DISTRICT INSTITUTES OF EDUCATION AND TRAINING

GUIDELINES

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(DEPARTMENT OF EDUCATION)
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PREFACE

After the adoption of the National Policy on Education 1986, a Centrally Sponsored Scheme for Restructuring and Reorganisation of Teacher Education is being implemented since October, 1987. One of its components is establishment of District Institutes of Education and Training (DIETs). Draft guidelines for this component were got prepared through Educational Consultants India Limited (Ed. CIL), and were circulated to States and Union Territories in October, 1987. That document, together with certain subsequent circulars, has formed the basis for implementation of the DIET Scheme so far. Need for bringing out a more comprehensive set of guidelines for DIETs has been felt for quite some time now. The present document has been prepared to fulfil this need.

The first lot of DIETs were sanctioned in February-March, 1988. By and large, it is only now that these are getting operationalized. As further experience is gained, guidelines for DIETs would also continue to evolve.

The present document has been prepared in close collaboration with NCERT, NIEPA and the Directorate of Adult Education, and we are very grateful to them for their immense help in this exercise.

New Delhi
November 1, 1989

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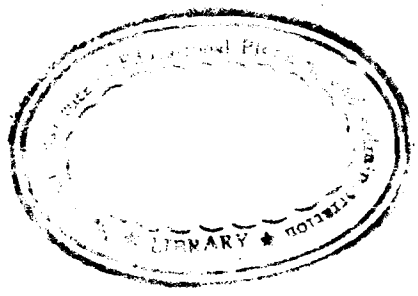
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PART-I—DIET : THE CONCEPT

Chapter 1 District Institutes of Education and Training : Their Context, Mission and Role

Chapter 2 District Institutes of Education and Training : Functions and Suggested Structure

Chapter 3 Guidelines for Prog ammes and Activities

CHAPTER 1

DISTRICT INSTITUTES OF EDUCATION AND TRAINING—THEIR CONTEXT, MISSION AND ROLE

1.1 Introduction

Universalisation of elementary education and eradication of adult illiteracy have been two of the most important and basic goals of educational development in India since independance. Part IV of our Constitution lays down the Directive Principles of State Policy. Article 41 under this Part says that "the State shall, within the limits of its economic capacity and development, make effective provision for securing the right to ..... education .....". Article 45 under the same Part, which deals with "provision for free and compulsory education for children", reads as follows :—

> "The State shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years."

The country has, since independence, made considerable progress in the areas of elementary education and literacy. Literacy percentage improved from 16.7% in 1951 to 36.2% in 1981, but we still have a long way to go before we achieve universal literacy. There is also wide disparity between sexes, and among various other kinds of groups, in this regard. For example, literacy percentage among men in 1981 was 46.9% but for women was only 28.8%. There were also wide inter-State variations, with Kerala having literacy rate of 70.7%, and Arunachal Pradesh 20.8%. Women's literacy varied from 65.7% in Kerala to just about 11% in Rajasthan and Arunachal Pradesh. Even as late as in 1987-88, the gross enrolment ratio of girls in the 6 to 11 years age group was about 82% for the country as a whole, and was as low as around 50% in the States of UP and Rajasthan. The incidence of drop-outs at the primary stage of education is also high—only an estimated 32.35% children complete 5 years of education by the time they attain about 11 years of age. Even within the primary stage, drop-outs are probably highest in the first two or three years and these early droup-outs tend to soon lapse into illiteracy.

1.2 NPE on the Goal of Universalisation

In may, 1986, Parliament adopted a new National Policy on Education (NPE) and in August, 1986 approved a detailed Programme of Action (POA) for its implementation. The NPE states the goals of universalisation of elementary education (UEE), and of eradication of illiteracy, in the following terms :—

> "A RESOLVE
>
> 5.12.....It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age."
>
> * * *
>
> "4.12.....The whole nation must pledge itself to the eradication of illiteracy, particularly in the 15—35 age group..... The mass literacy programme would include, in addition to literacy, functional knowledge and skills and also awareness among learners about the socio-economic reality and the possibility to change it."

The NPE also envisages a national system of education, two of whose features are :—

(i) It will be based on a national curricular framework comprising a common core and other components that would be flexible. The common core will aim to promote national identity and other essential values like scientific temper, egalitarianism, democracy, socialism, secularism, protection of the environment, small family norm, etc.

(ii) Laying down of minimum levels of learning for each stage of education.

The above statements are specially significant for elementary education, and have also certain relevance for adult education.

It is also important to note the inter-relationship between the twin goals of UEE and universal adult literacy. Literate parents send their children to primary schools more readily, their children are less likely to drop-out and their achievement in school is higher. Progress in adult education would therefore help achieve UEE which, in turn, would reduce the size of the adult illiteracy problem. The two together thus form a virtuous circle.

1.3 Goal of Universalisation—meaning

1.3.1 The universalisation goal—whether of elementary education or adult literacy—has two aspects, namely :—(i) universal enrolment and retention of children/persons in the relevent age group in the elementary school/non formal education/adult education system and their regular attendance, and (ii) universal attainment by them of at least the specified minimum levels of learning, with due stress on the inculcation of essential values.

The above two components could be termed as the numerical and qualitative aspects of the universalisation goal—the latter being the ultimate end, and the former the means to achieve that end.

1.3.2 Universalisation in the context of Elementary Education

In the case of universalisation of primary/elementary education (UPE/UEE), it is important that children attain prescribed minimum levels by a certain specified age. The UPE/UEE goal could be stated in specific terms as follows :—

UPE

To ensure that every child, by the time he/she attains a specified age, achieves at least the minimum levels of learning prescribed for the primary stage of education.

UEE

To ensure that every child, by the time he/she attains the age of about 14 years, achieves at least the minimum levels of learning prescribed for the upper primary stage of education.

The NPE (para 5.12) stipulates the 'specified age' in the context of UPE as 11 years. However, the POA (para 12, Chapter II) says that "for some years to come, we should have no objection so long as children complete five years of education, or its equivalent through the non-formal stream, by the time they complete about 14 years of age".

1.3.3 Universalisation in the context of Adult Education

In May, 1988, a National Literacy Mission (NLM) was formally launched to tackle the problem of illiteracy in a time-bound manner. In 1991, there will be an estimated 116 million illiterates in the country in the 15–35 age group. The Mission seeks to impart 'functional literacy' to 80 million of these, by 1995. It proposes to do this, inter alia, by consolidating and further building upon various programmes of Adult Education.

'Functional literacy' for the Mission's purpose has been defined as :—

- Literacy and numeracy;
- Acquiring skills to improve economic status and general well-being;
- Becoming aware of the cause of deprivation and moving towards its amelioration through organisation and participation in the process of development;
- Imbibing essential values like national integration, women's equality, conservation of environment, small family norm, etc.

Thus the NLM target also has the same two-numerical and qualitative-dimensions.

1.4.1 Goal of Qualitative Improvement

1.4.1 UEE and universal adult literacy (specially in the 15–35 age group) have to be our most important *immediate* goals in the area of elementary and adult education respectively since we are still very far even from these basic goals. At the same time, however, the perspective beyond universalisation has to be kept in view as well. NPE says that the new thrust in elementary education will emphasize, beside universal enrolment and retention, "a substantial improvement in the quality of education". The first indicator of this improvement in quality would, of course, be universal attainment of minimum level which is already reflected in the universalisation goal. Ultimately however, the qualitative improvement goal is an open-ended one, and is perhaps best reflected in Article 51A of the Constitution which lists as one of the fundamental duties of every citizen of India :

> "to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement".

Thus, besides UEE, pursuit of excellence has to be the other guiding principle in the area of elementary education. Even in the case of Adult Education, NPE, and NLM do not merely visualize imparting of functional literacy, but aim at promoting life-long and continuing education.

1.4.2 In the light of what has been stated above, our goals in the areas of elementary and adult education could be summarised as follows :—

(i) Universal attainment of minimum levels of learning with due stress on value education, and

(ii) Pursuit of excellence/life-long and continuing education.

1.5 Strategy

To achieve the above objectives, the following kinds of inputs would be required in the systems of Elementary Education (including Non-Formal Education) and Adult Education :—

(i) Finance and physical resources (e.g. building and equipment)

(ii) Full involvement of the community

(iii) Planning and management

(iv) Appropriate curricula, text books and pedagogical inputs

(v) Suitable strategies (including incentives) for learners from disadvantaged groups so as to provide them equal educational opportunity in real terms

(vi) Dedicated and competent teachers and instructors

(vii) Suitable academic and resource support to the teachers/instructors which would comprise :—

(a) Training, guidance and advice,

(b) Development of locally relevant teaching—learning material and teaching aids,

(c) Evaluation, and

(d) Field studies, action research and experimentation for tackling specific local problems encountered in achieving goals.

The NPE, POA and NLM envisage comprehensive strategies by way of providing the above inputs, in order to achieve the objectives stated in para 1.4.2. Various elements of these strategies are listed in *Annex.* 1.

1.6 DIETs : An Introduction

While all the inputs listed in the preceding paragraph are crucial, the last two are especially so. About teachers, the Education Commission (1964—66) had observed that "of all the factors that influence the quality of education.....the quality, competence and character of teachers are undoubtedly the most significant". But these in turn depend substantially on the quality of training and other support provided to them. The importance of the last input mentioned in the preceding para—viz. academic and resource support—can therefore hardly be over-emphasized. Until the adoption of the NPE, this support in the area of elementary education was being provided largely at the national and State levels only—by institutions like NCERT, NIEPA and SCERTs. Likewise in the area of adult education, this support was being provided by the Central Directorate of Adult Education at the national level and by State Resource Centres (SRCs) at the State level. Below the State level, there were elementary teacher education institutions but their activities were confind mostly to pre-service teacher education. The physical, human and academic resources of most of the institutions were inadequate even for this limited role. They also tended to adopt teaching practices which were not in consonance with the ones they prescribed to prospective teachers. There were certain larger problems as well e.g. courses of study being out-dated.

By the time of adoption of the NPE, elementary and adult education systems were already too vast to be adequately supported by national and State level agencies alone. The NPE implied their further expansion as also considerable qualitative improvement. Provision of support to them in a decentralised manner had therefore become imperative. The NPE and POA accordingly envisaged addition of a third—district level—tier to the support system in the shape of District Institutes of Education and Training (DIETs). With this, expectation would be of wider quantitative coverage as well as qualitatively better support as these Institutes would be closer to the field, and therefore more alive to its problems and needs. Extracts from NPE and POA which throw light on the functions envisaged for the DIETs may be seen in *Annex.* 2.

Pursuant to the provisions of NPE on teacher education, a Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education was approved in October, 1987. One of the five components of the Scheme was establishment of DIETs.

Certain details about the Scheme may be seen in *Annex.* 2. Draft guidelines for implementing the DIET component were circulated to States in October, 1987, and have, together with certain subsequent circulars, formed the basis for its implementation so far. Till October, 1989, Central assistance had been sanctioned under the Scheme for setting up a total of 216 DIETs in the country.

Annex. 3 gives a resume of progress of other important initiatives in the area of Elementary and Adult Education, as on 31-3-89.

The present document purports to consolidate, amplify and revise the existing guidelines in regard to DIETs. With this, all earlier guidelines on the subject would stand superseded.

1.7 DIETs : Mission and Role

1.7.1 Mission

With the background given in the preceding sections, a DIET's Mission could be briefly stated in the following terms :—

> "To provide academic and resource support (vide para 1.5) at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education, with special reference to the following objectives :—
>
> *Elementary Education* :—
>
> Universalisation of primary/elementary education.
>
> *Adult Education* :—
>
> NLM targets in regard to functional literacy in the 15—35 age group.

The above is a general mission statement. It will have to be translated into specific goals for the DIET, so as to suit the needs of individual states and districts, and will be ultimately operationalised through specific performance norms set for individual DIETs.

1.7.2 DIETs : Pace-setting Role

Pursuit of excellence would have to inform all activities of the DIETs, in which context, it will have two inter-related aspects :—

(i) Excellence in the Institute's own work, and

(ii) Helping the elementary and adult education systems in the district, in achieving excellence.

As far as the first aspect is concerned, efforts will be made to provide to DIETs all necessary physical and manpower resources. But it will be for them to harness these and other available resources in the best possible manner, so as to achieve and promote excellence.

In this context, DIETs will also have a very important pace-setting role to play. They will be expected to become models for other educational institutions in the district in terms of meticulous, efficient and effective planning and execution of functions, harmonious and creative organisational climate, maintenance of a clean and attractive campus, etc.

1.7.3 DIETs : Part of a Larger Design

It would be clear from para 1.5 and *Annex.* 1 that DIETs are a part of a larger strategy to achieve national goals in the areas of Elementary and Adult Education. Various components of the strategy are inter-dependent and mutually reinforcing. *Annex.* 1 also outlines DIETs' role in the context of the other components. DIETs cannot therefore afford to view themselves in isolation, and must faithfully discharge their role of supplementing and complementing other parallel initiatives.

1.8 DIETs : Transactional Philosophy

1.8.1 A DIET will have 3 main functions, viz.

(i) training (both of induction level as well as continuing varieties)

(ii) resource support (extension/guidance, development of materials, aids, evaluation tools, etc.,) and

(iii) action research.

This Section discusses the basic approach and philosophy to be followed in undertaking these functions, especially training.

1.8.2 Basic Transactional Approach for the DIETs : Placing the Learner at the Centre

The NPE and POA plead for adoption of a Child-Centred approach in elementary education. The relevant portion of NPE reads :

> "CHILD-CENTRED APPROACH
>
> 5.6 A warm welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centred and activity-based process of learning should be adopted at the primary stage.....".

Para 14 of Chapter II of the POA states that "by making Elementary Education child-centred, we would be introducing a long-awaited reform in the system. The most important aspect of this reform will be to make education a joyful, innovative and satisfying learning activity, rather than a system of rote and cheerless, authoritarian instruction".

In the case of Adult Education Programmes also, it is clear that functional literacy should be imparted to adults in a participative, learner-active mode.

The above statements contained in the NPE and POA have profound implications for programmes of teacher education and training of instructors of adult and non-formal education. The child or learner-centred approach necessitates a fundamental change in the manner of curriculum transaction. The challenge is an especially daunting one in view of the special characteristics of our system—high pupil-teacher ratio, multi-grade teaching, in-adequate physical facilities, and so on. The role of the teacher/instructor would now be no longer one of transmitting readymade knowledge to the learner but, instead, that of a designer and facilitator of learning experiences, a manager of instruction and learning resources, and an active contributor to the all-round development of the learner.

All programmes of pre-service and in-service teacher education and of training of AE/NFE personnel in the DIET would be so designed as to train the teacher/instructor in transacting curriculum, keeping the learner at the centre of the teaching-learning process. If the DIET is to achieve this, it follows that it will have to transact its own programmes in the same learner-centred mode which it would expect of its trainees. This basic approach would imbue the transaction of all programmes in a DIET. Some of the implications of this would be as follows : —

— Programmes will be need-based. Even within a group of trainees/participants, individual differences and needs will be identified and catered to.

— Trainees will be enabled to experiment, discover, learn, practise and innovate themselves, rather than being lectured. Learning activities will be suitably organised, in individual and group modes.

— Maximum possible use will be made of the local environment in the learning process. Curricula and learning activities will be suitably related to it.

— Good work done by trainees will be duly recognised, encouraged, displayed and publicised.

— The DIET will itself adopt the attitude of a "life-long learner" rather than that of an oracle or know-all. It will receive as much from the 'field' as it would endeavour to give to it. The district will serve as the 'school' for its learning experiences, while it may carve out one or two special areas as its 'lab. areas' (Please see sections 2.4 and 3.5).

1.8.3 DIETs : Special Target Groups

"The concept a National System of Education implies that, upto a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality", says the NPE. It goes on to say that "to promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the condition for success". This is quite the essence of the universalisation task, and means that needs of educationally disadvantaged groups would have to be given maximum attention. The largest such groups are :—

(i) Girls and women
(ii) Scheduled Castes and Scheduled Tribes
(iii) Minorities
(iv) The handicapped, and
(v) Other educationally disadvantaged groups e.g. working children, slum-dwellers, inhabitants of hilly, desert and other inaccessible areas, etc.

It follows that DIETs also, in all aspects of their work, would have to give primary attention to promotion of education of the above groups.

1.9 DIETs : Autonomy and Accountability

Para 10.1 of the NPE says that "an overhaul of the system of planning and management of education will receive priority". It also says that in this process, two of the "guiding considerations" will be :—

(i) "decentralisation and the creation of a spirit of autonomy for educational institutions", and

(ii) "establishing the principle of accountability in relation to given objectives and norms".

In view of the above, DIETs would need to be given adequate functional autonomy—academic, administrative and financial—and would at the same time be accountable vis-a-vis clearly laid down objec-

tives and norms. They would be institutions of the State Government or UT Administration, and will therefore be ultimately answerable to them. The State Government/UT Administration may exercise its supervisory functions through the SCERT and SRC.

However, the immediate accountability of the DIET will be to the District Board of Education (DBE), which, according to the NPE, is to be created to manage education upto the higher secondary level. The DBE will set specific goals (in the long, medium and short term) and performance norms for the DIET. It will do so in consultation with the Institute, and keeping in view general norms and guidelines laid down at the national and State levels. It will also review the Institute's performance vis-a-vis such goals and norms on an ongoing basis. Till DBEs are set up, State Governments may designate SCERT/SRC or some other suitable educational authority to perform the DBE's functions vis-a-vis DIETs.

1.10 **DIETs : Linkages**

Not merely will every DIET establish a close and continuing dialogue with 'the field' (i.e. with elementary schools, school complexes, teachers, head masters, school supervisors, Instructors/Supervisors/Project Officers of AE and NFE, and with District level officers in these three sectors), but will also establish close linkages with organisations and institutions at the national, State, Divisional and District levels whose objectives and interests converge with its own. Some of these institutions would be as follows :—

At the Divisional level :

NGOs, institutions of higher education, secondary teacher education institutions, DRDA, local Radio Station (wherever applicable), etc.

At the Divisional level :

University Deptt. of Education, Institution of Advanced Study in Education (IASE)*, NGOs and other concerned organisations and institutions.

At the State level :

SCERT, SIET, SRC for Adult Education, NGOs.

At the National level :

NCERT (including its Regional College within whose jurisdiction the state falls), NIEPA, Centre for Cultural Resources and Training (CCRT), Directorate of Adult Education, Central Institute of Indian Languages, Mysore, Kendriya Hindi Sansthan, Agra, other premier organisations, institutions and NGOs working in the area of elementary and adult education, etc.

In specific terms, the linkages would be established through a meaningful and continuous dialogue in which institutions share problems, experiences, achievements, information and resources. The DIET may also work as an agency for implementing some of the programmes and activities of national and state level organisations.

1.11 **DIETs to be Non-Vocation, Mainly Residential Institutions**

Organisation of in-service programmes for teachers and training programmmes for AE/NFE personnel would be one of DIET's main functions. This activity would go on throughout the year, but would peak during school vacations because that is when the Institute's resources would be free from the work load of pre-service training, and also because this would cause minimum dislocation in schools. Therefore, DIETs will be non-vacation institutions—their personnel would have to be classified as 'non-vacation staff', and given consequential benefits as per State Govts. rules.

DIETs would also be expected to provide residential facilities to as many of their trainees as may be possible within the resources available for construction of hostels. In utilising available hostel accommodation, first priority shall be given to trainees other than per-service trainees. The latter shall be accommodated to the extent possible *after* accommodation needs of all other training programmes (e.g. in-service programmes for teachers, training programmes for AE/NFE personnel. etc.) have been met.

1.12 **Guidelines in this document—Largely Indicative**

As in the case of the earlier guidelines, the intention in this document too is not to lay down a rigid set of guidelines for the whole country. These guidelines should be treated, in the main, as indicative rather than prescriptive, and State Government would be expected to implement the programme of DIET with such local variations and adaptations as may be necessary in their respective contexts. At several places in this document, alternatives and flexibilities have also been specifically indicated. In some areas however, these guidelines would have to be applied more rigidly, e.g. in regard to total number of posts, pre-conditions to be fulfilled by State Government for getting assistance, and matters dealt with in para 1.11 supra.

*Please see Annex. 3.

1.13 Companion Volumes to these Guidelines

While an attempt has been made in this document to spell out the areas of work, functions and activities of a DIET at considerable length, these can be fully appreciated and worked out only if these Guidelines are read in conjunction with certain other important documents. Some of these are as follows :—

(1) NPE

(2) POA

(3) "Teacher Education Curriculum : A Framework" published by the NCTE (presently being revised)

(4) "National Curriculum for Elementary and Secondary Education : A Framework" (revised version) published by the NCERT in April, 1988.

(5) "Work Experience in School Education : Guidelines" published by the NCERT in July, 1987.

(6) Centrally Sponsored Schemes of Operation Blackboard, Non-Formal Education, Improvement in Science Education, Educacational Technology, Environmental Orientation to Education, and Integrated Education for Disabled Children.

(7) NIEPA Guidelines on School Mapping, School Complexes and Institutional Planning.

(8) The 'National Literacy Mission' document and the Scheme of 'Jan Shikshan Nilayams', published by the Ministry of Human Resource Development (Department of Education).

(9) Suggested Lists of Recommended Books and Equipment for DIETs, prepared by NCERT.

CHAPTER 2

DISTRICT INSTITUTES OF EDUCATION AND TRAINING : FUNCTIONS AND SUGGESTED STRUCTURE

2.1 Functions of a DIET

The context, mission and role of the DIETs have been discussed in the preceding Chapter. Their functions, as spelt out in the POA, have been quoted in Annex 2. These could be re-stated as follows :—

(1) Training and orientation of the following target groups :—

(i) Elementary school teachers (both pre-service and in-service education).

(ii) Head Masters, Heads of School Complexes and officers of Education Department upto Block level.

(iii) Instructors and supervisors of Non-formal and Adult Education (induction level and continuing education)

(iv) Members of DBE and Village Education Committees (VECs), Community leaders, youth and other volunteers who wish to work as educational activities.

(v) Resource persons who will conduct suitable programmes for the target groups mentioned at (i) and (iii) above, at centres other than the DIET.

(2) Academic and resource support to the elementary and adult education systems in the district in other ways e.g. by (i) extension activities and interaction with the field, (ii) provision of services of a resource and learning centre for teachers and instructors, (iii) development of locally relevant materials teaching aids, evaluation tools etc., and (iv) serving as an evaluation centre for elementary schools and programmes of NFE/AE.

(3) Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

2.2 Structure of a DIET : Certain general considerations

Looking to the above functions, a DIET would need to have staff strength in the following areas :

(1) Foundations of Education and Pedagogy.

(2) The subjects taught at the Elementa stages :—namely

(i) Languages taught at the elementary level the district (these may be two, three even four, depending on the number languages which are introduced in a St at the elementary stage, and factors li bilingual character of a district)

(ii) Mathematics

(iii) Environmentals Studies—Social Science

(iv) Environmental Studies—Science

(v) Work Experience

(vi) Art Education

(vii) Health and Physical Education

(3) Non-Formal Education

(4) Adult Education

(5) Curriculum, Material Development and Eval ation

(6) In-service Programmes, Field Interaction an innovation Coordination

(7) Planning and Management

(8) Educational Technology

2.3 Organisational structure of a DIET : A sug gested model

A DIET may have academics in the above speci lisms with or without their being organised or group into formations like Departments/Branches/Unit Wings. A Branch-wise structure however, seem desirable as it would make for a managable span c control for the Principal, and generally greater opera tional convenience. While several alternative organi sational models could be thought of, on such mod is being suggested here not the least for historica reasons, viz., that a similar model was recommende in the Draft Guidelines according to which the Schem of DIETs has been implemented since October, 1987 The model now suggested would comprise the follow ing seven academic branches :—

(1) Pre-service Teacher Education Branc (PSTE)—consisting of faculty members i

the "Foundations" area as well as in various school subjects (excluding work Experience).

(2) Work Experience (WE) Branch

(3) District Resource Unit (DRU) for Adult and Non-Formal Education

(4) In-Service Programmes, Field Interaction and Innovation Coordination (IFIC) Branch

(5) Curriculum, Material Development and Evaluation (CMDE) Branch

(6) Educational Technology (ET) Branch

(7) Planning and Management (P&M) Branch.

As a general observation, it needs to be immediately clarified that most programmes and activities of, a DIET would involve more than one branches, and the nomenclature of branches given above, indicates principal nodal responsibility, and not total responsibility. This would become clear from a perusal of the table given in para 2.4.1 infra.

In addition to the above academic branches, there would have to be an Administration Section to provide necessary administrative support. Since DIETs would be expected to organise in-service programmes on a large scale, every DIET would need to have separate hostels for men and women. These hostels should be able to meet fully the residential requirements of training programmes for Adult Education/ Non-Formal Education personnel, and in-service training programmes for teachers, and should in addition, provide hostel accomodation to as many pre-service trainees as possible, within the financial norms of the Scheme. The DIET would also have a library which would be rich in professional books and journals, and a part-time clinic.

Each Branch may be headed by a person who would be generally designated as a Senior Lecturer, with necessary number of Lecturers to support him, depending on the functions and work-load of the Branch. However, wherever a DIET has a full-fledged DRU (please see para 2.6.2), its head will be designated as a Vice-Principal, instead of Sr. Lecturer.

2.4 Functions and structure of individual academic Branches and other Units in the above model

2.4.1 Academic Branches

For the organisational model suggested in the preceding paragraph, functions and structure of individual academic Branches have been described below in a tabular form.

DIETS : ACADEMIC BRANCHES—FUNCTIONS & STRUCTURE

Branch	Functions	Staffing pattern	
(1)	(2)	(3)	
1. Pre-service Teacher Education (PSTE) Branch	1. To serve as the nodal branch for the following :—	Sr. Lecturer	1 (will have a specialisation in child Psychology)
	(i) Organising pre-service course for elementary school teachers (including admissions, instruction and evaluation) and to provide academic inputs into such course is the subjects represented in the Branch (as given in col. 3).	Lecturers	8 (No. is subject to the remark against 'Languages' below)
	(ii) propagation of (a) learner centred education and (b) education for personality development (including value and culture education), through training, extension, preparation of suitable teaching aids, action research etc.	Subject-wise break-up of Lecturers would be as follows :—	
		Languages	2 (The No. may be 3 or 4 depending on the circumstances
	(iii) All general matters concerning teaching methodology (e.g. multi grade teaching, peer group tutoring etc.) and specific matters concerning teaching methodology of the school NFE subjects represented in the Branch.		of the State/Distt. as mentioned in para 2.2(2) above).
		Foundation of Education	1
	(iv) Provision of Psychological Counselling and guidance services to schools and NFE/AE Centres of the district.	Maths	1
		Science	1
	(v) All matters relating to learning by Children of Disadvantaged Groups (e.g. special remedial instruction for first generation learners).	Social Science/ Studies	1
	(vi) Education of children with major handicaps and other mild (physical and mental) handicaps.		

(1)	(2)	(3)
	(vii) Education of the Gifted.	
	2. To conduct such in-service programmes (for elementary teachers) whose content relates exclusively or predominantly to the subjects represented in the Branch, or to its other areas of nodal responsibility listed at (ii)-(vii) under (1) above.	Art Education 1 Phy. Education 1 Lab. Asstt. 1 Note : In the area of Art Edu. the DIET will need faculty strength in visual as well as performing arts. If the Lect. in Art Education has expertise in only one of the two areas, a resource Person may be engaged in the other area, on part-time basis. (see para 2.4.3).
	3. To provide inputs into programmes/activities of all other Branches of the Institute, to the extent of subjects/ areas represented/handled in the Branch. Such programmes would include :— (i) In-service programmes for elementary teachers (ii) Training programmes for NFE and AE personnel. (ii) Development of locally relevant curricula, teaching-learning material, low-cost teaching aids, testing and evaluation tools/techniques, etc. (iv) Field Interaction (including extension) activities (Please see section 3 .4 for details). (v) Action research, especially in ways to improve learning by children of disadvantaged groups, and in education of the gifted.	
	4. Maintenance of Science Lab., Psychology equipment, Resource Room for Education of Disabled Children, Rooms for Art Education, and of equipment and facilities for Sports and Physical Education.	
	5. Promotion of and support to co-curricular activities in areas related to the substantive work of the Branch, e.g. debates and elocution, literature, Science Fairs, Visual and Performing Arts, Sports and Physical Education competitions, Yoga, Hobbies etc.	
2. Work Experience (WE) Branch	1. To identify locally relevant WE areas, and in cooperation with concerned nodal branches, to develop sample curricular units, teaching-learning material, low-cost teaching aids and evaluation tools/techniques in such areas (Examples locally relevant areas would be spinning/weaving/ dyeing, bamboo work, bee-keeping, chatai-making, etc.)	Sr. Lecturer 1 Lecturer 1 WE Teacher/ Draft Instructor (for a specialised craft/trade/ horticulture etc 1
	2. To help educational authorities and elementary schools/ NFE/AE Centres in planned introduction of Work Experience activities in such schools/centres.	
	3. As back-up to (2) above, to conduct appropriate in-service programmes for teachers in the areas of WE.	Service of crafts men, gardener etc. may be engaged on part-time basis.
	4. To provide WE-related inputs into all other programmes and activities of the Institute e.g. pre-serviced and in-service programmes for teachers, training programmes for NFE/AE personnel, Field Interaction (including Extension) activities, Action Research, etc.	
	5. To organise activities for cleanliness, upkeep and development of the Institute campus—roads, playgrounds, lawns, gardens, etc.—and its surroundings, and for basic maintenance of Institute furniture and other properties.	
	6. To organise community service activities and study visits to work centres as part of training programmes, and to promote such activities on extra-curricular basis.	

(1)	(2)	(3)
	7. To maintain Workshop/Farm/Garden for WE activities	
	8. To promote work-related hobbies among trainees of the Institute.	
3. Distt. Resource Unit (DRU) for AE/NFE	1. To assist educational authorities in planning and coordination of training programmes for AE/NFE personal throughout the distt., and to provide necessary support to such programmes organised outside the DIET.	Vice-Principal or Sr. Lecturer (depending on whether both, or for only one of them. IP. see para 2.6.2) 1
	2. To serve as the nodal branch for organising :—	
	(i) programmes of induction training and continuing education for instructors and supervisors/preraks of NFE/AE to be organised in the DIET (Programmes for preraks of AE will be done in conjunction with the SRC)	Lecturer NFE 2 Lecturer AE 2 Clerks 2 (Pl. see para 2.6.2 for alternative scenarios)
	(ii) Orientation programmes for resource persons of the following kinds :—	
	(a) Those who would conduct programmes mentioned in (i) at other centres in the district (i.e. outside the DIET) e.g. personnel from NYK, NFE/AE projects, NGOs, etc. and	If DRU has 2 clerks, one of them will be a Steno-typist attached to the Vice-Principal
	(b) resource persons for the successful implementation of AE/NFE programmes as a whole e.g. extension functionaries of Development Deptts., community leaders, retired teachers, ex-servicemen, NSS Volunteers, ICDS functionaries, other involved in Mass Programme of Functional Literacy (MPFL), etc.	The DRU will draw liberally on the support of functionaries of Development Deptts., educational activists etc., as resource persons, for conducting its programmes.
	3. To provide instructional inputs into (i) core areas of the above programmes e.g. need philosophy, objectives, methodology, evaluation, problems, etc. in NFE/AE, and (ii) teaching of such individual subjects/areas as the staff may have necessary background in, especially teaching of language, arithmetic and functional skills	
	4. To evaluate and monitor the quality and efficacy of training programmes for NFE/AE personnel held in and outside the DIET, and to strive for their continuous improvement	
	5. To maintain a data-base on all NFE/AE personnel who undergo training at the Institute, and to organise follow up activities pursuant to such training	
	6. To under take with the help of other concerned branches, the following activities vis-a-vis curriculum, basic and post-literacy teaching-learning material, low cost teaching and evaluation tools for AE/NFE : (i) Adaptation of existing curricular units, teaching-learning materials etc. to suit local requirements	
	(ii) Development of new locally relevant items including in widely spoken dialects of the distt.	
	7. To undertake field interaction (including extension) work vis-a-vis the AE/NFE projects and centres in the district, and to act as the referral unit for academic problems thrown up by the field in the areas of AE/NFE	
	8. To help the DBE and AE/NFE authorities in organising media support for the AE/NFE programmes (including by harnessing traditional media).	

1	2	3
	9. To undertake action research in all areas relevant for making NFE/AE more effective—in collaboration with other branches, to the extent necessary 10. To provide AE/NFE related inputs into all programmes of the Institute not listed above, especially pre-service and inservice education programmes for teachers	
4. In-service programmes, Field Interaction and Innovation Coordination (IFIC) Branch.	1. To assist educational authorities in planning and coordination of inservice education programmes for elementary teachers throughout the district, and to plan and coordnate such programmes held in the DIET, Pursuant to this, the Branch would— (i) identify training needs of elementary teachers in the district, and prepare a perspective plan for meeting such needs, (ii) prepare an annual calendar of all programmes to be held in the DIET, and (iii) help concerned authorities in preparing an annual calendar of inservice programmes to be held outside the DIET. 2. To serve as the nodal branch for organising— (i) all those in-service education programmes for teachers and Head masters, at the Institute, whose content does not relate exclusively or pre-dominantly to any one Branch i.e. programmes of a relatively general/omnibus nature (e.g. the 'main' programmes referred to in para 3.3.3) (ii) orientation programmes for resource persons who would conduct in-service programmes for teachers at *other* centres in the district (i.e. outside the DIET) (iii) in-service education programmes for teachers in the distance/distance-cum-contact-modes (A part from programmer that the DIET may organise in these modes, on its own, it may also serve as a district level study cente for such programmes which may be organised, say, at the state level. IFIC Branch will serve as the nodal Branch for this purpose as well) 3. To evaluate and monitor the *quality and efficacy* of in-service programmes held in and outside the DIET, and to strive for their continuous improvement 4. To maintain a data-base on all persons, except NFE/AE personnel, who undergo training at the institute, and to organise follow-up; activites pursuant to such training, through correspondence, visits, transmission of printed material, etc 5. To serve as a reference and resource centres for teachers who wish to continue their education 6. To act as the nodal branch for all action research, and field interaction (including extension) activities of the Institute which would include, inter alia :— (i) Coordination of in-house action research activities and dissemination of its results (ii) Acting as a clearning house for information on results of *all* studies, research, innovation, etc. in the area of Elementary Education—wherever undertaken (iii) Publication of a periodic newsletter and an institute journal to be sent to every elementary school/NFE/AE centre in the district.	Sr. Lecturer —1 Lecturer —1 Clerk —1

1	2	3
Curriculum, Material **Development** and **Evaluation** (CMDE) **Branch**	1. To adopt existing items and develop new items of the following kinds so that they suit local circumstances, and can be used in elementary education and elementary teacher education programmes : (i) Curricular units—New, locally relevant units could be developed for the distt. in various subjects to supplement the generally prescribed curricula. Such units may pertain to topics like local geography, folklore, legend, customs, forests, flora and fauna, fairs and festivals, demography, geology, minerals, agriculture, industry, service occupations, folk art, handicrafts, communities and tribes, institutions etc. (ii) Teaching learning for general as well as locally developed curricular units—specially primers for classes I and II in tribal languages in districts having substantial tribal population— (iii) Techniques and guidelines for continuous and summative learner-evaluation (iv) Tests, question/item banks, rating scales, observation schedules, guidelines for diagnostic testing/remedial programmes talent identification procedures etc. Most of the adoptation/development work as above would be done through workshops involving other concerned faculty, institutions, experts, teachers and instructors. 2. To help the DRU in development work as above for Adult and non-formal Education. 3. To undertake testing on sample basis to assess achievement levels among learners, especially with reference to Min. levels prescribed for the primary and upper stage and for adult learners under NLM. 4. To help educational authorities and elementary school/ NFE/AE Centres in implementing a reliable and valid system of learner evaluation. 5. To conduct workshops for the adaptation/development work mentioned in (1) above, as also in-service programmes relating to CMDE. 6. To provide CMDE—related inputs into all other programmes/activities of the institute, e.g. pre-service and in-service programmes for teachers, training progammes for NFE/AE personnel, Field inter-action (including Extension) activities, Action Research, etc.	Sr. Lecturer —1 Lecturer —1 Of the two staff members one should have background in Science/Mathematics and the other in Social Science/ Humanities.
Educational Technology (ET) Branch	1. To develop in collaboration with concerned staff of the —DIET and other resource persons, simple, effective and low-cost teaching aids for various subjects/areas relevant to elementary education and elemeneary teacher education C–charts diagrams, models, photographs, slides, audio tapes, play-scripts, songs etc. 2. To help the DRU in developing low cost teaching aids as above., for Adult and Non-Formal Education. 3. To maintain the following : (i) All A. V. equipment of the Institute, (ii) Computer Lab., (iii) A display area for good, low cost teaching aids developeded in house as well as elsewhere, and (iv) A library of educational video/audio cassettes and, if the Institute has a film projector of films.	Sr. Lecturer —1 Lecturer —1 Technician —1

1	2	3
	4. To lend slides, cassettes and films to institutions having playing/projection facilities, and to borrow them from others Resource Centres. 5. To liase with nearby Radio station for arranging educational broadcasts suitable for elementary school children AE/NFE learners, teachers/instructors etc. of the district. 6. To conduct appropriate in-service programmes for teachers in the area of ET, with special emphasis on:— (i) Effective utilisation of educational broadcasts, telecastes, cassettes and aids, and (ii) Development of simple, low cost teaching aids. 7. To conduct workshops for the development work mentioned in (1) above. 8. To provide ET-related inputs into all other programmes/ activities of the Institute e.g. pre-service and in-service programmes for teachers, training programmes for NFE/ AE personnel, Field Interaction (including Extension) activities, Material Development, Action Research etc.	
7. Planning & Management (P& M) Branch	1. To maintain an appropriate data-base for the district which may be required for various planning exercises aimed at the UPE/UEE/NLM goals and for monitoring progress towards these goals. 2. To conduct studies with a view to giving policy advice to educational planners/administrators/DBE regarding UEE/ NLM. Some of the important areas for such studies would be : (i) Enrolment, retention and regularity of attendance of children and adult learners (especially females, SC/ST, minorities, handicapped, slum-dwellers and other disadvantaged groups) — various factors affecting these. (ii) Effect of various interventions (including incentives) on the above. (iii) Community's perception of and participation in the process of basic education. (iv) Development of norms, criteria and techniques for evaluation of Institutions (Schools and AE/NFE Centres) of the district. One or two educationally backward pockets of the district, which may be with-in easy reach from the District will be specially chosen for conducting above studies as well as a lot of action research activities. These may be called the 'Lab. area' of the DIET. However, while a lot of studies and action research will be concentrated in the lab. area, they would not be necessarily confined to this area, and other suitable areas would also be chosen depending on the nature of work involved. 3 To provide technical assistance to educational authorities in (i) school mapping, (ii) Micro-planning for UPE/AUEE in an area specific and target group specific manner, (iii) formation and activition of school complexes, (iv) institutional planning for school complexes, schools etc., and (v) Institutional evaluation. 4. To serve as the nodal branch in relation to all programmes of community involvement in basic education, and in particular, to conduct orientation programmes for members of DBE, VECs, community leaders, youth and other voluntary educational workers.	Sr. Lecturer 1 Lecturer 1 Statistician 1

1	2	3
	5. To conduct appropriate programmes for Head Masters, Heads of School Complexes and Block level educational functionaries in P & M, covering areas like leadership, motivation, involving the community, educational administration, finance and accounting , office procedure, planning for UPE/UEE, institutional planning etc.	
	6. To appraise the efficacy of various programmes of educational development implemented in the district especially vis-a-vis the objectives of UPE/UEE and NLM.	
	7. To act as the nodel branch for preparing quin-quennial and annual institutional plans and annual self evaluation reports for the DIET, and for liasing with the DBE.	
	8. To provide P & M related inputs into all other programmes/ activities of the institute e.g. pre-service and in-service programmes for teachers, training programmes for NFE/ AE personnel, Field Interaction (including Extension) activities,Action Research etc. with special reference to the areas listed under (3) above.	

2.4.2 Library, Adm. Section, Hostel and Clinic

The library staff will comprise :—

Librarian—1
Clerk—1

The Principal may place a senior faculity member having interest in library development and management, in over-all charge of the library to guide and supervise its work.

The Administration Section which will provide administrative support to the entire Institute will comprise :—

Office Supdt.—1
Accountant—1
Clerks—5 (including one for the hostel)
Class IV staff—6

The IFIC Branch, the DRU and the Library will have their own clerical staff. They will therefore not normally depend on the Admn. Section for clerical support.

The Principal may appoint, from among faculty members, a common Warden for both hostels, or separate Warden for Men's and Women's hostels, as may be convenient. The Warden(s) will be responsible for the smooth functioning of the hostels.

The Principal may also, in his discretion, appoint one of the Branch Heads to assist him in the work relating to the Admn. Section, in addition to heading the latter's own Branch. The Principal will also have a steno/P.A.

The Institute Clinic will be manned by a Part-time Medical Officer. It will treat ordinary ailments of trainees and Institute staff, and provide first aid and common medicines.

2.4.3. **Consultants/Resource Persons**

Apart from the regular staff members indicated in the previous two paragraphs, a DIET would need to engage consultants/resource persons for short durations, to meet its manpower requirements. The table in para 2.4.1 indicates some of the areas where these persons may be needed. There may be several others. To meet this requirement, a DIET will be competent to engage consultants/resource persons for appropriate durations normally not exceeding three months. They may be engaged for a total of upto 50 man months in a year, with honorarium not exceeding Rs. 3000 per man month. State Govts. would lay down norms and guidelines for engaging consultants/resource persons, fixing their honoraria, etc.

2.5 DIET : **Physical Facilities**

A DIET with the kind of functions and structure spelt out above would also need to have adequate physical facilities on the following lines :—

(i) An institute campus of adequate area, preferably 10 acres.

(ii) Buildings :

(a) *Institute Building* : with roughly 10,000 sq. ft. carpet area* (details may be seen in Annex 13)

*By 'carpet area' here is meant the total built-up area of a building *minus* (i) area of circulation spaces (e.g. verandahs, corridors, staircase, foyer etc.), and (ii) area under walls.

(b) *Hostel* : separate hostels for men and women with a capacity of 150 to 200 seats.

(c) *Staff Quarters* : for *at least* five staff members viz Principal, two faculty members one or both of whom would function as hostel warden(s) and two class IV employees.

(iii) The following other facilities :—

(a) Library and reading room

(b) Methods laboratories for Physical and and Life Sciences.

(c) Equipment for psychology experiments, Social Studies & Language teaching.

(d) A work-shed and garden/farm for work experience activities.

(e) Equipment for Education in Visual & Performing Arts.

(f) Playgrounds and equipment for Physical Education and Sports.

(g) Audio-visual aids.

(h) Computer Room.

(i) Equipment for education of the handicapped.

(j) Special materials and equipment relevant for Adult and Non-Formal Education.

Annex. 4 summarises the organisational structure, staffing pattern and physical norms detailed in para 2.4 and 2.5.

2.6 Relating the DIET's structure to the characteristics of the district

2.6.1 Having suggested an organisational structure and required physical facilities for a DIET in paras 2.4, 2.5 and *Annex*.4. it needs to be stressed that it will not hold uniformly for all districts in the country. For reasons adumbrated, later, the above structure would be advisable for a district where the following circumstances obtain :—

(i) Elementary teacher population of 2,500 or more,

(ii) Number of AE and NFE Centres should be 200 each or more, and

(iii) Non-availability of a reputed non-government organisation (NGO) which could be expected to perform the functions of a District Resource Unit for AE/NFE better than a DRU that might be set up as a part of the DIET.

Wherever one or more of the above circumstances do not obtain, the DIET may have a smaller structure than the one envisaged above.

2.6.2 DRU : Alternative Scenarios

Generally, a DRU for AE/NFE would be warranted where there are at least 200 centres each of AE/NFE. In district of non-educationally backward States, by and large, the NFE programme is either very small or non-existent. In such cases, the DRU will be for adult education only. Even then, for a DRU for AE to be set up, there should be at least 200 AE Centres running in the district.

In several districts, there are agencies like Nehru Yuwak Kendras, University Deptt. or other NGOs which have done good work over the years in the area of providing training and resource support to AE/NFE. For such districts, the State Government would have to take a considered decision whether it would be better to assign the responsibility of the DRU to such an NGO, or to create a new one as a part of the DIET. It is also possible that an NGO may have expertise in only one of the two areas i.e. AE or NFE. In such an event, there would be on objection if it performs the functions of a DRU in the area of its expertise, and the DRU for the other is created as a part of the DIET. In short, assuming the numbers of AE/NFE Centres in a district warrant a DRU for AE as well as NFE, the following possibilities would exist :—

(i) DRU for both AE and NFE being a part of the DIET.

(ii) DRU for one (AE or NFE) being a part of the DIET but functions of the DRU for the other (NFE/AE) being handled by an organisation other than the DIET.

(iii) DRU for AE as well as NFE being outside the DIET—either a single agency working as a composite unit, or two different agencies working as DRUs for AE and NFE respectively.

To the extent that a DRU (a composite one or for AE or NFE alone) will be outside the DIET, it would not be funded under the Teacher Education Scheme. Its funding will be done under the scheme of AE/NFE/Mahila Samakhya, in accordance with guidelines formulated under respective schemes.

The table in paragraph 2.4 gives the staffing pattern, *inter alia,* for a composite DRU to be created in the DIET. However, as mentioned above, a DIET may also have a part DRU *i.e.* either for AE or NFE

alone. In such an event, the staffing pattern of a DRU will be as follows :—

Sr. Lecturer—1

Lecturer—2

Clerk—1

Even when a composite or part DRU is outside the DIET, such a DRU and the DIET will be expected to function in close collaboration, especially if the two are located at the same place. In the latter event, there can be considerable sharing of staff and other resources between them.

2.6.3 **Relationship between elementary teacher population of the district and DIET structure**

As stated in para 2.6.1, a DIET may have, besides the DRU, six academic branches, if the elementary teacher population of the district is 2,500 or more. It may be recalled here that, according to the Fifth All India Educational Survey, elementary teacher population in the country, as on 30-9-1986, was 27.9 lakhs which yields an average per district population of about 6,200. Thus, most of the districts in the country have considerably more than the above threshold population of 2,500. Yet, there are a considerable number of districts in the North East, Kashmir, Sikkim and some of the Union Territories whose elementary teacher population is less than 2,500.

A DIET is an expensive institution to create and maintain in non-recurring as well as recurring terms. It has therefore, to be ensured that it has enough clientele to justify the investments it requires. It is accordingly recommended that :—

(i) A separate DIET may not generally be established for districts having less than 1000 elementary teacher population. Such districts may be served, as far as possible by a DIET set up for an adjoining, larger district, or by one which is set up for a cluster of two or more such "small" districts. However, if for reasons of remoteness, geographical barriers, etc., it is not practicable to club a "small" district with the DIET of an adjoining district, some other suitable solution may be devised, looking to local circumstances.

(ii) Where the elementary teacher population of a district is more than 1000, but less than 2,500, while an independent DIET may be set up, it may have a 'telescoped' structure, the extent of 'telescoping' depending, *inter alia,* on how much less the elementary teacher population is compared to the threshold figure of 2,500. The PSTE Branch would not, of course, be affected in any such telescoping exercise, since it is, so to speak, the core branch of the Institute. But independent existance of one or more of the following other branches could be done away with, by not having a Sr. Lecturer for them, and by placing their Lecturer as a member of the PSTE Branch itself :—

(a) Work Experience Branch

(b) Curriculum, Material Development and Evaluation Branch

(c) In-service Programmes, Field Interaction and Innovation Coordination Branch.

Besides the above, while P&M and ET Branches could possibly remain as distinct entities, even these could do with one instead of two faculty positions. With the above kind of telescoping of the academic structure, there would be a corresponding curtailment in the staff of the Administration Section and in the size of the required building and other physical facilities as well.

In its most truncated form—which would perhaps apply to a district with just about 1000 elementary teachers—a DIET (minus the DRU) may have the following structure :—

Name of Branch	Category of posts	No. of posts	Remarks
1	2	3	4
1. Teacher Education	Senior Lecturer . . .	1	
	Lecturers . . .	11	Eight as in the PSTE Branch of a normal DIET, and one each for work corresponding to WE, IFIC and CMDE Branches.
2. Educational Technology . . .	Lecturer	1	

1	2	3	4
Planning & Management . . .	Lecturer	1	
Administration	Superintendent . . .	1	
	Librarian	1	
	Accountant	1	
	Clerks	3	
	Lab. Assistant . . .	1	
	Peons	4	

A DIET of the above kind would also have physical facilities on a considerably less scale—especially in terms of the size of the Institute build'ng and hostel. For example, an 80-seater hostel may suffice for its purposes.

2.7 Special status of the DRU in the DIET

Wherever a DRU—composite, or for only AE or NFE—is created as part of a DIET, it will enjoy considerable functional autonomy within the Institute. This is also to some extent reflected in the organisational structure suggested in this Chapter, in the following manner :—

(i) If the DIET has a composite DRU, its head will be designated as Vice Principal rather than as Senior Lecturer.

(ii) The DRU will have its own nucleus of ministerial staff.

Although the Vice Principal/Sr. Lecturer incharge of DRU will be administratively accountable to the Principal, and through him to the District Board of Education, the DRU will also establish direct linkages with various national, State and district level organisations concerned with AE and NFE. Also, as far as AE and NFE are concerned, the DRU will not merely conduct induction training programmes, but will also carry out most of the functions which the IFIC Branch would perform vis-a-vis elementary schools, in the areas of continuing education and field interaction (e.g. identification of training needs, perspective planning, organisation and conduct of programmes, etc.). However, the DRU's programmes would have to fit into the overall annual calendar of programmes which the IFIC Branch would prepare for the DIET as a whole, so that physical and manpower resources of the Institute are utilised in a well coordinated manner.

2.8 Coordination among various branches/sections/ Units of the DIET

Though a branchwise organisational structure has been recommended in this chapter, it needs to be emphasised that branches have been envisaged purely for practical convenience. In the ultimate analysis, the DIET as a whole, will have a single set of goals and performance norms, and the entire staff of the Institute will be collectively responsible for achieving them. It follows that, far from being watertight compartments, all constituent branches, etc. of a DIET will have to work closely, as parts of a well-integrated, organic whole. There will be full sharing of manpower and material resources available to each branch, and equally, sharing of responsibilities. Since 'departmentalism' is a common tendency, all faculty members of a DIET would need to be oriented right from the start to view themselves as partners in a common endeavour. The coordination function of the Principal will also be a very important one, in this context.

2.9 Alternative Structures

Section 2.3 and 2.4 give details of one organisational model for the DIET. This model is not, however, unique, and it is possible to think of minor as well as major variations on it. For example a minor variation could be that, retaining the same branches, the Lecturer in Art Education could be placed in the Work Experience Branch rather than in PSTE Branch because he has as much in common with the former as with the latter.

As for major variations, models fundamentally different from the above one could also be designed—with a different grouping of disciplines resulting in a larger or smaller number of constituent units. It is also possible to think of a model where there are no branches or units at all, and the DIET functions as an entity without any sub-units.

It would be for State Governments to decide, keeping in view their respective systems, circumstances, experiences, etc. as to which would be the best model for their DIETs. However, whichever model is adopted, its details would need to be worked out as elaborately as has been attempted in Section 2.4, and in particular, all the functions envisaged therein for various branches would have to be taken care of.

CHAPTER 3

GUIDELINES FOR PROGRAMMES AND ACTIVITIES

3.1 **Introduction** : Main programmes and activities which would be organised in a DIET could be listed as follows :—

(i) Pre-Service Teacher Education Programme.

(ii) In-Service Programmes of Elementary Teachers, Headmasters, Heads of School Complexes, and officers of Education Department upto block level.

(iii) Field Interaction (including Extension work).

(iv) Training programmes for personnel of adult and non-formal education.

(v) Workshops for development of curricula, teaching learning material, testing and evaluation tools and techniques, low cost teaching aids, etc.

(vi) Orientation programmes for members of DBE, VECs, community leaders, youth and other educational activities.

(vii) Field studies, action research and experimentation.

This chapter attempts to lay down certain broad guidelines for some of the above programmes and activities as they would be expected to be conducted in the DIETs.

3.2 Pre-Service Teacher Education Programme

3.2.1 All or most matters relating to this programme are regulated by the concerned examining body, e.g. the State Board of Examinations/Secondary Education, etc. The present non-statutory NCTE had, in 1978, brought out a document entitled "Teacher Education Curriculum : A Framework" which, *inter alia,* laid down guidelines regarding admission criteria, content, structure and evaluation system for the Pre-Service Teacher Education Programme as well. Implementation of this Framework in various states has been uneven. Now, with the adoption of NPE, 1986, fresh guidelines in this regard have become necessary. NCTE has now, for some time, been working on a new framework. Once the NCTE becomes statutory and approves a new framework for pre-service teacher education that would have to be followed, with necessary local adaptations and adjustments, throughout the country. Till this happens, organisation of the pre-service teacher education course would continue to be regulated by the State Boards for DIETs as for other ETEIs in the State. In other words, DIETs and other ETEIs in a state will offer contentwise, the same programme since there has, of necessity, to be a common syllabus, terminal evaluation etc. for all pre-service trainees in a State. But the transaction of the programme would be expected to be qualitatively much richer in the DIETs.

3.2.2 Subject to the above, the following guidelines are laid down in connection with the pre-services programme to be organised in DIETs. Many of these would probably get sub-sumed in the new framework which NCTE would lay down. Until that happens, these may be followed to the extent possible within the system prevailing in individual States.

(i) Minimum academic qualification for admission should be higher secondary (12th). The course should be of two years' duration with about 220 working days in each year. Semester system may preferably be followed.

(ii) Annual intake in a two-year programme may be generally kept at 40, but may vary between 30 and 50 depending on the State's/district's requirement of trained teachers. In States/districts where there is already a large backlog of trained unemployed elementary teachers, the intake may be kept at 30. On the other hand, in States/districts where there is a shortage of trained teachers and/or a large backlog of untrained teachers, it may be kept at 50. In States where the pre-service course is of one-year duration, till they switch to a two-year course, the intake may be double the figure suggested above for a two-year course.

(iii) The following principles should govern admissions into the pre-service course :—

(a) The admission procedure should be as objective as possible, with no room for arbitrariness.

(b) There would be reservations for candidates belonging to SCs and STs.

(c) Para 13(C) of Chapter XXIII of the POA says that "Spatial requirement will be an important consideration in admission to teacher training institutions". Accordingly, appropriate weightage should be given, while evaluating candidates' suitability for admission, to their having lived and studied in rural areas/ tribal areas/other difficult areas.

(d) Other things being equal, preference should be given to women candidates.

(e) Apart from the scholastic achievements of the candidates, due weightage should also be given to the following attributes :—

Ability to readily relate to and communicate with children, achievements in sports and physical activities especially yoga, participation in NCC, NSS and various extra curricular activities, creativity, commitment for social upliftment, general awareness, etc.

(iv) In the pre-service course, as in other programmes, use of the lecture method will be limited to the minimum. The process will be learner—active/participative rather than being of one-way communication. The process of learning for the trainees will consist as much as possible of modes like investigations, case-studies, problem solving, role-play, project work, self-study, field visits, demonstrations, group work, tutorials, and other activities. Audio-visual aids like video and audio cassettes, telecasts/broadcasts, films, slides, transparencies etc. as well as low-cost aids will be liberally used to make learning as lively as possible. Training methodology will, in general, be so devised as to carefully eliminate 'spoon-feeding' and help trainees discover, learn and practice for themselves.

(v) Individual differences within the trainee will be carefully noted, and individualized attention paid to trainee's learning needs.

(vi) Apart from practice teaching in schools, trainees will be exposed to teaching in NFE centres also.

(vii) Working with the community will be an important component of the pre-service course, and as part of this, every trainee will be expected to impart functional literacy to a suitable number of adult illiterates, also. All trainees would thus have had exposure to Non-Formal as well as Adult Education.

(viii) Apart from the terminal examinations to be conducted by the State Board, there will be continuous and comprehensive internal evaluation by the Institute. Its aim will be diagnostic and remedial to help trainees develop both professionally and as individuals.

(ix) An annual educational excursion of suitable duration (generally outside the state) will be an integral part of the programme.

Some more suggestions regarding transactional methodology for the PSTE course are given in *Annex* 5.

3.3 In-Service Programmes for Elementary Teachers

3.3.1 Objectives

According to the Fifth All India Educational Survey, about 87% of the teachers in the country working at the elementary stage were trained i.e. they had undergone a pre-service training course. However, their coverage under programme of in-service education has so far been extremely limited. A teacher may serve for anything upto 40 years. During this long period, requirements of his profession change continously, influenced by changes in policy, priorities, technology, society and the world at large. Continuous in-service education of teachers is necessary to keep them abreast of the changes taking place in their professional environment and to develop their skills and attitudes in the light of their changing role.

The objectives of providing in-service and continuing education to teachers could be summarized as follows :

(i) To develop in every teacher, as far as possible, knowledge, skills and attitudes which may be necessary for him to function as a competent professional; and to implement the main components of educational policy, and

(ii) To afford teachers, opportunities of professional growth suited to their individual background, aptitude, talent and choice.

The "main components" referred to in (i) above, in the context of NPE, 1986, as far as elementary teachers are concerned, would be substantially those listed in Sections 1 and 2 of *Annex* 1.

3.3.2 In-Service Education of Teachers : Formulation of a Feasible Pattern

Ideally, decisions about ways of providing in-service education to teachers in a cost-effective manner should

be taken based on findings of appropriate research, keeping in view the objectives and relevant policy areas referred to in the preceding paragraph. However, research in this area so far, aspecially in the context of the NPE, is not quite adequate. It is hoped that the NCTE will examine the matter in depth and promote appropriate research in this area so that cost-effective patterns of in-service education of teachers could be evolved in a local-specific manner. For the present, formulation of a desirable pattern of in-service education has to be attempted on the basis of available expert opinion, and considerations of feasibility. The latter is, in any case, a very important aspect. For example, considerations of training needs and quality may dictate that every teacher should say, annually undergo one-weak training in the contact mode. But in view of the number teachers, logistic problems and constraints of financial, institutional and other resources, it may simply not be possible to provide training on such a pattern. There may, therefore, be no alternative but to organise training of a duration and frequency which may be feasible within the available resources, and to tailor its content so as to fit within such restricted duration by devices such as prioritisation, condensation, etc.

The Education Commission had, in its report submitted in June, 1966, recommended that "there is need for the organisation of a large scale, systematic and coordinated programme of in-service education so that every teacher would be able to receive at least two or three months of in-service education in every five years of service." The National Commission on Teachers-I (NCT-I), in its report submitted in March, 1986, had recommended that "attendance at an in-service training course be made mandatory for every teacher at least once in five years", and that the average length of such a course may be two weeks. The NCT-I had also, in addition, recommended a variety of other methods for providing in-service education to teachers. Relevant portions of Chapter VIII ("The Case for In-Service Education") of the above report may be seen at *Annex*-6.

The report of NCT-I pre-dated the NPE, 1986. In view of the ambitious goals of qualitative improvement and universalisation stated in the NPE, a single training course of two weeks, once in five years, may prove quite inadequate to achieve the objectives listed in para 3.3.1. On the other hand, looking to the enormous number of teachers, recommendation of the Education Commission in regard to duration may also be difficult to implement. On balance, a pattern like the following could perhaps be suggested as being desirable and feasible for every teacher to undergo :—

(i) Training in the contact mode of a *minimum* duration of two weeks (preferably, three to five weeks) over a five-year cycle—through a single contact programme, or more than one, shorter programmes as may be found feasible and effective;

(ii) Regular professional meetings during the academic session at the school complex/ teacher centre level. At these meetings :—

  (a) teachers could receive in-service education messages through audio-visual aids and through inter-action with resource persons and peer group, and

  (b) messages conveyed through contact, audio-visual and other modes could be followed up, validated and reinforced through demonstrations, sharing of experiences, etc.

(iii) Professional support through the print and audio-visual media.

3.3.3 **Programmes in the contact mode : Logistic**

Some of the issues in this regard would be :—

(i) Training in the contact mode of what total duration would be feasible if it is to be provided to every teacher of the district/ State, with a frequency like once in five years ?

(ii) Should the above training be imparted in a single, relatively omnibus course or in several, shorter specialized courses ?

While answers to the above questions would vary from district to district and State to State (depending on factors like elementary teacher population, number of untrained/underqualified teachers, available financial, institutional and manpower resources etc.), for most districts, the following may possibly turn out to be the most appropriate answer, combining the factors of resource constraint and need for quality and comprehensiveness :—

(i) Duration of training in the contact mode may be two to three weeks,

(ii) For ease of logistics, the above training may be generally provided in a single, relatively omnibus programme once in five years,

rather than in more than one, shorter programmes; and

(iii) Since the DIET would be the best-equipped training institution in the district, the above course, when conducted in the DIETs, may be of three weeks' duration, and when conducted elsewhere in the district, could be of a more condensed nature and of two weeks' duration, if resources do not permit a three week course all over.

In the rest of this document, we shall refer to the above, relatively omnibus quinquennial in-service programme as the 'main' in-service programme for elementary teachers.

The suggested duration of three weeks for the 'main' programme to be conducted in DIETs is not to be taken rigidly. For example, if a target group consists of underqualified teachers, programme of a longer duration may have to be designed for them. On the other hand, if the elementary teacher population in a district is very high, and possibilities of organising programmes at other centres are limited, the 'main' programme even in a DIET may have to be restricted to two weeks, in the interest of wider coverage.

Assuming that two 'main' programmes can go on simultaneously in a DIET at least during vacation months and one programme (with appropriate gap) during the rest of the year, a DIET may be able to conduct an estimated 12-14 'main' programmes in a year. If the average number of participants in such programmes is 40-45, a DIET would be able to cover about 500-600 elementary teachers in a year or about 2500-3000 in a five-year cycle. It follows that if the elementary teacher population in a district is over 3,000 and every teacher is to be covered through a 'main' programme once in five years, such programmes would have to be conducted, in addition to the DIET, at an appropriate number of other centres also, in the district. (Examples of 'other' centres where this programme could be conducted, under the DIET's overall guidance, would be other institutions of pre-service/in-service training, higher secondary schools lead schools of school complexes, etc.). If, on the other hand, the elementary teacher population in a district is below, say, 2500, the resources of a full-fledged DIET would tend to be under-utilized as far as in-service training of elementary teachers is concerned. This is the reason why 2,500 has been taken as a threshold elementary teacher population, below which a truncated structure has been suggested for the DIET in para 2.6.3.

Though, logistically, the 'main' programme may become the chief modality as far as training in the contact mode is concerned, the DIET would, at the same time, also have to organise, depending on local circumstances and needs, a number of shorter, theme-specific programmes in areas such as the following :—

(i) Education of first generation learners, including supplementary remedial instruction for them and teaching Classes I and II in tribal languages for teachers serving in tribal areas,

(ii) Education of children with motor handicaps and other mild handicaps,

(iii) Education of the gifted,

(iv) Micro-planning and monitoring progress towards, UPE/UEE,

(v) Courses in the teaching of individual or groups of school subjects i.e. Languages, Mathematics, Science, Social Sciences, Work Experience, Art Education and Health & Physical Education,

(vi) Educational Technology (especially development of low-cost, improvised teaching aids, and effective use of AV aids),

(vii) Minimum levels of learning,

(viii) Continuous and comprehensive learner evaluation,

(ix) Diagnostic testing and remedial teaching,

(x) Multi-grade teaching,

(xi) Institutional planning,

(xii) Personality development, value and cultural education,

(xiii) Implementation of revised curricula and use of revised textbooks, etc.,

(xiv) Yoga and Physical culture,

(xv) Organisation of extra-curricular activities.

The choice of such programmes to be conducted in a year, and the duration, content, etc. of each of them would need to be decided locally, keeping in view such guidelines as may be laid down at the national or State level.

Headmasters, Heads of school complexes and officers of Education Department working up to the

block level would be another target group for in-service training who, though numerically much smaller, would be extremely important in view of their key role in educational reorganisation. The DIET would also have to conduct appropriate training programmes for them. Efforts may be made to cover members of these target groups with the following frequency :—

Headmasters	: Once every three years
Head of School Complexes	: Once every two years
Block level officers of Education Department	: Annually

3.3.4 In-Service Programmes : Certain General Guidelines

The following general guidelines would be kept in view in organisation of in-service programmes in the DIET :—

(i) The starting point should be the identification of in-service training needs of elementary school teachers of the district—short-term, medium-term and long-term, and for different groups e.g. primary teachers, upper primary teachers belonging to different disciplines, underqualified teachers, untrained teachers, teachers of minority institutions, teachers serving in tribal areas, teachers belonging to various seniority—brackets, etc.

(ii) Based on the above, a plan should be prepared for a five-year period working out how the above needs can be best met with the available resources. There would be distinct advantages in finalizing this plan immediately after the national & state level Five Year Plans are finalized, so that it takes full account of the policies, priorities and programmes spelt out in the latter. This plan should clearly indicate the extent to which responsibility for in-service training will be shared between the DIET, and the other institutions in the district.

(iii) Based on the above, a calendar of all programmes (training, orientation, workshops, etc.) to be conducted in a DIET over one academic year, should be prepared by the IFIC Branch at least three months before the commencement of the year. This calendar would, inter-alia, include programmes of the following kinds :—

(a) 'Main' programmes for primary teachers.

(b) 'Main' programmes for upper primary teachers—if necessary, different programmes for teachers of different disciplines e.g. Language, Science, Social Studies, etc.

(c) 'Main' programmes for headmasters.

(d) Shorter, theme-specific programmes for the above target groups.

(e) Training programmes for heads of school complexes and block Education Officers.

(f) Training programmes for resource persons who would conduct "main" or other programmes at centres other than DIET.

(g) Induction training programmes for AE/NFE personnel.

(h) Annual refresher training programmes for AE/NFE personnel.

(i) Orientation programmes for members of DBE, VECs, community leaders, youth and other educational activists.

(j) Workshops for development of locally relevant curricular units, teaching-learning material, teaching aids, testing and evaluation tools, etc.

(iv) Since the "main" programmes would form the focus of in-service training activity, certain guidelines for them would be evolved at the national and state levels. Based on these, every DIET would design its own set of "main" programmes looking to local needs. Such programmes would tend to have a common core, along with other components which would be tailored to meet the specific needs of the individuals district/target group.

(v) The DIET will send its annual calendar of programmes as soon as it is ready, to the District Education Officer (DEO) and managements of non-Government schools. The DEO/Managements will cause teachers to be sponsored for individual programmes,

in such a manner that the list of teachers sponsored for a particular programme will reach the DIET at least three months before its commencement. Teachers who have less than three years to go for retirement, and trained teachers, who have joined service less than three years ago, may generally not be sponsored, especially if the elementary teacher population of a district exceeds 3000.

(vi) Intake in a "main" programme may be kept at 40—45, and "over-sponsoring" may be done to a suitable extent to take care of last minute changes, drop-outs, etc.

(vii) For every programme to be organised in a DIET, a faculty member will be designated as the Course Director. He would usually be from the Branch which has nodal responsibility for that particular category of programmes.

(viii) As soon as the DIET receives nominations for a programme, it will send to every deputed teacher the following :—

(a) A basic outline of the course—its objectives, content and methodology,

(b) Relevant printed material,

(c) A questionnaire to elicit information about the participant's professional background, strengths, training needs, and expectations from the course, and

(d) Joining instructions.

(ix) The DIET should insist on receipt of the filled-out questionnaries at least a month before the commencement of the programme. The information so received should be quickly analysed to ascertain participants' needs profile, and the non-core part of the programme as also the methodology for the 'core' part should be designed accordingly.

(x) Objectives/expected outcomes of every programme should be clearly spelt out in terms of trainees' knowledge and skill levels, and attitudes which it seeks to develop. The programme should be carefully designed so that it actually leads to the expected outcomes.

(xi) In regard to training methodology, statements contained in sub-paras (iv) and (v) of para 3.2.2 would apply. In addition, training inputs which are in the nature of simple information (as opposed to skills or major concepts) may be transmitted largely through printed material sent to trainees in advance, rather than in the face-to-face modality.

(xii) Participants should be treated not merely as trainees but also as resource persons for the programme, and their experiences should be fully utilized to enrich the programme.

(xiii) For every programme, a two-pronged evaluation exercise should be conducted as follows :—

(a) Participant Evaluation :

The modality for this should as far as possible be self-evaluation. At the end of every sizeable module, participants may be given a short problem, exercise or test, followed by supply of standard answers, so that they could assess their level of learning for themselves. A similar exercise could be conducted at the end of the programme as well. The purpose of this whole evaluation process should be diagnostic and remedial. Low performance should not have adverse consequences for the trainee, but should lead to more intensive follow-up in such cases by the DIET. This whole approach—that the evaluation exercise is meant only to professionally help the trainees, and would not adversely affect them in any way should be clearly explained to them, so that they cooperate fully, and benefit from it.

(b) Programmes and Faculty Evaluation :

Every participant should also be given a well-designed questionnaire to elicit his assessment and suggestions about the effectiveness of the programme and the faculty associated with it. Feedback so received should be quickly analysed and utilized to improve future programmes.

In addition to the above written exercise in evaluation, at least one session on the last day of the programme should be devoted to a free and frank exchange of views on the programme's effectiveness and level of participation. In case of programmes of longer than one week's duration, the Course Director should also hold informal sessions with participants at the end of every week in order to get regular feedback.

3.3.5 In-service Education of Teachers : Other Modalities

Programmes of in-service education in the contact mode have been discussed in the preceding two paras. However, the contact mode is expensive and has limitations in terms of numerical coverage. As mentioned in para 3.3.3. in district having over 3000 elementary teacher population, DIETs' efforts would have to be supplemented through 'main' programmes organised at other centres as well. However, in districts where teacher population is very high and/or possibility of conducting training programmes at other centres is limited, alternative strategies on the lines indicated below would have to be adopted :—

1. The 'cut-off period' of three years mentioned in sub-para (v) of para 3.3.4 may be increased upto five years.

2. The DIET may aim at covering—through its own 'main programmes—say, two teachers from every elementary school, of whom one would be the Head Master.

3. A School Complex and/or School-based programme of in-service education may be organised especially for the benefit of teachers who cannot be covered in contact programmes. Teachers trained at the DIET as at (2) above could serve as resource persons in such a programme, besides others e.g. faculty from the DIET and other teacher education institutions, Higher Secondary Schools, Block Education Officer, etc. The DIET and the DEO together would need to work out details of such a programme looking to local circumstances, and the DIET would have to provide full academic and resource support in its implementation.

4. The DIET may also produce and distribute appropriate printed modules and self-learning packages to enable elementary teachers to learn on their own, as well as in School/ School-complex-based manner described above. Operationalising (3) and (4) above would need a good deal of innovativeness and careful planning and execution.

5. As a DIET gains experience and competence in conducting in-service education of teachers in the distance mode, it could work towards changing the modality of the 'main' and other programmes from 100% contact to a distance-cum-contact mode. With this, the duration of the 'contact' would get reduced, and greater numerical coverage would become possible. However, such a switch-cover would have considerable academic and organisational implications, which would have to be taken care of.

Even where all elementary teachers of a district can be covered in the contact mode once in five years, modalities indicated at (3) and (4) above would still be useful by way of supplementing training in the contact mode.

3.4 Field Interaction (including Extension) activities

3.4.1 One of the main shortcomings of existing Elementary Teacher Education Institutions (ETEIs) has been their generally low level of contact with the field i.e. with schools, teachers, NFE/AE Centres and their instructors. This perhaps was partly due to non-fostering of an appropriate culture, and partly due to lack of necessary where-withal in the ETEIs. The NPE and POA clearly dictate an end to this situation of isolation. Therefore, from the start, a fundamentally different culture will need to be fostered in the DIET so that it maintains the closest possible contact with the field. Activities taken up in pursuance of this may be described as 'Field Interaction' activities, and would be one of the chief modalities of providing resource and learning support to elementary schools and AE/NFE Centres. In specific terms, field interaction would have the following main aims :—

(i) Identification of the practical problems being faced in the field so as to devise ways of tackling them,

(ii) Obtaining information about worthwhile experiences, innovations, success stories, etc. and

(iii) Provision of academic guidance, advice extension and resource support to the field (including sharing of resources).

For purpose of convenience, field interaction activities may be classified into :—

(i) extension work, and

(ii) other activities.

These are briefly discussed below.

3.4.2 *Extension* : By "extension" is meant dissemination among educational workers (teachers, instructors etc.) of all information and messages which need to be disseminated for effective implementation of policies, programmes and interventions in various areas of a DIET's concern. Such informa-

tion/messages could relate, inter-alia, to the following matters :—

(i) New Policy decisions, programmes and initiatives.

(ii) Results of new research studies, experiments and techniques developed, e.g. for improving enrolment, retention, attainment levels, etc.

(iii) Any other matters of professional interest to the teacher/instructor.

Dissemination of information as above in the district would be primarily the responsibility of the DIET. One way in which information will be so disseminated would be the in-service education programmes which the DIET would organise. However, as we have seen, the frequency with which a teacher would attend such a programme may be no more than once in five years. It would, therefore, be imperative to organise extension work in several other ways so that necessary information and messages reach the grassroots educational workers in a regular and timely manner. Some of these modalities could be :—

(i) Periodic meetings/seminars/conferences of block level functionaries and heads of school complexes so that they could, in turn, disseminate information/messages in monthly meetings of heads of schools/school complexes/teachers/supervisors/instructors. These meetings/seminars, etc. would be distinct from training programmes for these functionaries referred to in para 3.1 and 3.3.3, and may be of one, two or three days' duration. Their frequency could be quarterly for block level functionaries and six monthly or annually for heads of school complexes.

(ii) Publication of a newsletter and an institute journal to be sent to every school/NFE Centre/AE Centre in the district. The newsletter may be published quarterly. The institute journal may be published annually to begin with. Later, as it gets established, it could be brought out bi-annually. The newsletter will contain useful information in capsule form while the journal may publish full-fledged articles, reports, action research papers, etc.

While the publication of newsletter/journal would be the responsibility of the IFIC Branch and its Senior Lecturer may act as editor for both of them, their editorial board may comprise a suitable number of other faculty members as also pre-service trainees of the Institute who may be interested in this work.

(iii) Production of pamphlets, brochures, research abstracts, etc. and their distribution among school complexes/schools/AE and NFE Centres.

(iv) Circulation of video and audio cassettes, slides and various other teaching aids among schools/school complexes/projects and centres of AE/NFE.

(v) A systematic programme of visits by DIET faculty to school complex meetings/individual schools/AE and NFE centres, and of bringing Head Masters/teachers/instructors to the DIET for exposure to new ideas, information and materials.

3.4.3 Other Field Interaction activities

The term "extension" normally denotes a one-way process where the extension agency imparts and the field agency receives. However, the DIET will be expected to go well beyond this. The thousands of teachers and personnel of AE/NFE scattered in the field are perhaps the best source for obtaining information on practical problems being experienced and worthwhile innovations being done in the field in the area of elementary and adult education. DIETs will, therefore, have to try and tap this resource maximally in its endeavour to carry out its mission. For this, its interaction with the field would have to be as "two-way" as possible.

The modalities listed at (i) and (v) in the preceding paragraph are already of a two-way nature i.e. they would be used as much for extension as for eliciting problems and experiences from the field. Following are certain other suggested modalities for the latter purpose :—

(i) Encouraging School complexes/Schools-teachers/NFE/AE personnel to address their professional/academic problems to the DIET—in writing as well as in meetings. All such problems would be received in the nodal branch—i.e. the IFIC Branch in the case of Elementary Schools & the DRU in the case of AE/NFE—which would then refer them, depending on their nature, to the concerned branch. The latter will convey its comments/advice to the institution/person concerned after such study, examination, action research, etc. as may be necessary.

(ii) Encouraging teachers, instructors, etc. to write papers/articles about their experiences

and view on topics of professional interest. Papers of good quality could be published in the DIET's journal or forwarded for publication to a State/national level journal. Some prizes could also be awarded to persons contributing papers of good quality.

(iii) Every DIET would identify field workers of high calibre, competence and commitment. They would then be regularly invited to the DIET and used as resource persons in relevant programmes. A few of these may also be brought as visiting fellows/research fellows/research associates for relatively longer durations (normally exceeding three months) and may be paid from the budget provision available for payment to consultants (Annex 8)

(iv) Each member of the faculty of a DIET will be expected to take a few classes/sessions every week—or at least every fortnight—in an Elementary School, AE Centre or NFE centre. His functioning as a 'practitioner' in this manner will substantially enrich him as a 'trainer' (Pl. also see Annex 12, para 6.1.1).

3.5 Action Research

Field studies, action research and experimentation to be conducted by the DIETs would be aimed primarily at tackling specific local problems that may be encountered in achieving the goals of UPE/UEE/NLM. As already stated, the target groups which need maximum attention for achieving these goals are girls/women, SCs/Sts, educationally backward minorities an other groups, slum dwellers, working children, inhabitants of inaccessible areas, and children/adults with physical and mental handicaps. Action research activity will, therefore, aim primarily at

(i) Studing problems in their enrolment, retention and learning and ways of tackling these problems,

(ii) Relating learning to the local environment, and

(iii) Try-out of specific approaches, techniques, and materials developed by the DIET to tackle the above problems.

Action research may be concentrated primarily in the 'Lab areas' referred to under 'Planning and Management Branch' in para 2.4.1. The DIET will also identify and systematically study success stories in the district with a view to further field-testing them and disseminating their messages.

Action research activities of a DIET will be participatory in nature-fully involving, as the case may be, learners, techers/schools, AE/NFE personnel and various agencies involved in implementation of educational development programmes in the district. Action research activities which do not invole large resources in terms of money and manpower may be freely undertaken by faculty members according to their choice, consistent with their other duties. But activities involving substantial resources would need to be taken up in the project mode.

Projects for undertaking studies and action research will be formulated by concerned faculty members of the Institute based on preliminary studies, available data, problems thrown up by the field, etc. All such proposals will be considered by a sub-committee of the Programme Advisory Committee (PAC) of the Institute (see para 3.7.2. below) which may be called the Sub-Committee on Studies and Action Research (SSAR). It may include one representative of the SCERT, one member of a nearby University Department of Education or CTE/IASE, the Principal of the DIET the District level Officers in charge of Elementary, Non-Formal and Adult Education, and two or three presons from the district who may be known for their achievements in educational innovation and research (Persons of the last category could be co-opted if they are not already members of the PAC). Project proposals will need to be considered and approved/sanctioned by this Sub-Committee before they are taken up for execution or posted to a funding agency for assistance. On completion of the project, the concerned team will submit its report to the SSAR, which will evaluate it and decide on further action e.g. try-outs on a large scale, general dissemination, remitting back to the team for further investigations, etc.

The Senior Lecturer of the IFIC Branch would serve as the Member Secretary of SSAR, and his Branch would provide it secretariat support.

As mentioned in *Annex* 8 and in Note 2 at its end, there will be a nuclear provision in a DIET's own recurring budget for undertaking action research projects but it will also tap other schemes and sources which fund such projects. In the case of the latter type of projects (funded from outside the DIET Scheme), the DIET will have to follow the guidelines of the relevant scheme/agency, as well.

Experimentation and innovation in DIETs will be actively promoted and encouraged by all concerned—by the SCERT, SRC, other supporting institutions, DBE, the Principal and Branch Heads.

3.6 Training Programmes for NFE & AE Personnel

3.6.1 Logistics

The present policy is to provide induction and annual refresher training to AE & NFE instructors according to the following pattern :—

Category of Instructors	Duration of	
	Induction Trg.	Annual Refresher Trg.
1. NFE	30 days	20 days
2. AE	21 days	10 days

Workload of training of the above personnel in a distt. in a particular year would depend on several factors, and would have substantial distt.-to -distt. and year-to-year variations. Some of these factors would be :—

(i) No. of existing instructors/supervisors.

(ii) No. of fresh instructors/supervisors appointed in a particular year on account of:—

(a) attrition of existing staff, and

(b) opening of new centres/projects.

In general, the over-all training responsibility for a distt. would have to be shared among the DRU, AE/NFE projects, NYK, and other capable organisations, with the DRU playing a nodal role. The extent to which actual training responsibility will be borne by the DRU/DIET and by other agencies, would depend, inter-alia, on :—

(i) Quantum of workload (which in turn would be determined by factors such as those stated above).

(ii) Operational ease and trainees' convenience, and

(iii) Capability of other agencies to conduct such training.

3.6.2 General Guidelines regarding training programmes for AE and NFE Personnel

Much of what has been stated in para 3.3.4 in the context of in-service programmes for teachers would apply mutatis–mutandis, to training programmes for AE and NFE personnel. However, the target group in the latter being of a very different kind, there will be several distinguishing feature as well. Above all, the content and methodology of these programmes would have to be kept as simple and direct as possible.

The Central Directorate of Adult Education and SRCs would separately issue detailed guidelines regarding training programmes for AE personnel. Likewise, the Ministry of Human Resource Development/ NCERT and SCERT, would do so for training of NFE personnel.

3.7 Institutional Planning for the DIET : Quinquennial & Annual Exercises

3.7.1 To achieve its mission with the available resources, the DIET will have to plan its programmes and activities in a meticulous and integrated manner both over long-and short-terms. Towards this end, every DIET will prepare quinquennial and annual institutional plans which will serve as blue prints for all its programmes and activities over the five-year/one year period. These planning exercises may be done in the following manner :—

(i) The mission of a DIET has been spelt out in general terms in Chapter 1. Keeping this in view, specific goals and performance norms would need to be set for every DIET —both for medium-and-short terms— which may serve as its beacon light. This task of goal/norm setting will be done by the District Board of Education in consultation with the DIET and other relevant agencies. While doing so, it will keep in mind various Central and State level guidelines, and the specific circumstances and problems of the district.

(ii) Based on the above, the DIET will prepare its five year and annual institutional plans. Both these kinds of planning exercises will involve working out how goals/norms set by the DBE can be best achieved with available resources. There would be distinct advantages in formulating the five year plan immediately after the national and State level five year plans are finalised so that it takes full account of the policies, priorities and programmes spelt out in the latter.

(iii) Items (i)–(iii) under para 3.3.4 give certain guidelines about the manner in which the IFIC Branch should prepare its five year and annual plans of programmes and activities. All other branches/units of the DIET will also be expected to do five year and annual planning exercises for their respective areas of responsibility, in a similar manner, keeping in view the goals/ norms referred to in (i) above.

(iv) Based on plans prepared by individual branches/units, draft five year/annual

institutional plans for the Institute as a whole should be prepared. These draft plans should be discussed first in a meeting of the DIET faculty. After a broad consensus is reached at this forum, the draft plans should next go to the Programme Advisory Committee (PAC) (see para 3.7.2. below). After taking into account the advice and guidance of the PAC, the plans should be finalised, and their copies sent to the DBE, SCERT and SRC.

(v) The annual institutional plan may be prepared academic year-wise. It should be finalised at least three months before the commencement of the year. The calendar of programmes referred to in para 3.3.4 (iii) will be finalised after the preparation of the annual institutional plan is completed as above, and would fully dovetail with the latter. NIEPA will circulate detailed guidelines for quinquennial and annual institutional planning to be done by DIETs. Nodal responsibility for this work within the DIET will rest with the Planning and Management Branch, which will discharge it in close coordination with the IFIC Branch.

3.7.2 **Programme Advisory Committee (PAC)**

Every DIET will have a Programme Advisory Committee which will advise and guide the Institute in the planning and conduct of its entire range of programme and activities. The Committee may have the following composition :—

(1) Principal, DIET : Convener

(2) One representative each from all agencies with which the DIET would have linkage e.g. :

(i) District Board of Education (represenatative to be chosen from among the Board's non-official members)

(ii) SCERT, SIET and SRC

(iii) Nearest University Department of Education.

(iv) Nearest CTE or IASE, and in the absence of these, any other good secondary teacher education institution located nearby.

(v) District Educational Officer*.

(vi) District level officers in-charfge of AE, NFE and Women & Child Development.

(vii) CEO, DRDA.

(viii) Station Director of the local Radio Station (wherever applicable).

(ix) District Information and Publicity Officer.

(x) In case a DRU is wholly or partly outside the DIET, the head of such DRU.

(xi) Coordinator, Nehru Yuwak Kendra.

(xii) NGOs in the district working in the area of elementary/adult education.

(3) Representatives of client group and staff :

(i) Two students of the pre-service teacher education course.

(ii) One elementry teacher, one Head Master and one Instructor or Supervisor each of AE and NFE who may have undergone in-service training in the institution in the last one year.

(iii) Three representatives of the faculty of the institution of whom one would be Vice-Principal/Senior Lecturer incharge of DRU, one other Senior Lecturer and one Lecturer.

(4) Others :

(i) Two eminent educationists/teacher educators/teachers, with a substantial record of service, who may be interested in associating themselves with and contributing to the activities of the DIET.

(ii) Two other eminent citizens of the district whose association with the DIET may be of benefit to the institution.

Functions of the PAC vis-a-vis preparation of five year and annual institutional plans of the DIET have been indicated in the preceding paragraph (3.7.1).

Meetings of the PAC may be held at least twice a year. It may set up Sub-Committees to go into various categories of programmes conducted by the DIET e.g. teacher education, AE, NFE, field interaction, action research, etc. The Sub-Committees may co-opt in their work experts and other concerned persons who may not necessarily be members of the PAC. Functions of the Sub-Committee on Studies and Action Research (SSAR) have been dealt with in para 3.5.

3.8 **Co-curricular activities**

While DIETs will be organised a large number of formaly structured, curriculum-related training and

*Throughout this document, 'District Education Officer' means the senior-most officer responsible for school education in the district, by whotever designation called.

other programmes, they would also be expected to organise a wide range of co-curricular activities in which faculty members and trainees (especially pre-service trainees) would participate on a voluntary basis, depending on their individual interest. Though these activities would be outside regular curricular programmes, they would play an important role in enriching life on the campus.

Pre-service trainees would be the main beneficiaries of these activities, since they are the ones who would be at the Institute for long durations, but participants of in-service programmes would also find many of these activities interesting and useful.

Co-curricular activities will be expected to be organised chiefly through clubs and societies formed for the purpose. Each such club/society would have one or two staff associates/advisers, and trainees would enrol as members of such clubs/societies depending on their interest. Office bearers of each club/society would be chosen from amongst such trainee members in accordance with rules which the Institute may frame for the purpose. Following are some of the areas for which clubs/societies could be constituted :

(1) Debates and elocution
(2) Literary activities
(3) Hiking and mountaineering
(4) History and Archaeology
(5) Current Affairs
(6) Fine arts
(7) Music, Dance and Drama
(8) Environment
(9) Science
(10) Hobbies
(11) Athletics/Gymnestics/Aquatics
(12) Various games and other sports
(13) Yoga/Judo/Kerate
(14) Social Service
(15) Scouting and guiding

PART—II

DIETs : IMPLEMENTING THE CONCEPT

Chapter 4 Establishment of District Institutes of Education and Training Main—Features of the Scheme.

Chapter 5 Perceptive Planning, Project Formulation and Sanction.

Chapter 6 Operationalising DIETs : Project Implementation

Chapter 7 Monitoring and Review

CHAPTER 4

ESTABLISHMENT OF DISTRICT INSTITUTES OF EDUCATION AND TRAINING - MAIN FEATURES OF THE SCHEME

4.1 In Part I, an attempt has been made to conceptualize the DIET in some detail. This, the second part of the document deals with the realisation of that concept i.e. with the mechanics of setting up the kind of DIETs described in Part I.

4.2 As stated in para 1.6 and Annex 2, a Centrally Sponsored Scheme of Re-structuring and Re-organisation of Teacher Education is being implemented since October, 1987, in pursuance of the NPE. One of the components of the Scheme is to set up about 400 DIETs in the country. Till October 1989, Central assistance had been sanctioned under the scheme for setting up 216 DIETs.

4.3 **Main Features of the DIET Scheme***

Following are the main features of the DIET Scheme :

(i) DIETs will be set up by the concerned State Governments. and Union Territory Admns., with Central assistance.

(ii) In districts which have Government Elementary Teacher Education Institutions (ETEIs), one of such institutions will be developed/upgraded as a DIET. If a district has no Government ETEI but its size warrants a DIET (please see para 2.6.3), it will be set up in such a district, *de novo*.

(iii) Central assistance will be provided to State (Governments/UT Admns. for establishing DIETs as above *on project basis,* subject to the latter fulfilling certain conditions spelt out in paras 4.4 and 4.5, and in accordance with norms given in para 4.6. Some of the implications of giving assistance on project basis are :—

(a) Proposals for establishing DIETs will be prepared separately for each district, keeping in view its specific circumstances and needs, status of the institution to be upgraded (wherever applicable), etc.

(b) In every district for which Central assistance is sanctioned the State Government/UT Administration will establish/operationalise the Institute in a time-bound manner.

(Depending on whether a DIET will be set up by upgrading an existing Government ETEI, or established *de novo,* the project may be called an 'upgradation' or 'new' project.)

4.4. **Tackling of certain institutional and manpower problems in Elementary Teacher Education : Pre-condition for Central assistance**

4.4.1 **The problems :**

The teacher education scenario in the country is beset with several problems, which vary from State to State. Some of the problems are :—

(i) Mushroom growth in the number of 'sub-standard' and 'malpractising' institutions, and

(ii) Serious mismatch between the demand and supply of trained teachers (and in some States, even of qualified teachers)—often manifesting itself, variously, as large backlogs of

(a) underqualified and/or untrained, serving teachers, and

(b) trained, unemployed teachers.

4.4.2 **'Sub-standard' and Malpractising' Institutions : Criteria**

'Sub-standard' Institutions :

Annex 7 gives conditions for recognition of ETEIs, as suggested by the NCTE Committee on Elementary Teacher Education. If an institution is considerably below these norms, and the body running it is unwilling or incapable of making necessary improvements in it within a reasonable period, it would be classified as a 'sub-standard' institution.

'Malpractising' Institution :—

If as a result of an audit inspection or any other kind of check or appraisal, an institution is found to

*Even though, strictly speaking, DIET is one of the five components of the Centrally Sponsored Scheme of Teacher Education, it has itself been referred to as a Scheme in the rest of this document, for the sake of convenience.

have indulged in a serious breach of any law, code, statute, rule, regulation, orders or conditions of recognition/affiliation applicable to it, with private gain as the motive, it may be classified as a 'malpractising' institution. Such malpractices would include :—

(i) Charging of captiation fee, or other kind of fees on an exorbitant scale,

(ii) Selection of trainees on improper or unfair basis, and exceeding sanctioned intake,

(iii) Malpractices in the conduct of examinations,

(iv) Payment of lesser amounts to staff than their declared emoluments,

(v) Other financial irregularities, and commercialisation of teacher Education.

4.4.3 **Action Required**

Mere establishment of DIETs will not go very far in improving teacher quality if the maladies described in para 4.4.1 are allowed to persist. Therefore, for a State/UT to be eligible for Central assistance under the DIET Scheme, it will have to fulfil the following pre-conditions :—

(i) All existing ETEIs should be surveyed and appraised and those found to be sub-standard or engaged in malpractices should be phased out in a time-bound manner, through steps like de-recognition, disaffiliation, withdrawal of grants, etc.

(ii) If the State has a large backlog of under-qualified and/or untrained teachers, it should launch a time-bound action plan to liquidate such backlog, and to stop further recruitment of such teachers. Exception may however be made to the extent necessary for remote pockets facing a problem of non-availability of qualified/trained candidates willing to serve there.

(iii) (a) If a State is left with a substantial surplus in pre-service training capacity even after the excercise at (i) above it should suitably reduce such capacity further. This may be done for example, by converting a part of pre-service into in-service training capacity, reducing intake in pre-service courses, and if necessary, closing down some more relatively under-provided institutions.

(b) If, on the other hand, a State has a serious default in pre-service training capacity, it should augment it by increasing seats in existing institutions, opening new institutions etc. (However, seats in DIETs should be kept within the limits seven in Annex 4, so that the pre-service function does not interfere with the Institute's capabilities to discharge its other assigned functions).

In sum, every State/UT will have to take steps to bring about a rough balance between demand and supply of trained elementary, teachers, within a reasonable timeframe.

4.5 **Role of State Governments/UT Administrations : Certain other aspects.**

Apart from the responsibility envisaged in para 4.4.3 above, following are certain other matters for which State Govts./UT Admns. will have to assume responsibility under the Scheme :—

(i) Making available adequate land for the DIET campus—in case acquisition becomes necessary, it will have to be done out of States'/UTs' own resources.

(ii) For DIETs sanctioned in the VII Plan period, to bear liability for all recurring expenditure, as from 1-4-90, on a scale suitable for such Institutes (which would include, besides expenditure on staff, adequate provision for maintenance of buildings, replenishment of equipment/books, other contingencies, and for conduct of programmes, on an appropriate scale)

(iii) Even during the VII Plan period, to bear recurring liability to the following extent :—

(a) upto the level of its committed liability prior to upgradation,

(b) For the in-service programmes to be conducted in the DIETs, Central Govt. would pay for (a) contingent expenditure (e.g. stationery, course material, etc.), and (b) board of the outstation participants coming from Govt. and semi-Govt. institutions @ Rs. 20/- per day per person, and for working lunch for the local participants of the same category. Outstation participants would also be entitled to free lodging in the hostel. However, expenses on account of the participants' TA (including cost of local travel) and out-of-pocket allowance (at the rate applicable where free board and lodge are provided) as also the liability for their compensatory leave, would have to be borne by the State Govts./UT Admn./employer concerned.

(iv) Ensuring that necessary improvements are carried out in ETEIs which are identified

neither for upgradation into DIETs nor for being phased out in terms of Section 4.4 (in other words, which are to be retained as such) so that they broadly come upto the norms given in Annex 7.

(v) Ensuring that elementary teachers, headmasters, AE/NFE personnel, etc. are systematically sponsored for the in-service training programmes conducted in the DIETs.

(vi) Ensuring that alternative arrangements are made for adequate in-service training of teachers, and for training of AE/NFE personnel, to the extent this cannot be done in the DIETs due to the problem of numbers.

State Govts./UT Administrations will be eligible for Central assistance under the DIET scheme, subject to their giving a clear commitment to bear responsibility for the above items.

4.6 Norms of Central assistance

4.6.1 Non-Recurring Items

'Average norms' of Central assistance for DIET project for non-recurring items would be as follows :—

Category of Project	Average Norms of Central Assistance (Rupees in lakh)		
	for Civil Works	for Equipment	Total
1. 'Upgradation' Project	40.0	10·0	50.0
2. 'New' projects	64.0	13·0	77.0

The above norms are by way of an average—to be achieved across various projects of each category, for a State/UT. Projects will have to be planned in a need-based manner, and competing requirements suitably prioritised, so that above averages are achieved. In the case of hilly districts some relaxation in the above average norms for civil works would be available.

Under 'Civil Works', Central assistance will be available, in 'upgradation' cases for the following items also, within the above overall norm of Rs. 40 lakhs :

(i) Special Repairs and Alterations/Re-modelling in existing buildings provided this leads to overall economy through reduced need for new construction, and

(ii) Augmentation of basic facilities on the campus, like water supply, electrification, etc., in case these are considered inadequate looking to the DIET's needs.

Within the norms of Rs. 40 lakhs, outlay for the above two items will normally be kept within Rs. 5 lakhs.

While it is not possible to indicate further break-up of the normative amounts given above for 'upgradation' cases—due to wide variations in the circumstances of such cases—this can be done for 'new' cases because of their broad similarity. The rough break-up for such cases may be taken to be as follows :—

A. Civil Works :

Institute Building	Rs. 26 lakhs
150 seater hostel	Rs. 32 lakhs
5 staff quarters	Rs 6 lakhs
TOTAL :	Rs. 64 lakhs

The above amounts are inclusive of all costs associated with construction e.g. internal and external electrification, water supply, sanitation, service roads, fencing, etc.

EQUIPMENT :

Category of equipment	Norms of Central assistance for a 'new project' (In lakhs)			Remarks
	Furniture	Equipment	Total	
1	2	3	4	5
1. Library books, furniture & equipment.	0.84 (for furniture equipment)	1.66 (for books)	2.5	It is presumed that all new building to be constructed will have built-in almirahs/cupboards/ shelves/chests/black boards and these would also be built, as far as possible,
2. Methods Labs. :				
(a) Psychology	—	0.07	0.07	
(b) Science & mathematics . .	0.27	1.21	1.48	
3. Social Studies and Language Teaching.	—	0.1	0.1	
4. Work Experience	0.05	0.12	0.17	

1	2	3	4	5
5. Art Education	0.1	0.23	0.33	into the existing buildings (as part of Special Repairs / Remodelling), so as to minimise the need to separately purchase these items.
6. Physical Education & Sports . .	—	0.3	0.3	
7. Educational Technology . . .	0.08	1.14	1.22	
8. Computers	0.05	1.65	1.7	
9. Education of the Handicapped .	—	0.4	0.4	
10. DRU	—	0.13	0.13	
11. Furniture and equipment for classroom, staff rooms and office . . .	1.75	0.45	2.2	
12. 150 seater hostel	—	—	2.4	
TOTAL			13.0	

4.6.2 **Recurring items**

As per details given in *Annex*-8, a fully operational DIET, set up in accordance with norms given in *Annex* 4, is expected to have an annual recurring budget of Rs. 24.4 lakhs towards staff emoluments, contingencies and programmes (except those funded under other schemes like AE, NFE, etc.). Central assistance will be available till 31-3-1990 upto this extent, reduced by the level of State Government's committed expenditure on the concerned ETEI prior to its upgradation.

CHAPTER 5

PERSPECTIVE PLANNING, PROJECT FORMULATION AND SANCTION

5.1 Constitution of a Task Force

From what has been said in the previous chapters, it is clear that meeting the prescribed pre-conditions and preparing district-wise project proposals would be a detailed exercise requiring considerable work by way of data collection, analysis, and perspective/project planning, taking care of the needs of elementary schools as well as NFE and AE sectors. In order that this is properly done, it is recommended that every State Govt./UT Admn. constitute a Task Force for the purpose, which may have the following composition :—

(i) An officer of the State Govt. in the Education Department not below the rank of Deputy Secretary.

(ii) Representatives of the SCERT and the State Resource Centre for Adult Education;

(iii) Representatives of the Directorates administratively dealing with Elementary Education, Teacher Education, Non-formal Education and Adult Education (not below the rank of Joint Directors);

(iv) Seniormost Finance Officer in the State Education Department, or in the Directorate dealing with Teacher Education, or in the SCERT;

(v) State level officer-in-charge of planning in the Education Deartment;

(vi) Field Adviser, NCERT;

(vii) One or two specialists in the area of Elementary Teacher Education to be nominated by the State Govt.;

(viii) An Engineer of the Design Wing of the State PWD, not below the rank of an Executive Engineer;

(ix) The District Education Officer* may be co-opted as a member whenever the Task Force tours or considers proposals related to a particular district.

5.2 Decuments to be prepared by the Task Force

5.2.1 When proposals are to be formulated under the DIET scheme for a State/UT for the first time, the task force will prepare :—

(1) A Perspective Plan for Elementary Teacher Education in the format given in *Annex* 10, and

(2) Project proposals for setting up individual DIETs as per para 5.4(8) below.

In the subsequent years, the Task Force will prepare only documents mentioned at (2) above.

5.2.2 The Perspective Plan

The Perspective Plan will essentially give an overview of the existing status of Elementary Teacher Education system in the State/UT and indicate how the State Govt./UT Admn. proposes to go about improving it in a planned and time-bound manner. It will, *inter alia,* give the following information :

(a) Estimated demand and supply of trained elementary teachers in the State

(b) Identification of sub-standard and malpractising ETEIs

(c) Action Plan for implementing steps outlined in para 4.4.3

(d) Present system of pre-service Elementary Teacher Education and measures proposed to be taken to improve it (e.g. in terms of eligibility criteria, course duration, admission procedure, syllabus, examination system, etc.)

(e) Manner in which in-service training needs of elementary teachers (including Head Masters), and training needs of AE and NFE personnel are proposed to be met, and the manner in which this responsibility will be shared between DIETs and other institutions.

(f) DIET model proposed to be adopted in the State—in terms of organisational structure,

*Pl. see footnote in para 3.7.2.

criteria for recruitment of faculty, physical facilities, academic features, etc.

(g) A phased programme for establishment of DIETs, including identification of agencies which will carry out various tasks e.g. building construction, procurement of equipment, recruitment and training of staff, development of various programmes to be conducted in DIETs, etc.

5.2.3 **Project proposals**

Proposals for setting up individual DIETs will contain, *inter alia,* the following information :—

(a) Estimation of the size and nature of the DIET's target group in the district (Elementary Teachers, AE/NFE personnel, etc.)

(b) Changes necessary, if any, in the design of the DIET to be set up in the district, keeping in view (a) above, and other relevant factors e.g. availability of a suitable NGO for functioning as DRU, bi- or tri-lingual character of the district, etc.

(c) Size of outlay required for setting up the DIET—for buildings and equipment,

(d) Any other district-specific information of significance.

5.3 **Steps in Perspective Planning**

To prepare the Perspective Plan referred to in the previous section, the Task Force should proceed as follows :—

(1) *Survey and Appraisal of existing ETEIs*

All existing ETEIs of the State should be appraised by the Task Force in the following manner :—

(i) A status report should be obtained from all of them, in the format given in *Annex* 9 through the District Education Officer who will scrutinise and verify its contents.

(ii) At least one member (preferably two) of the Task Force should visit every *unaided* ETEI, and personally verify its status. As for the remaining ETEIs (Govt. and aided), a reasonable proportion of them should be similarly visited by members/sub-groups of the Task Force for the same purpose.

(iii) On the basis of the above survey, the Task Force should identify sub-standard and malpractising ETEIs, and send a detailed report to the State Govt. recommending their closure.

(2) *Backlog of Untrained and Underqualified Teachers*

The Task Force should ascertain figures of untrained and underqualified teachers in the State, if any, prepare a time-bound action plan for liquidating their backlog (in a maximum of, say, five years), and submit it for State Govt.'s approval. Financial implications of the Plan should be clearly spelt out, and it should be so prepared that recruitment of untrained/under-qualified candidates, if being done in the State, also comes to an end simultaneously with, or earlier than the liquidation of the backlog.

(3) *Serious Mis-match between Demand and Supply of Trained Teachers*

The Task Force will estimate the demand of trained elementary teachers in the State over the next five years, and compare it with the output of ETEIs that will remain after closures, if any, pursuant to (1) above. Backlog of trained, unemployed teachers in the State, if any, will also be kept in view. Looking to all these factors, if a serious *surplus* or deficit is found in the elementary teacher training capacity in the State, the Task Force will recommend action to the State Govt. on the lines suggested in para 4.4.3 (iii).

(4) *Model of the DIET to be followed in the State*

The Task Force will carefully examine the suitability for the State, of the organisational model for DIETs recommended in Chapter 2, and recommend what model should be followed in the State. While doing so, it will also examine the guidelines for personnel policy given in para 6.2.4.2 and *Annex* 12 and recommend with what modifications, if any, these should be followed in the State.

(5) *Identification of construction agency*

The Task Force will tentatively identify the agency or agencies which will construct DIET buildings in various districts of the State e.g. PWD, Housing Board, Construction Corporation, etc. The agencies should be so chosen that they are able to execute civil works quickly, economically and of good standard.

(6) *Obtaining State Govt's orders on items* (1)-(5) *above*

The Task Force will send a consolidated report to the State Govt. containing its recommendations on items (1)–(5) above, and obtain the latter's specific orders on each item so that the pre-conditions for Central assistance spelt out in the previous chapter are satisfied. Orders on (2) should be accompanied by necessary financial commitment, as also on (3) if

it involves opening new ETEIs (which will be necessary in the deficit situation).

(7) *Preparation of Perspective Plan*

After State Govt's orders are obtained as above, the Task Force will prepare a Perspective Plan for Elementary Teacher Education for the State, in the format given in *Annex* 10, incorporating the said orders. The Plan will clearly indicate districts for which separate DIETs will *not* be set up keeping in view the criteria given in para 2.6.3, and the nearby district to whose DIET each such district will be attached.

5.4 **Steps in formulation of project proposals**

The Central Govt. will communicate each year to State Govt. number of DIET projects that should be prepared for that particular year. Normally, all districts of a state may be expected to be covered over a three year period. The Task Force will prepare proposals for the indicated number of projects in the format given in *Annex* 11. For doing this, it will proceed as follows :—

(1) *Selection of districts* :

Districts for setting up DIETs will be chosen by the Task Force keeping in view (a) guidelines, if any, laid down by the Central Govt. while indicating the number of projects for the year, and (b) guidlines or directives of the State Govt. In States having tribal sub-plan districts, a proportionate number of such districts should be included in the proposals every year.

(2) *Locating the DIET in the selected districts* :

If a district has only one Government ETEI, it would normally select itself for upgradation into a DIET. If, however, it is running in a rented building, adequate land should be acquired for constructing a new DIET campus, preferably at the same place, so as to cause minimum dislocation.

If a district has two or more Government ETEIs, the one with the best physical infrastructure and academic record should be chosen for upgradation. The former criterion will ensure that financial requirements for upgradation cases, remain within the norms laid down in para 4.6.

If a district has no Government ETEI at all, location of the DIET should be decided based on factors like centrality, ready availability of adequate land, and availability of existing buildings with the State Education Deptt. where the DIET could start functioning without waiting for new buildings to come up.

(3) *Visit to the ETEI chosen for upgradation/place chosen for locating 'new' DIET*

The Task Force will divide itself into a suitable number of sub-groups, and a sub-group will visit each district selected for establishment of a DIET in the year. Apart from district headquarters, the sub-group will visit the ETEI chosen for upgradation or, as the case may be, the place chosen for establishment of a 'new' DIET. During these visits, the sub-groups will hold extensive discussions with the DEO, district level officers in charge of AE and NFE, staff of the ETEI concerned, other experts, and engineers of the construction agency chosen for the particular district. The sub-group will also carefully study the existing status of the ETEI and devise ways of developing it into a DIET (or of setting up a 'new' DIET) in the most economical manner possible.

(4) *Deciding about the DRU* :

Based on the principles outlined in para 2.6.2, the Task Force will decide which districts need a DRU for AE and NFE both, which need a Unit for only one of them, and which, if any, do not need it at all. Next, the Task Force will take stock of the NGOs available in the districts which need a DRU, and identify those districts where the function of the DRU should be assigned—for AE and NFE both, or for one of them—to a suitable NGO, and those where the DRU will have to be created wholly or partly as a unit of the DIET.

(5) *Decisions regarding other changes necessary in the DIET model for individual districts*

While the Task Force would have obtained—as per para 5.3—State Govt.'s orders on the DIET model to be followed in the State in general, it will study the profiles of the chosen districts and decide the exact decision which should be followed for each individual districts. Such a design may be identical with the general one, or may have some variations due to factors like bilingual character, relatively low elementary teacher population, etc. (Please see para 2.6.3).

(6) *Determination of financial outlays for Non-recurring Central assistance*

As already stated, cost of land acquisition, if any, has to be borne by the State Govt. The next crucial step in the project formulation exercise is to work out outlays for civil works and equipment necessary to upgrade the chosen Govt. ETEI into a DIET, or for establishing a 'new' DIET. This may be done in the following manner :—

A. *Civil Works* :

In an 'upgradation' case, outlay for civil works will be for the following items :—

(i) Augmentation, to the extent necessary, of basic amenities e.g. water supply, sewerage, service roads, campus electrification, etc.

(ii) Special repairs and Alterations/Re-modelling in the existing building to enhance its safety, life-span and utilisation (Alteration/ Re-modelling could be by way of enclosing verandahs, partitioning large halls etc.)

(iii) *New Construction* : (ii) should be so planned that it minimises the need for new construction, and is cost-effective. New construction should be planned to the extent still necessary after this, keeping in view the financial norms. *Annex* 13 suggests detailed physical norms for the complete buildings on a DIET campus to be set up in a district which fulfils all the conditions given in para 2.6.1. These should be suitably adapted and used for planning new construction. In upgradation cases, norms so adapted for a 'new' campus should be treated as a reference level, the endeavour being to bring the existing institution upto such level. For example, suppose a Task Force decides that a complete DIET building should have 10,000 sq. ft. of carpet area, and the carpet area of an existing ETEI building is as follows :—

Existing carpet area	: 6000 sq. ft.
Addl. Carpet area which would become available by enclosing a large verandah, and re-doing the badly damaged ceiling of a hall	: 1000 sq. ft.
TOTAL	7000 s . ft.

In such a case, new construction to the extent of about 3000 sq. ft. of carpet area may be planned. Of course, the size and details of the new building will have to be decided not in this crude arithmetical fashion, but by working out the additional spaces necessary (e.g. classrooms, office rooms, library, labs) keeping in view those already available.

Planning the buildings in a 'new' case is simpler except that it would still have to be done with care and skill so as to manage within the prescribed financial norm.

Having decided the physical parameters as above, rough/preliminary/Stage I cost estimates should be got drawn up by the construction agency concerned. Components of additional construction should be carefully prioritised, so that the less important ones could be omitted, if necessary, so as to conform to the financial norms. Size of the additional hostel building would in particular have to be decided keeping the financial norm in view. For example, an institution may have a 50 seater hostel, and it may be desirable to add a 150 seater hostel, but if financial norms permit addition of only a 100 seater hostel, planning will be done accordingly.

B. *Equipment*

NCERT has circulated in August, 1988 and February, 1989 suggested lists of books and configuration of equipment, respectively, for a 'new' DIET. The Task Force should study these with reference to the systems of elementary school education, NFE, AE and Elementary Teacher Education prevailing in the State, and decide what these lists should be for the State, and what their financial implications would be. Experts in concerned areas should be associated in this work.

In 'upgradation' cases, equipment (including books) requirements of each institution should be ascertained with reference to the above lists/configurations prepared by the Task Force, keeping in view items which the institution already has. Financial implications of meeting such requirements should be worked out. In 'new' cases, of course, everything will have to be provided with corresponding financial requirements.

Based on the exercise indicated at (A) and (B) above item-wise required outlays for each project should be filled up in the format given in Annex 11. Outlays should be proposed in a need-based manner and not mechanically as per the norm given in para 4.6.1. For example, outlay for upgrading an already well-provided institution may be as low as Rs. 20 lakhs, and that for a poorly provided institution as high as Rs. 60 lakhs. It should, however, be ensured that the average across all projects of the State conforms to the norms given in para 4.6.1.

(7) *Indication of a Realistic Time-Frame for Project Implementation*

The next chapter describes various facets of, and steps involved in implementing DIET projects. The Task Force should work out a broad time-frame in which various project activities would be completed—roughly on the pattern of a PERT chart. Such an exercise may be done separately for the two categories of projects viz. 'new' and 'upgradation', if both kinds of projects are being proposed in a particular year. Generally, the time-frame would be common for all projects of the same category, but if in certain cases, a different time-frame is necessary due to their peculiar circumstances, this should be clearly indicated.

(8) *Preparation of complete project document*

Based on the exercise indicated above, the Task Force will finalise the documentation for the DIET

projects proposed in the year. The documents will comprise :—

(i) Institutional Status Reports in *Annex* 9;

(ii) Project proposals in *Annex* 11 [which would include time estimation referred to in (7) above].

(iii) Preliminary cost estimates prepared by the construction agency for the civil works proposed under each project, in support of indicated outlays; and

(iv) A project-wise descriptive note giving special features of the district/existing institution/project proposal, and justifying choices and priorities made while formulating the project.

5.5 **Submission of Perspective Plan and Project proposals to the State and Central Governments**

After completing the exercise outlined in paras 5.3 and 5.4 above, the Task Force will submit its perspective Plan and project proposals to the State Govt., which will specifically approve the former, after careful scrutiny. The Perspective Plan will be countersigned by the State Education Secretary in token of the State Govt.'s approval of its contents. The State Govt. will also see that project proposals are generally in order. Thereafter, it will forward the Plan and Project documents to the Ministry, to enable it to scrutinise them.

5.6 **Approval of proposals : State Level Empowered Committee (SLEC)**

Each State/UT will constitute an Empowered Committee to consider and approve proposals prepared by the Task Force for establishment of DIET. *The Committee should include everyone from the State and Central Governments whose concurrence would be needed to accord final sanction to the proposals in both Governments.* It may be headed by the senior most officer of the State Government whose participation may be necessary from that angle—this officer may be the Chief Secretary, Additional Chief Secretary, Development Commissioner or the State Education Secretary. Other members of the SLEC would include :—

(1) Secretary to the State Govt. in the Education Department (and in Adult Education Department where this is not a part of Education Deptt.).

(2) Representatives of the State Departments of Planning, Finance and (in States with a substantial tribal population) Tribal Welfare/Development, not below the rank of Joint Secretaries, and of PWD not below the rank of a Chief Engineer.

(3) Commr/Director of Elementary Education.

(4) Director(s) of Adult and Non-Formal Education.

(5) Director of SCERT and SRC.

(6) One specialist each in the areas of (i) Elementary Education/Elementary Teacher Education and (ii) Adult Education to be nominated by the State Govt.

(7) Representative of NCERT and NIEPA.

(8) Representative of the Ministry of Human Resource Development (Department of Education).

(9) Representative of the Integrated Finance Division, Ministry of Human Resource Development (Department of Education).

The SLEC will not approve any proposals unless at least one representative of the Ministry is present in its meeting. It will first examine the Perspective Plan, and satisfy itself, inter alia, that (i) the preconditions spelt out in paras 4.4 and 4.5 have been met, and (ii) appropriate decisions have been taken regarding organisational structure, personnel policy, etc. for the DIETs to be set up. It will then examine the project proposals, and approve them with such modifications regarding proposed outlays, staffing pattern, etc. as it may deem fit.

The Chairman will get agreed minutes of the meeting drawn up quickly, and circulate them, after approval, to all concerned.

5.7 **Action after SLEC approval : Release of Instalments of Central Assistance**

5.7.2 **Assistance for Recurring Items**

Based on the agreed/approved minutes of the SLEC, the Ministry will issue a formal order approving establishment of recommended DIETs, and indicating for each DIET, the outlays and staffing pattern, finally approved for Central assistance. Through this sanction letter, the Ministry will also release the first instalment of non-recurring assistance to the extent shown below :—

For civil works : 50% of the approved outlay
For equipment : Full approved outlay

except that for (i) hostel equipment, and (ii) computers

The remaining amount out of the total approved outlay will be released as second instalment after State Govt. confirms at least 75% utilisation of the first instalment for each of the two items, and corresponding physical progress. It should also by then have got

necessary training imparted to some core staff members in use of computers.

5.7.2 **Assistance for Recurring Items**

Assistance for Recurring Items will usually be released once for a financial year. The first such assistance for a group of sanctioned projects will normally be released on receipt of confirmation from the State Government that it has created posts for the DIETs concerned, and the work of filling them up is underway. The State Govt. will make a demand for recurring assistance early in the financial year, based on realistic estimates of the likely expenditure on recurring items during the year. After scrutinising these and adjusting pre-upgradation level of recurring expenditure as reported in Annex 9 and otherwise, the Ministry will release appropriate assistance for recurring itmes. Releases in subsequent years will be made after adjusting outstanding balances, if any, from the previous year.

CHAPTER 6

OPERATIONALISING DIETs : PROJECT IMPLEMENTATION

6.1 **Main components of project implementation**

Execution of projects by State Governments/UT Administrations will begin with the receipt of the sanction letter from the Ministry referred to in para 5.7.1, through which would also be released the first instalment of Central assistance for non-recurring items. Implementaion of DIET projects will consist mainly of the following three groups of activities :—

(1) Staffing (particularly Recruitment and training of staff).

(2) Civil works, and

(3) Procurement of equipment.

Certain general guidelines regarding project implementation—and especially the above three groups of activities—are given below :

6.2 **Staffing**

6.2.1 Effectiveness of the DIETs would hinge, above all, on proper personnel policies being followed. It would have to be ensured that men and women of aptitude, merit, enthusiasm and dedication are inducted into them, and are provided ample opportunities of professional growth, creative work and career advancement.

6.2.2 **Personnel Policy : Objectives**

The basic objectives of the personnel policy in regard to DIETs could be defined as follows :—

(i) Recruitment of persons having necessary qualifications, experience, aptitude, commitment, dynamism, etc.

(ii) To ensure that persons once inducted into these institutions are allowed a stable tenure in the teacher education-cum-educational research (TE/ER) stream.

(iii) To ensure that their emoluments and service conditions are attractive enough for them to want to make a career out of TE/ER, and to work with motivation and zeal, and

(iv) To make arrangements for their continuous professional development.

6.2.3 Staffing of DIETs would consist of the following four steps :—

(i) Adoption of a proper personnel (incl. recruitment) policy and formalising it through suitable recruitment and service rules,

(ii) Creation of posts,

(iii) Recruitment in accordance with the above rules, and

(iv) Arranging for suitable induction training and continuing education of the DIET faculty.

6.2.4 **Settling a recruitment/cadre policy and framing of rules**

6.2.4.1 **Policy Issues requiring decision**

To staff DIETs, policy decisions would be required at the State Government level in regard to the following matters, among others :—

(a) Determination of Levels and pay scales of various posts in the DIETs.

(b) Devising recruitment procedures,

(c) Determination of eligibility criteria to be followed in making recruitments to various posts,

(d) Formation of a suitable cadre for the DIET faculty, and its management (e.g. career planning).

6.2.4.2. **Certain Guidelines regarding above matters**

Various key posts in the DIETs are recommended to be created at the following levels and in corresponding pay scales :—

Name of post in the DIET	Recommended level
1. Principal	Deputy Director of the state Education Department.
2. Vice-Principal	An appropriate level between (1) and (3) .
3. Sr. Lecturer	Principal of a higher secondary School.
4. Lecturer	Lecturer/PG Teacher of a Higher Secondary School.
5. Statistician/ Technician/ Work Experience Teacher/Office Supdt./ Librarian	Levels at which these posts are created in other comparable institutions/organisations in the State Govt.

Certain detailed guidelines in regard to matters listed at (b), (c) and (d) in the previous para have been given in *Annex* 12. It has already been mentioned in para 1.11 that personnel working in DIETs shall be non-vacation staff.

6.2.4.3 **Framing of Rules**

At the stage of preparation and approval of perspective plan, State Government would already have decided certain broad issues in regard to the above matters. As soon as SLEC approves the first lot of projects, it (the State Government) should move to work out full details of the recruitment and cadre policy, based on the above guidelines, and formalise its decisions in the shape of recruitment and service rules for the DIET faculty.

6.2.5 **Post creation**

Creation of posts usually takes considerable time particularly because Finance Departments tend to look rather closely at such proposals. Therefore, as soon as a sanction order is received and levels and pay scales of posts have been decided, the State Education Department should move to get posts created. In upgradation cases, some posts would already be in existence. These would get subsumed in the new pattern—through adjustment, upgradation, etc. as may be necessary. (However, persons occupying academic posts in the pre-upgradation institution will *not* automatically get selected to serve in the DIETs. Indeed, all academic posts in the DIETs will be filled up only through persons who satisfy eligibility criteria given in recruitment rules framed in the light of Annex 12.

Creation of posts for DIETs would require provision in the State budget/supplementary budget. The State Education Department should move to get this done immediately on receipt of the Ministry's sanction letter. If, however, formulation of the next budget/supplementary budget is quite some time away, it should, instead of waiting for that, get posts created by obtaining an advance from the contingency fund of the State.

6.2.6 **Recruitment**

As soon as key decisions regarding post creation and recruitment procedure are taken, steps should be initiated to fill up posts in accordance with the settled procedure. In the first year of implementation of the Scheme, recruitment in accordance with notified rules may not immediately be possible because of the time involved in completing formalities connected with the drafting and approval of rules. Therefore, once eligibility criteria and recruitment produres have been, in the main, settled, the State Education Department may make emergency appointments to academic posts in the DIETs sanctioned in the first lot, without waiting for completion of the formalities of notifying rules. Even such emergency appointments should, however, be made in accordance with the same criteria as are proposed to be incorporated in the rules, and will be subject to regularisation on adoption of such rules.

6.2.7 **Training of DIET faculty**

The DIET faculty would require suitable orientation at the induction stage followed by continuing education through suitable refresher and other programmes. The induction training, in turn, will consist of two parts, viz :—

(i) Training in those aspects of a DIET's work with which all faculty members should be well-versed, and

(ii) Specialised training related to the specific area in which each faculty member would work in the DIET.

Logistics and content of the above training programmes would be worked out by concerned national and State level agencies e.g. NCERT, NIEPA and the Central Directorate of Adult Education at the national level, and SCERT and SRC at the State level. These institutions will also themselves run a number of training programmes for the DIET faculty—NCERT would do so mainly in its Regional Colleges—but besides them, selected University Departments of Education and premier institutions specialising in areas like Science Education, Language Education, Educational Technology, etc. will also be utilised for this purpose.

Basic approach in regard to content, logistics, etc. of induction training and continuing education of DIET faculty is being worked out, and appropriate communications on these aspects will be sent to State Govts. in due course.

6.3 **Civil Works**

The steps involved in execution of civil works would be as follows :—

(i) Determination for each project (by senior officers of the State Education Department, in consultation with those of the construction agency) the exact works which need to be

executed, keeping in view the outlay approved by the Central Government for the purpose, i.e.

(a) Augmentation of basic amenities

(b) Special repairs of the existing buildings,

(c) Alterations and minor additions in the existing buildings, and

(d) New works to be taken up by way of Institute building, hostel and staff quarters.

The norms given in *Annex* 13 (or their locally adopted version) would serve as the reference-frame for this exercise. In other words, deficiencies vis-a-vis above norms would be identified and prioritised, and works will be planned to rectify them—within the approved outlays.

(ii) The physical parameters of the works to be taken up having been settled as above, the construction agency will prepare detailed plans and estimates for them. Care will be taken to ensure that estimates remain within the outlay indicated for civil works in the sanction letter.

In both (i) and (ii) above, all possible steps will be taken to effect economy—for example, by following the suggestions and guidelines contained in *Annex* 14.

(iii) Action will then be taken to accord technical sanction and administrative approval for the works according to above plans/estimates at a competent level. *Before this, action would have been taken for necessary provision in the budget/obtaining advance* from contingency fund.

(iv) The construction agency will then proceed to invite tenders, award work and get it executed. As soon as 75% of the first instalment for civil works is spent, the construction agency will report the fact to the State Education Department, to enable it to claim second instalment from the Central Government.

6.4 **Procurement of Equipment**

This will involve the following steps :—

(i) *Developing standard list of books and equipment configuration which every DIET should have.*

NCERT has circulated a suggested list of library books and journals for DIETs in August, 1988 and of other equipment in February, 1989. (Certain general guidelines regarding selection of library books are given in *Annex.* 15 *also*). Based on these, the SCERT should develop its own detailed lists/configurations for supply to the DIETs of the State. To do this, it should constitute small groups of experts for various areas e.g. Science and Mathematics, Languages, Social Studies, Work Experience, Art Education, Health and Physical Education, AE, NFE, CFDE, Teacher Education, UEE, Planning and Management, research and innovation, Educational Technology, Computers, etc. Based on the recommendations of these individual groups, a small group of senior experts should take an overall view and finalise lists/configurations keeping in mind the financial norms.

(ii) *Determination of institution-wise deficiencies vis-a-vis above standard lists*

Standard lists etc. having been developed as above, the SCERT should then proceed to identify detailed institution-wise requirements of books and equipment, keeping in view things already available with them. These would then constitute the preliminary "shopping list" or the list of books and equipment which need to be procured. These should be roughly costed and it should be ensured, by necessary prioritisation, that outlay approved by the Ministry for equipment is not exceeded.

(iii) Once the institution-wise "shopping list" is finalised as above, those items which can be procured from pre-identified suppliers (i.e. who are on the permanently approved list of the State Government), may be procured from such suppliers (examples are State Electronics Corporations, State Small Industries Corporations, Central Jails, etc.). For the remaining items, tenders/quotations may be floated. Screening of tenders/quotations should be done by a high level purchase committee, and supply orders given based on its racommendations.

It should be ensured that equipment is supplied on time, and of the best possible quality. Suppliers' bills should be finally settled only after a thorough quality check of the items supplied to institutions.

6.5 Conduct of in-service programmes for teachers and training programmes for AE/NFE personnel

In all upgradation cases, the pre-service course for teachers would already have been running in the institution. One of the main indicators of the operationalisation of an institution as a DIET would therefore be commencement by it of conduct of in-service programmes for elementary teachers and training programmes for AE/NFE personnel. An Institute may begin such programmes as soon as its core faculty is posted and receives initial orientation, and necessary equipment has arrived. Commencement of programmes need not normally wait for the completion of additional buildings being constructed since this may take a long time. Instead, efforts should be made to manage with available buildings. Of course, full operationalisation of the DIET—as evidenced by the full range of activities on the expected scale—would happen only after all three groups of project activities—viz., civil works, supply of equipment and posting and training of staff—have been fully completed.

Certain general guidelines have already been given in Chapter 3 in regard to organisation of the above kinds of programmes. The NCERT, NIEPA, SCERT, SRC, etc. would in particular, need to develop the following, for DIET's guidance and use in the conduct of above programmes :—

(i) Exemplar course designs for the 'main' programmes for elementary teachers/Headmasters and training programmes for AE/NFE personnel.

(ii) Detailed guidelines regarding transaction methodology meant for Course Directors and their colleagues in the conduct of the programmes.

(iii) Written modules, suggested reading lists and other exemplar teaching-learning materials for the above programmes.

It would be desirable for the SCERT and SRC to commence work along above lines for the 'main' programme as soon as sanction letter is received. Development of these programmes and their trial run could then be expected to get over by the time the DIETs are staffed. The DIET faculty could then be trained in the conduct of such programmes, and could commence running these programmes itself.

6.6 Management of DIET Library and Hostel

6.6.1 The library and hostel of a DIET are two important units, and would need to be efficiently managed. Some guidelines in this regard are being given below.

6.6.2 **Library**

(1) A DIET library should be run on Open Access System i.e. its members should have free access to the book-stacks so that they can consult or browse through any book of their choice at any time during library hours.

(2) The library should remain open longer then the normal Institute hours so that trainees can use it even beyond regular hours. It would be desirable if it could also remain open on Sundays and public holidays.

(3) To facilitate (2) above, some special allowance may be paid to library staff and/or some needy preservice trainees may be engaged to man the library beyond Institute hours, on payment basis. For this purpose, a panel of interested and needy students could be prepared and they could be given basic training in library working.

(4) Certain guidelines regarding selection and procurement of books and journals for the DIET library *at the project stage* are given in *Annex* 15.

(5) For smooth and efficient functioning of the Institute library, after its initial setting up at the project stage, a Library Advisory committee may be set up with the following composition :—

1. Principal	: Chairman
2. Vice-Principal and all Sr. Lecturers	: Members
3. Two Lecturers to be nominated by the Principal	: ,,
4. Two pre-service trainees to be nominated by the Principal	: ,,
5. Two experts in 'the area 'of Library Science/Book Promotion/Elementary Teacher Education/AE/NFE.	: ,,
6. Librarian	: Secretary

The committee may take decisions regarding all important matters concerning the library including procedure for selection and purchase of new books, selection of journals for subscription, optimal utilisation of the library budget and resources, etc.

6.6.3 **Hostel**

(1) As already stated, every DIET will have separate hostels for men and women. The

capacities of these hostels will be decided mainly keeping in view the ratio of men and women among various groups of trainees who would be coming to the Institute.

(2) The Principal may appoint either a common warden for both hostels or separate wardens—as may be found locally suitable—from among the faculty members. In case of separate wardens, the one for women's hostel may as far as possible, be a lady.

(3) While servicing the residential part of the hostel will be the responsibility of the Institute staff, all recurring expenses in connection with the mess (including remuneration to cook, etc.) will be borne by trainees. In case of pre-service trainees, they will bear it themselves, while payment for other trainees will come from the funds provided for the conduct of the relevant programmes. The Institute will only provide furniture and utensils for use in the mess.

(4) The hostel mess may be run either by the students as a cooperative, or through a contractor, as may be found locally convenient.

CHAPTER 7

MONITORING AND REVIEW

7.1 From what has been said in the foregoing chapters, it would be clear that implementing DIET Scheme is a complex task. No institution of this kind have existed before, and bringing into existence such novel and sophisticated institutions, on the scale envisaged, is going to be quite a challenge. Several groups of activities involving diverse agencies have to be coordinated to set up DIETs in an efficient and timely manner. Unless the implementation of the scheme is closely monitored and reviewed at various levels, there would be a strong possibility of things going away. As already stated, it is the responsibility of the State Government/UT Administration to ensure that the Scheme is suitably implemented. The following mechanisms are recommended for proper monitoring and review of the implementation of the Scheme.

7.2 **State level Steering-cum-Monitoring Committees**

Once projects for establishment of DIETs get sanctioned, a suitable machinery for steering and monitoring and review of the implementation of the toring the working of the newly set-up DIETs will be necessary at the State-level.

For this purpose, State Governments/UT Admns. may set-up a Committee comprising the following members :—

(1) State Education Secretary — Chairman
(2) Representative of the State Finance Department
(3) Commissioner/Director of Education
(4) Director(s) of Adult and Non-Formal Education
(5) Directors of SCERT and SRC
(6) Senior State level Officers of agencies entrusted with construction work for various DIET projects
(7) Field Adviser, NCERT.

The above Committee should meet at least every quarter, and more frequently, if necessary, to discharge its assigned work.

7.3 **Monitoring and Review by the SLEC**

In every meeting of the SLEC which takes place after the first lot of a State's projects have been sanctioned, the committee will, before transacting other business, first review progress of implementation of the following :—

(i) Action plans prepared in pursuance of paras 4.4.3 and 4.5 of these guidelines, and

(ii) Sanctioned projects.

Whenever the SLEC notices slippages in regard to the above it will give suitable directions for their rectification. It will approve new proposals only after satisfying itself that pace of implementation of (i) and (ii) above is satisfactory.

7.4 **Machinery at the DIET level**

At the level of every sanctioned DIET, a committee may be set-up as follows for sorting out field level problems in operationalising the DIET :—

(i) Principal and Vice-Principal of the DIET
(ii) District Education Officer* and District level officers incharge of AE & NFE.
(iii) Executive Engineer of the agency doing construction work.

The above Committee should meet at least every quarter.

7.5 **Periodic Reporting System**

For proper monitoring of the Scheme and of projects at the State and national levels, relevant information would need to flow periodically from the DIETs to the State, and from the State to the Central level.

State Govts. will send monthly and quarterly progress reports on implementation of the scheme to the Ministry in three forms circulated vide Ministry's d.o.

*Please see footnote in para 3.7.2.

letter No. F.1-2/88-TE (Desk), dated 29-8-88. The brief particulars are as follows :—

Monthly Progress Report (MPR) in Form I

This report will be only regarding *'Start-up'* activities and would consist of two parts :—

Part 1

Activities common for all projects, and

Part 2

Project—Specific activities

Copies of relevant documents mentioned in the Form, when *first* issued/developed, must be enclosed with the progress report for the relevant month.

Submission of either part of this monthly return may be discontinued as soon as activities listed therein have been completed for all projects.

Quarterly Progress Report (QPR) in Forms II & III

Form II

Quarterly Progress Report of expenditure and physical progress in three parts :—

Part 1 : Expenditure

Part 2 : Civil Works and Staffing, and

Part 3 : Conduct of Programmes

Form III

Quarterly statement of academic staff in position.

Both MPR and QPR are to be sent by the State Education Department addressed to the Joint Secretary/Joint Educational Adviser (Elementary Education) in the Ministry, by name, and copies of all of them should be endorsed to the Head, Department of Teacher Education, Special Education and Extension Services, NCERT, also by name. Due dates for receipt of these reports in the Ministry/NCERT would be as follows :

MPR : By the 15th of the following month

QPR : Within a month of close of the quarter being reported on

The above formats are common for DIET and CTE/IASE components of the Teacher Education Scheme. Data in regard to both components should be filled up in them and sent together rather than separately.

While reporting expenditure, it should be borne in mind that mere advance release of certain amounts by the State Education Department to a construction or supplier agency (e.g. PWD, Construction Corporation, Small Industries Corporation, etc.) should not be treated as 'expenditure'. An amount should be treated as 'expenditure' for reporting purposes only when it has actually been spent by the agency concerned in turn, and corresponding physical progress has taken place—whether by way of construction, supply of equipment or otherwise.

7.6 **Evaluation**

7.6.1 **Annual Self-evaluation**

As stated in para 3.7.1, the District Board of Education will fix specific goals and performance norms—quantitative as well as qualitative for the DIET, and the latter will prepare quinquennial and annual institutional plans to achieve these. Annual plans may be prepared academic year-wise.

At the end of the academic year, the DIET will conduct a self-evaluation exercise to determine how far it succeeded in achieving its norms/targets fixed for the year. Based on this exercise, it will prepare a self-evaluation report and submit it to the District Board of Education, SCERT and SRC. The DBE will annually review the performance of the DIET on the basis of this report and will give the Institute such guidance and directives as it considers appropriate. The SCERT and SRC will also similarly review the DIET's performance in the areas of elementary and adult education respectively, and convey their advice and guidance to the DIET.

Besides the above annual review exercise, the DBE, SCERT and SRC may also obtain periodic reports regarding progress of its activities vis-a-vis the Annual Institutional plan.

7.6.2 **External Evaluation**

Central and State Governments, NCERT and SCERT may from time to time get performance of selected number of DIETs evaluated by a competent external agency with a view to evaluating their strengths and weaknesses, and taking suitable action to make them more effective instruments in the achievement of their mission.

ANNEXES

NPE/NLM STRATEGY IN THE AREAS OF ELEMENTARY AND ADULT EDUCATION, AND DIETS' ROLE IN THAT CONTEXT

UEE : The Strategy

The strategy for UEE as spelt out in the NPE and POA, has the following main elements :—

(i) Strengthening and expansion of the system of early childhood care and education,

(ii) Adoption of a child-centred and activity-based process of learning at the primary stage,

(iii) Provision of primary schools in all habitations with a certain minimum population,

(iv) Universal provision of essential facilities in primary schools—including at least two all-weather classrooms, two teachers one of whom would be a woman, and essential equipment—under the programme of Operation Blackboard (OB),

(v) A large and systematic programme of non-formal education for school drop-outs, children from habitations without schools, working children and girls who cannot attend whole day schools,

(vi) Micro-planning (i.e. local level planning to ensure that every child in the relevant age group regularly attends a primary school or an NFE Centre), and involving the community in the educational process, especially in programmes of school improvement,

(vii) Special measures for UPE/UEE among children of disadvantaged groups (e.g. girls, Scheduled Castes, Scheduled Tribes, Minorities and handicapped children), which would include :—

(a) Location of schools/NFE Centres in their habitations,

(b) Provision of incentives like scholarships, uniforms, books, etc.

(c) Supplementary remedical instruction for as also otherwise special attention to the needs of first generation learners,

(d) Development of good quality instructional materials in tribal languages (for classes I and II) and in minority languages,

(e) Special attention to children of disadvantaged groups in the process of micro-planning, and

(f) Suitable training of teachers (especially primary teachers) for integrated education of children with motor handicaps and other mild handicaps, and provision of special residential schools for severely handicapped children,

(viii) Laying down of minimum levels of learning for the primary and upper primary stage and working towards their universal attainment,

(ix) Continuous and comprehensive learner evaluation,

(x) Revision of curricula, textbooks and other teaching-learning material so as to bring them in line with the national system of education, the national core curriculum and minimum levels of learning—at the same time, making them locally relevant,

(xi) Use of educational technology for qualitative improvement,

(xii) Implementation of a meaningful system for monitoring progress towards the goals of UPE/UEE,

(xiii) Reorganisation of the system of planning and management of education with special reference to :—

(a) Decentralisation and accountability,

(b) Full involvement of the community (especially women) and non-governmental organisations (NGOs), and

(c) Promotion of School Complexes,

(xiv) Strengthening of the teacher education system and a large programme of in-service and continuing education of elementary school teachers and NFE personnel—through DIETs and school complexes—so that they are enabled, *inter alia,* "to meet the thrusts envisaged" in the NPE.

Teachers and NFE Instructors will be the persons who will actually implement the interventions listed at (ii) and (iv)—(xii) above—wholly in some cases and substantially in others. Since most of these interventions would be new, teachers/NFE personnel would need to be adequately trained for them. Besides, there is the ever-present need for continuing education and professional renewal of teachers. It is in this context that DIETs have been envisaged in the NPE—they would be the institutions which would provide total training and resource support to elementary school teachers and NFE personnel to enable them to meet the above NPE thrusts towards the goal of NUPE/UEE, and generally to better discharge their changing professional role.

2. *Other important interventions envisaged in the NPE, relevant to Elementary Education*

The preceding paragraph lists the components of the strategy visualized in NPE and POA towards the universalisation goal. This strategy has planning as well as academic/scholastic components. Besides these, the NPE also envisages certain other important thrusts in the area of elementary education. The key is to be found in Part II of the Policy document entitled "The Essence and Role of Education", whose relevant portion reads as follows :—

> "2.2 Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution".

Pursuant to the above goal, the NPE also envisages the following interventions :—

(i) Adoption of a national system of education with, *inter alia,* the following features :—

  (a) It would be based on the principles enshrined in the Constitution;

  (b) It would ensure availability of education of comparable quality to all students upto a given level;

  (c) Adoption of a common educational structure in terms of the length of various stages of education; and

  (d) Adoption of a national curricular framework which would contain a common core alongwith other components that are flexible.

(ii) Enrichment of the cultural content of the curricula and process or education, and

(iii) "Readjustments in the curricula in order to make education a forceful tool for the cultivation of social and moral values", "values oriented towards the unity and integration of our people" and for curbing negative tendencies in our society.

It goes without saying that interventions of the above kind would also need suitable inputs into elementary teacher education and training of NFE personnel. DIETs would be expected to provide this input at the district level.

3. *National Literacy Mission (NLM)*

The NLM objective is to impart functional literacy to 80 million illiterates in the 15—35 age group by 1995 of whom 30 million are to be covered by 1990 and the remaining 50 million, by 1995. Meaning of "Functional Literacy" for purposes of the Mission has been given in para 1.3.3.

The NLM strategy comprises the following elements :—

(i) Securing people's participation through media campaigns, Village Educaion Committees, Jatthas, and training and development of committed youth to function as literacy personnel/educational activities,

(ii) Increasing involvement of voluntary agencies,

(iii) Improvement of ongoing programmes, like Rural Functional Literacy Projects (RFLPs) and State Adult Education Programme (SAEP) through measures like improved supervision, instruction in the local spoken language, introduction of techno-pedagogical/inputs, better training of AE personnel, increased number of women instructors etc.,

(iv) Launching of a mass movement for literacy involving educational institutions, teachers, students, youth, defence personnel, employers, trade unions, etc.,

(v) Institutionalisation of post-literacy, continuing education especially through establishment of Jana Shikshan Nilayams (JSNs),

(vi) Development of good quality learning material, not mearly in the regional languages but also in widely used dialects, and ensuring their early availability,

(vii) Universalising outreach so as to cover all parts of the country,

(viii) Undertaking of Teachnology Demonstration in 40 districts with a yiew to extending its worth-while results throughout the country,

(ix) Establishment of suitable Mission management system at different levels, and

(x) Proper monitoring and evaluation.

The NLM document lays down the mission management structure at the project, district, State and national levels. It visualises a District Resource Unit for Adult/Non-Formal Education (which would generally be a part of DIETs) as a part of the district level structure. The relevant portion of the document reads as follows :—

"District level

At the district level the District Board of Education (DBE) will be responsible for overall planning and administration of all educational programmes. District Resource Unit (DRU) as a part of DIET will provide technical resource support to the DBEs.

Functions of DBE

— Planning of eradication of illiteracy in whole district
— spatial allocation of responsibility among the various agencies implementing the programme
— Overall guidance to DRU
— Ensuring coordination of all programmes of adult education undertaken by different agencies

Functions of DRU

— Provide technical assistance to DBE
— Train AE and NFE functionaries at the district level
— Orient the functionaries of development departments and other concerned agencies
— Material preparation for basic and post-literacy programmes
— Mobilize media support
— Evaluation"

Thus the DIET/DRU occupies an important place in the NLM strategy as well. However, as discussed in Chapter 2, the approach in regard to DRU being a part of the DIET will be flexible.

(1) NPE AND POA ON TEACHER EDUCATION/ DIETs.
(2) CENTRAL SPONSORED SCHEME OF TEACHER EDUCATION.

1. *NPE and POA on Teacher Education/DIETs*

1.1 *National Policy on Education,* 1986 (*NPE*)

On the subject of Teacher Education, the NPE states as follows :—

"TEACHER EDUCATION

9.4 Teacher Education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled.

9.5 The new programmes of teacher education will emphasize continuing education and the need for teachers to meet the thrusts envisaged in this Policy.

9.6 District Institutes of Education and Training (DIET) will be established with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions will be phased out. Selected Secondary Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training. The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and university departments of education."

1.2 *Programme of Action* (*POA*)

Chapter XXIII ["Teachers and their Training"] of the Programme of Action (PAO) prepared to implement the NPE has this to say on the subject of Elementary Teacher Education and DIETs :—

"16. Keeping in view the central place of teacher education, NPE calls for its overhaul as the first step towards educational reorganisation. Giving particular importance to the training of elementary school teachers, it is envisaged that selected institutions would be developed as District Institutes of Education and Training (DIET) both for pre-service and in-service courses of elementary school teachers and for continued education of the personnel working in non-formal and adult education programme".

Paras 18 and 20 of the above Chapter say that "functions of a DIET" would include :—

- Pre-service and in-service education of teacher for the formal school system.
- Induction level and continuing education of Non-formal and Adult Education Instructors and Supervisors.
- Training and orientation of heads of institutions in institutional planning and managemen and micro-level planning.
- Orientation of community leaders, functionaries of voluntary organisations and other influencing school level education.
- Academic support to school complexes and District Boards of Education.
- Action research and experimentation work.
- Serving as evaluation centre for primary and upper primary schools as well as Non-Formal and Adult Education Programme.
- Provision of services of a resource and learning centre for teachers and instructors.
- Consultancy and advice, for example to DBE's.

2. *The Centrally Sponsored Scheme of Teacher Education*

In pursuance of the statements contained in the NPE and POA on the subject of teacher education, a Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education has been taken up during the Seventh Plan period, with the following five components :—

(i) Mass orientation of about five lakh school teachers annually to make them aware of their role in the context of the new Policy

thrusts, and to improve their professional competence,

(ii) Setting up of about 400 DIETs,

(iii) Strengthening of about 250 Secondary Teacher Education Institutions (STEIs)—about 50 of them as Institutions of Advanced Study in Education (IASEs) and the remaining 200 as Colleges of Teacher Education (CTEs),

(iv) Strengthening of SCERTs, and

(v) Establishment and strengthening of University Departments of Education through the UGC.

The programme of Mass Orientation of School Teachers (MOST) was commenced immediately after adoption of the NPE in May, 1986. About 13.5 lakh teachers were covered under it during the three years—1986, 1987 and 1988. The 1989 round had also been completed in most States by September, 1989. An important feature of this round was that for primary teachers working in blocks covered under OB, a special programme was implemented in this round, geared towards child-centred education and use of materials supplied to primary schools under OB.

Government of India approved the remaining four components of the Scheme in October, 1987. Draft Guidelines for implementing the component of DIETs were got prepared through the Educational Consultants India Limited (Ed. Cil), and were circulated to all States and Union Territories in October, 1987. These, together with certain supplementary guidelines circulated later, have formed the basis for implementation of the DIET programme so far. During 1987-88 and 1988-89, first instalment of Central assistance for non-recurring items was sanctioned for 101 and 114 DIETs respectively. During 1989-90, upto September, 1989, this had been sanctioned for one more DIET. Thus, upto September, 1989, Central assistance had been sanctioned under the Teacher Education Scheme for setting up a total of 216 DIETs in the country.

Under the third component of the Scheme, Draft Guidelines were got prepared again through Ed. CIL and circulated in December, 1987. Till September, 1989, first instalment of Central assistance had been sanctioned for setting up 22 CTEs and 10 IASEs (total 32).

Implementation of the last two components of the Scheme is expected to commence later.

Annex 3

RESUME OF IMPLEMENTATION OF IMPORTANT INITIATIVES IN ELEMENTARY AND ADULT EDUCATION

I. *Elementary Education*

Apart from DIETs, the following major centrally assisted schemes were launched during the VII Plan period, pursuant to the NPE, in the Elementary Education sector :—

1. *Operation Black Board*—The scheme has been briefly described in para 1.2.4. It started in 1987-88, and central assistance had been sanctioned upto 31-3-89 for covering roughly 48% of the total Primary Schools in the country.

2. *Non-Formal Education*—Though the Scheme had started in the VI Plan period, it was revised and enlarged in 1987-88. Approximately 2.41 lakhs NFE Centres were running in 13 States and 2 UTs, at the end of 1988-89. Of these centres, 2.20 lakh were being run by State Governments and 0.21 lakh by NGOs.

3. *Educational Technology*—It aims, inter alia, at supply of colour TV sets (CTVs) to 1 lakh Primary Schools (and Upper Primary Schools with Primary Sections) and radio-cum-cassette players (RCPs) to all Primary Schools of the country. Upto 31-3-89, central assistance had been sanctioned for supply of CTVs and RCPs to about 22,000 and 1,05,000 schools respectively.

4. *Improvement of Science Education*—In Upper Primary, Secondary and Higher Secondary Schools. In regard to Upper Primary Schools, the School Scheme envisages provision of Integrated Science Kits (ISKs) to all Government and Government-aided Schools, and training of their teachers. Till 31-3-89, Central assistance had been sanctioned for supply of ISKs to about 35,000 upper primary schools.

5. *Integrated Education of Disabled Children*—This Scheme includes training of general teachers, heads of institutions and administrators, and production of suitable instructional material in local languages. The scheme covered about 6000 Elementary Schools in 17 States and 2 UTs of the country as on 31-3-89.

6. *Environmental Orientation to School Education*—The Scheme includes revision of curricula to make it locale-specific, preparation of corresponding instructional material and orientation of teachers, etc. 25 projects had been sanctioned under the scheme upto the end of 1988-89 in 13 States and 2 UTs. The area covered by a project varies from a group of districts to a group of blocks.

The above Scheme will generally continue in the VIII Plan, with modifications, wherever necessary. Besides, a number of other initiatives are also likely to begin in the VIII Plan—for example, in the area of micro-planning.

II. *Adult Education*

In the area of Adult Education, NLM is a comprehensive mission which includes ongoing programmes as well as several new initiatives. Following were some of its important achievements at the end of 1988-89 :—

(i) National Literacy Mission Authority (NLMA) was set up at the Central level, and State Literacy Mission Authorities (SLMAs) were set up in 17 States/UTs.

(ii) Financial pattern under the Schemes of Rural Functional Literacy Projects (RFLPs) and Strengthening of State/District level administartive structures was revised. Revised pattern for better academic and technical resource support was adopted by all SRCs.

(iii) About 90 lakh adults were enrolled in 2.91 lakh AE Centres across the country.

(iv) Several special campaigns/pilot project launched for total illiteracy eradication in specific areas.

(v) 21,058 Jana Shikshan Nilayams (JSNs) sanctioned to provide facilities of post-literacy and continuing education. Suitable titles being developed for supply to JSNs.

(vi) Key techno-pedagogic inputs (e.g. improved plastic blackboards, solar power packs, chalks, slates, etc.) being developed through collaborating agencies. Rapid literacy learning technique developed, and going into try-out phase.

The Mission will also be further strengthened in the VIII Plan.

DIETs will have to provide training, resource and action research support in the implementation of all the above Scheme/initiatives/mission, at the district level.

Annex 4

NORMS FOR A DIET TO BE SET UP IN A DISTRICT WHICH SATISFIES CRITERIA GIVEN IN PARA 2:6:1

PART 1: STAFFING PATTERN WITH SUGGESTED ORGANISATIONAL STRUCTURE

Principal—1
Steno to Principal—1

Branch/Unit/Section	Number of posts					
	Vice-Principal/ Sr. Lecturer	Lecturers	Statistician/ OS/Librarian/ Technician/ WE Teacher	Accountant/ Clerks/Lab. Asstt.	Class IV	Total
1. PSTE	1	8	—	1. Lab. Asstt.	—	10
2. WE	1	1	WE Teacher	—	—	3
3. DRU for AE/NFE	1	4	—	2 (1 Stenotypist. 1 clerk)	—	7
4. IFIC	1	1	—	1 Clerk	—	3
5. CMDE	1	1	—	—	—	2
6. ET	1	1	1 Technician	—	—	3
7. P&M	1	1	1 Statistician	—	—	3
8. Library	—	—	1 Librarian	1 Clerk	—	2
9. Admn. Section	—	—	1 OS	1 Accountant 5 Clerks (including one for hostel)	6	13
	1 Vice-PPL 6 Lecturers	17	5	11	6 +1 Principal 1 Steno	46
					Total	48

Note : 1. For further details of the above structure, please see section 2.4
2. In addition to the above full-time posts :
(a) consultants resource persons may be engaged for upto 50 man months in a year, @ maximum of Rs. 300 per man month.
(b) a part-time Medical Officer will be engaged for the clinic

PART 2: PHYSICAL FACILITIES

1. Campus Area : Preferably 10 acres
2. Buildings: (i) Institute Building—A building having at least accommodation indicated under Priority I in Annex. 11. Approx. Carpet Area 10,000 sq. ft.
(ii) Hostels—Separate hostels for men and women with total capacity of 150-200 seats.
(iii) Staff Quarters—At least five—for the Principal, two faculty members (one or both of whom would serve as hostel warden) and two class IV employees.
3. Library and Reading Room:
(i) Library: With about 10,000 books (in various subjects listed in Annex, 15)
(ii) Reading Room: Subscribing to at least ten professional journals besides a suitable number of general periodicals, and newspapers.
4. Furniture, Equipment and Materials for the following :
(i) Science Labs.
(ii) Psychology, Social Studies and Languages
(iii) Work Experience
(iv) Education in Visual and Performing Arts
(v) Physical Education and Sports
(vi) Education of the Handicapped
(vii) Adult and Non-formal Education
(viii) Classrooms, Staff Rooms and Office

(ix) Hostel

(x) Educational Technology (including 2 colour TV sets, 1 VCR, 2 Overhead Projectors with Screen, One manual Slide Projector, three Audio Cassette Players, one Two-in-one, Public Address System, and video/audio cassettes. Desirable items would be a 16 mm Film Projector with a collection of 16 mm films, and an Epidiascope)

(xi) Computer Lab. (consisting mainly of 3 PCs XT and 2 PCs with peripherals and One Dot Matrix Printer)

(xii) An Intercom System for the Institute, and Two Telephones.

For full details of suggested books and equipment, please see lists circulated by NCERT in August, 1988 and February, 1989.

PART 3 : PROGRAMMES

A. Per-service Teacher Education Course :

Annual Intake :	30—50 (in case of a two-year course) 60—100 (in case of a one-year course)

B. Other training/orientation programmes, workshops, etc.

(i) 'Main, Programmes for elementary teachers (about 3 weeks' duration)	About 12—14 in a year, with an intake of 40—45 per programme
(ii) Shorter programmes for Elementary Teachers	Suitable number
(iii) Programmes for Head Masters, Heads of School Complexes and Block level officers	Suitable number
(iv) Induction and Refresher Programmes for AE/NFE personnel	,,
(v) Programmes for Resource Persons who would conduct training programmes for teachers and AE/NFE personnel, elsewhere	,,
(vi) Orientation programmes for members of DBE/VECs, community leaders, youth, etc.	,,
(vii) Workshops for development of curricular units, teaching learning material, tests and evaluation tools, teaching aids, etc.	,,
(viii) Meetings, conferences, seminars, etc.	,,

C. Field Interaction (incl. Extension) Activities

(i) Publications :

Newsletter	—Quarterly
Institute Journal	—Annually to begin with. Frequency may be increased to half-yearly in course of time.

(ii) Other Field Interaction activities as indicated in Chapter 3.

D. Field Studies/Action Research/Experimentation as indicated in Chapter 3.

SOME SUGGESTIONS REGARDING TRANSACTION METHODOLOGY FOR THE PRE-SERVICE TEACHER EDUCATION COURSE

(a) Discussions, symposia, group work, projects, investigations, etc. are the methods and techniques recommended in connection with activity based teaching. It will be in the fitness of things if the DIET faculty make adequate use of these methods in their teaching.

(b) Investigatory projects and activities can prove very useful in teaching. These are likely to lead to the development of research skills, attainment of concepts and development of attitudinal make-up. Preparation of case studies, administration and interpretation of psychological tests, field surveys, interview with drop-outs, delinquents, truants, backward children, etc., collection of additional materials related to the prescribed courses from newspapers and journals, are a few examples of such projects.

(c) Formulation of problems and tasks by the student teachers can also be conceived as a strategy for curriculum transaction.

(d) Provision of practical experience is very supportive to learning. For example, the student teachers taking up Adult or Non-Formal Education may be required to visit and work in such centres, and those taking up Guidance and Counselling may work with students having some adjustment problems.

(e) The student teachers may be required to practise teaching in simulated conditions, viz., before their classmates or before their teacher educator. They may also be required to attempt a few micro-lessons with a view to practising some important skills of training. Immediate feedback helps the trainee to modify his teaching behaviour.

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(v) Physical Education and Sports
(vi) Education of the Handicapped
(vii) Adult and Non-formal Education
(viii) Classrooms, Staff Rooms and Office

Annex 6

EXTRACTS FROM CHAPTER VIII ("THE CASE FOR INSERVICE EDUCATION") OF THE REPORT OF THE NATIONAL COMMISSION ON TEACHERS—I, SUBMITTED IN MARCH, 1985

Need for In-service

8.01 While the case for a radical improvement of the quality of pre-service education of teachers has been dealt with so far and cannot be denied its importance, that of providing for a continual and comprehensive programme of in-service education cannot be emphasised enough. With the explosion in knowledge, the revolution in the world of the media, with contemporary issues demanding urgent attention with values getting eroded, the need for helping teachers to keep abreast of things cannot be questioned.

8.02 As early as 1949 the University Education Commission stressed the urgent need for the institution of inservice courses and observed : "It is extraordinary that our school teachers learn whatever subject they teach before reaching the age of 24 or 25 and that their further education is left to experience, which in most cases, is another name for stagnation. We must realise that experience needs to be supplemented by experiment before reaching its fullness and that a teacher to keep alive and fresh should become a learner from time to time". This view has been further supported by the commissions that have followed. Yet we are constrained to observe that we have not made significant progress in mounting a comprehensive programme during the last three decades.

* * * * *

The Magnitude of the Problem

8.08 In order to plan ahead and develop a comprehensive strategy the magnitude of the problem of Inservice Education of Teachers (INSET) has to be appreciated. According to figures available for 1981-82, the number of teachers working at the different stages were as follows :—

Primary	:	13,65,431
Middle	:	8,46,772
Secondary	:	6,76,437
Hr. Secondary	:	1,98,778
Hr. Secondary (old scheme)	:	66,400

The total teacher force, therefore, amounts to a little more than above 3 million. It is unfortunate that their continual further learing and upgradation has not become part of the work ethos of the teaching profession. We have not made it obligatory for every teacher to undergo inservice training as part of his professional growth. The SIEs and SCERTs which are the main agents at the State level find the resources available to them very limited for this purpose.

Present Inadequacies

8.09 There is today an absence of clear cut policies and priorities for inservice education. There has been no systematic identification of needs. The content and quality of programmes offered are generally poor. Strategies for training are vague and half-hearted. Not much emphasis appears to have been placed on solving the practical problems of teachers or meeting their educational needs. Inservice courses rarely result in the development of a corpus of instructional material that can be used by participants and other teachers. Hardly any use is made of new media and technologies. Administrative support for innovations is lacking as headmasters and superiors are not often involved in programmes where teachers are being trained in the use of new methodologies. The phenomenon of routine transfers finds trained personnel not placed in positions where they should use their training maximally. There is, therefore urgent need for a thorough overhaul of inservice education must be given top priority. Its quantitative expansion must be planned most carefully. No good programmes should suffer for lack of funds.

The New Thrusts

8.10 What should be the new thrusts? How do we go about his enormous task? These are the questions that we must address ourselves to.

Identification of Needs

8.11 In the first place, the needs of teachers have to be identified at institutional and other levels and such inservice education arranged as will directly meet

those needs. They may have to be remedial in nature, as for example, updating the teacher's knowledge in physics or geography; they may suggest new ways of dealing with classroom problems, as for example, dealing with multiple levels of attainment in a class or using a new media like the television; or they may have to sensitize the teacher to new areas impinging upon modern life, as for example, population explosion, environmental hazards, deforestation, alternate source of energy, proliferation of nuclear weapons and so on. Identification of teachers' needs and meeting them directly is of the first importance. For this the SCERTs/SIEs at State levels and the RCEs and the NCERT/NIEPA at the Centre should evolve a mechansim by which their feed-back from the school and the training institute and college is constantly made available. The SCERTs may initiate News Letters announcing areas of inservice they would be taking up during one academic term and inviting suggestions from institutions for further needs. It should be the function of the school Inspector to enquire into the inservice education availed of by each teacher, reasons for not availing of any and to insist on the continual education of the teacher being part of his service conditions.

Planning ahead of time

8.12 Programmes should be planned thoroughly well ahead of time. We tend to be careless and slipshod in whatever we do. To be thorough and meticulous in planning for a course being attended by a group of teachers is to show them the respect and consideration that is due to them. Papers have to be prepared by resource persons well ahead of time, reading lists and other materials mailed to participants before the course to stimulate thinking. Every detail should be attended to so that the teacher comes well prepared with the proper mind-set to benefit by the course, short or long. Conference and workshops should be business like and the tone has to be set from the first hour eschewing all fan fare.

8.13 One practice followd by the Kendriya Vidyalaya Sangathan in the organisation of their summer training courses for teachers of all categories has come to our notice as worthy of consideration. In the first place the directors and resource persons of each course are selected very carefully on the strength of their academic and professional competence, organisational and communicational skills. These resource persons are provided an opportunity to meet together for a planning session of not less than 3 days well before the beginning of the course. At this session the objectives, the course content and methodologies are worked out in detail with help from experts of the NCERT and other concerned agencies.

Choice of Resource Persons

8.14 The choice of resource persons is important. Expertise and proven skills alone should matter. The systems should be flexible enough to allow the cooperation of experts from various field outside education like industry, agriculture, science, technology, management and the like. Media specialists have a particularly important role to play today. Also university professors, educational experts, outstanding teacher educators and teachers should be maximally utilised as resource persons. From our dialogues with teachers in the country we are convinced that we have everywhere many dedicated teachers with excellent records of service. Their co-operation in conducting inservice programmes should be welcomed for they can give the much-needed practical wisdom in bringing about change.

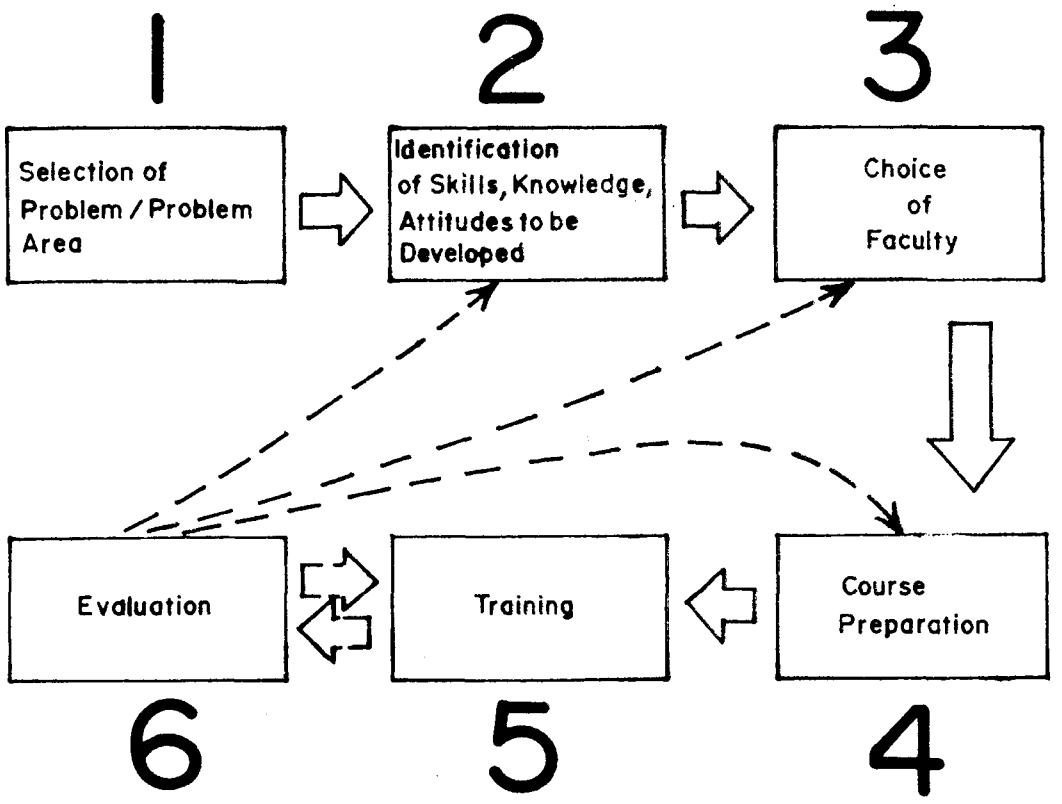
Changes in Methodologies

8.15 Methodologies adopted for inservice education call for closer scrutiny. The resource persons selected should meet prior to the actual course as suggested at 8.09 above and plan the details most thoroughly. Every course should be in the nature of a workshop demanding hard work and include the preparation of instructional and other material that can be used by the teacher when he goes back to school. No inservice course should be of such a general nature that teachers feel it is a waste of their time and energies. Practices that have been successful should be shared and class room methodologies that have failed discussed. Attention should be given to solving the teachers' problems satisfactorily. New ideas from other countries could b evaluated and an openness of mind encouraged. The quality of inservice courses should be such as will themselves generate sustained interest for further improvement in the teachers' work.

Use of Educational Technology

8.16 The use of educational technology in a big way could revolutionise inservice courses. The days' of lengthy lectures and note-taking thereon are over. With the boom in audio-visual media it should now be possible to use a wide range of educational technology. A multi-media approach is useful. Teachers' interest could be evoked more purposefully by the use of audio and video cassettes on any subjects. The visual in particular makes a deep education : radio and television, film strips and the epidiascope; tape-recorder, audio and video-cassettes; the overhead projector and the 8 mm. or 16 mm. film projector; the computer. The times demand of an educated person a modicum of literacy in the technical field, in the use of his hands and the tools of technology. In these

A 6-STEP MODEL FOR INSERVICE EDUCATION



1. Choice of problem/problem area can involve field survey, study of literature, consultation, group discussion, etc.

2. Necessary for evaluation.

3. Success of the programme will depend greatly on the suitability of the course Faculty.

4. Will involve among other things : (i) definition of goals/objectives related to 2; (ii) definition of tasks/activities to be arranged; and (iii) choice of methodology including preparation of instructional materials.

5. Will involve the preparation of the course programme and daily time table.

6. Can involve use of questionnaires, interviews and other tools relevant to assessing the relevance and effectiveness of the course.

Fig. 4

courses teachers must get acquainted with the hardware, their servicing and maintenance. These are essential skills to be learnt by every teacher and teacher educator and should not be overlooked. In organising courses with the use of media, resource persons in charge of a course should draw in media men and other entrepreneurs now available in many cities who would be only too happy to help.

Preparing Software

8.17 We are of the view that in the next couple of plans priority must be given to the production of indigenous software in addition to the acquisition and installation of hardware in the school system. The dangers involved in supporting software from abroad are too obvious to merit any detailed discussion. It should be our objective to develop software suitable for rural audience and capable of conveying relevant education including science and capable of promoting a scientific temper in the society. It should also be our objective to revolutionise classroom methodologies by increased use of educational technology and multimedia including audio video cassettes etc. in the school system. Teachers must, therefore, be involved in the preparation of software and the work as part of a team. For example, it is time we prepare film/videos of classroom methodologies used by our most talented teachers right in the Indian Society by making audiovisuals of their actual lessons. Also software production would be supported considerably in quality if due note is taken of research findings. For example, in one project conducted by the Homi Bhabha Centre for Science Education to improve scholastic achievement of Scheduled Caste students, trivial obstacles in language visualisation and in understanding the rules of the game prevent concept formation. It was also found that once these difficulties were identified, very inexpensive remedial measures could be generated and that the programme led to a substantial improvement of their scholastic performance. In yet another project in non-formal education for school drop-outs it was found that science could be imparted even before the acquisition of literacy and that the natural interest of the pupils in S & T could in fact be used to motivate them to acquire and retain literacy.

8.18 Commendable experience in the preparation of local specific materials and in developing other programmes of local relevance for adults, women and children are reported from several groups of people exploring new avenues for a breakthrough. But sufficient pooled information is not available about the useful work being done by such groups. We feel it would be worthwhile finding ways and means of learning from this type of field experence also.

Evaluation and Follow-up

8.19 The evaluation and follow-up of inservice courses is absolutely necessary and should be integral to the course. The evaluation of the success of a programme undertaken by teachers must be done towards the end of the course in a frank and free atmosphere without fear or favour. The mere use of check lists and questionnaires is of limited value unless properly analysed and used for feedback.

8.20 We recommend that attendance at an inservice training course be made mandatory for every teacher alteast once in five years. In the USA, teachers, we understand, are required, to complete certain formal courses in order to move to higher scales of pay. In the USSR teachers are required to attend a course related to their work one day per week for one full year after three years of service and thereafter every five years.

* * * * *

Other Strategies

School Strategies

8.22 In-service strategies must be imaginative, bold and varied. Workshops, seminars and training courses belong to one type of approach. There are others.

8.23 The most effective among them are the services organised through the school complex. The idea of the school complex was originally put forward by the Kothari Commission 1964—66. The intention is to link the primary and secondary schools with a view to pooling resources and improving the educational process. The experience gained in Bihar, Tamil Nadu, Haryana, Rajasthan and Maharashtra are reported to be very happy.

8.24 Noteworthy of mention is the rapport-based programme of school improvement initiated in the year 1977-78 in Maharashtra. First it was introduced on a small scale in complexes of 9 schools including one rural secondary schools in Char Holi, a village 20 km. from Pune. At present the programme has extended to 1800 school complexes.

8.25 A seven-point strategy of school improvement is reported : (i) grading of the school (ii) preparation (iii) implementation of institutional plans (iv) enlisting community cooperation for school improvement (v) encouraging teachers to do self-evaluation (vi) establishing rapport among school teachers, staff, pupils, local leaders and the community (vii) periodically evaluating the performance of the complexes. The Headmaster of a school grades his own school on the scale A to E using a tool prepared by the SIE. This is to identify deficiencies and set the priorities for improvement. Out of 1800

complexes 1200 had been adopted by one or the other of the officers of the Education Department including the Director of Education. Some tangible achievements they have had are : marked increase in enrolment particularly at the age of 6+, in average attendance, in transfer rate, S.S.C. result institutional planning, home assignment, self-evaluation by teachers.

8.26 We have dwelt upon this experience at some length because the development in a big way of school complexes is likely to yield tangible results at the grass-root levels. The requisites are : (i) full support of the administration, (ii) detailed planning by Headmasters and Teachers, (iii) enlisting cooperation from the community.

Teachers' Centres

8.27 An experiment with the establishment of Teachers' Centres has been tried successfully, it is reported, in Delhi and other metropolitan towns. A Teachers' Centre is a meeting place for teachers located in a school that has resources that it would like to share with others. At the centre, teachers may meet when free in the evenings or during week-ends to borrow books, to prepare teaching aids, individually or in groups or to borrow some new materials for teaching. It is a forum where workshops of very practical nature are organised for teachers of all faculties and of all levels ; it pools in the talent of all teachers of various schools who act as recource personnel for the centre's workshops and it arranges book fairs where publishers would exhibit their latest publications for sale. Since the entire initiative at the centre rests with the heads and teachers themselves, this is a move to be welcomed.

A Project on Single Teacher Schools

8.28 In Gujarat, in order to help 7000 single teacher schools, a three-phased project was taken up. In the first phase a survey was taken up to investigate the specific problems of single teacher school along with on the spot study. In second phase those teachers were oriented for multiple class teaching and a schedule was prepared and published to help them. In third phase, in order to help the teachers and students, auto-instructional programmes in arithmetic and language were prepared by S.I.E. and ten copies of programme were given to each school. It was felt that programmed learning method really helps these teachers in occupying the children of other classes in study while the teacher teaches students of any one particular class.

School Level INSAT Programmes

8.29 Another mode of inservice education for teachers is the one that can be held at the institutional level. The whole staff of a school plans its inservice training after identifying its needs, drafting resource persons from within and outside the school and after preparing the necessary materials. Such orientation held voluntarily by the staff on Saturdays as is being tried with success in some private-managed schools, or during week-ends or vacations and at the commencement of school terms has much to commend itself for it is need-based, has sufficient motivation and can be evaluated continually Needless to say it requires a committed kind of leadership on the part of the head and a congenial atmosphere of freedom of discussion in the school to enable it to become an ongoing programme.

Use of Mobile Units

8.30 Experience in Nepal and some other Asian countries point to the efficacy of using mobile units of inservice education for making regular visits to rural and remote areas. It is always not possible for rural teachers to avail of inservice programmes held in cities or small suburban areas because of the distance and also because rural schools can hardly spare teachers during term-time being highly understaffed. Besides, these expriences have local relevance when conducted in the locality. These mobile vans are well equipped with teaching aids and other instructional materials. The resource persons would be expected to help rural teachers solve specific problems, develop low cost educational aids with locally available resources, help teachers learn the use of radio sets or audio cassettes operated on battery, if electricity is not available. The effort should be to reach remote areas of the country.

Correspondence Courses

8.31 The continuing education of teachers and teacher educators can also benefit enormously by a fuller and more intensive use of distance education techniques. Correspondence-cum-contact courses could gradually become part of the system for in-service education. Need based correspondence lessons with provision for regular feed back could be taken by teachers who are earnest about upgrading themselves and may lead to certificates or diplomas. They could relate to a discussion of the special needs of the primary child and, at the other end, of the adolescent, or offer advanced courses in the content of a subject like mathematics or history etc.; or open up new vistas for teachers in areas of current relevance like the special problems of women and

children who are out of school, of backward classes and tribal areas or of the handicapped or gifted. Well-defined correspondence lessons could supplement the work of other inservice courses.

Experience with Media

8.32 *The Radio* : Mention should be made of the experiences of the Centre for Educational Tchnology of the NCERT with the assistance of the Government of Rajasthan in conducting a series of radio programmes for primary school children in Rajasthan in the learning of the mother tongue (Hindi) during 1975-76. The radio was used for the improvement of listening skills and for language development, specially the enhancement of vocabulary. The programme covered 500 schools from 15 Panchayat Samitis from 2 districts. The radio programmes were supplemented by specially prepared materials for teaching, reading and writing. In the training programme teachers were given a thorough grounding in the use of the media. This was a first effort but is reported to point out the very valuable contribution the radio can make in enriching learning at school and should be, we feel, exploited fully because of its added advantages. Existing transmission facilities for radio broadcasting cover almost 90% of the geographical area of the country and 95% of the population.

9.33 A report from Tamil Nadu indicates the successful use of a correspondence-cum-broadcast course for Tamil teachers. Realising the need for developing among teachers habits of correct speech and writing the SCERT launched upon such a course for Tamil teachers handling several classes. This has been done in collaboration with the Central Institute of Indian Languages. Mysore, and the All-India Radio, Madras. In 1983-84, about 15,000 teachers of standard VII were covered.

8.34 We understand that district-level inservice centres are being set up by the Central Institute of English and Foreign Languages in collaboration with State Governments for the improvement of standards of English. Since one of the main problems is likely to be the harnessing of competent staff for running these courses, the use of broadcasting and other media including video-audio cassettes could be explored.

The Television

8.35 We learn from discussion with educators and media experts that a fund of experience has been gained from the SITE programme (Satellite Television Experiment Programme) of 1975-76 through which TV programmes were conducted with the help of ATS-6. Through this, children in village primary schools received 22½ minutes programme on each school day. The programmes were planned for the entire primary school i.e. children of classes 1-5 covering 2400 villages in Madhya Pradesh, Bihar, Andhra Pradesh, Orissa and Rajasthan. Approximately 50% of the programmes were produced in the specially set up Base Production Centres in Delhi, Cuttack and Hyderabad in Hindi, Oriya and Telugu. Another 50% were science programmes produced by ISRO. The software thus developed were relayed through the Space Application Centre, Ahmedabad. Some 50,000 primary school teachers were trained through SITE programmes on how to teach science using multi-media.

8.36 The second major experience in the wide use of technology is that of INSAT 1 which covers the entire country now. Their programmes were produced in Delhi but can be picked up anywhere in the country where there are T.V. relay stations. Among the insights reported to have been gained through these two programmes are the following :—

(i) Programmes for children are the toughest to prepare. They have to be both area-specific and audience-specific. For the pre-school of ages 3-6 we need to portray programmes that bring them a lot of fun and joy through games, local folk tales. local puppets, rhymes etc. Programme about the culture of the environment go well. They can be used for creating general awareness regarding health, sanitation, customs, folk culture, superstitions and the advent of scientific thinking. Experience from Orissa has shown increase in retention capacity at school on account of media usage.

(ii) Experience has also indicated the need for a team approach to software preparation. To ensure effectiveness the team should comprise a media specialist, a subject specialist who may be a teacher, a social scientist and an engineer/technician where needed.

(iii) It has also been noticed that it is far better to train the local teacher/or the animator who is often the village dropout and given him the maximum help to improve his confidence than to bring in people from the outside who are not familiar with the place.

8.37 The great advantage in using such media is, of course, the fact that large numbers of teachers and children can be reached shortening what would normally have taken a decade in person to person programmes as ordinarily organised.

The Computer

8.38 Recently we have ushered in the computer age in education by installing computers in 250 schools and programmes are to train teachers both in their use and in preparing software. We hope there will be built in into the system a process of systematic evaluation and feedback so that within a few years we may gain by the experience of these schools.

8.39 We are aware that it has been pointed out that the average rural school does not even have medieval technology like black board and chalk and unless this situation is remedied it would be futile to install new technology. We are of the view that the arguments in favour of acquiring new technology are not all negative and based on fear of losing a race. The new technology is intrinsic to national development, economic, social and cultural. So arguments suggesting clearing the backlog before doing any thing new would not be tenable.

Some Key Areas for Inservice Education

8.40 From an examination of the tpye of courses being generally run at different places a few areas that need strengthening suggest themselves :

Develop Reference and Study Skills in School Students : Teachers need training on how these study skills may be developed in their pupils, if the kind of passive learning that goes on in our schools must stop. Our pupils must learn independent study habits which include items like : using a dictionary and an encyclopaedia; reading maps and diagrams; note-taking skills ; note-making, drawing conclusions etc. Two to three-week courses for teachers particularly at the middle and high school levels will be useful.

Production of Textual and Related Materials

8.41 The textbooks, pupils are made to use at all levels, are far from satisfactory. They are hardly attractive or well-produced or well-illustrated. Linguistically the greatest problem pupils face is that the language used is far above their understanding level in subjects like Social Sciences, Mathematics, General Science etc. Writing for children is a specialised task and calls for imaginative treatment in the hands of a talented author and linguistic vetting with the help of teachers. Supportive materials such as curriculum guides, graded work-sheets. unit-tests have also to be provided the bulk in all the languages. In addition teachers also need special reading materials of a higher order to help them keep abreast of their subjects and of contemporary issues so that they can meet the minds of bright children adequately. A journal giving information on teaching methods and educational innovation and including extracts from specialist journals, digests of books or articles and other enrichment materials for teachers could be instituted and supplied to school complexes. We suggest the State Department of Education give urgent attention to this and to improving the textbooks being used now by organising expert meetings at various levels. The NCERT we expect, will provide help and guidance.

Enriching Co-curricular Activities at Schools

8.42 Teachers lack skills of many kinds. One is in teaching crafts. Help needs to be taken from institutes like the Bal Bhavans and from local craftsmen in training teachers in the use of their hands for creating things of artistic merit.

8.43 The area of creative dramatics is also a neglected one. Here we do not refer to the skills involved in producing a play for an occasion but the use of drama as a means of creative expression through improvisions in relation to children's experiences in every day life. This leads to free expression, imaginative play, script writing of their own and finally the staging of the play. They are extremely useful as aids to language learning and in imbibing values through perception of happenings in daily life. Institutes like the National School of Drama at the centre and various other voluntary groups could help organise creative-drama workshops for teachers.

Encouraging Advanced Studies

support : Often it happens that in a concern for the *support* :Often it happens that in a concern for the improvement of the average standards, the outstanding work done by a good many of our teachers is missed. What they need most is a change in the climate of the school, an atmosphere conducive to educational research and enquiry. The Headmaster or Principal, the Inspector or District Education Officer ought to identify talent and where it is evident relax regulations and given sufficient support to experimental and innovative efforts and back them up even if a mistake is made. The nurturing of talent requires understanding and exposure to new avenues. Such teachers could be given study leave and sent to advanced centres of learning for furthering their professional competence. The experience of the Homi Bhabha Centre for Science Education at the Tata Institute of Fundamental

Research is relevant in this respect. The Centre has constituted in collaboration with the Government of Maharashtra visiting fellowships to enable practising school teachers to obtain study leave for one year and devote this period for pursuing educational research at the Centre. We feel that all institutes of higher learning should come forward with similar schemes and set aside a small portion of their budget to provide educational opportunities to practising school teachers.

The Matter of Incentives

8.45 The matter of offering incentives is also important. We are of the view that certificates could be given to participants indicating clearly the basic learnings acquired. While the intrinsic rewards of one's own personal education and growth cannot be denied and form the bed-rock of job satisfaction there is a place also for instituting further incentives to teachers.

8.46 The teacher would feel motivated to attend these Courses if they are organised on the basis of a Credit system. For example, a teacher who attends a particular course one summer in, say, "the use of technology in educaiton" or developing a curriculum guide in a particular subject etc. may be given a credit for the units studied as fixed by the Course Committee. With the addition of more Credits acquired by attending further weekend courses or through a Correspondence Course a teacher may be considered eligible for the award of a Certificate or a Diploma. This evidence of a desire for professional growth may, in turn, be a factor in the teacher's favour when he is being considered for a higher post or for a foreign schoolarship or higher studies. We suggest that this be explored further by State Departments of Education.

8.47 We also feel that young teachers who have evinced keenness in their professional growth, in working for the community, in striving to achieve national goals should be identified and considered for State and National awards.

Agencies for Inservice Education

8.48 Among the agencies that need to be supported are the SIEs and SCERTs at the State level many of whom are doing commendable work. Funds have to be earmarked liberally for these institutes to conduct a massive programme of inservice education. Their own staff structure needs to be reviewed and strengthened to include subjects specialists and experienced educational personnel well-versed in classroom practices. Outstanding teachers ought to be seconded to these Institutes for 2-3 years to help in promoting a climate of change and innovation. We recommend also the teachers attending these courses should be treated on duty and funds be made available to meet their travel expenses and daily allowances.

The Role of the Regional Colleges

8.49 The role of the Regional Colleges of Education in the field of inservice education to the States of the Region cannot be over emphasized. Considering the kind of resources of men and materials they have at their command, we feel they should be fully involved in promtoing quality in the State system. Of particular relevance are the programmes we would expect them to conduct for teacher educators at elementary and secondary levels and for the resource and training personnel of the SCERTs/SIEs etc. in every State. We would also expect them to interact with University Departments of Education and be fully involved in encouraging innovative programmes of in-service and preservice education. They should take a leadership role in advancing the use of educational technology as media of teaching and learning.

ANNEXURE 7

CONDITIONS FOR RECOGNITION OF ELEMENTARY TEACHER EDUCATION INSTITUTIONS PREPARED BY THE NCTE COMMITTEE ON ELEMENTARY TEACHER EDUCATION

Area No. 1 *Physical Facilities*

Aspects :

1. Healthy surroundings for the location of the institution.
2. Land.....5 acres (Perferably more, if agriculture is one of the work experiences);
3. Area of the institution building (including assembly hall, a reading room, work experience facilities with due allowance for walls, passages, sanitary blocks, etc....) about 6,000 sq. ft.
4. Staff quarters Types I, II, III and IV)..... At least for 50 percent of the staff.
5. Hostels for Trainees : Dormitory accommodation for all the trainees together with necessary facilities.
6. *Furniture, equipment and appliances*

(i) Adequate furniture and office equipment including furniture for library and reading room.

(ii) Teaching appliances, audio-visual aids, educational material for young children and equipment for art, music, games and sports, etc.

(iii) Equipment and material for work experience.

(iv) Laboratory equipment (for science, geography, home science, etc.)

Area No. 2. *Teaching and other Staff*

Teaching Staff

(a) Teaching Staff including principal and members qualified to teach art, music, physical education and work experience .....8 full-time members.

One additional staff member for every additional student-strength of 12.

The minimum qualifications of teaching staff members other than those for art, music and physical education should be M.A., B.Ed., with specialisation in elementary education and experience of teaching/administration in elementary schools.

(b) *Non-teaching Staff*

(i) Librarian 1

(ii) Clerk 1

(iii) Class IV staff .....2 (both for the college and the hostels)

(iv) Part-time Medical Officer 1

(v) Hostel Warden one for enrolment upto 100; one assistant warden for every additional enrolment of 100 in hostels. Separate wardens for hostels for male and female students.

Area No. 3 : *Library Holdings*

(i) A minimum of 1500 titles including textbooks and reference books (at least ten copies of frequently used textbooks may be purchased for the library).

(ii) Periodicals (at least 10 educational journals may be subscribed by each institution).

(iii) Newspapers.

Area No. 4 : Teacher pupil ratio.....1 : 12

Area No. 5 : Stipends for Trainees.....stipends may be given to trainees belonging to SC/ST and other under-privileged groups of community on consideration of income.

Area No. 6 : Scholarships for trainees..... provision may be made of awarding scholarships to at least 10% of the students on the basis of their rank in the centralised admission test, if the procedure of centralised admission has been introduced by the State Government or any other tests/interview devised by the institution itself for purpose of admission.

Area No. 7 : Provision for tutorials.....tutorials may be arranged regularly in each institution.

Area No. 8 : Finance.....(applicable to private institutions only).

(i) Building fund (applicable to institutions which do not have their own building suitable for the purpose at the time of applying for recognition).....(Rs. 1 lakh to be kept in a Nationalised scheduled bank).

(ii) Reserve Fund.....Rs. 25000/- or an amount equivalent to salary of staff for three

months whichever is more (to be deposited in a Nationalised scheduled bank).

Note : The accounts of each institution will be subject to audit by the officers of the State Department of Education.

Area No. 9 : Educational Extension..... Extension programmes may be organised by each elementary teacher training institution as part of their normal activities for the teachers working in elementary schools in its neighbourhood.

Area No. 10 : Research.....Suitable provision may be made to encourage teaching staff of the institution to undertake experimentation and innovative work. This should be a normal activity of each institution.

Area No. 11 : Practice teaching and demonstration .....At least one full-fledged elementary school should be attached to the institution for this purpose.

Area No. 12.: Management

(i) The institution shall not be run for profit to any individual or group of individuals.

(ii) The institution shall not admit more than the number of seats permitted by the Director of Education.

(iii) The institution shall follow the course of studies as prescribed by the Director of Education.

(iv) The institution shall charge fees and funds, etc. as specified by the Director of Education.

(v) Admission to the institution shall be open to all without discrimination based on religion, caste, creed and place of birth.

(vi) The institution shall make admissions on the basis of admission tests or any other procedure laid down by the State Government.

Note : The above-mentioned norms are the basic minimum which must be fulfilled by all the elementary teacher education institutions whether run by the Government or by private bodies. All Elementary teacher education institutions should be inspected from time to time to ensure that the conditions laid down for recognition are fulfilled and steps taken to remove the deficiencies.

ANNUAL RECURRING BUDGET OF A TYPICAL DIET ESTABLISHED AS PER NORMS GIVEN IN ANNEX. 4

A. *Expenditure on Pay and Allowances, Fees and Honoraria*

(i) *Pay & Allowances etc. for posts*

Category of post	No. of posts		Estimated Annual Recurring Expenditure per post	Total Expenditure
1. Principal	1	X	54,000	54,000
2. Vice-Principal	1	X	48,000	48,000
3. Sr. Lecturers	6	X	42,000	2,52,000
4. Lecturers	17	X	36,000	6,12,000
5. Stat./Tech./Librarian/DSWE. Teachers	5	X	30,000	1,50,000
6. Steno/Accountant	2	X	24,000	48,0000
7. Clerks/Lab. Asstt.	10	X	20,000	2,00,000
8. Class IV	6	X	12,000	72,000
Total	48 post:			14,36,0000

(ii) *Fees & Honoraria* ;

—Fee for Consultants Resource Persons fee for 50 man months @ Rs. 2500/- p.m. (average)		Rs.	1,25,000
—Honoraria for Guest Faculty	1 man 25 w	Rs.	25,000
—Honorarium for Part Time Med. Officer @ Rs. 75 /- p. m.		Rs.	9,000
	Total	Rs.	1,59,000

Total (A)—Rs. 15,95 lakhs
or, say, Rs. 16 lakhs

B. *Expenditure on Conduct of Programmes in the nature of Training/Orientation/Workshops*

Programmes of the above kind, which would be conducted in DIETs will be of two types viz. (i) those which would be funded under other schemes, and (ii) those which would be funded under the DIET Scheme itself. Some examples of the first type of programmes would be the following :

(a) Generally, all AE and NFE—related programmes will be funded from the schemes of AE and NFE respectively.

(b) Training programmes connected with integrated education of handicapped children, and training programmes for science teachers of Upper Primary Schools, could be funded under the concerned Centrally sponsored schemes (vide Annex. 3).

(c) Some in-service programmes for teachers may also be funded under the MOST component of the Teacher Education Scheme (Vide Annex, 2) if it continues in the VIII Plan.

Expenditure on programmes which are funded under 'other' Schemes will be regulated by the norms of the respective schemes.

To the extent that DIETs will run training and other programmes which cannot be funded under any other scheme, they will be funded under the DIET scheme itself. One of the most important such programmes would be the quinquennial 'main' programme for elementary teachers. Examples of other such programmes would be :—

(i) Short theme-specific in-service programmes for teachers.

(ii) Training programmes for Head Masters, Heads of School Complexes and Block level officers of Education Department.

(iii) Orientation programmes for resource persons who would conduct training programmes elsewhere in the district.

(iv) Orientation programmes for members of DBE and VCEs, community leaders, youth and other volunteers.

(v) Workshops for development of curricular units, teaching-learning materials tools for testing and evaluation, low cost teaching aids, etc.

(vi) Seminars, symposia, etc.

If a DIET covers 600 elementary teachers in a year under its 'main' programmes of three weeks duration (as has been envisaged in para 3.32) total financial requirement for these programmes works out as Rs. 2.65 lakhs, as follows :—

(a) On boarding arranngments @ Rs. 20/- per person per day (Rs. 20X20 days X 600 persons)	Rs. 2.40 lakhs
(b) On stationery, printed material and other incidentals @ Rs. 20/- per person	Rs. 0.12 lakhs
(c) On field visits, etc. @Rs. @Rs. 1000/- per programme of 3 weeks	Rs. 0.13 lakhs
Total	Rs. 2.65 lakhs

Financial requirement of other programmes which the DIET would conduct annually, and which would need to be funded under the DIET scheme will depend on various factors. It would however be reasonable to assume that the amount which would be needed for all these other programmes taken together, would be of a similar order (i.e. Rs. 2-2.5 lakhs).

The annual financial requirement of a DIET on account of all programmes of the kind mentioned above may therefore be taken roughly as—Rs. 5.0 lakhs.

C. Expenditure on Extension, other Field Interaction Activities and Action Research Projects :

(i) **Extension :**

(a) Publication of a Quarterly News letter for circulation to all elementary schools, School Complexes and AE/NFE Centres in the district, @ Rs. 2/- per copy (incl. postage) for an average of 2500 copies per quarter (Rs. 2X2500X4)	R s. 20,000
(b) Publication of an annual Institute journal as above @ Rs. 6/- per copy (incl. postage) (Rs. 6X2500)	Rs. 15,000
(c) Publication of Pamphlets, Brochures, Mimeographs, etc. for use by teachers and others .	Rs. 15,000
Total (i)	Rs. 50,000

(ii) **Other Field Interaction Activities :**

e. g. visits of DIET faculty to schools/ AE/NFE Cent res and those of teachers/ instructors/students, etc. to the DIET, @ Rs. 2500 per month	Rs 30,000
(iii) Action research Projects . . .	Rs 30,000
Total (C) . . .	Rs. 1.1 lakhs

D. Contingencies :

(i) Annual replenishment of library books and subscriptions for journals .	Rs. 50,000
(ii) Maintenance of various kinds of equipment (e. g. lab, workshop, hostel, audio-visual and other equipment), and replacement of consumables	40,000
(iii) Water, Electricity, Telephone charges, etc.	1,00,000
(iv) Forms, Stationery, Office Expenses, and other contingencies . . .	40,000
	Rs. 2.3 lakhs.

Total anual requirement on account of recurring items of expenditure (A+B+C+D= 16.0+5.0+1.2+2.2=) . . . Rs. 24.4 lakhs

Notes : 1. Total estimated annual requirement for a DIET for recurring items of expenditure is Rs. 24.4 lakhs. Its item-wise break-up given above is indicative, and may be varied as per needs, subject to the overall ceiling of Rs. 24.4 lakhs.

2. NCERT, NIEPA, Ministry of HRD, State Governments, etc. also give assistance for various kinds of field studies, action research and innovative projects under their different schemes. Apart from utilizing the nuclear provision of Rs. 0.3 lakhs for these activities in its own regular budget, DIETs will also bid for funds for specific action research projects from these/other sources/agencies/ schemes.

FORMAT FOR STATUS REPORT OF EXISTING ELEMENTARY TEACHER EDUCATION INSTITUTIONS (ETEIs)

(Parts A-G to be got filled by each institution)

Information being given as on————————(mention date)

A. Identification

A·1 Name and Address————————————————————————————
District ————————————————Block————————————————

A·2 Year of Establishment ————————————————————————————

A·3 Location: Rural/Urban/Metropolitan/Tribal/Hilly/Desert

Note : "Metropolitan" may be taken to mean a city with 1981 population of one million or more.

A·4 Meant for Boys/Girls/Co-education

A·5 Type: Fully Residential/Partly residential/non-residential

A·6 Distance (in kms) from District HQs:————————————————————————

A·7 Management : Govt/Local Body/Non-Govt. aided/Non-Govt. unaided

A·8 Is it a Minority Institution : ————————————————————————

B. Enrolment & Results

Year	Sanctioned Intake	Enrolment						(Results in per-centage)
		I year		II year*		Total of I & II Yr.		
		Total	Girls	Total	Girls	Total	Girls	
1	2	3		4	5	6	7	8	9
1986-87									
1987-88									
1988-89									
1989-90									

C·1 Staff position

Kindly attach the following information on academic and non-academic staff:

C.1 Statement of Posts in the Institution:

S. No.	Name of post	Pay scale	No. of Posts			Qualifications prescribed for the post	Method of Rectt.
			Total sanctioned	Filled up	Vacant		
1	2	3	4	5	6	7	8

*To be given only in case course is of two years duration

C·2 Statement of staff in position;

S.No.	Name of person	Post held	Pay scale	Age	Qualifications	Year since which working in ETEIs	Present ETEI	Remarks
1	2	3	4	5	6	7	8	9

D. Physical Facilities

D·1 Total Area of the Institute Campus (in acres)————————————————————

D·2 ownership of Land/Building ————————————————————
If rented, monthly rent—Rs.————————p.m.

D·3 Present land use pattern in the institutions Campus

Item of use	Area (in acres)
1. Total Campus Area	
2. Area occupied by	
(i) Buildings	
(ii) Lawns and gardens	
(iii) Playgrounds and other open air activities	
(iv) Farm	
(v) Service roads	
(vi) Other structures & uses (Pl. specify)	
Total (2)	
3. Unusable land (Give reasons)	
4. Spare land available for expansion and development of the Institution (1-2-3)	

D·4 Present status of availability of basic amenities on the Campus

	Adequate/Inadequate/not available
a. Water	,,
b. Electricity	,,
c. Waste disposal	,,
d. Service Roads	,,
e. Telephone	,,

D·5 Present Status of Institution's Building

Type of building	Year of construction	Carpet* area (in sq. ft.)	Built up area (in sq. ft.)	If the Bldg. in a good state of repair if not, give details of repairs etc. required	Details of physical space		
					Type of accommodation	No.	Total carpet area
1	2	3	4	5	6	7	8
1. Institute bldg. (Admn. & Academic Wings)					1. Classroom 2. Office rooms 3. Library 4. Labs. 5. Workshop 6. Auditorium 7. Rooms for Academic staff 8. Store Rooms 9. Toilets 10. Canteen 11. Others		
				Total			
2. Hostel Men's Hostel No. of seats					1. Living rooms/Dormitories 2. Toilets 3. Dining Hall 4. Kitchen/Pantry 5. Common Room 6. Office/Store Room 7. Others Total		

*By "Carpet" Area is meant the total built up area of a building minus (i) the area of circulation spaces (e.g. verandahs, corridors, staircase, foyers etc.), and (ii) area under walls.

1	2	3	4	5	6	7	8	9

(ii) Women's Hostel
No. of seats————

1.
2.
3.
4.
5.
6.
7.

Total

Total (2)
No. of seats————

3. Staff Quarters

(i) For Principal
(ii) For Academic staff (No.————)
(iii) For Ministerial staff (No.————)
(iv) For Class IV staff (No.————)

Total No. of Quarters————

D. 6 **Hostel Facilities**

If Hostel and staff quarters are not located on the same campus as the Institution, pl. give distance (in kms) from the Institution bldg. of

(i) Hostel————kms.
(ii) Staff quarters————kms.

D. 7 Adequacy of other facilities (in case of inadequacy, pl. give details)

(a) Furniture & Equipment for :
(i) Office and academic staff rooms . . . . ————
(ii) Classrooms & Auditorium . . . . . ————
(iii) Library & Reading Room . . . . . ————
(iv) Hostel . . . . . ————
(b) Equipment & material for work experience . . . ————
(c) Lab. Equipment . . . . . ————
(d) Audio-visual & other teaching aids . . . . ————
(e) Games & Sports material . . . . . ————
(f) Equipment for art Education . . . . . ————

D. 8 Library/Reading Room :

(a) No. of Titles :
(i) No. of titles connected with courses offered . . ————
(ii) No. of Reference Books . . . . . ————
(iii) No. of other titles (e.g. general, fiction, etc.) . . ————
(iv) Total no. of titles . . . . . ————
(v) Total no. of books (incl. multiple copies) . . ————
(b) No. of periodicals being regularly subscribed to :
(i) Professional & Research journals . . . . ————
(ii) Gen. periodicals . . . . . ————
(iii) Total . . . . . ————
(c) No. of Newspapers : ————

E. Arrangements for Practice Teaching for Pupil-Teachers

E. 1 Kindly explain briefly the existing arrangements and the difficulties faced, if any————

E. 2 In case certain school(s) is/are attached to the ETEI for the purpose of practice teaching, the following information may kindly be given about them :

Name of School	Distance from ETEI (in kms.)	Management	Classes		Number of		Remarks
			From	To	Students	Teachers	
1	2	3	4	5	6	7	8

F. Budgetary Position

Particulars	Amount in Rupees			
	1986-87	1987-88	1988-89	1989-90 (Estimated)
1	2	3	4	5

(a) Institution's Annual Income

(To be filled up only for Non-govt. institutions)

1. Fees of the Institution . . . . . ——————
2. Govt. grant . . . . . ——————
3. Other sources (Pl. specify) :

(i) ——————
(ii) ——————
(iii) ——————

Total (a) :

(b) Annual Expenditure :

1. Staff Pay & Allowances . . . . . ——————
2. Contingencies . . . . . ——————
3. Others (Please specify) . . . . . ——————

(i) ——————
(ii) ——————
(iii) ——————

Total (b) :

G. General Remarks :

If any audit objections or remarks/reports regarding irregularities have been communicated to the Institution during the last five years, details thereof and steps taken, if any, to rectify them:—

——————

——————

——————

——————

Date : Name, Signature & Seal of the Head of ETEI

H. Remarks of the Controlling Authority

(DEO/Joint Director of Education etc., who may be empowered to inspect the Institution and/or release grants to it, as the case may be)

H. 1 Whether the information given above by the Institution is correct ? Give details of inaccuracies, if any——————

——————

——————

H. 2 Is the Institution known to have indulged in the following kinds of malpractices :

(a) Charging of Capitation fee
(b) Unfair selection of candidates

(c) Malpractices in conduct of Exams

(d) Any other serious malpractices of irregularities if so, please give details :—

H. 3 General comments on overall functioning of the Institutions

Date :

Name, Signature & Seal of the Officer

I. Recommendation of the Task Force, with reasons, on whether that ETEI should be :

(i) Upgraded into a DIET
(ii) Continued, though without upgradation as above
(iii) Closed down

Date:

Name, Signautre and Designation of Chairperson of the Task Force

J. Decision of the State Govt. on the Task Force's Recommendation

(with reasons, if Recommendation is not accepted)

Date :

Secy., Govt. of
Education Deptt.

FORMAT FOR PREPARING STATE/UT-LEVEL PERSPECTIVE PLAN FOR ELEMENTARY TEACHER EDUCATION

PART—I

BASIC INFORMATION

(Information given as on : ——————————(Mention reference date)

A. Basic Statistics :—

A. 1 Name of the State/UT ——————————

A. 2 Population (1981)

(i) Total ——————————

(ii) Percentage of (a) SC ——————————

(b) ST ——————————

A. 3 Number of districts ——————————

A. 4 Number of blocks ——————————

A. 5 Literacy Rate (1981)

Male ——————————

Female ——————————

Overall ——————————

A. 6 Structure of the Elementary Stage in the State:—

Classes included in Primary Stage : ——————————

Classes included in Upper Primary Stage : ——————————

A. 7 Classes at which different languages are introduced at the Elementary Stage :—

First Language——————————in Class I

Second Language——————————in Class —

Third Language——————————in Class —

A.8 Number of Elementary Schools and AE/NFE Centres in the State/UT in 1986-87:

Type of Institution	No. of Institutions managed by					Number of institutions exclusively for girls out of those in col. 7	Break-up of the total given in col. 7 according to medium of instruction		
	Govt.	Local bodies	Non-Govt.		Total		Medium 1 (——)	Medium 2 (——)	Medium 3 (——)
			Aided	Un-aided					
1	2	3	4	5	6	7	8	9	10	11
1. Elementary Schools									
(a) Primary Schools/ Sections									
(b) Middle (Upper Primary) Schools/ Sections									
Total Ele. Schools (a+b)									
2. Non-Formal Edn. Centres									

1	2	3	4	5	6	7	8	9	10	11

3. Adult Edn. Centres

A. 9 Enrolment Trends

	1984-85 (End of VI Plan)	1988-89	1989-90 (VII Plan Target)	1994-95 (Proposed/ Contemplated VIII Plan Targets)
1	2	3	4	5
a. Enrolment in Schools				
(i) Classes I—V				
(ii) Classes VI—VIII				
(iii) Classes I—VIII (i+ii)				
b. Learners in Non-Formal Education System				
(i) Primary				
(ii) Middle/Upper Primary				
(iii) Total (i+ii)				
***c. Gross Enrolment Ratios (G.E.R.)** (in percentage)				
(i) 6—11 years				
(ii) 11—14 years				
(iii) 6—14 years				
d. Learners in Adult Education System				

A. 10 Number of Teachers/Instructors (1988-89)

	No. of Teachers/Instructors in Institutions run by					
	Govt.	Local bodies	Non-Govt. organisation			All categories
			Aided	Un-aided	Total	
1	2	3	4	5	6	7 (=2+3+6)
a. Primary Schools/Sections						
b. Middle Schools/Sections						
Total for Ele. Schools (a+b)						
c. NFE Instructors						
d. AE Instructors						

A. 11 Size of backlog of Underqualified and Untrained Teachers

a. Eligibility criteria followed in the State in appointment of Elementary Teachers :

Category of Teachers	Minimum qualifications prescribed for appointment	
	Academic	Professional (Trg)
(i) Primary Teachers		
(ii) Upper Primary Teachers		

If pre-service training is *not* compulsory for appointment as teachers, please give reasons ;

*G.E.R. means enrolment in Elementary Schools and NFE Centres, taken together, as a percentage of estimated child population in relevant age-group.

b. Underqualified and Untrained Teachers

Category of Teachers	No. not possessing above qualifications	Out of col. 2, no. of teachers who have undergone a suitable content upgradation-cum-trg. prog. to remedy lack of qualification & pre-service trg,. or who have been otherwise exempted from earning prescribed qualification and undergoing pre-service trg.	Net no. of teachers who are underqualified as well as untrained
1	2	3	4 (-2—3)
Primary Teachers			
Upper Primary Teachers			
Total (Elementary Teachers)			

c. Qualified but Untrained Teachers

Category of Teachers	No. of Untrained Teachers	Out of col. 2, no. of teachers exempted from undergoing trg.	Net no. of untrained teachers
1	2	3	4
Primary Teachers			
Upper Primary Teachers			
Total (Elementary Teachers)			

A. 12. Teacher/Pupil Ratios (1986-87)

a. Primary Schools/Sections _____

b. Middle Schools/Sections _____

Overall ratio for Elementary Schools _____

c. N.F.E Centres _____

d. A.E. Centres _____

A. 13 Elementary Teacher Education Institutions (ETEIs) in the State/UT (1989-90)

Category	No. of Institutions		Annual Intake Capacity of Pre-service Trainees
	Total	Exclusively for girls	
1	2	3	4
(i) Govt.			
(ii) Non-Govt. Aided			
(iii) Non-Govt. Unaided			
Total			

B. System of Elementary Teacher Education (E.T.E.) in the State/UT

B. 1 Who controls ETEIs at ;

(a) State level ; (i) Adm. aspects
(ii) Academic aspects
(iii) Overall

(b) Divisional level ;

(c) Distt. level ;

Kindly attach a brief note on the administrative set-up for Elementary Teacher Education in the State, if necessary.

B. 2 Please give the following information regarding the Pre-service training course for Elementary Teachers in the State/UT ;

(a) Duration . . . . . ——————————

(b) Minimum prescribed qualifications for admission . . ——————————

(c) Mode of selection of candidates for admission to pre-service training programme . . . . . ——————————

(d) % of seats reserved, if any, for ;

(i) SCs . . . . . ——————%

(ii) STs . . . . . ——————%

(iii) Women . . . . . ——————%

(iv) Others (Pl. specify) . . . . . ——————%

(e) Is any preference/weightage given to candidates from rural/remote areas ? If yes, pl. give details . . . . ——————————

(f) Name of the qualification (Diploma/Certificate, etc.) which trainees earn on successful completion of the course ; ——————————

(g) Who lays down the syllabus, conducts external examination and awards diploma/certificate, etc. ? . . . ——————————

(h) Are the course contents and design in accordance with NCTE guidelines ? . . . . . ——————————

If not, pl. attach a note giving details of disparities from the above guidelines

(i) Does SCERT play any role in determining content, design, etc. of the course ? If yes, pl. give details. . . . ——————————

B. 3 Who fixes annual intake of pre-service trainees for the ETEIs of the State, and in what manner ? . . . . ——————————

——————————

——————————

B. 4 What is the system of pupil evaluation in the Pre-service training course ? . . . . . ——————————

(i) Weightage given to internal assessment and external exam. ——————————

(ii) Method of internal assessment . . . . . ——————————

(iii) Periodicity (Annual/Semester) and Scheme of external exam. . . . . ——————————

B. 5 What is the system of recruitment (qualifications and selection procedure), training, posting and cadre management of academic staff in Govt. ETEIs ? . . . . . Kindly attach a brief note.

B. 6 What is the system of granting recognition and financial aid to, supervision of and fixing intake for non-governmental institutions for E.T.E. ? . . . . . Kindly attach a brief note.

B. 7 Has the State Board of Teacher Education been set up ? . . ——————————

If yes, please give its membership, functions and a note regarding its activities in the last three years.

B. 8 What are the existing arrangements for in-service training of elementary teachers ? Give a note on the duration and content of courses, method of selection of teachers and agency and system of conducting these programmes at State, district and lower levels. If there exist any Centres of Continuing Education/In-service Training Centres for Elementary Teachers in the State, please attach their list. Also indicate rates of TA/DA paid to the participants in these courses. Kindly attach a brief note.

C. System of Training of Heads of Elementary Schools and Block level officers of Education Department

What are the arrangements for pre-service and in-service training of Heads of Elementary Schools, and Block level officers of Education Department ? Kindly attach a brief note. . . . . .

D. System of Training of AE and NFE Functionaries

D. 1 What are the organisational arrangements for pre-service and in-service training of instructors and supervisors of AE and NFE ? Kindly attach a note. . . . . .

D. 2 Please give names of institutions working as State Resource Centres (SRCs) for AE and NFE in the State ;

Category	Name and address of SRC	Year since which working as SRC
1. AE		
2. NFE		

D. 3 Kindly give a note on course content, duration and agency responsible for conducting pre-service and in-service training programmes for (i) AE, and (ii) NFE instructors and supervisors in the State. . . . . .

E. Educational Technology

E. 1 Activities of SIET/ET Cells in the State/UT :

(i) Does the State have an SIET/ET Cell/Neithter (Pl tick) .

(ii) If the State has an ET Cell, which organisation of, if a part of (e.g. SCERT, Directorate of Education, etc.) ? .

(iii) Please give a resume of the achievements of SIET/ET Cell so far, with special reference to production/ replication of :

(1) Slides
(2) Audio Programmes
(3) TV Programmes
(4) Video replication of TV/original programmes
(5) Films

E. 2 Availability of AV Aids in Schools

Facility	No. of Elementary Schools				Position of supply of items to schools covered under ET Scheme
	Possessing the facility in 1986-87	for which Central assistance sanctioned under the ET Scheme			
		1987-88	1988-89	1989-90	Total
1. Radio-cum-Cassette Player					
2. Radio					
3. Cassette Player					
4. T. V. set					
5. Any other Audio-visual equipment e.g. Film Projector etc. (Pl. specify)					

E. 3 Position of Educational Broadcasts/Telecasts relevant for Elementary and Adult Education

	No. of distts. which receive		Periodicity of telecast/ broadcast		Approx. duration for per telecast/broadcast	
	For Ele. Edu.	For Adult Edu.	For Ele. Edn.	For Adult Edn.	For Ele. Edn.	For Adult Edn.
1. Telecasts						
2. Broadcasts						

Please attach a note regarding agency which prepares programmes for telecasts/broadcasts, and extent to which they are actually being used by Elementary Schools/AE/NFE Centres.

E. 4 Please attach a brief note giving other relevant information regarding the State level present and future programmes and organisational arrangements in the area of educational technology.

F. Pupil Evaluation System

What are the organisational arrangements and systems for conducting learner evaluation at :—

(i) terminal classes of primary and middle schools,

(ii) terminal classes of primary and middle NFE Centres, and

(iii) terminal stage of AE Centres ?

Please attach a brief note.

G. State /UT Budget for Teacher Education Programmes :

Kindly give the following information from the budget of Education Department for Elementary Education programmes of the State/UT.

Items	Actual Expenditure			Estimated Expenditure
	1986-87	1987-88	1988-89	1989-90
(a) **Recurring :**				
1. Pay & Allowances				
2 Pre-service Programmes				
3. In-service Programmes				
4. Other Contingencies/Programmes/Activities . .				
5. Grants to non-Govt. institutions . . .				
6. Other items (Please specify)				
Total : (a)				
(b) **Non-Recurring :** (Please specify the items)				
Total : (b)				

PART-II

DISTT-WISE ABSTRACT OF EXISTING ELEMENTARY TEACHER EDN. INSTITUTIONS

H. To be prepared on the basis of data collected in the Institutional Status Reports (Annex 9)

District	Name & Address of the Institution	Management Govt. /Non-Govt. aided/ Unaided	Year of Establishment	Meant for (Boys/Girls/ Co-education)	Distance from Distt. Head Qrts. (in Kms.)	Sanctioned Annual Intake of pre-service trainees.
1	2	3	4	5	6	7

Enrolment			Physical Infrastructure							
I Year	II Year (in case of two years' course)	Total	Ownership of Insti. Campus	Total Campus Area in Acres)	Carpet Area of the Insti. Bldg. (in sq. ft.)	Hostel		Library	Availability of Equipment for teaching	
						Ownership	Inmate capacity	No. of books	Sc.	WE & Art. Edn.
8	9	10	11	12	13	14	15	16	17	18

Staff Position				Whether proposed for being		
No. of teaching posts (incl. Principal)		No. of staff members who		Upgraded to DIET	Retained without such upgradation	Phased out
Sanctioned	Filled up	do not possess prescribed qualifications for their post	are above the age of super-annuation followed in Govt.			
19	20	21	22	23	24	25

If identified by Task Force and State Govt. as a sub-standard or malpractising institution.

Nature (whether sub standard, malpractising or both)	Action taken/being taken for phasing out	Date/likely date of closure
26	27	28

N.B. : 1. Totals must be struck in cols. 2, 7, 10 and 23-25 for every district and for the State/UT as a whole.

2. Entries relating to institutions identified for being pased out should be **underlined in red.**

PART-III

PLAN FOR MEETING PRE-SERVICE AND IN-SERVICE TRAINING REQUIREMENTS FOR ELEMENTARY TEACHERS OF THE STATE/UT', AND FOR TAKING ACTION AGAINST INSTITUTIONS WHICH MAY BE SUB-STANDARD ETC.

I. Estimation of Annual Requirement of Pre-Service Training of Elementary Teachers During 1990-95 :
(The method of estimation indicated in the table below is only suggestive. If it is not found suitable, States may devise a more appropriate method)

Elementary Teachers as on 1-4-89			No. of Elemenatary Teachers posts				
Total No.	No. of under qualified & untrained Teachers	No. of qualified but untrained Teachers	1985-86	1986-87	1987-88	1987-89	Average during last 4 years.
1	2	3	4	5	6	7	8

Average No. of posts likely to be created annually during		No. of trained unemployed teachers as on 1-4-89	State Govt's Plans for liquidating backlog of underqualified/untrained teachers		Projections regarding employment of trained, unemployed teachers.	
1989-90	1990-95		No. of years in which will be done	No. which will be be trained annually	No of years in which likely to happen	No. jobs likely to get annually
9	10	11	12	13	14	15

Estimated No. Elementary Teachers, posts as on 1-4-90 (col. 1+9)	No. of vacancies likely to arise due to attrition (death, retirement, resignation etc.) annually during 1990-95) (col. 10)x Attrition Rate	Estimated Annual Requirement of Trained Elementary Teachers during (1990-95 (col. 10+17+ 13X/5—15xY/5)	Present Annual intake Capacity of ETELIs				Rmarks
			Govt.	Non-Govt. aided	Non-Govt. unaided	Total	
16	17	18	19	20	21	22	23

Notes : 1. The terms "underqualified and untrained' and 'qualified but untrained' in the headings of cols. 2 and 3 have the same meaning as given in the heading of col. 3 of the tables given in parts (b) and (c) respectively of Item A.

2. To fill up col. 17, attrition rate may be taken based on **actual** data, if available for the State/UT, or, if such data are not readily available, may be assumed appropriately in the range 2-2.5%.

3. In the heading of col. 18.

X= No. of years of the VIII Plan period (1990—95) upto which backlog of untrained teachers will last as per col. 12.

Y= No. of years of the VIII Plan period (1990—95) upto which backlog of unemployed teachers will last as per col. 14.

J. Institution-wise action taken/initiated by State Govt. to phase out ETEIs identified as sub-standard or engaged in malpractices :

District	Name & Address of ETEI which State Govt. have decided to phase out on Task Force's recommendation	Annual intake of pre-service trainees	Reason for phasing out	Details of action taken/initiated by State Govt. against the ETEI	Date of actual/likely closures of the ETEI	Remarks
1	2	3	4	5	6	7

Total No. of ETEIs decided for being phased out . . . ———— (Total of col. 2 above)

Total likely reduction in pre-service training capacity as a result of closure of Institutions in col. 2 . . . . ———— (,, ,, ,, 3 ,,)

K. Action Plan for setting up DIETs

Year	No. of DIETs Proposed to be set-up			Details of DIETs proposed to be set up population of					Annual Intake of Pre-Service Trainees		
	Up-gradation	New	Total	Distt./ Group of districts which DIET will serve	Ele. Teachers	AE Instructors	NFE Instructors	Name and location of ETEI which will be upgrowed/ Name of place where 'new' DIET will be established	In ETEI before up-gradation	Proposed to be fixed for the DIET	Net change (+/—)
1	2	3	4	5	6	7	8	9	10	11	12
TOTAL .											

NOTE :—Wherever col. 5 indicates one DIET serving a group of districts, totals *for each such group* should be struck in cols. 6, 7 and 8.

L. Plan for matching annual pre-service intake with estimated annual requirement of Pre-Service Training for Elementary Teachers during 1990-95 :

(i) Present* pre-service training capacity of all ETEIs of the State . . . . . ——————— (vide col. 22, Item 'I')

(ii) Net reduction likely to occur due to phasing out of institutions as per Part III (—)——————— (vide col. 3, Item 'J')

(iii) Net change likely to occur due to establishment of DIETs as per Item 'K' . . . . . (+/—)——————— (vide col. 12, Item 'K')

(iv) Likely Pre-Service Training Capacity in the State after (ii) & (iii) above (i + ii + iii) . . . . . ———————

(v) Estimated Annual Requirement of Pre-service Training during 1990—95 . . . . . ——————— (vide col. 18, Item 'I,' unles worked out by some other alternative method).

(vi) If (iv) is substantially more than (v), steps proposed to roughly match the two

Step	Likely resultant reduction in capacity
@1. Reduction in pre-service intake in existing ETEIs .	
@2. Conversion of ETEIs into centres meant exclusively for in-service edn. of tea-teachers. . . .	
3. Others (Pl. Specify) .	
TOTAL . . .	

If (iv) is substantially less than (v), steps proposed to roughly match the two

Step	Likely resultant increase in capacity
@1. Increase in pre-service intake in existing ETEIs .	
2. Establishment of new ETEIs	
3. Others (Pl. Specify)	
TOTAL . . .	

*By 'present' is meant prior to initiation of action against institutions, which may be substandard, surplus or malpractising.
@Please attach list of ETEIs identified for the purpose, showing present and psoposed intake of each.

M. **Details of Action Plan to phase out sub-standard and malpractising ETEIs and to roughly match demand and supply of trained Elementary Teachers :**

Action	Target	Detailed steps which will be taken to achieve the target	Time Frame		Fin. Implications		Arrangements made to meet fin. requirements
			For each step given in col. 3	For achieving target given in col. 2	Non-Rec.	Rec.	
1	2	3	4	5	6	7	8
1. Phasing out of sub-standard and malpractising ETEIs . . .							
2. Liquidation of backlog of (i) Underqualified and untrained teachers, if any . . . (ii) Qualified, untrained teachers, if any .							
3. Absorption of backlog of trained, unemployed teachers, if any . .							
4. Stopping recruitment of untrained teachers, if happening at present .	(State approximate time frame within which this will be done).						
5. If the State is likely to have a substantial surplus/deficit in pre-service training capacity after 1—4 above and establishment of targetted no. of DIETs, reduction/increase in such capacity so as to roughly match the demand and supply.	(State approximate time frame within which this will be done, giving the extent of mis-match, which will be (iv)—(v) of Item L).						

N. **Meeting In-Service Training Requirements of Elementary Teachers :**

N-1. Based on the estimated figure of Elementary Teachers' posts in the State/UT, as on 1-4-1990 (col. 16 of the table in Item 'I'), no. of teachers who would have to be trained annually if all teachers in the State/UT are to undergo at least one 'main' in-service training course every five years :

N.2 proposed arrangements for organising in-service training to the extent indicated in N. 1 :

No. which will be trained annually :

(i) In DIETs . . . . . .
(ii) In other ETEIs and In-service Training Centres . .
(iii) At other suitable Centres (Pl. indicate kinds of such Centres) _____
(iv) TOTAL . . . . . _____

N-3. No. of Heads of Elementary Schools to be trained annually if all such Heads are to be imparted at least one in-service training once in 3 years.

N-4 Proposed arrangements for organising in-service training to the extent indicated in N-3 :

No. which will be trained annually in :

(i) DIETs . . . . . .
(ii) Other suitable centres . . . . . .
(Please indicate kinds of such centres) _____
(iii) TOTAL . . . . . _____

PART—IV

DECISIONS OF THE STATE GOVERNMENT ON CERTAIN MAJOR ISSUES CONCERNING DIETs AND ELEMENTARY TEACHER EDUCATION IN THE STATE

O. Would the State Govt. adopt for its DIETs, the model given in Sections 2.3—2.6 of the Guidelines, or some alternative model ? In the latter event, please attach a note giving full details of the proposed model, and its advantages over the one suggested in the Guidelines.————————

P. *Staffing*

P.1 Proposed levels/pay scales and recruitment modes for the main academic posts in the DIETs ;

Post in the DIET	Post/level in State Education Deptt. to which it will be equated	Proposed Pay Scale
(1)	(2)	(3)
1. Principal		
2. Vice-Principal I/c composite DRU		
3. Sr. Lecturer		
4. Lecturer		

% of posts which will be filled up through, and upper age limit (U.A.L.) for different recruitment modes

Mode 1		Mode 2		Mode 3		Mode 4	
(%	U.A.L.)	(%	U.A.L.)	(%	U.A.L.)	(%	U.A.L.)
(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)

Note : Please specify recruitment mode in brackets under Modes 1—4 above, and attach a note giving procedural details of each mode.

P.2 **Proposed Post-wise Eligibility Criteria**

Branch	Name of post in the DIET	Will State follow Eligibility Criteria given in Annex. 12 of the Guidelines ?	If not alternative Eligibility Criteria that will be prescribed for appointment to the post		Remarks
			Educational and professional qualification	Experience	
1	2	3	4	5	6
1. PSTE	Principal				
	1. Sr. Lecturer				
	2. Lecturers				
	i)				
	ii)				
	iii)				
	iv)				
	v)				
	vi)				
	vii)				
	viii)				
2. WE	1. Sr. Lecturer				
	2. Lecturer				
	3. WE Teacher				

1	2	3	4	5	6
3. DRU	1. Vice-Principal/Sr. Lecturer . .				
	2. Lecturer AE				
	3. Lecturer NFE				
4. IFIC	1. Sr. Lecturer				
	2. Lecturer				
5. CMDE	1. Sr. Lecturer				
	2. Lecturer				
6. ET	1. Sr. Lecturer				
	2. Lecturer				
7. P&M	1. Sr. Lecturer				
	2. Lecturer				

P.3 *Proposed Training Arrangements for the DIET Faculty*

Please attach a note spelling out how and through which institutions the State Govt. proposes to impart induction and continuing training to the faculty that would work in the DIETs.

P.4 *Cadre Formation and Management*

Please give a brief note regarding proposed cadre formation and career prospects for persons who would be recruited to the DIET posts mentioned above, also indicating the status of framing Recruitment and Service Rules for them. If the Draft/ Final Rules are ready, a copy thereof may please be attached.

Q. *Agencies identified for construction work*

Q. 1 Which agency/agencies will be entrusted construction work under the Scheme? ————————

————————————————

Q. 2 On what terms will it/they carry out construction work for the Education Department?——

————————————————

————————————————

Q. 3 Please state current rates of construction cost per sq. ft. in different parts of the State, for Govt. buildings, spell out measures proposed to be taken to effect maximum possible economy in DIET buildings vis-a-vis such costs, and indicate at what rates it will be possible to construct DIET buildings in various parts of the State.

Q.4 How will it be ensured that construction work gets completed on schedule and there are no cost escalations due to delays?

R. *Arrangement for purchase of Equipment*

R. 1 What will be the mode of purchase (Procedure for fixing suppliers, mode of delivery to institutions, etc.) of the following kinds of equipment for the DIETs :—

(i) Furniture
(ii) Books
(iii) Audio-visual Aids
(iv) Computers
(v) Science Equipment
(vi) WE Equipment
(vii) Art Education Equipment
(viii) Sports and Physical Education Equipment
(ix) Other Equipment

R. 22 How will it be ensured that purchases are made in a fair manner and quality goods are supplied to the DIETs on schedule?

————————————————

————————————————

S. *Development of exemplar packages for training Programmes to be conducted in the State's DIETs*

S. 1 Please list the main training programmes (besides pre-service teacher education course) which the DIETs of the State would conduct.

S.2 Please indicate names of agencies which would develop exemplar packages/guidelines for above programmes, and indicate a time-frame for their development.

T. Please state what the relationship of the DIETs will be with :

(i) Distt. Board of Education (if set up)
(ii) SCERT
(iii) SRC
(iv) Directorate of Elementary/School Education
(v) Directorate of Adult/Non-Formal Education

(vi) Distt.-level officers in charge of Elementary Education, AE and NFE

In particular, please state :—

(a) to whom DIETs will be immediately accountable for academic and administrative/financial matters, and

(b) how it will be ensured that elementary teachers and AE/NFE functionaries are systematically sponsored for training in DIETs.

U. DIETs are expected to be given adequate functional autonomy—e.g. in respect of academic, administrative and financial matters. Please state what steps will be taken to ensure this.

V. State Government will also be expected to carry out other necessary reforms in the Elementary Teacher Education System simultaneously with implementing the DIET Scheme. Please attach a note stating what reforms the State Government propose to introduce. For example, are any reforms proposed in regard to the following matters for the pre-service course :—

(i) Duration

(ii) Eligibility cariteria and mode of selection for admission to the course

(iii) Course content

(iv) Course methodology (incl. practice teaching, working with the community, etc.)

(v) System of evaluation

W. Several ETEIs will continue without upgradation into DIETs. Please attach a note specifying steps the State Government would take to improve them, the financial implications of the exercise, and necessary financial arrangements.

X. *General remarks*

_____

_____

_____

_____

_____

Place

_____

(Signature, Name & Designation of the Chairman of the Task Force

_____

Date

Countersigned

_____

Place

_____

(Signature, Name & Designation of State Education Secretary

_____

Date

FORMAT FOR PREPARING DIET PROJECT PROPOSALS

Reference date to which information given below pertains ;————

Classes of the Elementary stage at which different languages are introduced in the State

Language 1 ( ) introduced at Class 1
Language 2 ( ) ,, ,, ,, —
Language 3 ( ) ,, ,, ,, —

	Project 1	Project 2	Project 3	Project 4	Project 5
I. Basic data about the district(s) which the DIET would serve					
1. Name of the district(s)					
2. Population (in lakhs).					
3. No. of elementary school teachers ;					
(i) Total No.					
(ii) No. of teachers working in schools of Govt. and Local Bodies					
(iii) If because of multilingual character of the distt., at least 5% of the children of the distt. study languages other than those listed above, details.—					
(a) Names of such languages	(Give names of languages)				
(b) No. of teachers in the distt. teaching above languages or teaching in such languages	(Give no. of teachers)				
(iv) No. of Elementary School Teachers who neither possess prescribed academic qualifications for their post, nor have undergone a remedial in-service programme nor have been exempted from acquiring prescribed qualification					
(v) No. of Elementary School Teachers who possess prescribed academic qualifications but are untrained, and have not been exempted from undergoing training					
4. No. of AE/NFE Instructors					
(i) No. of AE Instructors					
(ii) No. of NFE Instructors					
II. Basic data about the institution Proposed for upgradation/place where 'new' DIET will be located					
1. Name and location of institution proposed for upgradation/name of place where new DIET will be located (wherever applicable)					
2. Ownership of land and institution/hostel building					
3. Campus area (if Govt. land) or Area of land *in possession of* Govt. where new campus is proposed to be built (in acres)					
4. Present annual intake in Elementary Teacher Training Course (of one/two year duration as the case may be).					
*5. Carpet area of existing Institute building (Academic and Admn. Wings only) (in sq. ft.)					

*By 'carpet area' is meant the total build-up area of a building *minus* the area of circulation spaces (e.g. verandahs, corridors, stair case, foyer, etc.) and area under walls.

	Project 1	Project 2	Project 3	Project 4	Project 5
*6. Total no. of seats in existing hostels					
(a) Men's Hostel					
(b) Women's Hostel					
(c) Total					

*Please fill up figures against items 5 and 6 even if existing buildings are rented ones.

7. No. of existing staff Qrs. for ;—					
(a) Principal					
(b) Other faculty					
(c) Class III					
(d) Class IV					
8. No. of books in the library					
9. No. of following aids available in Institute :—					
(a) TV, (b) VCR, (c) Film Projector	(a)——, (b)——,	(a)——, (b)——,	(a)——, (b)——,	(a)——, (b)——,	(a)——, (b)——,
(d) Radio/Cassette Player/ Two-in-one	(c)——, (d)——	c)——, (d)—	(c)——, (d)——	(c)——, (d)——	(c)——, (d)——
(e) Overhead Projector, (f) Slide Projector	(e)——, (f)——,	e)——, (f)——,	(e)——, (f)	(e)——, (f)——,	(e)——,(f)——,
(g) Pub. Add. System set	(g)——	(g)——	(g)——	(g)——	(g)——
10. Whether the following are available at all:—					
(a) Sc. Lab.	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
(b) Equipment for Craft/ work Exp./SUPW	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
(c) Phy. Edn. Equipment	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
(d) Adv. Edn. Equipment	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
11. No of existing posts					
(i) Teaching (including Principal)					
(ii) Non-teaching					
(a) Class III					
(b) Class IV					
Total (11) i.e. (i+ii)					

III Structural Aspects

1. Proposal regarding DRU (Please enter, as may be proposed, one of the following— "Fully in DIET" "For —— in DIET and for—— outside DIET" "Fully outside DIET" (cf. also see para 2.6.2. in this connection).					
2. If SCERT/SIE has been identified for functioning as DRU, its details :					
(a) Name and Location					
(b) Will function as DRU for :—(AE alone/NFE alone/both)					

Project 1	Project 2	Project 3	Project 4	Project 5

	Project 1	Project 2	Project 3	Project 4	Project 5
(c) Status regarding sanction					
3. No. of Language Lecturers proposed for the DIET, based on data given in item I.3.(iii)					
4. If any other deviations are proposed in the DIET staffing pattern vis-à-vis that given in the Guidelines or the State level Perspective Plan, details :					
(a) Particulars of deviations					
(b) Brief reasons for deviations					

IV. Outlays proposed for Buildings and Equipment

Item	Proposed Outlays (in lakh Rs.)				
	Project 1	Project 2	Project 3	Project 4	Project 5
A. Civil Works					
1. Basic amenities in the campus					
2. Spl. Repairs and Alterations in existing buildings					
3. New Construction					
(i) Institute Building (Academic/Admn. Wings)					
(a) Proposed Carpet Area	(a)——sq. ft.	(a)——sq. ft.	(a)——sq. ft.	(a)——sq. ft.	(a)——sq. ft.
(b) Proposed Built-up area	(b)——sq. ft.	(b)——sq. ft.	(b)——sq. ft.	(b)——sq. ft.	(b)——sq. ft.
(c) Proposed constn. cost(all inclusive) per sq. ft. of build-up area	(c) Rs.—— per sq. ft.	(c) Rs.—— per sq. ft.	(c) Rs.—— per sq. ft.	(c) Rs.—— per sq. ft.	(c) Rs.—— per sq. ft.
(ii) Hostel					
(a) Proposed no. of seats:	(a)	(a)	(a)	(a)	(a)
Men's Hostel					
Women's hostel					
Total seats.					
(b) Proposed constn. cost per seat (all inclusive)	(b) Rs.—— per seat	(b) Rs.—— per seat	(b) Rs.—— per seat	(b) Rs.—— per seat	(b) Rs.—— per seat
(iii) Staff Quarters No. proposed for :— (a) Principal, (b) Other faculty, (c) Class III, (d) Class IV	(a)——, (b)—— (c)——, (d)——	(a)——, (b)—— (c)——, (d)——	(a)——, (b)—— (c)——, (d)——	(a)——, (b)—— (c)——, (d)——	(a)——, (b)—— (c)——, (d)——
(iv) Total new Construction (+ ii + iii)					
4. Total (A)—Civil Works (1+2+3) (iv)					
B. Equipment (inclusive of furniture)					
1. Library (Books, Furniture & Equipment)	—				
2. Labs. for Science & Psychology	—				

Item	Proposed Outlay				
	Project 1	Project 2	Project 3	Project 4	Project 5
3. Social Studies & Languages .	—	—	—	—	—
4. Work Experience . .	—	—	—	—	—
5. Art Education . . .	—	—	—	—	—
6. Physical Education . .	—	—	—	—	—
7. DRU . . .	—	—	—	—	—
8. Computers . . .	—	—	—	—	—
9. AV and other educational aids . . .	—	—	—	—	—
10. Hostel . . .	—	—	—		—
11. Classrooms, Facility & office Rooms . . .	—	—	—	—	—
12. Spl. Education (i.e. Education of the Handicapped) . .	—	—	—	—	—
Total (B)—Equipment					
Total outlay proposed for Buildings & Equipment (A+B)					

Time-Frame For Implementation

please group the project according to their nature

(a) New projects

(b) Upgradation projects *not* requiring land acquisition

(c) " requiring " " " etc.

For each category of project, please indicate in a separate note detailed time schedule agencies that would be responsible for varions activities, that would comprise project implementation (taking date of Sanction of assistance by the Ministry as the starting Point), grouping the activities under the following major heads :--

(i) Construction of buildings

(ii) Supply of Equipment

(iii) Posting and induction training of academic staff, and

(iv) Commencement of in service programmes for teachers and training programmes for AE/NFE personnel

GUIDELINES REGARDING REQUIREMENT PROCEDURES, ELIGIBILITY CRITERIA AND CADRE MANAGEMENT

Both short and long term selection procedures for filling up DIET faculty posts will have to be so devised that only persons of outstanding, or at least very good ability, and record are recruited to these posts, and they do not become mere promotion posts for incumbents of lower level posts in the State/ UT Education Department, nor a dumping ground for the un-wanted elements of the Department.

"Suitable financial incentives (especially for outstanding research and innovation work) and promotional avenues should also be provided for the DIET faculty to ensure continuity and retention of competent personnel in these instituions."

2. *Avoid Transferability*

Free transferability between the DIETs and other positions in the State Education Department must at all cost be avoided. It has to be ensured that personnel in the DIETs are not normally subjected to lateral transfers to posts elsewhere and that positions in the DIETs are not readily accessible by transfer from the State Education Department or elsewhere. The precise manner of achieving this object will vary according to the situation in different States.

3. *Mode of Recruitment*

3.1 Special attention also needs to be paid to the procedure and criteria of selection of personnel. Generally speaking, there could be the following modes of filling up various posts in the DIETs :

3.1.1 Direct recruitment through open advertisement.

3.1.2 Special selection :

(a) Special selection may be made strictly from amongst persons desirous of being so considered.

(b) Persons who are holding analogous posts (this will do away with the possibility of routine transfers) or those in the next lower grade may be considered, provided that if the next lower grade is not likely to provide sufficient number of suitable candidates, it would be necessary to go to the next lower grade.

(c) Eligibilty would include persons working in (i) Education Department of the State; and
(ii) Well established N.G.O.s and voluntary agencies (including good private institutions).

(d) Selected persons should receive distinct monetary benefit-special pay for persons from analogous posts, and in respect of persons promoted from lower grades placement in higher scales with an assured minimum benefit.

(e) Appointment should be on the basis of tenure–the premissible limit should be maximum possible in the State Government (it is generally upto 6 years), provided that if the performance of a selected person is not satisfactory such a person may be reverted back to the parent cadre.

3.1.3 By deputation or contract employment of persons from outside the State Government (e.g. those working in universities, Central or State, autonomous organisations, voluntary agencies, etc.) for a specific period, say 3 to 5 years.

3.1.4 By promotion from one level within the DIET system to the next higher level through selection on the basis of merit.

3.2 Irrespective of the mode of recruitment, only those persons should be selected for appointment to any academic posts in the DIETs who are willing to serve in those posts. No selections/postings should be made in a unilateral fashion.

3.3 The State Government will have to evolve an appropriate mix of the alternative modes of recruitment envisaged above : it would be advisable to make special selection as the basic mode of recruitment. However, in order to ensure that deputation (referred to in para 3.1.3 above) does not provide an opening for persons not really committed to the DIETs, eligibility for deputation should be restricted to persons already working on equivalent or comparable levels. Further, the number of deputationists should be strictly limited : deputation is suitable mainly as a temporary expedient.

4. *Selection Committee*

There should be a high level selection committee for each category of posts. The committee should have at least two experts. It would be advisable to include the Field Advisers, NCERT or a member of the Department of Teacher Education, NCERT in the Committe constituted for the post of Principal, Vice Principal and Senior Lecturers. State Governments may also wish to associate an academic from NCERT or Regional College of Education in selection of lecturers.

5. *Eligibility Criteria*

5.1 The Appendix to this Annex gives recommended eligibility criteria for various academic posts in the DIET. It should be seen in conjunction with the following paras 5.2—5.6

5.2 Suggested upper age limits for appointment to various posts are as follows :

Post	Suggested upper age limit for appointment by	
	Spl. Selection/Deputation	Direct Recruitment
Principal	50 years	45 years
Vice Principal	45 years	40 years
Sr. Lecturer	45 years	40 years
Lecturer	40 years	35 years

5.3 Other things being more or less equal, preference should be given to younger persons and to women.

5.4 Candidates must have at least a II Class academic record from the High School Stage onwards.

5.5 Preference should be given to candidates possessing the following :—

(i) Substantial record of educational experimentation/innovation.

(ii) Rich Participation in Artistic/Literary/ Cultural / Sports/Adventure / Community Service activities.

(iii) Rich participation in other co-curricular activities like NCC/Scouting/Guiding/ NSS etc.

(iv) Published work of high standard.

5.6 Prescribed Eligibility Criteria or experience may be suitably relaxed in the case of persons with a proven record of exceptional ability and merit.

6. *Management of the DIET Faculty/Cadre* :

6.1 Implementation of the personnel policies suggested for DIETs, in their true spirit, will normally involve the creation of virtually a separate cadre of personnel chosen through a careful process of selection. Having created a body of personnel it will be necessary to manage them in an imaginative manner, encouraging their personal growth and development, and also providing a career pattern which is sufficiently attractive. The following points may be borne in mind in this context.

6.1.1 DIET staff should not be allowed to become mere trainers and must periodically function, for adequate durations, as practitioners and teachers. This may be ensured by arranging that each member of the faculty of a DIET also takes a few classes a week in an elementary school located at or near DIET headquarters, and/or by providing that she/he teaches in an elementary school on whole time basis for a few months, say, every two years, or some other arrangement of interspersion between work as teacher educators and teachers may be devised, without allowing this to be made a means of thoughtless transfers.

6.1.2 Provision regarding Study Leave or DIET faculty should be much more liberal than they may be for other in Government or even in the Education Department. It should be permissible for a person on the faculty of a DIET to take Study Leave of an appropriate duration every 3 years or so, and work on any worthwhile project which leads to her/his professional enrichment as a teacher educator/ educational researcher/student of education. This provision may be linked to production of genuine academic work provided the terms are sufficiently imaginative. It is to be hoped that this kind of incentive will prove a major attraction for right kind of persons.

6.1.3 One selected for DIETs, the preferences of persons in regard to their posting in one or the other DIET should be accommodated as far as possible, and once a person is posted in a particular DIET, she/he should be left undisturbed there for a number of years so that she/he develops a loyalty to the institution, and nurtures it.

6.1.4 Promotion opportunities within the DIET system should be available to personnel who join DIETs on a career basis. There is no objection if these are supplemented by further promotional opportunities from the post of Principal upwards either into other academic posts under the State Government/SCERTs or even into the State Education Department as, say, Joint Director. In addition to this, State Governments should consider the possibility of providing for flexible complementing as already in existence in some scientific institutions.

POST-WISE SUGGESTED ELIGILBILITY CRITERIA

Principal

Qualification	Experience
Essential (1)	Essential (1) (2)
(i) Master's Degree in Humanities/Social Sciences/Sciences (ii) M.Ed. preferably with specialization Elementary Education/ Adult Education/NFE/Educational Planning & Administration *or* Degree/Diploma in Educational Planning and Administration/ Adult Education/Child Development/Com. Development/ Rural Development/Social Work/Communication/Women's Studies.	(A) 10 years' experience of the following kinds with at least 3 years of each : (i) teaching in a school, preferably elementary school; (ii) teaching in a TEI, preferably ETEI, *or* providing other tech. resource support to School Education, preferably Elementary Education; (iii) Educational administration at least of the level of principal of a higher/senior secondary school or project officer of AE/NFE or district level responsibility in Women's development. Provided that either as teacher, teacher educator or educational administrator/supervisor, the candidate should have at least 3 years experience related to Elementary Education. *or* (B) (i) Seven years, experience of teaching in a school; (ii) Three years, experience in educational administration at least of the level of Principal of a higher/Senior secondary school or project Officer of AE/NFE or district level responsibility in Women's development. Provided that either as teacher or as educational administrator the candidate should have at least 3 years experience related to Elementary Education. *or* (C) (i) Seven years' experience in administration of AE/NFE programmes at least of the level of project officer or district level responsibility in women's development or in providing tech. resource support to such programmes at a senior level. (ii) Three years, experience of teaching in school/TEI (preferably elementary level) and/or School Education Administration. *Essential* (2) (i) Should have an excellent record of service in the above capacities; (ii) Should have been a successful team leader; and (iii) Should have a substantial record of educational innovation/experimentation. *Desirable* (1) Three years' experience of providing tech. resource support to Elementary Education or AE or NFE. (2) Work in the area of Education of SC/ST/Women/Girls/ Minorities.

Explanation :—'Technical Resource Support' means activities relating to training, curriculum development preparation of teaching/ learning materials, evaluation and research in the relevant field (elementary Education/AE/NFE).

Branch	Vice-Principal/Sr. Lecturer		Lecturer	
	Qualification	Experience	Qualification	Experience
(1)	(2)	(3)	(4)	(5)
1. DRU for AE/ NFE	(i) Master's degree in Humanities, Social Sciences, or Sciences	(i) Five years, experience in : (a) administration of AE/ NFE programmes at least of the level of project officer, *or* (b) District level responsibility in women's development, or (c) providing tech. resource support to such programmes at a senior level.	As in Col. (2)	3 years, experience in extension/ management of Women's Development/Adult Education/ Non-Formal Education Programmes/providing tech. resource support to such programmes.
	(ii) Degree/Diploma in Adult Education or Non-Formal Education or Social Work or Community Development or Rural Development or Women's Studies or Communication or Journalism *or* Degree in Teacher Education with specialization in Adult/Non-formal Education *or* An addl. 2 years, experience of the kind mentioned under (i) in Col. (3)	(ii) (a) should have a very good record of service in the above capacities; (b) should have been a successful team leader; and (c) should have a record of educational innovation/ experimentation.		

Branch	Sr. Lecturer			Lecturer	
	Qualification	Experience	Subject	Qualification	Exrepience
(1)	(2)	(3)	(4)	(5)	(6)
2. Pre-service Teacher Education	(A) (i) Master's Degree in Humanities/ Social Sciences/Sciences. (ii) M.Ed. with specialization in Child Psychology *or* (B) (i) Master's Degree in Child Psychology/ Child Development (ii) Degree/ Diploma/ Certificate in Teacher Education (preferably Elementary Education)	5 years' experience of teaching in School /TEI, of which : (a) at least 2 years should be in each, and (b) at least 3 years should pertain to Elemenary School or ETE[1]	1. Foundations of Education	(A) (i) Master's Degree in Humanities/Social Sciences/Sciences (preferably Philosophy/Sociology/Economics) (ii) M.Ed. with specialization in Foundations of Education *or* (B) (i) M.A. (Edn.) with specialization in Foundations of Education (ii) Degree/Diploma/ Certificate in Teacher Education (preferably Elementary Teacher Education)	At least 3 years experience of teaching in an Elemenary School/TEI (Preferably ETEI)
			2. Language --1, 2	(i) Master's Degree in Language concerned (ii) Degree/Diploma/Certificate in Teacher Education (preferably Elementary Teacher Education)	At least 3 years, experience of teaching in an Elementary School/ETEI

(1)	(2)	(3)	(4)	(5)	(6)
Pre-service Teacher Education (contd.)			3. Mathematics	(i) Master's Degree in Mathematics (ii) Degree/Diploma/Certificate in Teacher Education (preferably Elementary Education)	At least 3 years' experience of teaching in an Elementary School/ETEI.
			4. Science	(i) Master's Degree in a Science Subject (ii) Degree/Diploma/Certificate in Teacher Education (preferably Elementary Teacher Education)	Do.
			5. Social Studies	(i) Master's Degree in Geography/History/Political Science/Economics/Sociology. (ii) Degree/Diploma/Certificate in Teacher Education (preferably Elementary Teacher Education)	Do.
			6. Physical Education	Degree/Diploma in Physical Education preferably with specialization in sound knowledge of Yoga.	At least 3 years' experience of teaching in an Educational Institution (preferably TEI)
			7. Art Education	Degree/Diploma in Fine/Visual/Performing Arts	Do.

Branch	Sr. Lecturer		Lecturer	
	Qualification	Experience	Qualification	Experience
(1)	(2)	(3)	(4)	(5)
3. In-service Education, Field Interaction & Innovation Coordination	(i) Master's Degree in Humanities/Social Sciences/ Sciences (ii) M.Ed. preferably with specialization in Elementary Education or In-service/ Continuing Education or Distance Education or Educational Extension *or* (a) Degree/Diploma certificate in Teacher Education (preferably Elementary Teacher Education) (b) Degree/ Diploma/Certificate in Distance Education/Continuing Education/Extension	(i) 5 years experience of teaching in School/TEI of which : (a) at least 2 years should be in each, and (b) at least 3 years should pertain to Elementary School or ETEI (ii) Substantial experience at a responsible level, of active involvement in (a) in-service/continuing/ distance education of teachers, and/or (b) Educational extension work (iii) Desirble : Record of educational innovation/experimentation and/or involvement in Social Work/Community Organisation/Rural Developmental project	As in Col. (2)	(i) At least 3 years experience of teaching in a social (preferably Elementary School/TEI (preferably ETEI) (ii) Experience of active involment in (a) In-service/continuing/ distance education of teachers and or (b) Educational Extension work.

(1)	(2)	(3)	(4)	(5)
4. Curriculum/ Material Development & Evaluation	(A) (i) Master's degree in Humanities/Social Sciences/Sciences (ii) M.Ed. with specialisation in Curriculum and/or Evaluation *or* (B) (i) Master's degree in Child Psychology, Child Development or Education (ii) Degree/ Diploma/ Certificate in Teacher Education (preferably Elementary Teacher Education) *or* (C) Ph. D. in Child Psychology /Child Development/ Curriculum/Educational Measurement/Evaluation	(i) At least 3 years experience of teaching in a School/ TEI preferably Elementary School/ETEI (ii) 3 years experience at a responsible level of work in Curriculum Development/preparation of Text Books/Educational Testing and Evaluation, preferably in Elementary Education	As in Col. (2)	(i) At least 3 years experience of teaching in a school/ TEI (preferably Elementary School/ETEI) (ii) Experience of work in curriculum development/ preparation of textbooks/ Educational Testing and Evaluation, preferably in Elementary Education.
5. ET	(A) (i) Degree in Humanities/ Social Sciences/Sciences ii) M.Ed. with specialization in Educational Technology/AV Education *or* Degree /Diploma/Certificate in Teacher Education with ET/AV Education as one of the papers, & successful completion of a training course on ET/AV Education of not less than 6 weeks' duration *or* (B) Degree/Diploma in Communication/Mass Communication/Commercial Art/Films & TV Programmes/Drama/ Engineering	(A) (i) At least 3 years experience of teaching in a school preferably Elementary School (ii) At least 3 years experience in development of training in use of educational aids in a TEI/ET Cell/SIEB/ SCERT/SRC etc. *or* (B) (i) 5 years experience development/production/training in use of AV Programmes/Educational aids for children *or* for mass Education. (ii) Interest in Elementary/ Adult Education & aptitude for working in the area of Educational Technology.	(A) As in Col. (2) *or* (B) As in Col. (2)	(A) (i) At least 2 years' experience of teaching in a School preferably Elementary School (ii) Experience of the kind stated under (ii) in Col. (3) *or* (B) (i) At least 2 years' experience of the kind stated under (i) in Col. (3) (ii) As in Col. (3)

(1)	(2)	(3)	(4)	(5)
6. Planning & Management	(A) (i) Master's Degree in Economics/Statistics/Public Administration (ii) M.Ed. with specialization in Educational Planning/Administration *or* (B) M.A. (Edn.) specialization in Educational Planning & Administration *or* (C) Master's degree in Economics/Statistics/Public Administration/Education.	(A) & (B) 6 years' experience Schools/TEIs/Edicational Planning & Administration preferably at the Elementtary level of which at least 3 years' should be in Educational Management (the last being in a gazetted capacity) *or* (C) 6 years expeience in Planning/Administration in a gazetted capacity, preferably in (i) State/District/Block level Planning (ii) Planning in Social Services sector	(A) & (B) As in Col. (2) *or* (C) Ar in Col. (2)	(A) & (B) 4 years experience in schools/TEIs/Educational Planning & Administration. Preferably at the Elementary level of which at least 2 years would be in Educational Planning/Adminitration *or* (C) 3 years experience of Planning / Administration preferably in (i) State/District/Block level planing (ii) Planning Social services sector
7. Work Experience	(A) (i) Master's Degree (ii) Degree/Diploma in Teacher Education (preferably M.Ed./ specialization basic Education/Work Experience/SUPW) Vocational Education / Craft Education *or* Degree/Diploma/ Certificate in Basic Education/Craft Education/Vocational Education/Community Health *or* (A) 2-years Diploma/ Certificate (recognised by the Director General of Employment & Training) in a technical trade *or* (B) Master's Degree in Social Work/Home Science/ Commerce/Vocational Education *or* Bachelor's Degree in Agriculture/Forestry/ Electronics *or* Diploma in Engineering	(i) 5 years' experience as whole-time teacher of Craft/ Hobby/Work Experience/ SUPW/Vocational subject in a Bal Bhavan/School TEI/ITI etc. (ii) Sound practical knowledge of, and skill in, at least one Craft/SUPW area, taught in Elementary Schools	As in Col. (2)	(i) 3 years experience of the kind stated under (i) inCol. (3) (ii) Sound practical knowledge of, and skill in at least one Craft/SUPW area taught in Elementary Schools.

SUGGESTED PHYSICAL NORMS FOR THE BUILDINGS OF A DIET ESTABLISHED AS PER NORMS GIVEN IN ANNEX 4

Item	PRIORITY I			PRIORITY II			Remarks
	No.	Carpet Area		No.	Carpet area		
		Per Unit sq. ft.	Total Sq. ft.		Per Unit Sq. ft.	Total Sq. ft.	
1	2	3	4	5	6	7	8
I. Institute Building :							
1. Class rooms	4	500	2000				Two of the class rooms may preferably have removable partition, and it would be desirable for the other two to be of lecture theatre type (slopping floor). A smaller class room size may do if class size will be restricted to 40.
2. Seminar Room	1	400	400				
3. Special Rooms :							
(i) *Science Methods Labs.*							
(a) For Phy. Science including stores	1	700	700				Labs. to have built-in blackboards, sinks with water taps, built-in almirahs with glass panes, etc.
(b) For life Sciences including Store	1	700	700				
(c) Cabin for one Faculty Member I/C	1	100	100				
(ii) Computer Lab. and cabin for Faculty member I/C .	1	300	300				To be fitted with Plexi Glass Board (not black board) and Rubber linings for windows, for dust proofing. Adequate power sockets to be provided.
(iii) Resource Room for Education of the Handicapped (including space for Faculty Member I/C)	1	250	250				
(iv) E.T.—Display-cum-Store .	1	250	250				
(v) *Rooms for art Education*							
(a) For Visual Arts & Crafts like paper & Clay Work (including space for Lecturer and store). . .	1	400	400				Room to have 3 water taps with sinks.
(b) For Performing Arts (including Store)	1	300	300				This room to be located in one corner of the building so as to cause minimum disturbance in other activities.
(vi) Shed-cum-store for WE Activities	1	600	600				This need not form part of the main building, and may be constructed to more economical specifications e.g. with an A. C. sheet roof.
(vii) Store Room-cum-Cabin for Lecturer in Phy. Education	1	250	250				
TOTAL—(3) . . .			3850				

1	2	3	4	5	6	7	8
4. *Staff Rooms*							
(i) Principal's Room (with PA's cabin)	1	300	300				
(ii) Room for Vice-Principal/Sr. Lecturer I/C DRU	1	150	150				
(iii) Cabins for Academic staff	9 (each for 2 members on an average)	125	1125				
(iv) Hall for Administration staff to seat OS, Accountant and 7 Clerks	1	500	500				
TOTAL—(4)			2075				
5. Library (including Reading Area and Librarian's Cabin)	1	1000	1000				
6. *Miscellaneous* :							
(i) Gen. Store Room	1	225	225				
(ii) Toilets	1 One Unit each for Ladies & Gents.	225	450				
(iii) Girls' Common Room				1	400	400	
(iv) Auditorium for about 200 (including projection room and green room)				1	2250	2250	
(v) Canteen				1	500	500	
TOTAL—(6)			675			3150	
GRAND TOTAL (1)—(6)			10000			3150	*Items classified under "Priority II" will be planned for only if it can be done within the financial ceilings, after providing these under "Piority I".
Add 30% for Circulation areas (Verandahs, corridors, stair-cases & other spaces) and wall thickness			3000			945	
Total Built-up Area			13000			4095 or say 4100*	
ii. *Hostel :							
(Illustrative Norms for a 100 seater block)							
1. Double seated Rooms	50	120	6000				*Every DIET will have separate hostels for ladies and gents. In the case of a 'new' DIET project the two hostel blocks together may have about 150 seats, so that the building cost remains within financial norms.
2. Toilets	2 units of 5 baths-cum WCs each (With wash basin area)	400	800				
3. Dining Hall, Kitchen & Store	1	1000	1000				
4. Common Room	1	500	500				
5. Hostel Office-cum-Dispensary	1	150	150				
6. Hostel Store	1	200	200				
TOTAL			8650				

1	2	3	4	5	6	7	8
	Add 30% for circulation areas (verandahs, corridors, staircases and other common spaces) and wall thickness			2600			
	TOTAL—Built up Area . .			11250 (or say, about 110 sq. feet. per inmate)			

III. Staff Quarters	No.	Built-up Area	
		Per Unit (sq. ft.)	Total (sq. ft.)
1. For Principal . . .	1	1200	1200
2. For Faculty Members one of whom will also function as Hostel Warden	2	750	1500
3. For Watchman and one other class IV staff . . .	2	400	800
4. For other Academic & supporting Staff			As many
Total Built-up Area			3500

**As many as possible within prescribed financial ceiling for Civil Works.

SUGGESTIONS FOR EFFECTING ECONOMY IN CONSTRUCTION OF DIET BUILDINGS

1. *Optional utilisation of existing building in 'Upgradation cases*

   (i) Often existing buildings have halls, etc. of considerably larger size than needed for specific functional requirements e.g. class rooms, office, reading room, etc. In such of the available carpet area remains underutilised, and its use could be optimised by providing suitable partitions, etc.

   (ii) Old buildings often have large and wide verandahs, parts of which could be enclosed to carve out rooms, without adversely affecting the building's appearance.

   (iii) Even where an existing institution is running wholly or partly in a rented building, such building need not necessarily be given up consequent on the institution's upgradation into a DIET, but could continue to be utilised for some purpose connected with the institution as may be locally found suitable e.g. for housing a part of the institution (like DRU) or a part of the hostel, etc.

By utilising existing buildings to the maximum extent on the above lines, it should become possible to provide adequate accommodation for the DIET, in upgradation cases, within the indicated financial norms.

2. *Proper space planning in new buildings*

Buildings should be planned in such a manner that they meet all space requirements with minimum possible constructed area. This could be achieved in the following ways, among others :—

   (i) Buildings should be so planned that circulation area does not exceed 20% of the carpet area. For doing this, corridors should normally serve two rows of rooms rather than only one row.

   (ii) Spaces within buildings should be so designed that they could be put to multiple uses.

3. Local materials, skills and locally prevalent construction techniques should be utilised to the maximum extent possible wherever these lead to economy—for example, where laterite is available, walling can be with laterite/lime stones. Morter in masonry and plaster, could be lime mortar/composite-mortar/ALPM.

4. Use of expensive materials like cement, steel and timber should be minimised.

5. Specifications should be kept as auster as possible e.g. by avoiding mosaic/polished stone flooring in all portions except toilet and dining complexes, etc.

6. Buildings should be planned/designed in a modular manner.

7. Almirahs, cupboards, shelves, blackboards, etc. should be built into all new structures, as well as wherever necessary, into existing buildings, so that there is saving on the whole.

8. Residential building including hostels should, as far as possible, be built on load bearing walls rather than RCC framed structures.

9. New buildings should, as far as possible, be double rather than single storeyed, and may also, wherever feasible, be provided by constructing an additional floor on an existing building. These measures will save cost as well as land.

10. Buildings should be designed so as to suit local climatic, soil and cultural conditions.

11. Construction of boundary walls should be avoided, and cheaper alternatives such as digging of cattle proof trench and growing of suitably thick hedges, should instead be adopted.

12. Use of land in the DIET campus should be planned meticulously. Maximum possible open spaces should be left for playground, gardens, lawns, future development etc. New buildings should be so sited as not to encroach upon open spaces or clutter up the campus.

13. A number of works in the nature of campus development could be undertaken through "Shramdan" or voluntary labour of the teacher trainees and staff of DIETs. Examples would be clearance and cleaning of the campus, cattle proof trenching/hedging, construction of service roads/gravel paths, development of lawns/gardens/flower beds, etc. These works should,

to the maximum extent possible, be undertaken by the institution through its own trainees and staff, rather than getting them executed on payment basis.

14. Low construction technologies should be used as far as possible. Following are some of the technologies of this kind developed by the CBRI :—

(i) Bored compaction piles for foundation in weak soils and under-reamed piles for foundations in expansive soils and weak soils.

(ii) Stone masonry blocks for walling in areas where stones are available in abundance.

(iii) Precast RC Channel Unit for floor/roof.

(iv) Precast RC Planks and Joists for floor/roof.

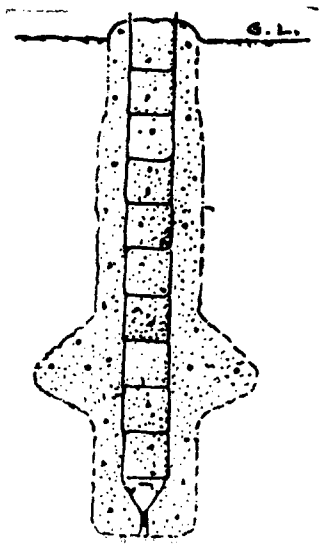
(v) Thin RC ribbed slab.

(vi) Single stack system of plumbing.

Some details regarding the above technologies are given in the following pages.

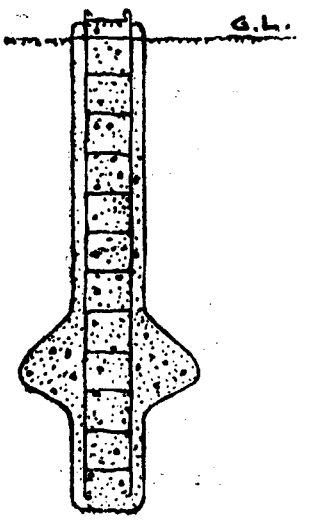
BORED COMPACTION PILES FOR FOUNDATION IN WEAK SOILS

- O AN IMPROVED VERSION OF UNDER-REAMED PILES
- O SAFE AND ECONOMICAL FOUNDATION IN EXPANSIVE SOILS
- O SUITABLE FOR BUILDINGS AND OTHER STRUCTURES
- O EASY TO CONSTRUCT
- O ECONOMY : 20 TO 50%
- O USED FOR OVER 20,000 BUILDINGS AND OTHER STRUCTURES
- O USED IN DUBAI (UAE)



UNDER-REAMED PILES FOR FOUNDATION IN EXPANSIVE SOILS & WEAK SOILS

- O STRUCTURES FOUNDED ON CONVENTIONAL FOOTING IN EXPANSIVE SOILS OFTEN DEVELOP CRACKS DUE TO SWELLING/SHRINKACE OF SOILS
- O UNDER-REAMED PILES PROVIDE SAFE & ECONOMICAL FOUNDATION IN EXPANSIVE SOILS AND WEAK SOILS
- O SIMPLE TO EXECUTE
- O ECONOMY : 20 TO 40%
- O USED FOR OVER 35,000 BUILDINGS AND AND OTHER STRUCTURES
- O TECHNOLOGY EXPORTED TO ETHIOPIA & JORDAN



STONE MASONRY BLOCKS FOR WALLING

Cost effective alternative to RR Masonry.

(Economy—20 per cent).

Speedier and Easy construction.

Aesthetically Attractive

Implementation

23,000 Houses in Cyclone Affected areas of A.P.

1,750 Buildings in Uttar Pradesh.

1,700 Houses in Gujarat.

1,400 Houses by Tamil Nadu Housing Board.

Over 34,000 Houses in Total.

PRECAST R.C. CHANNEL UNITS FOR FLOOR/ROOF

* For floors and roofs of short/medium spans.
* shuttering fully eleminated.
* Faster construction.
* Easy to cast and erect.

SAVINGS :

Concrete : 35%, Steel : 5%, Cost : 10—15%.

IMPLEMENTATION :

3000 Primary Schools in U.P. and Orissa.

1000 Primary Health Centres in U.P. & Karnataka.

3000 EWS Houses in Tamil Nadu.

More than 10000 buildings in total.

PRECAST R.C. PLANKS & JOISTS FOR FLOOR/ROOF

* Suitable for spans upto 4.2M.
* Easy to transport and Erect.
* Faster construction.

SAVINGS :

Concrete : 27%, Steel : 14%, Cost : 15—20%.

IMPLEMENTATION :

15,000 Houses in Andhra Pradesh.

740 Houses in West Bengal.

570 Houses in Madhya Pradesh.

400 Houses in Uttar Pradesh.

About 18,000 Houses in total.

THIN R.C. RIBBED SLAB

* Suitable for floors & roofs of span upto 4.2 M.
* 11 × 20 CM Ribs & 5/7.5 CM thick Flance.
* Ribs can be precast or cast-situ.
* Repetitive use of ready made shuttering.

SAVINGS :

Concrete : 27.4%; Steel : 4.14%; Cost : 15—20%.

IMPLEMENTATION :

Welham Public School, Dehradun.

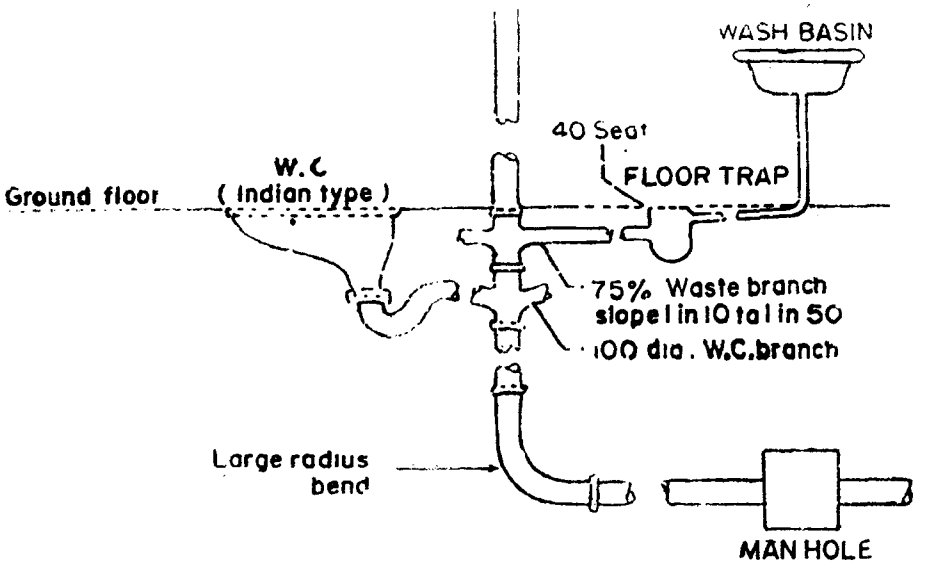
250 Houses by Kerala State Housing Board.

Houses for ESI Hospital, Lucknow.

15 × 55 M hall at Roorkee University.

Type I quarters at Rishikesh by U.P. P.W.D

SINGLE STACK SYSTEM OF PLUMBING



SALIENT FEATURES

100 mm dia stack can serve upto 10 storeyed buildings having twin toilets at each floor

Simplicity in design

Incorporated in IS : 5320 — 1960

ECONOMY

40% against two pipe system

APPLICATIONS

1100 Houses at Capital Project, Bhopal

464 Houses at Turkman Gate, Delhi

320 Houses at Shahadra, Delhi

About 12,000 Houses all over India by CPWD, State PWDs, Housing Boards, DDA, etc.

ANNEX. 15

SOME GENERAL GUIDELINES REGARDING SELECTION OF BOOKS FOR DIET LIBRARIES

I. *General Criteria*

1. Adequate number of copies of text books and all other books that are presented for Ele. Schools, NFE Centres and AE Centres in the State, incl. Handbooks for Teachers/Instructors should be procured for the Library.

2. Subject to the quality being good, books should as far as possible be in the language understood by Ele. Teachers and AE/NFE Instructors of the State.

3. Reference should be given to books which deal with subjects in the Indian context.

II. *List of suggested area which books in DIET libraries should cover*

1. Reference Books :

   Dictionaries of different types like English to English, Hindi to Hindi, Regional language to Regional language, English to Hindi or Regional language, Hindi or Regional language to English, Dictionaries related to subjects like, Education, Psychology, Social Sciences; Technical terms, etc.

   — Encylopaedia : General and Educational.

   — Year Books : Year books on Education and General.

   — Constitution of India.

   — Five Year Plans.

   — Reports of Education Commissions, Education Department of MHRD, NCERT, NCTE, etc.

   — Documents like Challenge of Education, National Policy on Education (1986), Programme of Action, etc.

   — Educational Surveys at National, State, District and Block levels.

   — Surveys and Abstracts of Research in Education.

   — Copies of Centrally Sponsored and State Schemes in the areas of Ele., Non-formal and Adult Education.

   — Education in India.

2. Foundations of Education :

   —Philosophy of Education/ Educational Thought
   —History of Education
   —Psychology of Education
   —Sociology of Education
   —Economics of Education
   —Comparative Education

   } With special reference to the Indian context

3. Pedagogy : It will include books related to teaching learning process, behaviour modification, micro-teaching, models of teaching, etc.

4. Teacher Education : Pre-service Education, In-service education, Curriculum, Distance Education.

5. Educational Extension.

6. Content-cum-Methodology of School subjects :

   — School syllabi : State and National levels.

   — Prescribed textbooks : State and National level.

   — Teacher Handbooks and books on Teaching Methodology (for the Ele. level).

   (a) Regional language.
   (b) Mathematics.
   (c) Environmental Studies—I (Science).
   (d) Environmental Studies—II (Social Sciences).
   (e) Work Experience.
   (f) Health and Physical Education.
   (g) Art Education (Performing and visual arts).
   (h) Hindi.
   (i) English.
   (j) Other languages taught in the State at the Ele. level.
   (k) Books on Personality Development and Value Education.

7. Elementary Education : Ele. Education in India, Universalisation of elementary education with special reference to Education of SC/ST, girls, minorities and other educationally disadvantaged groups.

8. Integrated Education of Mentally and Physically Disabled children.
9. Education of gifted children.
10. Educational Planning and Administration (incl. Institutional Planning and Administration).
11. Educational technology including development of low cost teaching aids.
12. Curriculum development.
13. Educational measurement and evaluation.
14. Computers and their use in education.
15. Adult Education : Books for teachers, instructors and trainees; Books recommended for JSNs.
16. Non-formal Education.
17. Educational research, innovations, action research and experimentation.
18. General books for children in the age group of 6 to 14 including those suggested under the Operation Blackboard scheme.
19. General enrichment books for teachers and teacher education :
    (a) Literature
    (b) Science
    (c) Social Sciences
    (d) Humanities
    (e) Miscellaneous
20. Books and other printed material published by agencies like SCERTs, NIEPA, NCERT, UNESCO, UNICEF, etc.

Subject to the general criteria given under (I) above, every State should itself prepare a standard list of books which every DIET library should have, giving due representation to the above areas. No. of copies of each title to be purchased may be decided depending on need. Configuration of the Standard List should be so decided that it can all be procured within the relevant cost norm. NCERT has already circulated in two instalments, suggested titles for DIET libraries. These are however only in English and Hindi.

III. *Basis for Selection of Books*

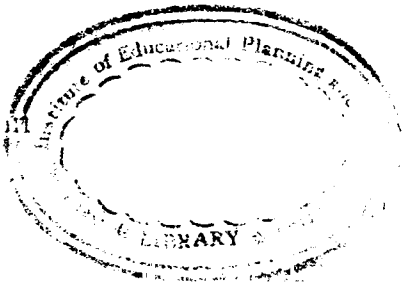
1. Selection of books may be made on the basis of book reviews, bibliographies, catalogues and newsletters from publishers brought out from time to time. Books may also, wherever necessary, first be obtained on specimen basis, before deciding on their suitability.
2. Initial supply of books to DIET libraries may be done on the basis of 'Standard List' evolved at State level. But every DIET will also need substantial and regular replenishment. For this, books may be selected by the Library Advisory Committee, keeping in view State guidelines.

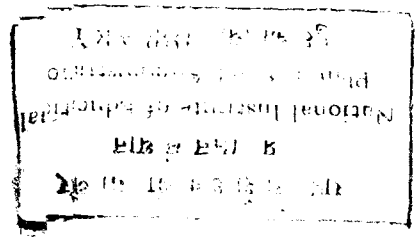
IV. *Journals*

Every DIET Library may subscribe to at least ten professional journals, besides a suitable number of general periodicals, and newspapers. Every DIET should also regularly get newsletters and journals published by NCERT, NIEPA, SCERT, SRC, etc.

These and other agencies also supply a lot of material free of cost to educational institutions. Every DIET should get itself included in the permanent mailing list of all such institutions, for this purpose.

MGIPE—551 Edu./89—1-1-90—6,000





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