PLANNING FORMATS

About State (as on 1st Jan, 2016)

Name of STATE	Chhattisgarh	No. of IASEs sanctioned functional	1
No. of Revenue Districts	27	No. of state Universities:	12 State University 01 Central University 04 Private University
No. of Education Districts	27	(i) Having Department of Education	02 State University +1 Central University +1 Private University
No. of Blocks/Mandal	146	(ii) Not having Department of Education	13
No. of DIETs sanctioned/Functional	19/17	Number of Lower Primary Schools	31282
No. of DRCs sanctioned/functional	0	Number of Upper Primary Schools (including composite schools)	13778
No. of CTEs sanctioned/functional	1	Number of Secondary Schools (including composite schools)	1844
		Number of Senior Secondary Schools (including Composite schools)	2190

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)	2799300	140774	91358	30.64	90343	1015	49416	N.A
Upper Primary (VI-VIII)	1667450	76271	53957	30.90	42825	4208	18400	N.A
Secondary (IX-X)	770124	26640	17961	42.88	13950	4011	8679	N.A
Senior Secondary/PUC (XI-XII)	370623	18950	14161	26.17	10108	4053	4789	N.A

2.2   STATUS OF SUBJECT SPECILAIZATION OF TEACHERS IN CLASSES VI-VIII

Total no. of Teachers	Subject specialization							
	Language	Other than Science	Science and mathematics	Art education	Health and Physical Education	Social Science	Work Education	Physical Education
	15357	9152	14463	N.A	N.A	14985	N.A	N.A

Training and certification for 34120 D.Ed. ODL is completed in 2015-16. Certification for 6096 D.Ed. ODL will be completed by December 2016.

Source: U-DISE DATA (UDISE DATA FOR 2015-16 IS BEING FINALISED SO MINOR VARIATION IN DATA IS POSSIBLE)

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 science	Physical Sciences	Biological Sciences	Maths	Physical education	Computer science
IX-X	17961	2791	4377	3824	2302	1525	2496	635	11
XI-XII	14161	900	1065	756	824	514	712	85	1

There are 24 Subjects offered in XI-XII , so the other No. of Teachers are: 9304 Totaling 14161

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.	18	1750	1	70	33	2170	51	3920
1-Year B.Ed.	-	-	-	-	-	-	-	N.A
2-Year B.Ed.	2	300	1	100	130	13500	133	13900
4-Year B.El.Ed								N.A
2-Year D.Ed.(Special Education)	-	-	-	-	-	-	-	N.A
1-Year B.Ed.(Speacial Education)	-	-	-	-	-	-	-	N.A
2-Year M.Ed	2	100	1	50	17	850	22	1000

PLANNING FORMATS -

3.1   About SCERT

Name of SCERT (Address,Phone,website,etc)	SCERT, C.G. Raipur. BTI Campus Shankar Nagar Raipur. 0771-2443596, http://scert.cg.gov.in	Total Built-up Area (In Sq.mtr.)	978.33
Year of formation	2000-2001	Can more floors be added to the existing building (yes/No, How many?)	No
Overall infrastructure condition of the SCERT	Additional space is required to reorganise the structure and establishing various laboratories	Total sanctioned strength : Academic Non-Academic	74
Total Campus Area (in sq.mtr.)	68237	Filled-up posts Academic Non-Academic	49

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?
SCERT has prepared its new D.Ed. syllabus, course content, school experience programme and implemented since 2007. The whole programme puts more emphasis on teachers' role as learner, learning facilitator and resource generator. We have developed new B.Ed. syllabus for 2 year B.Ed. course and School, Material development, school observation program.

2. Has the SCERT re-designed the school curriculum, textbooks and assessment processes based on the National Curriculum Framework 2005?
SCERT has prepared its new textbooks for elementary classes and prepared SCF 2007. SCERT has started to prepare new state specific curriculum framework. In Chhattisgarh 11 out off 16 DIETs have prepared DCF. This year in Ambikapur DIET Bhawanipur cluster is preparing Cluster Curriculum Framework.

3. Does the SCERT have a detailed, updated district-wise database on school education in the State?
SCERT has database for elementary level but still we do not have complete data for secondary level.

4. Has the SCERT established special cells/laboratories for Mathematics, Science, Languages, Social Studies and Educational Technology?
SCERT has not yet established laboratories due to insufficient space but we have functional cells to work on these subjects. We are preparing proposal to construct new building with space to establish laboratory.

5. Does the SCERT hold regular meetings with
a. SSA
b. RMSA
c. DIETs
d. CTEs
e. IASEs

Yes, SCERT frequently holds meeting with different functionaries working for elementary and secondary education cell wise record is maintained in Chhattisgarh DIETs, IASE, CTE are partner organisations and all training of SSA and RMSA are being conducted with the help of SCERT.

6. Has the SCERT re-organized its structure based on its requirements?

SCERT has its own structure not according to the model structure suggested by NCERT but it is very vibrant and has sufficient space to accommodate faculty of various organizations.

7. Has the SCERT developed orientation programmes for educational administrators and head teachers?
SIEMAT is working as part of SCERT which takes care of educational administrators and head of institutions.

8. Has the SCERT developed material for teacher educators to use in other teacher education institutions and for teachers in schools?

SCERT has developed two year D.Ed. ODL course in 2nd year 9118 and in 1st year 30723 teachers are taking training and all pedagogy based trainings are based on these materials.

9. Has there been recorded feedback (through assessment & user studies) on the range & quality of material developed?

Yes, this year we are going to assess complete material and its use done by ECCE centers.

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?

A study of effectiveness of teaching in mother tongue at primary level with reference to tribal studies.

Acritical study of effectiveness of "Chetna Vikas Mulya Shiksha" on the teachers of the experimental schools.

Acritical study of effectiveness of "Chetna Vikas Mulya Shiksha" on D.Ed. students.

A study of effectiveness of various activities conducted by the Anganbadi centers for the mental development of the children and suggestion for their improvement

A study of effectiveness of ECCE material developed by SCERT for " shishu shiksha" at Anganbadi centers.

A study of effectiveness of Multi Grade Multi Level teaching in primary schools

12. What are the areas of research covered?

Mentioned in point 11.

13. How many publications have been authored by SCERT faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc.?
SCERT faculty contributes their experiences regularly in the journal published by MHRD and SCERT also prepares magazines for teachers and elementary students.

SCERT faculty made presentations in various national platforms, like on CCE, ECCE, Teacher Education, etc.

14. Are there regular faculty development programs for SCERT faculty?

Instead of faculty development SCERT engage their faculty in different faculty enrichment programmes in order to seek clarity in understanding.

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?

In SCERT all the activities are conceptualized and executed by the core group made for the purpose so all faculty members are continuously in touch with the activities took place in SCERT and record is maintained by the concerned cell

17. What has been the most 'talked-about' process improvement in the year within the SCERT?

Training of untrained teachers through ODL mode.

Input/Activity Measures

1. % faculty vacancy in SCERT

0%

2. Number of teacher educators who have undergone orientation programmes conducted by SCERT

More than 4000

3. Number of educational administrators and head teachers trained by SCERT

Under RMSA all principals of high school and higher secondary school principals are covered and head teachers have been trained through EDUSAT centers with the help of two way communication.

4. % of new books (< 3 years old) in the institution library

Only 2%

5. Number of learning surveys conducted by SCERT and reports of these surveys

Competency based achievement survey for primary and upper primary students had been done in 1023-13, its report has been finalised and published this year.

6. Development of detailed information database on school education in the State

School wise and Subject wise teachers working in high and higher secondary schools is not available. Process of collecting data is in progress.

Output/Outcome Measure

1. School curriculum reflecting National Curriculum Framework 2005

Prepred SCF 2007

2. Teacher Education curriculum in alignment with National Curriculum Framework for Teacher Education 2009

Prepared revised D.Ed. Syllabus conforming to the spirit of NCF 2009 and started working on two year B.Ed. Course.

3. Availability of resource material for teachers and teacher educators

All relevant printed materials are made available to teacher educators by SCERT these materials are also available in web site also.

3.3 Infrastructure Proposal

Status of Non-recurring Cenrtal Assistance received:

Year	Conponent	Instalment No.	Amount	Amount of Grant Utilized	% of Grant Utilized	Remark
2005	Civil Work	1/2	2500000	2500000	100%	
2007	Civil Work	2/2	2500000	2500000	100%	
Total			5000000	5000000	100%	

3.4 Current Staff and Plan - 2016-17

	NO. of Post sanctioned	Post Filled	Vacant posts	Posts Sanctioned in 2015-16	Posts filld-up during 2015-16
Administravive					
1 Director	1	1	0	0	0
2 Additional Director	1	0			
3 Joint Director	2	1	1	0	0
4 Joint Director (Finance)	1	1	0	0	0
4. Asstt. Director	1	1	0	0	0
Academic					
1. Professor	3	3	0	0	0
2. Associate Professor	0	0	0	0	0
3. Reader/Asstt.Prof.	13	13	0	0	0
4.Lecturer	9	7	2	0	0
Non-Academic					
1. Asst. Supdt.	1	0	1	0	0
2. Asstt. Statistical officer	1	0	1	0	0
3. Librarian	1	1	0	0	0
4. Stenographar	2	0	2	0	0
5. Accountant	3	3	0	0	0
6. Artist	1	0	1	0	0

7. Asstt. Grade II	5	5	0	0	0
8. Computer Designer	1	0	1	0	0
9. Asstt. Grade III	11	7	3	0	0
10. Steno Typist	3	0	3	0	0
11. Data Entry Operator	2	0	2	0	0
12. Chowkidar	2	2	0	0	0
13. Driver	2	2	0	0	0
14. Peon	8	2	6	0	0
Total	74	49	23	0	0

3.5 Function wise planning formats

A   CAPACITY BUILDING

Function	During 2015-16			Plan for 2016-17			
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.Training of Head teachers of primary school	1780	2	960000	1700	2 days	10.20	Orientation of Head Teacher of Practice School, for D.Ed. School internship programme
						10.20	

For capacity building of teacher educators help will be taken from several IIMs

B   CONTENT DEVELOPMENT

Function	During 2014-15			Plan for 2015-16			
Content Development Types	**No. of publications/r eleases**	**No. of manndays spent**	**Total Expenditure**	**Planned no. of publications/re leases**	**No. of mandays to be spent**	**Estimated Expenditure**	**Expected outcomes**
Course material development for B.Ed. School Exp development	6	215	-	course material development for B.Ed. Year 2 + school Exp. Program for year 2	1400	15.00	Reading material for two year B.Ed. Course
						15.00	

In the process of content development SCERT, DIET, University Faculty, Ekalavya, Vidya Bhawan Society, APF, and other agencies are actively involved in material development.

C   ON-SITE SUPPORT

Function	During 2015-16	Plan for 2016-17

Eg.Visits to Scholls, 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				600	2days	9.00	Understanding children, accessing teachers need.Accessing quality in elementray education
						9.00	

D   RESEARCH & ACTION RESEARCH

Function	During 2015-16			Plan for 2016-17			
Research Types	Numbers	Dissemination tetails (How was the research used)	Total Expentiture	Planned Numbers	Dissemination details(How would the research be used)	Estimated Expenditure	Expected outcomes
				Study on implementation of B.Ed. two year course	SCERT Website	7.5 Lakhs	
				Stody the process of enhancing quality of education by school in Dr. A.P.J. Abdul Kalam education quality program	SCERT Website	7.5 Lakhs	

E   PROGRAMMES CONDUCTED FOR FACULTY OF SCERT

Function	During 2015-16			Plan for 2016-17			
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
SCERT	Nil		Nil				

F   TECHNOLOGY IN TEACHER EDUCATION

Function	During 2015-16	Plan for 2016-17

E.g. 1. EDUSAT based training 2 Teacher education MIS 3 Computer literacy programs	Number of teachers/teacher educators/coverd	Brief objective	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objective	Estimated Expenditure	Expected outcomes
1							
2							
3							

G INNOVATIONS

Function	During 2015-16			Plan for 2016-17			
Nature of innovation	No. of beneficiaries covered	Brief objectives	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
Thematic approach of teaching in 100 schools			nil	Development of primers for tribal languages		5.00 lacks	

| Story Telling festival in 100 schools | | | nil | Sharing CAMAL (Combined Activity Maximize Learning) approach in D.Ed. year I students | | 5.00 lacks | |

Development of primer
for Dhurva language
for class 1 & 2   nil

| **Function Wise Planning Formats (A-G)** | **59.20** |

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

S.No.	Head of Expenditure	Approved Amount	For 2015-16					For 2016-17		
			Released		Expenditure incurred		unspent balance as on 31.03.2015	Total prosposed 2015-16	State Contribution 2015-16	Claim from GOI (2015-16)
			Central Share	State Share	Central Share	State Share				
A	**NON-RECURRING**									
1	Stengthening of physical infrastructure (i) Civil Works									
	(ii) Equipments							30.00	12.00	18.00
2	Establishment of Special Cells							0.00	0.00	0.00
B	**RECURRING**									
3	Specific projects for academic activities				12.07			20.00	8.00	12.00
4	Salary of faculty and staff								0.00	0.00
5	Capacity building programs for faculty of SCERT							20.00	8.00	12.00
6	Training programs for eucational administrators/Head Teachers,etc				9.6			10.00	4.00	6.00
7	Induction training of teacher educators							0.00	0.00	0.00
8	Resrearch and Action Research									
	Function Wise Planning (3.A-3.G for SCERT)							59.20	23.68	35.52

scert

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)	Yes
b. Number of unqualified teachers at elementary and secondary levels (district Wise)	PS and UPS only
c. Number of teacher educators required and number available (district wise)	No
d. Teacher-Student ratio at teacher education institutions (district-wise)	Yes
e. Qualification/experience of teacher educators (district-wise)	Yes
f. Infrastructure requirements of teacher education institutions (district wise)	Yes
g. Library and instructional resources available at teacher education institutions (district wise)	Yes
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?	Yes
3. Has the State prepared/begun preparing a five-year perspective plan for teacher education?	Process In Progress
4. Has the State completed the process of creating a cadre for teacher educators?	Yes
5. Has the State developed selection criteria and selection process to fill existing faculty vacancies in the SCERT, DIETs, IASEs and CTEs?	Yes
6. Has the State planned for the capacity development of those selected?	After appointment It will be Done
7. Has the State initiated the process of re-designing teacher education curriculum based on National Curriculum Framework for Teacher Education 2009?	D.Ed. Curriculum revised and 2-Year B.Ed. Curriculum is prepared.
8. Has the State initiated the process of re-designing the school curriculum and textbooks based on the National Curriculum Framework 2005?	State has Prepared SCF 2007 and presently engaged in process of preparing of SCF 2014
9. Average time taken for Central funds (other than salary) to reach the DIETs, CTEs and IASEs from the State treasury	By 30th April state will release funds to DIETs in anticipation of the release of central fund.

State Level Dashboard
(To be Tracked every Year)

Teachers		Teacher Educators	
1. Total number of unqualified teachers in		1. Approved capacity of preparing	
		Teacher Educators(M.Ed.)	1000
• Government Schools	5223	2. Total number of M.Ed. graduates every Year	541
• Aided Schools			
• Unaided Schools		3. Teacher -Student ratio in	
2. % of candidates who have cleared TET 2014	18.50%	• DIETs	17:200
		• CTEs	24:200
3. Has the TET data been used to analyse the performance of Teacher Education Institutions?	Yes	• IASEs	25:200
		• BITEs	
		• Other B.Ed. Colleges	7:100
4. Number of new teachers needed annually		• Other D.Ed. Colleges	7:100
		4. % of faculty vacancy in	
• For Elementary Level		• SCERT	13.0%
• For Secondary Level		• DIETs	53.3%
5. Year-wise total number of		• CTEs	12.5%
teacher trainees passing:		• IASEs	0%
• Through DIETs	1750	5. Total faculty capacity in	
• Through BITEs	--	• BITEs	
• Through CTEs	150+150	• DIETs	142
• Other B.Ed. Colleges	13600	• CTEs	23
• Other D.Ed. Colleges	2170	• Other B.Ed. Colleges	1045
		• Other D.Ed. Colleges	105