PLANNING FORMATS

About State (as on 31st march, 2014)

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	1 State University +1 Central University +1 Private University
No. of Blocks/Mandal	146	(ii) Not having Department of Education	14
No. of DIETs sanctioned/Functional	16	Number of Lower Primary Schools	32666
No. of DRCs sanctioned/functional	0	Number of Upper Primary Schools (including composite schools)	13329
No. of CTEs sanctioned/functional	1	Number of Secondary Schools (including composite schools)	1987
		Number of Senior Secondary Schools (including Composite schools)	2241

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)	2920656	140774	100368	29.10	55145	45223	40406	N.A
Upper Primary (VI-VIII)	1661165	76271	57284	29.00	42825	14459	18400	N.A
Secondary (IX-X)	767109	26640	18272	41.98	13350	4922	8368	N.A
Senior Secondary/PUC (XI-XII)	369601	18950	12403	29.80	9508	2895	6547	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
	16357	9152	16463	N.A	N.A	15312	N.A	N.A

Source: U-DISE DATA (UDISE DATA FOR 2013-14 IS BEING FINALISED SO MINOR VARIATION IN DATA IS POSSIBLE)

class	Total no. of teachers	Subject specialization							
		English	indian languages	social science	Physical Sciences	Biological Sciences	Maths	Physical education	Computer science
IX-X	18272	2891	4576	3824	2314	1525	2496	635	11
XI-XII	12403	800	946	0	824	314	612	85	1

2.3   STATUS OF SUBJECT SPECIALIZATION OF TEACHERS AT SECONDARY AND SENIOR SECONDARY LEVEL

There are 24 Subjects offered in XI-XII , so the other No. of Teachers are: 8821 Totaling 12403

Source: U-DISE DATA (UDISE DATA FOR 2013-14 IS BEING FINALISED SO MINOR VARIATION IN DATA IS POSSIBLE)

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	19	950	38	2770
1-Year B.Ed.	2	360	1	300	122	12600	125	13260
4-Year B.El.Ed								N.A
2-Year D.Ed.(Special Education)	-	-	-	-	-	-	-	N.A
1-Year B.Ed.(Speacial Education)	-	-	-	-	-	-	-	N.A
1-Year M.Ed	2	70	1	35	19	690	22	795

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	73
Total Campus Area (in sq.mtr.)	68237	Filled-up posts Academic Non-Academic	52

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 started working on new B.Ed. syllabus by 2015 SCERT will prepare new 2 year B.Ed. course.

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. All BEOs will be orientated in the month of February 2014.

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 - 2013-14

	NO. of Post sanctioned	Post Filled	Vacant posts	Posts Sanctioned in 2013-14	Posts filld-up during 2013-14
Administravive					
1 Director	1	1	0	0	0
2 Joint Director	2	0	2	0	0
3 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	9	0	0	0
Non-Academic					
1. Asst. Supdt.	1	0	1	0	0
2. Asstt. Statistical officer	1	0	1	0	0
3. Librarian	1	0	1	0	0
4. Stenographar	2	0	2	0	0
5. Accountant	3	3	0	0	0
6. Artist	1	1	0	0	0
7. Asstt. Grade II	5	5	0	0	0

8. Computer Designer	1	1	0	0	0
9. Asstt. Grade III	11	8	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	73	52	21	0	0

3.5 Function wise planning formats

A   CAPACITY BUILDING

Function	During 2013-14			Plan for 2014-15			
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.Educational leadership programme for SCERT faculty (MDP on School Leadership & Management by IIM Kochchi, Kolkata)-	30	4 days	1123600	30	3 to 5 days	1000000	Developing concept of Performance Benchmarking towards achieving overall superior performance & Excellence
2.Training of Head teachers of primary school				500	5 days	1000000	Head teachers may get acquainted with MGML technique
3. Strengthening of SIEMAT				5		500000	Visioning of SIEMAT in the state, Enhancing Planning & Management capacity of state level functionaries, Developments of modules for capacity building of officials, Functioning of academic units of SIEMAT
						2500000	

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

B CONTENT DEVELOPMENT							
Function	During 2013-14			Plan for 2014-15			
Content Development Types	**No. of publications/releases**	**No. of manndays spent**	**Total Expenditure**	**Planned no. of publications/releases**	**No. of mandays to be spent**	**Estimated Expenditure**	**Expected outcomes**
1				Hindi translation of guidelines for centrally sponsored scheme and justice Verma commission report	30	200000	Teachers educaters will understand the spirit of these docoments
2				Revision of B.Ed. Syllabus	200	500000	Study of various teacher education curriculum and preparing guideline for B.Ed. Syllabus
						700000	

In the process of content development SCERT, DIET, Teachers, Ekalavya, Vidya Bhawan Society, APF, Digantar and other agencies may be

C	ON-SITE SUPPORT						
Function	During 2013-14			Plan for 2014-15			
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				300	3days	900000	Understanding children, accessing teachers need.Accessing quality in elementray education
						900000	

D	RESEARCH & ACTION RESEARCH						
Function	During 2013-14			Plan for 2014-15			
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
1				2 short studies	Through DIETs	200000	
2							
						200000	

E   PROGRAMMES CONDUCTED FOR FACULTY OF SCERT

Function	During 2013-14			Plan for 2014-15			
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	30	Understanding research methodology	250000	faculty members will understand the new trend in research metholodogy

capacity development for faculty of SCERT will be planned with the help of NCERT at least 10 training need shall be conceptulised through the field study which may be used for next year training

F   TECHNOLOGY IN TEACHER EDUCATION

Function	During 2013-14			Plan for 2014-15			
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 2013-14			Plan for 2014-15			
Nature of innovation	No. of beneficiaries covered	Brief objectives	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objectives	Estimated Expenditure	Expected outcomes
1							

Function Wise Planning Formats (A-G)	**4550000**

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

S.No.	Head of Expenditure	Central assistance in 2013-14	Expenditure incurred	unspent balance as on 31.03.2014	Total prosposed 2014-15	State Contribution 2014-15	Claim from GOI (2014-15)
A	NON-RECURRING						
1	Stengthening of physical infrastructure (i) Civil Works	0	0	0	67031000	16757750	50273250
	(ii) Equipments	0	0	0	3000000	750000	2250000
2	Establishment of Special Cells	0	0	0	0	0	0
B	RECURRING						
3	Specific projects for academic activities				200000	50000	150000
4	Salary of faculty and staff				0		
5	Capacity building programs for faculty of SCERT				1000000	250000	750000
6	Training programs for eucational administrators/Head Teachers,etc				1000000	250000	750000
7	Induction training of teacher educators				0	0	0
8							
	Function Wise Planning (3.A-3.G for SCERT)				4550000	1137500	3412500

scert