lines of NCERT at the state level, providing advice to State governments on policy issues, support to implementation and appraisal of programmes and to undertake activities for quality improvement in school education and teacher education.

Role of SCERTs

- SCERT will have to play a lead academic institution role at the state level providing support to DIETs, CTEs, IASEs and also engaging in educational research and training. They would also provide policy advice to state governments, support implementation and undertake programs for quality improvement in school education and teacher education.

- SCERT in several states have been designated as academic under Section 29(1) of the RTE Act to lay down the curriculum and evaluation procedure to be followed by the schools at the elementary level.

- SCERT in addition to the current in-service training programs may also evolve short-term and long-term teacher education programs on specific themes of specialization for secondary and senior secondary teachers, administrators and teacher educators.

- Develop and conduct training for educational administrators, head teachers in planning and management.

- SCERT would have to conduct training of the newly recruit teacher educators/ faculty of the DIETs/DRCs/BITEs.

Planning Approach & Methodology

1. SCERT planning cannot be done in isolation; the plan has to be well integrated with the plans of the DIETs, CTEs, IASEs and also with the training plans of SSA and RMSA. The functionaries in SCERT have to closely align with the overall vision of the State Education Department and prepare a perspective plan. The vision should include:

    a. Addressing the numeric need of teachers in the State, both in elementary and secondary education

    b. Addressing the capacity development of in-service teachers to handle complex school learning situations and reality based difficulties in transacting school curriculum

c. Attention to professional development of teacher educators in DIETs and other institutions

d. Monitoring the post training implementation and creating a loop to feed it back into future training programs

e. Knowledge creation through research/ action research, curriculum revision based on field realities and changing global scenario, updating training content with teacher need analysis, etc.

2. The planners have to ensure that the planning is not limited to deciding outlays for a particular financial year. It is to be closely linked to intended outcomes expected out of the efforts of SCERT. For example, executing the 20-day SSA training should not be the objective; rather, the effectiveness of the training, follow-up of the training and building in feedback from field realities should become the objective, which automatically would impact the intended outcome of quality learning in the classrooms.

3. The planning exercise should be a result of extensive consultations at the field level. Expectations, needs and aspirations of teachers should be effectively captured before preparing the plans. Practical difficulties of teacher educators, resource shortage, mutli-tasking working environments should be proactively considered while deciding for annual activities and nature of training programs. Consultations with other Departments/agencies like SSA, RMSA at the state as well as district level are extremely critical for the plans.

4. A bottom-up plan is more realistic than a stand-alone institutional plan. Information from Blocks and upwards and plans of DIETs, CTEs and IASEs have to be considered in physical and financial plan of the State Government. Data from DISE, SeMIS and other MIS should be centrally collated to assess vacancy gaps, retiral vacancies and demand related growth of teachers in the State.

5. Every component or activity in the plan should be measurable. The activity and its corresponding expenditure would have little meaning if it cannot be assessed on its intended benefits. For example, number of visits to a school has little value unless it is coupled with duration of visit, the activities done during those visit and a feedback from the school on how they benefitted from the particular visit.

6. The planning norms and finances cannot be innovatively allocated among different institutions, unless it is specifically defined and intended for a particular institution. For example, resources for Professional Development of Teacher Educators under different institutions could be pooled in at the State level and managed more efficiently and effectively. Similarly technology in teacher education could also be judiciously used to have maximum coverage and benefits.

7. Apart from the Government network, the role of non-profit private institutions also needs to be harnessed. These institutions develop talent which could be productively used and

can become part of the overall planning effort. It would be useful to collect information about private colleges and consider them in the overall planning of the State.

Components of Central Assistance to be provided to SCERTs

Particular	Amount	Nature
Strengthening of physical infrastructure like lecture halls, seminar rooms, hostel facilities, repairs and renovations, etc.	As per State SOR and Rs 30 lakh for equipment	Non-recurring per Plan period
Establishment of Special Cells, Laboratories for Science, Mathematics, Social Studies, Educational Technology, Computer & Language, English education	Rs.50 lakh per SCERT/SIE	Non-recurring/ per Plan period
Specific projects for academic activities	Rs.20 lakh per SCERT/SIE	Recurring /year
Capacity building programs for faculty of SCERTs	Rs.10 lakh per SCERT/SIE	Recurring /year
Salaries of faculty and staff of SCERT in respect of additional posts sanctioned and filled up after the introduction of the revised scheme by adoption/adaption of the suggested organizational structure of SCERT.	As per actual	Recurring /year
Training program of 5 days duration for training of educational administrators, including head teachers,	Rs.40,000 per cycle per DIET	Recurring /year
14 days Orientation/ Induction Training of Teacher Educators	Rs.200 per participant per day for 14 days	Recurring /year

Note: The above financial norms have to be distributed between Central Assistance and State Share in the ratio on 75:25 (90:10 for NER)

PLANNING FORMATS –

3.1   About SCERT

Name of SCERT (Address, Phone, website, etc)		**Total Built-up Area (in sq. mtr.)**	
Year of Formation		**Can more floors be added to the existing building (Yes/No, How many?)**	
Overall infrastructure condition of the SCERT	Urgently needs repair and additional construction or Needs Minor Repair and general facelift	**Total sanctioned strength : Academic Non-Academic**	
Total Campus Area (in sq. mtr.)		**Filled-up posts Academic Non-academic**	

3.2   Process and Performance Indicators

Process Indicators	Suggested Performance Indicators

1. Has the SCERT revised the teacher education curriculum of D.Ed course based on National Curriculum Framework for Teacher Education 2009?
 	
2. Has the SCERT re-designed the school curriculum, textbooks and assessment processes based on the National Curriculum Framework 2005?
 	
3. Does the SCERT have a detailed, updated district-wise database on school education in the State?
 	
4. Has the SCERT established special cells/laboratories for Mathematics, Science, Languages, Social Studies and Educational Technology?
 	
5. Does the SCERT hold regular meetings with
 	
   a. SSA
   b. RMSA
   c. DIETs
   d. CTEs
   e. IASEs
 	
6. Has the SCERT re-organized its structure based on its requirements?
 	
7. Has the SCERT developed orientation programmes for educational administrators and head teachers?
 	
8. Has the SCERT developed material for teacher educators to use in other teacher education institutions and for teachers in schools?
 	
9. Has there been recorded feedback (through independent
	Input/Activity Measures
	
	1. % faculty vacancy in SCERT
	
	2. Number of teacher educators who have undergone orientation programmes conducted by SCERT
	
	3. Number of educational administrators and head teachers trained by SCERT
	
	4. % of new books (< 3 years old) in the institution library
	
	5. Number of learning surveys conducted by SCERT and reports of these surveys
	
	6. Development of detailed information database on school education in the State
	
	Output/Outcome Measure
	
	1. School curriculum reflecting National Curriculum Framework 2005
	
	2. Teacher Education curriculum in alignment with National Curriculum Framework for Teacher Education 2009
	
	3. Availability of resource material for teachers and teacher educators

assessment & user studies) on the range & quality of material developed? 10. Does the SCERT conduct research studies related to education issues in the State? 11. How many studies have been done by SCERT faculty in the year - number of proposals submitted/accepted/completed? 12. What are the areas of research covered? 13. How many publications have been authored by SCERT faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.? 14. Are there regular faculty development programs for SCERT faculty? 15. What percentage of faculty members at SCERT were deputed for conferences; opted for study leave and undertook exposure visits? 16. What is the frequency of faculty meetings within the SCERT? Are there records of the same? 17. What has been the most 'talked-about' process improvement in the year within the SCERT?	

3.3   Infrastructure Proposal

The State Government shall assess the infrastructure requirements of the SCERT, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2012-13 in the following format.

Status of Non-recurring Central Assistance received:

Year	Component	Instalment No.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
Total						

3.4   Current Staff and Plan – 2012-13

	No. of post sanctioned	Post Filled	Vacant posts	Posts sanctioned in 2012-13	Posts filled-up during 2012-13
Administrative **1 Director** **2 Joint Director** **3**					
Academic **1. Professor** **2. Associate professor** **3. Reader** **4. Lecturer** **5**					
Non-academic **1** **2** **3** **4**					
Total					

3.5   Function wise planning formats

A   CAPACITY BUILDING

Function	During 2011-12			Plan for 2012-13			
Training Types	Number of teachers/teacher educators/ administrators covered	Average duration of each training	Total Expenditure	No. of teachers/teacher educators/ administrators expected to be covered	Average duration of each training	Estimated Expenditure	Expected outcomes
1							
2							
3							

B   CONTENT DEVELOPMENT

Function	During 2011-12			Plan for 2012-13			
Content Development Types	No. of publications/ releases	No. of mandays spent	Total Expenditure	Planned no. of publications/ releases	No. of mandays to be spent	Estimated Expenditure	Expected outcomes
1							
2							
3							

C   ON-SITE SUPPORT

Function	During 2011-12	Plan for 2012-13

Eg. Visits to Schools, DIETs, CTEs, IASEs BRCs/CRCs	Numbers visited	Average duration of each visit	Total Expenditure	Planned numbers visited	Average duration of each visit	Estimated Expenditure	Expected outcomes
1							
2							
3							

D   RESEARCH & ACTION RESEARCH

Function	During 2011-12			Plan for 2012-13			
Research Types	Numbers	Dissemination details (How was the research used)	Total Expenditure	Planned Numbers	Dissemination details (How would the research be used)	Estimated Expenditure	Expected outcomes
1							
2							
3							

E   PROGRAMMES CONDUCTED FOR FACULTY OF SCERT

Function	During 2011-12			Plan for 2012-13			
Name of Institution	No. of SCERT faculty covered	Brief nature of the programme	Total Expenditure	No. of SCERT faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
1							

2							
3							

F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2011-12			Plan for 2012-13			
E.g. **1** EDUSAT based training 2 Teacher education MIS 3 Computer literacy programs	**Number of teachers/teacher educators/ covered**	**Brief objective of the programme**	**Total Expenditure**	**Planned Number of teachers/ teacher educators covered**	**Brief objectives**	**Estimated Expenditure**	**Expected outcomes**
1							
2							
3							

G INNOVATIONS

Function	During 2011-12			Plan for 2012-13			
Nature of innovation	**No. of beneficiaries covered**	**Brief objective**	**Total Expenditure**	**No. of beneficiaries proposed to be covered**	**Brief objectives**	**Estimated Expenditure**	**Expected outcomes**
1							
2							
3							

3.6   BUDGET AND FINANCE (Attach additional details/documents of proposals)

S. No.	Head of Expenditure	Central assistance in 2011-12	Expenditure incurred	Unspent balance as on 31.03.2012	Total proposed 2012-13	State Contribution 2012-13	Claim from GOI (2012-13)
A	NON-RECURRING						
1	Strengthening of physical infrastructure (i) Civil Works (ii) Equipments						
2	Establishment of Special Cells						
B	RECURRING						
3	Specific projects for academic activities						
4	Salary of faculty and staff						
5	Capacity building programs for faculty of SCERT						
6	Training programs for educational administrators/ Head Teachers, etc						
7	Induction training of teacher educators						
8	TOTAL						

4   Institute of Advanced Studies in Education (IASE)

Planning

The Institutes of Advance Studies in Education (IASE) are centres of excellence who also work in the field of secondary education– both pre-service and in-service. In addition, they have the responsibility of conducting M.Ed, M.Phil and Ph.D programs for the preparation of teacher educators and may also conduct and pilot new teacher education programs, such as the 4-year integrated B.El. Ed course. Teacher Education Scheme has envisaged a renewed role for IASEs whereby their contribution would not be limited to teacher training but also evolve as Regional Resource centres.

Role of IASEs in the new scheme

IASE to perform following functions –

- Pre-service Secondary teacher education programs (B.Ed.)
- Program for preparing teacher educators (M.Ed.)
- In-service training of teacher educators (mainly DIET faculty)
- Short-term courses for teacher educators of CTEs
- Develop resource material for teachers and teacher educators
- Conduct advanced level fundamental and applied research and experimentation in education
- M.Phil and Ph.D (subject to availability of necessary faculty and facilities)

IASE would also set-up units/centres to do Research and Material development in -

- Curriculum Studies
- Pedagogic Studies
- Assessment and Evaluation

IASE would also act as Regional Resource Centre for various activities like –

- Development of curriculum and learning material
- Educational Planning and administration
- Development of Modules for training of educational administrators

Planning Approach & Methodology

1. IASE are being envisaged as the leading institution(s) in the State which will actively contribute in State policy making, high quality research and innovation, and standardizing best practices from the field.

2. The IASE and SCERT would have to complement each other's roles and functions and in case of more than one IASE in the State, each would have to work coherently and constructively with each other.

3. Each IASE would have to do a detailed mapping of teacher education institutions in the State, especially of CTEs and DIETs and align their activities in a way to complement and support the regional needs and preferences of the teacher educators and teachers.

4. Professional development of teacher educators is top priority for IASE. The planning at IASE should involve various aspects such as skill development related to curriculum and pedagogy, effective decision making, use of ICT tools like computers, internet and communication in raising efficiency and gaining knowledge. The IASE should also look at ways and means of incentivising good practices by bringing them on national/ international platform, create mechanism to sustain such practices and develop a system of cross-sharing.

5. Research in IASE would have to be looked differently. The research would not only have to be limited to sectors such as ECE, Elementary, Secondary, but also in terms of equity, inclusion, hidden curriculum, teaching-learning etc. IASEs are uniquely placed to generate inter-disciplinary research by inviting higher education teachers in other departments of universities to co-teach and co-supervise the teacher education research. More specifically, the IASEs can:

   - Conduct pedagogic, sociological research related to teaching-learning

   - Generate research based understanding of children, how they learn; multiple facets of child development

   - Generate research on issues of equity and inclusion with respect to school and teacher education

   - Provide an inter-disciplinary platform for academic exchange and production of research

   - Carry out rigorous research exercise along with the concerned CTE/DIET to assess the needs of in-service programs.

6. Since the renewed role of IASE is not merely education training but also management training to educational administrators, IASE would have to reorient themselves from mere education institutions to more of education management institutions. The IASE would have to create a matrix of functions, people and resources to efficiently execute the intended tasks like training, content development, knowledge management etc. They would also have to add and develop human resources towards this renewed role.

Components of Central Assistance to be provided to IASEs

Particular	Amount	Nature
EXISTING IASEs Expenditure for strengthening and upgrading infrastructure	As per State SORs plus Equipment :Rs.20 lakh per IASE	Non-recurring per Plan Period
EXISTING IASEs Expenditure on salary (for posts sanctioned and filled up after up-gradation), programs and activities and contingency for meeting day to day expenses including vehicle facility.	Rs.25 lakh for programmes and activities, Rs 15 lakh for contingency (includes Rs 3 lakh for vehicle if not already provided) Salary in respect of posts sanctioned and filled up after up-gradation	Recurring /year
NEW IASEs The criterion for setting up an IASE in a State: (a) State with <20 Districts – 1 IASE; (b) State with 21-40 Districts – 2 IASE; (c) State with more than 40 Districts – 3 IASE The Departments of Education in State/ Central Universities would be upgraded as IASEs. Expenditure on infrastructure and equipment of new IASE	As per State SORs plus Equipment :Rs.30 lakh per IASE	Non-recurring
NEW IASEs Expenditure on salary (for posts sanctioned and filled up after up-gradation), programs and activities and contingency for meeting day to day expenses including renting of vehicles.	Rs.25 lakh for programmes and activities, Rs 15 lakh for contingency (includes Rs 3 lakh for vehicle if not already provided) Salary in respect of posts sanctioned and filled up after up-gradation	Recurring /year

Note: The above financial norms have to be distributed between Central Assistance and State Share in the ratio on 75:25 (90:10 for NER)

PLANNING FORMATS

4.1   ABOUT IASE (to be filled up separately for each IASE)

Name of IASE(Address, Phone, website, etc)		**No. of teacher educators of DIETs/BITEs covered**	
Year of Formation		**Overall infrastructure condition of the IASE**	Urgently needs repair and additional construction or Needs Minor Repair and general facelift
Number of districts covered by the IASE		**Total Campus Area (in sq. mtr.)**	
Pre-service programmes offered B.Ed (annual capacity) M.Ed (Annual capacity)		**Total Built-up Area (in sq. mtr.)**	
Other programmes offered		**Can more floors be added to the existing building (Yes/No, How many?)**	

4.2   Process and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators

1. Does the IASE have a detailed database on the teacher education institutions and teacher educators in the area that it serves?
 	
2. Has the IASE conducted a training need analysis for teacher educators?
 	
3. Has the IASE created special courses for teacher educators in identified areas of need?
 	
4. Does the IASE use ICT during in-service training programmes?
 	
5. Does the IASE hold regular meetings with
 	
    a. SSA
    b. RMSA
    c. DIETs
    d. CTEs
    e. SCERT
 	
6. Has there been positive feedback by student teachers on the M.Ed./B.Ed and other pre-service programs? Are there records of the same?
 	
7. Has there been positive feedback on the in-service programmes by teacher eduucators? Are there records of the same?
 	
8. Does the IASE use a Training Management System?
 	
9. Does the IASE conduct research studies related to teacher educators in the area that it covers?
 	
10. How many research studies have been done by IASE faculty - number of proposals submitted/accepted/completed?
 	
11. What are the areas of research covered?
	Input/Activity Measures
	
	1. % faculty vacancy in IASE
	
	2. Number of modules created for teacher educators
	
	3. IASE as Regional Resource Center
	
	4. % of new books (< 3 years old) in the institution library
	
	Output/Outcome Measures
	
	1. Success ratio in pre-service examination
	
	2. % of IASE students who cleared TET
	
	3. No. of teachers benefitted from training programmes
	
	4. No. of research publications/documents released
	
	5. No. of resource materials prepared for teacher educators

12. How many publications have been authored by IASE faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.? 13. Are there regular faculty development programs for IASE faculty? 14. How many faculty members at the IASE were deputed for conferences, went on study leave and undertook exposure visits? 15. What is the frequency of faculty meetings within the IASE? Are there records of the same? 16. What has been the most 'talked-about' process improvement in the year within the IASE?	

4.3   INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of the IASE, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2012-13 in the following format.

Status of Non-recurring Central Assistance received:

Name of IASE	Year in which central assistance received	Component	Instalment No.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark

34

Total							

4.4   Current Staff and Plan – 2012-13

Post	Sanctioned		Posts Filled		Vacant		Percentage of posts vacant	
	Before up gradation	After up gradation	Before up gradation	After up gradation	Before up gradation	After up gradation	Before up gradation	After up gradation
	(1)	(2) including (1)	(3)	(4) including (3)	(5)	(6) including (5)	(7)	(8) including (7)
Head								
Professor								
Associate professor								
Reader								
Asst. Professor								
Lecturer								
NON-ACADEMIC								
1								
2								
3								
4								
TOTAL								

4.5   Function wise planning formats

A   **PRE-SERVICE PROGRAMMES**

Name of course (B.Ed/ M.Ed, etc.)	Intake approved by NCTE	Duration of programme	Actual no. of trainees admitted in 2011-12
1			
2			
3			

B   **RESEARCH**

Function	During 2011-12			Plan for 2012-13			
Research Title	Numbers	Dissemination details (How was the research used)	Total Expenditure	Planned Numbers	Dissemination details (How would the research be used)	Estimated Expenditure	Expected outcomes
1							
2							
3							

C   **RESOURCE CENTRE AND SUPPORT TO DIETs, CTEs, etc.**

Function	During 2011-12			Plan for 2012-13			
Resource support	No. of documents/	No. of orientation	Total Expenditure	Planned no. of	Planned no. of	Estimated Expenditure	Expected outcomes

types	publications released	held with teacher educators		documents/ publications releases	orientation held with teacher educators		
1							
2							
3							

D CAPCITY BUILDING OF TEACHER EDUCATORS

Function	During 2011-12			Plan for 2012-13			
Nature of programme	No. of participants	Average duration of programme	Total Expenditure	Planned number of participants	Average duration of programme	Estimated Expenditure	Expected outcomes
1							
2							
3							

E PROGRAMMES CONDUCTED FOR FACULTY OF IASE

Function	During 2011-12			Plan for 2012-13			
Name of Institution	No. of IASE faculty covered	Brief nature of the programme	Total Expenditure	No. of IASE faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
1							
2							
3							

F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2011-12			Plan for 2012-13			
E.g. 1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy programs	Number of teacher educators covered	Brief objective of the programme	Total Expenditure	Planned Number of teachers/ teacher educators covered	Brief objectives	Estimated Expenditure	Expected outcomes
1							
2							
3							

G   INNOVATIONS

Function	During 2011-12			Plan for 2012-13			
Nature of innovation	No. of beneficiaries covered	Brief objective	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
1							
2							
3							

H MATERIAL DEVELOPMENT

Function	During 2011-12			Plan for 2012-13			
Type	No. of publications/ releases	Target Group	Total Expenditure	No. of proposed publications/ releases	Target Group	Estimated Expenditure	Expected outcomes
1							
2							
3							

I ON-SITE SUPPORT TO TEACHER EDUCATORS

Function	During 2011-12			Plan for 2012-13			
Eg. Visits to DIETs,	Numbers visited	Average duration of each visit	Total Expenditure	Planned numbers visited	Average duration of each visit	Estimated Expenditure	Expected outcomes
1							
2							
3							

4.6 BUDGET AND FINANCE (Attach additional details/documents of proposals)

S. No.	Head of Expenditure	Central assistance in 2011-12	Expenditure incurred	Unspent balance as on 31.03.2012	Total proposed 2012-13	State Contribution 2012-13	Claim from GOI (2012-13)
A	**EXISTING IASEs**						
1	**Strengthening of physical infrastructure** **(i) Civil Works** **(ii) Equipments**						
2	**Programmes and activities**						
	Salary of faculty and staff sanctioned and filled up after up-gradation						
3	**Contingency**						
B	**NEW IASEs (proposed for XII Plan)**						
4	**Strengthening of physical infrastructure** **(i) Civil Works** **(ii) Equipments**	**BLANK**					
5	**Salary of faculty and staff sanctioned and filled up after up-gradation**						
6	**Programs and activities**						
7	**Contingency Grant**						
	TOTAL						

5 College of Teacher Education (CTE)

Planning

The Colleges of teacher Education (CTEs) were established following the National Policy on Education (NPE) 1986 and the POA (1992). The CTEs are meant to work in the field of secondary teacher education – both pre-service and in-service. In addition, they also have the responsibility of carrying out research, innovation, material development and provide extension and support to schools and other bodies.

In the context of RMSA, the role of CTEs has become extremely important in not only expanding the quantity and quality of secondary school teachers but also reinvent itself to proactively integrate with the larger state teacher education system.

Role of CTEs in the new scheme

- CTEs would continue to conduct pre-service and in-service training programs for secondary school teachers.

- CTEs would conduct training need analysis and baseline surveys for organizing training programs including teacher handbooks and training modules.

- CTEs would conduct impact studies to study effect of training in classrooms processes and learning outcomes. This would have to be done through substantial school visits and classroom observations.

- CTEs would also prepare implementation guidelines for plan activities including training and projects.

Planning Approach & Methodology

(i) Each CTE has normally three districts under its jurisdiction and the CTE is expected to provide training and academic support to the teachers of secondary and senior secondary classes in those districts.

(ii) The CTEs have to closely plan with the District Education Officer of each of the districts on the long-term and short-term requirements of secondary school teachers, especially in the context of RMSA. Careful analysis also has to be done on subject-wise teacher requirement.

(iii) CTEs have to plan meticulously on the training needs of the in-service teachers which would include aligning with updated curriculum, student friendly pedagogical practices and simplifying delivery of complex content. Detailed baseline surveys have to be organised so that teacher needs could be captured realistically. The baseline

surveys should not be limited to current course content but also seek feedback on students' aspirations and subjects which are more relevant in today's socio-economic environment.

(iv) In order to develop well-updated training programs, the CTE would have to reinvent itself with latest knowledge, professional development of its own cadres and seek professional help while planning and execution.

(v) The CTEs would have to continuously engage with the schools and teachers to ensure effectiveness of the training programs and also capture feedback to strengthen the training further. Continuous impact assessment would have to be done by the faculty of CTE.

(vi) Since CTEs are not located far from each other, inter-CTE exchange could be organized to learn from each other. This would be useful in developing best practices and plugging resource gaps. Technology could play an important role and the State must ensure that CTEs are equipped to hold webinars and video conferencing.

Components of Central Assistance to be provided to CTEs

Particular	Amount	Nature
EXISTING CTEs Expenditure for strengthening and upgrading infrastructure in accordance with the infrastructure norms of CTEs	Civil Works as per State SORs plus Equipment :Rs.20 lakh per CTE	Non-recurring
EXISTING CTEs Expenditure on salary (for posts sanctioned and filled up after up-gradation), programs and activities and contingency for meeting day to day expenses including vehicle facility.	Rs.25 lakh for programmes and activities, Rs 15 lakh for contingency (includes Rs 3 lakh for vehicle if not already provided) Salary in respect of posts sanctioned and filled up after up-gradation	Recurring /year
NEW CTEs The norm for a new CTE is one per three contiguous districts; however this could be relaxed in exceptional cases. Central assistance for salary of staff of CTE would be limited only to the posts sanctioned and filled up after up-gradation of the secondary teacher education institution into a CTE Expenditure on infrastructure and equipment of new CTE including Computer Labs	Civil work as per State SOR plus Equipment :Rs.30 lakhs per CTE	Non-recurring
NEW CTEs Expenditure on salary (for posts sanctioned and filled up after upgradation), programs and activities and contingency for meeting day to day expenses including renting of vehicles.	Rs.25 lakh for programmes and activities, Rs 15 lakh for contingency (includes Rs 3 lakh for vehicle if not already provided) Salary in respect of posts sanctioned and filled up after up-gradation	Recurring /year

Note: The above financial norms have to be distributed between Central Assistance and State Share in the ratio on 75:25 (90:10 for NER)

5.1 PLANNING FORMATS

ABOUT CTE (Separately for each CTE)

Name of CTE(Address, Phone, website, etc)		**No. of secondary/senior secondary teachers in Govt. schools covered**	
Year of Formation		**Overall infrastructure condition of the CTE**	Urgently needs repair and additional construction or Needs Minor Repair and general facelift
Number of districts covered by the CTE		**Total Campus Area (in sq. mtr.)**	
Pre-service programmes offered B.Ed (annual capacity) M.Ed (Annual capacity)		**Total Built-up Area (in sq. mtr.)**	
Other programmes offered		**Can more floors be added to the existing building (Yes/No, How many?)**	

5.2   Process and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
1. Does the CTE have a detailed database on the secondary schools and secondary school teachers in the districts that it serves?	**Input/Activity Measures**
2. Has the CTE done a training need analysis for secondary school teachers?	1. % of faculty vacancy in CTEs
3. Has the CTE developed modules for secondary school teachers?	2. Number of school teachers prepared by CTEs
4. Does the CTE use ICT during in-service training programmes?	3. Number of in service programme- conducted through CTEs
5. Does the CTE hold regular meetings with a. SSA b. RMSA c. DIETs d. IASEs e. SCERT	4. Availability of technology-enabled infrastructure (functioning computers, internet connection, email id and multi-media facilities) 5. % of new books (< 3 years old) in the institution library
6. Has there been positive feedback on the B.Ed. programme by student teachers? Are there records of the same?	**Output/Outcome Measure** 1. Success ratio in pre-service examination
7. Has there been positive feedback on the in-service programmes by secondary school teachers? Are there records of the same?	2. % of CTE students who cleared TET
8. Does the CTE use a Training Management System?	3. No. of teachers benefitted from training programmes
9. Does the CTE conduct research studies related to secondary education issues in the districts that it covers?	4. No. of research publications/documents released
10. How many studies have been completed by CTE faculty - number of proposals submitted/accepted/completed?	5. No. of resource materials prepared for teachers
11. What are the areas of research covered?	

12. How many publications have been authored by CTE faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.? 13. Are there regular faculty development programs for CTE faculty? 14. How many faculty members at CTE were deputed for conferences, went on study leave and undertook exposure visits? 15. What is the frequency of faculty meetings within the CTE? Are there records of the same? 16. What has been the most 'talked-about' process improvement in the year within the CTE?	

5.3   INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of the CTE, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2012-13 in the following format.

Status of Non-recurring Central Assistance received:

Name of CTE	Year in which central assistance received	Component	Instalment No.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark

Total						

5.4   Current Staff and Plan – 2012-13

Post	Sanctioned		Posts Filled		Vacant		Percentage of posts vacant	
	Before up gradation	After up gradation	Before up gradation	After up gradation	Before up gradation	After up gradation	Before up gradation	After up gradation
	(1)	(2) including (1)	(3)	(4) including (3)	(5)	(6) including (5)	(7)	(8) including (7)
Head								
Professor								
Associate professor								
Reader								
Asst. Professor								
Lecturer								
NON-ACADEMIC								
1								
2								
3								
4								
TOTAL								

49

5.5 Function wise planning formats

A   PRE-SERVICE PROGRAMMES

Name of course (B.Ed/ M.Ed, etc.)	Intake approved by NCTE	Duration of programme	Actual no. of trainees admitted in 2011-12
1			
2			
3			

B   RESEARCH AND ACTION RESEARCH

Function	During 2011-12			Plan for 2012-13			
Research Title	Numbers	Dissemination details (How was the research used)	Total Expenditure	Planned Numbers	Dissemination details (How would the research be used)	Estimated Expenditure	Expected outcomes
1							
2							
3							

C   RESOURCE CENTRE AND DOCUMENTATION

Function	During 2011-12			Plan for 2012-13			
Resource support types	No. of documents/ publications released	No. of orientation held with teachers	Total Expenditure	Planned no. of documents/ publications	Planned no. of orientation held with	Estimated Expenditure	Expected outcomes

				releases	teachers		
1							
2							
3							

D   CAPACITY BUILDING OF TEACHERS

Function	During 2011-12			Plan for 2012-13			
Nature of programme	No. of participants	Average duration of programme	Total Expenditure	Planned number of participants	Average duration of programme	Estimated Expenditure	Expected outcomes
1							
2							
3							

E   PROGRAMMES CONDUCTED FOR FACULTY OF CTE

Function	During 2011-12			Plan for 2012-13			
Name of Institution	No. of CTE faculty covered	Brief nature of the programme	Total Expenditure	No. of IASE faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
1							
2							
3							

F   TECHNOLOGY IN TEACHER EDUCATION

Function	During 2011-12			Plan for 2012-13			
E.g.	Number of	Brief	Total	Planned	Brief	Estimated	Expected outcomes

1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy programs	teacher educators covered	objective of the programme	Expenditure	Number of teachers/ teacher educators covered	objectives	Expenditure	
1							
2							
3							

G INNOVATIONS

Function	During 2011-12			Plan for 2012-13			
Nature of innovation	No. of beneficiaries covered	Brief objective	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
1							
2							
3							

H MATERIAL DEVELOPMENT

Function	During 2011-12			Plan for 2012-13			
Type	No. of publications/	Target Group	Total Expenditure	No. of proposed	Target Group	Estimated Expenditure	Expected outcomes

	releases			publications/ releases			
1							
2							
3							

I   ON-SITE SUPPORT TO TEACHERS

Function	During 2011-12			Plan for 2012-13			
Eg. Visits to Schools	**Numbers visited**	**Average duration of each visit**	**Total Expenditure**	**Planned numbers visited**	**Average duration of each visit**	**Estimated Expenditure**	**Expected outcomes**
1							
2							
3							

5.6   BUDGET AND FINANCE (Attach additional details/documents of proposals)

S. No.	Head of Expenditure	Central assistance in 2011-12	Expenditure incurred	Unspent balance as on 31.03.2012	Total proposed 2012-13	State Contribution 2012-13	Claim from GOI (2012-13)
A	EXISTING CTEs						
1	Strengthening of physical infrastructure (i) Civil Works (ii) Equipments						
2	Programmes and activities						
	Salary of faculty and staff sanctioned and filled up after upgradation						
3	Contingency						
B	NEW CTEs (proposed for XII Plan)						
4	Strengthening of physical infrastructure (i) Civil Works (ii) Equipments	BLANK					
5	Salary of faculty and staff sanctioned and filled up after up-gradation						
6	Programs and activities						
7	Contingency Grant						
	TOTAL						

6   District Institute of Education and Training (DIET)

Planning

DIETs are nodal institutions for improving the quality of elementary education in the district. They are mandated to transact pre-service and in-service training programs for elementary school teachers. The DIETs need to be strengthened in all respects in terms of organisational structure, physical infrastructure, academic programmes, human resources, and financial support. Under the revised Scheme, the responsibility of DIETs grows multi-fold especially in the context of RTE Act, RMSA and NCF and not limited to teacher training but as an institution to manage quality aspects in schools, professional development of teachers, intra-district academic coordination in the district, academic assessment monitoring, research and action research, ICT interventions, innovative practices and academic planning in the district.

Role of DIETs in the new scheme

- DIET would continue to be nodal institutions at the district level to transact pre-service and in-service training for elementary school teachers.

- DIET will also be responsible for in-service training of secondary school teachers under RMSA if there is no CTE for the district or the existing CTE is not able to fulfil the requirement due to inadequate capacity in relation to the total number of teachers to be trained.

- DIET would also organise and support teacher professional development and leadership development programs for Head Masters, senior teachers, and School Management Committees on a continued basis.

- DIET would serve as an Education Resource Centre for the district in conjunction with BITEs, BRCs, CRCs.

- Addressing district specific material development, action research programs for special groups in the District.

- Developing district academic plans and monitoring the quality of schools and teaching.

- Designing interventions for direct support to schools and work with special groups in the district.

- DRCs to be upgraded to DIETs on a need basis

Planning Approach & Methodology

(i) The DIET has a major responsibility at the district level. Seamless coordination is required with District SSA, District RMSA, DEO, BRCs and CRCs to prioritize on academic issues, training requirements, teacher growth over the next few years.

(ii) The DIET plans should reflect speed of expansion of services without compromising on the quality. For example, if the in-service training has to be provided under RMSA (in the absence of CTE), the DIET should quickly identify resources which it could use in such a training rather than wait to develop it over a period of time. It could be government resources (like retired teachers) or private resources (private colleges in the district); it could also be resource persons from outside or a CTE which may be out of the jurisdiction.

(iii) DIET plans should exhibit innovation not only in terms of academic plans but also operationalizing those plans. Balancing time, resources and capacity is critical while planning.

(iv) The DIET Principal has the added responsibility of not only managing programs but also people. The team of the Principal and the faculty should function as one unit to deliver quality services. Therefore the Plan should articulate clearly as to how the functions would be divided across individuals or sub-teams. This would also instil ownership and accountability towards the desired goals. It would also be advisable that each sub-team should develop its own plan which gets integrated at the DIET level. It is preferable to have a "MECE approach" (Mutually Exclusive, Collectively Exhaustive) i.e. though every sub-team is working exclusively on its plan; however when put together it becomes a collective and an exhaustive plan. The Principal as a manager has the responsibility to oversee the collectiveness and exhaustiveness of the plan.

(v) The planners should closely consult district and state level MIS systems to support their planning decisions. DISE and SeMIS are easily accessible. In addition, it would be advisable to conduct some pre-planning consultations at Block levels to incorporate field realities and ownership of teachers and officials. A pre-planning consultation at the district level would also be useful where the relevant CTE, IASE and representatives from SCERT, SSA, RMSA and DEO offices could also be involved. Sincere efforts should be made to involve the District Collector in the planning process.

(vi) Previous knowledge and experience should be actively used as a data-point. DIET may organize consultations with former Principals, faculty and other stakeholders in the district who had been associated with teacher education.

(vii) The competency of the existing staff and faculty is of utmost importance and in order to develop the same, DIET must do an assessment of the strengths and weakness in the institution and of the people. This would help in designing and executing programs focussed on its strengths. In case of an absence of certain

skills, DIET may actively pursue to acquire such talent or additionally build the competency in the existing set of people by offering them time to pursue those skills, whether through distance learning programs or part-time courses. The plan should capture such an assessment.

(viii) In addition, the DIET planners should also carefully read the SCERT approach and methodology in this document as the planning of SCERT is significantly dependant on DIETs. Concepts of outlays versus outcomes, measurability, bottom-up approach are equally relevant to the DIETs as well.

Components of Central Assistance to be provided to DIETs

Particular	Amount	Nature
EXISTING DIETs Strengthening of infrastructure/ renovation of buildings including equipment, library and laboratories	Civil work as per State SORs and Equipment grant of Rs 20 lakh	Non-recurring
EXISTING DIETs Expenditure on salary, programs and activities and contingency	Program : Rs.30 lakhs Contingency : Rs.15 lakhs (including Rs 3 lakh for vehicle if not already provided) Faculty Development : Rs.5 lakhs Salary : Posts sanctioned and filled up after up-gradation	Recurring /year
NEW DIETs : Expenditure on infrastructure and equipment of new DIET	Civil work as per State SORs and Equipment grant of Rs 40 lakh for new DIET, Rs 30 lakh for up-graded DIET and Rs 10 lakh for upgraded DRC	Non-recurring
NEW DIETs Expenditure on salary (for posts sanctioned and filled up after upgradation), programs and activities and contingency for meeting day to day expenses	Program : Rs.30 lakhs Contingency : Rs.15 lakhs (including Rs 3 lakh for vehicle if not already provided) Faculty Development : Rs.5 lakhs Saalary : Posts sanctioned and filled up after up-gradation	Recurring /year
Technology Support to DIETs	(i) One-time assistance upto Rs 5 lakh per DIET for hardware support; (ii) Development of 50 teacher modules @ Rs 10 lakh per module (to be developed by the Central Government) (iii) Upto Rs 70,000 for hub/switch; (iv) One-time training/orientation of teacher educators upto Rs 1 lakh per DIET; (v) Cost of additional support, including maintenance upto Rs 2 lakh per DIET per year.	

6.1 ABOUT DIETs (to be filled up by the State Government)

No. of districts created upto March, 2011		**No. of DIETS which submitted self-appraisal Report to NCTE for 2011-12**	
No. of districts created between April 2002 and March 2011		**No. of DIETS which have submitted Annual Action Plan for 2012-13**	
No. of DIETS sanctioned (i) Upgraded (ii) New		**No. of DIETS functional**	
No. of DIETs with NCTE recognition for D.Ed course		**No. of DRCs sanctioned and functional**	
Annual Intake capacity in DIETs **Actual no. of trainees admitted in 2011-12**			
No. of DIETs having functional website			

6.2 Process and Performance Indicators

Suggested Process Indicators	Suggested Performance Indicators
1. Does the DIET have a detailed database on the schools, teachers, Block Resource Centres & Cluster Resource Centres in the district that it serves?	**Input/Activity Measures** 1. Number of visitors to the DIET Resource Center every month (this excludes student visits during the library period)
2. Has the DIET conducted a training need analysis for teachers?	2. Number of DIET faculty visits to schools in a quarter (each visit to be at least 4 hours of interaction)

3. Does the DIET hold regular meetings with
 	
    a. SSA
    b. RMSA
    c. IASE
    d. CTE
    e. SCERT
	3. Availability of technology enabled infrastructure (functioning computers, internet connection, email id and multi-media facilities)
	
	4. Average duration of Principalship in the last 5 years
	
	5. % of faculty positions filled
	
	6. % of new books (< 3 years old) in the institution library

4. Has there been positive feedback on the D.Ed. programme by student teachers? Are there records of the same?	**Output/Outcome Measures** 1. Number of qualified teachers added to the system through DIETs
5. Has there been positive feedback on the in-service programmes by elementary school teachers? Are there records of the same?	2. % of DIET students who cleared the TET
6. Does the DIET use a Training Management System?	3. No. of modules for training of teachers, etc prepared by DIET faculty
7. Does the DIET conduct research studies related to teachers in the area that it covers?	4. No. of action research undertaken by the DIET faculty
8. What are the areas of research covered?	5. No. of resource material developed by DIET faculty for school teachers
9. How many publications have been authored by DIET	6. No. of faculty of DIETs who underwent capacity development

faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.? 10. Are there regular faculty development programs for DIET faculty? 11. How many faculty members at the DIET were deputed for conferences, went on study leave and undertook exposure visits? 12. What is the frequency of faculty meetings within the DIET? Are there records of the same? 13. What has been the most 'talked-about' process improvement in the year within the DIET?	and training programs 7. Has the DIET prepared the Annual Action Plan 2012-13

6.3   INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirements of each of the DIETs, and prepare a comprehensive proposal for its strengthening, expansion, based on State SORs and submit its proposal before the Teacher Education Approval Board. While submitting the proposal, the State Government shall indicate the status of non-recurring Central assistance received under the Scheme prior to 2012-13 in the following format.

Status of Non-recurring Central Assistance received:

Name of DIET/DRC	Year in which central assistance received	Component	Instalment No.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
Total							

6.4 Current Staff and Plan – 2012-13

S. No.	Name of DRC/ DIET	No of posts sanctioned						Post Filled						Vacant posts						% of vacant posts					
		Academic		Non academic		Total		Academic		Non academic		Total		Academic		Non academic		Total		Academic		Non academic		Total	
		B.U	A.U.	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
	Total																								

B.U. – Before Up-gradation
A.U. – After Up-gradation (including posts before up-gradation)

6.5 Function wise planning formats (To be prepared by each DIET and consolidated in the State Annual Work Plan)

A PRE-SERVICE PROGRAMME

Name of course (D.Ed)	Intake approved by NCTE	Duration of programme	Actual no. of trainees admitted in 2011-12
1			
2			

B RESEARCH AND ACTION RESEARCH

Function	During 2011-12			Plan for 2012-13			
Research Title	Numbers	Dissemination details (How was the research used)	Total Expenditure	Planned Numbers	Dissemination details (How would the research be used)	Estimated Expenditure	Expected outcomes
1							
2							
3							

C RESOURCE CENTRE AND DOCUMENTATION

Function	During 2011-12			Plan for 2012-13			
Resource support types	No. of documents/ publications	No. of orientation held with	Total Expenditure	Planned no. of documents/	Planned no. of orientation	Estimated Expenditure	Expected outcomes

	released	teachers		publications releases	held with teachers		
1							
2							
3							

D TRAINING POGRAMMES FOR TEACHERS, BRC and CRC COORDINATORS, VEC, SMC MEMBERS, etc.

Function	During 2011-12			Plan for 2012-13			
Nature of programme	No. of participants	Average duration of programme	Total Expenditure	Planned number of participants	Average duration of programme	Estimated Expenditure	Expected outcomes
1							
2							
3							

E PROGRAMMES CONDUCTED FOR FACULTY OF DIET

Function	During 2011-12			Plan for 2012-13			
Name of Institution	No. of CTE faculty covered	Brief nature of the programme	Total Expenditure	No. of IASE faculty to be covered	Brief nature of the programme	Estimated Expenditure	Expected outcomes
1							
2							
3							

F TECHNOLOGY IN TEACHER EDUCATION

Function	During 2011-12	Plan for 2012-13

E.g. 1 EDUSAT based training 2 Teacher education MIS 3 Computer literacy programs	Number of teacher educators covered	Brief objective of the programme	Total Expenditure	Planned Number of teachers/ teacher educators covered	Brief objectives	Estimated Expenditure	Expected outcomes
1							
2							
3							

G INNOVATIONS

Function	During 2011-12			Plan for 2012-13			
Nature of innovation	No. of beneficiaries covered	Brief objective	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
1							
2							
3							

H CONTENT & MATERIAL DEVELOPMENT

Function	During 2011-12			Plan for 2012-13			
Type	No. of	Target	Total	No. of	Target	Estimated	Expected outcomes

	publications/ releases	Group	Expenditure	proposed publications/ releases	Group	Expenditure	
1							
2							
3							

I   ON-SITE SUPPORT TO TEACHERS

Function	During 2011-12			Plan for 2012-13			
Eg. Visits to Schools	Numbers visited	Average duration of each visit	Total Expenditure	Planned numbers visited	Average duration of each visit	Estimated Expenditure	Expected outcomes
1							
2							
3							

6.6   BUDGET AND FINANCE (Attach additional details/documents of proposals)

S. No.	Head of Expenditure	Central assistance in 2011-12	Expenditure incurred	Unspent balance as on 31.03.2012	Total proposed 2012-13	State Contribution 2012-13	Claim from GOI (2012-13)
A	EXISTING DIETs/DRCs						
1	Strengthening of physical infrastructure (i) Civil Works (ii) Equipments						
2	Programmes and activities						
3*	Salary of faculty and staff sanctioned and filled up after up-gradation						
4	Faculty Development						
5	Contingency						
B	UPGRADATION OF DRCs						
6	Strengthening of physical infrastructure (i) Civil Works (ii) Equipments		BLANK				
C	NEW DIETs (proposed for XII Plan)						
7	Construction (i) Civil Works (ii) Equipments		BLANK				
8*	Salary of faculty and staff						

	sanctioned and filled up after up-gradation				
9	Programs and activities				
10	Faculty Development				
11	Contingency Grant				
D	TECHNOLOGY IN TEACHER EDUCATION				
12	Hardware support				
13	Purchase of hub/switch				
14	One-time orientation/training of teacher educators				
15	Additional support/maintenance				

(* To be filled up separately under 5.7 below)

6.7   CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2012-13 : PART-II : ESTIMATED EXPENDITURE ON SALARIES : DIETs/DRCs

S.NO	Name of District where DIET / DRC is located	Whether Upgraded or New	Year Of Sanction	No. of Posts													Estimated Annual Expenditure (for 2012-13) on posts which were		Actual expenditure in 2011-12 on salaries of posts mentioned in col. 7,10,13 & 16, to the extent they were filled up	State Contribution	Net claim from GOI on account of salaries for 2012-13
				Principal Payscale [ ]			Vice-principal / Sr. Lecturer Pay-Scale [ ]			Lecturer Pay-Scale [ ]			Para Academic Staff Pay-Scale [ ]			In existence prior to up-gradation (whether filled up or not)	Filled up as on 31.3.12			
				SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.3.11	SANCTIONED		Filled up as on 31.03.11	SANCTIONED		Filled up as on 31.3.11					
				Before upgradation	After upgradation		Before upgradation	After upgradation		Before upgradation	After upgradation		Before upgradation	After upgradation						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	TOTAL																			

(Note : Column under 'After up-gradation' includes posts 'before up-gradation')

7   BLOCK INSTITUTE OF TEACHER EDUCATION (BITEs)

Planning

The Government has identified 196 districts in the country which have high concentration of SC/ST and Minorities for setting up elementary pre-service teacher training institutions to ensure preparation of elementary school teachers from amongst persons from these communities. Every such District is eligible to set-up a Block Institute of Teacher Education (BITE) imparting elementary pre-service teacher education program (D.Ed.) which would ensure access to good quality teacher education facilities for rural and remote areas and facilitate the entry of talented persons, particularly from SC/ST and minority concentration areas.

Role of BITEs in the new scheme

- 196 SC/ST /Minority concentration Districts identified

- Urgent need to set-up elementary pre-service training institutions to prepare elementary school teachers from among the persons from the community.

- An existing elementary education institution could be upgraded into a BITE.

- Explore possibility of using unused capacity in DIET for admitting eligible persons from minority communities.

- Establish new BITE in a block other than the one where DIET is located, having highest concentration of the community.

Planning Approach & Methodology

1. State and district authorities have to do a detailing on the location, earmarking land and other detailing for establishment of the BITE.

2. The following options needs to be explored before finalizing a BITE

    (i)   Possibilities should be explored for approaching well performing private teacher education institutions for admitting eligible persons from the SC/ST/Minority communities to the teacher education course; the Government would meet the cost of tuition and other fees in respect of persons so admitted;

    (ii)   Identify an existing elementary teacher education institution in the district which can be up-graded as a BITE. Non-recurring Central assistance would be

available for civil works for up-gradation of an existing elementary teacher education institution into a BITE based on the specifications mentioned in the norms and standards of the NCTE for a D.Ed institution and for a 50-seater hostel, in accordance with State SORs. Equipment grant of Rs 10 lakh would also be made available. Recurring grant will be made available for salaries in respect of posts sanctioned and filled up after up-gradation of the institution in a BITE and of Rs 5 lakh per year as contingency grant.

(iii)   Explore the possibility of using unused capacity or for increasing the capacity of the DIET in the district for admitting eligible persons from these communities to the teacher education course;

(iv)   Establish a new BITE (in a block other than the one where the DIET is established). Non-recurring Central assistance would be available for civil works for construction of a BITE based on the specifications mentioned in the norms and standards of the NCTE for a D.Ed institution and for a 50-seater hostel, in accordance with State SORs. Non-recurring assistance upto Rs 20 lakh for equipments would also be available. Recurring assistance would be available for salaries in respect of the posts sanctioned and filled up, including Rs 5 lakh as contingency grant.

Components of Central Assistance to be provided to BITEs

Particular	Amount	Nature
Expenditure for civil-works for up-gradation based on specification mentioned in the norms and standards of the NCTE for a D.Ed. institution and for a 50 seater hostel.	Civil works as per State SORs plus Equipment grant of Rs 20 lakh for new institution and Rs 10 lakh for up-graded institution	Non-recurring
Expenditure on salary (for posts sanctioned and filled up after up-gradation), and contingency for meeting day to day expenses	Salary for posts sanctioned and filled up after up-gradation and Rs 5 lakh for contingency	Recurring /year

Note: The above financial norms have to be distributed between Central Assistance and State Share in the ratio on 75:25 (90:10 for NER)

7.1   BITEs – PROPOSAL

S. No.	Name of the District	Name of the Block/Mandal	Concentration of community (for which the district has been identified) in the block (%)	Whether by up-gradation or new institution	If new Institution, whether land is earmarked for BITE
1					
2					
3					

7.2   INFRASTRUCTURE PROPOSAL

The State Government shall assess the infrastructure requirement for establishment of the BITEs in accordance with the Norms and Standards of a D.Ed course as specified by the NCTE, along with a 50-seater hostel, and submit the proposal before the Teacher Education Approval Board.

7.3   BUDGET AND FINANCE (Attach additional details/documents of proposals)

S. No.	Head of Expenditure	Total proposed 2012-13	State Contribution 2012-13	Claim from GOI (2012-13)
1	Strengthening of physical infrastructure (i) Civil Works (ii) Equipments			
2	Salary of faculty and staff sanctioned and filled up after up-gradation			
5	Contingency			
	TOTAL			