

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

INTRODUCTION:

Universalisation of elementary Education and eradication of adult illiteracy have been two of the most important and basic goals of education development in India since independence. Part IV of our Constitution lays down the Directive Principles of 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”.

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 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 upon 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, secularism, protection of the environment, small family norm, etc.
- (ii) Laying down of minimum levels of learning for each stage of education.

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 / school / non-formal education / adult education system and their regular attendance, and (ii) universal attainment by them of at 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 case of universalisation of primary/elementary education (UPE/UEE), it is important that children attain prescribed minimum levels in 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.

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 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 of Adult Education.

'Functional literacy' for the mission's purpose has been defined as: -

- Literacy and innumeracy;
- Acquiring skills to improve economic status and general well-being;
- Becoming aware of the cause of deprivation and moving towards its amelioration through organization 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 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, "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 en-devour and achievement".

1.4.2 In the light of what has been stated above, our goals in the areas of elementary and adult education could be summarized 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 objective, 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 group 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 / instructor 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.

1.6 DIET's : 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, “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 preceding Para- viz. academic and resource support-can there force hardly is 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 SCERT's. Likewise in the area of the national level. And by state resource centers (SRCs) at the state level. Below the state level, there were elementary teacher education institutions but their activities were confined 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 adults 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 as also considerable qualitative improvement. Provision of support to them in a decentralized 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.

Pursuant to the provisions of NPE on teacher education, a centrally sponsored scheme of restructuring and reorganization of teacher education was approved in October 1987.

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 DIET's in the country.

The present document purports to consolidate, amplify and revise the existing guidelines in in rega5rd to DIET's with this; all earlier guidelines on the subject would stand superseded.

In the National Education Policy of 1986 teacher training has been considered as a land mark for improvement in educational quality. At current times improvement in the quality of primary teaching was a challenge. As a solution to this problem training institutions were established at national level with reference to the above the PTC college of Santrampur, District – Panchmahal was formerly recognized as “Buniyadi Purush Adhyapan Mandir.” It was upgraded and transformed in to DIET and from 6/4/1990 it is functioning as a “District Institute of Education & Training”, Santrampur. This Institution has hostel facility, administrative building, computer room, T.L.M. room, prayer room, staff quarters and all other modern amenities. At district level this institution provides teachers training, research programmes, and has been working for admission at the level of primary education, retention and improvement and quality. This institution is continuously trying to set up novel experiments and programmes and it is actively working for improved quality of teaching in a remarkable way.

1.7 DIET's: MISSION AND ROLE :-

1.7.1 MISSION / Objectives :-

With the background given in the preceding sections, the 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 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 suit the needs of individual states and will be ultimately operationalised through specific performance norms set for individual DIET's.

1.7.2 DIETs : PACE SETTING ROLE :-

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

- (i) Excellence in the institute's own work, and
- (ii) Helping the elementary and adults education. Systems in the district, in achieving excellence.

As far as the first aspect is concerned, efforts will he made to provide to DIET's 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, DIET's will also have 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 organizational climate, maintenance of a clean and attractive campus, etc.

1.7.3 DIET's: PART OF A LARGER DESIGN :-

DIET's are a part of larger strategy to achieve national goals in the area of elementary and adult education. Various components of the strategy are inter-dependent and mutually reinforcing. DIET's 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 DIET's: TRANSACTIONAL PHILOSOPHY :-

1.8.1 A DIET will have 3 main functions, viz.

- (i) Training (both of induction level as well 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 DIET's PLACING THE LEARNER AT THE CENTER :-

The NPE and POA plead for adoption of a child- centered 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 – centered and activity – based process of learning should be adopted at the primary stage"

"By making elementary education child-centered, we would be introducing a long awaited reform in the system. The most important aspect will be to make education a joyful, innovative and satisfying learning activity, rather than system of rote and cheerless, authoritarian instruction".

In the case of adult education programmes also, it is clear that functional literacy should be 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 centered 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 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 center of achieve this, it follows that it will have to transact its own programme in the same learner- centered 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 with in a group of trainees/ participants, individual difference and needs will be identified and catered to.
- Trainees will be enabled to experiment, discover, learn, practise and innovate for themselves, rather than being lectured to. Learning activities will be suitably organized, in individual and group modes.
- Maximum possible use will be made of the local environment in the learning activities will be suitably related to it.
- Good work done by trainees will be duly recognized, encouraged and publicized.
- 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 form 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’

1.8.3 DIET’s: SPECIAL TARGET GROUPS :-

“The concept a national system of education implies that, up to 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 “ 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 to be maximum attention. The largest such group is: -

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

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

1.9 DIET’s : AUTONOMY AND ACCOUNTABILITY :-

“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 :-

1. “Decentralization and the creation of a spirit of autonomy for educational institutions” and
2. “Establishing the principle of accountability in relation to given objective and norms”.

In view of the above, DIET’s would need to be given adequate functional autonomy – academic, administrative and would financial- and would at the same time be accountable vis-à-vis clearly laid down objectives 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 up to the higher secondary level. The DBE will set specific goals (in the long, medium, and short term) and performance norms and guidelines laid down at the national and state levels. It will also review the

institute's performance vis-à-vis such goals and norms on an ongoing basis. Till DBE's are set up, state governments may designate SCERT/SRC or some other suitable educational authority to perform the DBE's functions vis-à-vis DIET's.

1.10 DIET's : LINKAGES :-

Not merely will every DIET's establish a close and continuing dialogue with 'the field' (i.e. with elementary schools, school complexes, teachers, head masters, school supervisors, instructors/ supervisors/n project officers of AE and NFE, and with district level officers in these three sectors), but will also establish close 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 organizations 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, center for cultural resources the state falls), NIEPA, center for cultural resource and training (CCRT), directorate of adult education, central institute of Indian languages, my sore, kentia Hindi sansthan, agra, other premier organization institutions and NGOs working in the area elementary and adult education, etc.

In specific terms, the linkages would be established through a meaningful and continuous dialogues which institutions share problems, experiences achievements, information and resources. The DIET of the programmes and activities of national and state level organizations.

1.11 DIET's TO BE NON-VOCATION, MAINLY RESIDENTIAL INSTITUTIONS:-

organization of in-service programmes for teacher and training programmes for AE /NFE personal 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 form the workload of pre-service training, and also because that would cause minimum dislocation in schools. There fore, DIET's 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.

DIET's 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 utilizing available hostel accommodation, first priority shall be given to trainees other than per-service trainees. The latter shall be accommodation to the extent possible after accommodation needs of all other training programmes (e.g. in-service programme for teachers, training programmes for AE/NFE personnel, etc.) have been met.

1.12 GUIDELINES IN THIS DOCUMENT- LARGELY INDICACATIVE :-

As in the case of the earlier guidelines, the institution 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's necessary in their respective contexts. At several places in this document, alternative and flexibilities have also been specifically indicated.

DISTRICT INSTITUTES OF EDUCATION AND TRAINING : FUNCTION AND SUGGESTED STRUCTURE :-

2.1 FUNCTIONS OF DIET :-

The context, mission and role of the DIET's 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 schools teachers (both pre-service and in-service education).
 - (ii) Head masters, heads of school complexes and officers of education department up to 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 programme for target groups mentioned at (i) and (iii) above, at centers other than the DIET.
- (2) Academic and resource support to the elementary and 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 center for teachers and instructors, (iii) development of locally relevant materials teaching aids, evaluation tools etc., and (iv) serving as an evaluation center 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 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 elementary stages: - namely
 - (i) Languages taught at the elementary level in the district (these may be two, three or even four, depending on the number of languages which are introduced in a state at the elementary stages and factors like bilingual character of a district)
 - (ii) Mathematics
 - (iii) Environmental 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 evaluation

- (6) In- service programme, field interaction and innovation coordination
- (7) Planning and management
- (8) Education technology

2.3 ORGANATIONAL STRUCTURE OF DIET :-

A branch – wise structure however, seems desirable, as it would make for a manageable span of control for the principal, and generally greater operational convenience. While several alternative organizational models could be thought of on such model is being suggested here not the least for historical reasons, viz., that a similar model was recommended in draft guidelines according to which the scheme of DIETs has been implemented since October, 1987. The model now suggested would comprise the following seven academic branches: -

- (1) Pre-service teacher education branch (PSTE)- consisting of faculty members in 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 programme s field interaction and innovation coordination (IFIC) branch**
- (5) Curriculum, material development and evaluation (CMDE) branch**
- (6) Education 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 branch, 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 infra.

In addition to the above academic branches, there would have to be an administration section to provide necessary administrative support. Since DIET's would be expected to organize 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 Education personnel, and in-service training programmes for teachers, and should in addition, provide hostel accommodation to as many pre-service trainees as possible, within the financial norms of library which would be rich in professional books and journals and a part-time clinic.

DIET's : ACADMIC BRANCHES - FUNCTIONS

BRANCH FUNCTIONS

(1) Pre-Service Teacher Education (PSTE) branch :-

1. To serve as the nodal branch for the following :-

- (i) organizing pre- service course for elementary school Teachers (including admissions, instruction and evaluation) and provide academic inputs in to such course is the subject represented in the branch (as given in col.3).
- (ii) Propagation of learner centered education and education for personality development (including value and culture education), through training, extension, preparation of suitable teaching aids, action research etc.
- (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.

- (iv) Provision of psychological counseling and guidance service to schools and NFE /AE centers of the district.
 - (v) All matters relating to learning by children of disadvantaged groups (e.g. special remedial instruction for first generation learners).
 - (vi) Education of children with major handicaps and other mild (physical and mental) handicaps.
 - (vii) Education of the gifted.
- 2 conduct such in- service programme (for elementary teachers) whose content relates exclusively or permanently to the subject represented in the branch, or to its other areas of nodal responsibility listed at (ii)-(vii) under (1) above.
 - 3 to provide inputs into programmes / activities of all other branch of the institute, to the extent of subjects / areas represented/ handled in the branch such programmes would include: -
 - a. in-service programme for elementary teachers
 - b. Training programmes for NFE and AE personnel.
 - c. Development of locally relevant curricula, teaching- learning material, low – cost teaching aids teaching aids, testing and evaluation tools/ techniques, etc.
 - d. Field interaction (including extension) activities (please see section 3.4 for details).
 - e. Action research, especially in ways to improve learning by children of disadvantaged groups, and in education of the gifted.
 - 4 Maintenance of **science** of lab. psychology equipment, resource room for education of disabled children, rooms for art education, and equipment and facilities for sport 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 Development 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.)
2. To help educational authorities and elementary schools/ NFE/AE centers in planned introduction of work experience activities in such schools / centers.
3. As back- up to (2) above, to conduct appropriate in- service programme for teacher in the areas of WE.
4. To provide WE- related inputs all other programmes for Teachers, training programmes for NFE/AE personnel, field Interaction (including Extension) activities, Action Research, etc.
5. To organize activities for cleanliness, upkeep and development of the Institute campus –roads, playground, lawns, gardens etc.-and for basic maintenance of institute and other properties.
6. To organize 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.
7. To maintain workshop / farm/ garden for we activities.
8. To promote work-related Hobbies among trainees of the institute.

(3) Dist recourse for AE/NFE :-

1. To assist educational authorities in planning and coordination of of training programmes for AE /NFE personal throughout the distract., and to provide necessary support to sachem programmes organized Out side the DIET.
2. To serve as the nodal branch for organizing: -
 - (i) Programmes of induction training and continuing education for Instructors and supervisors / prerakas of NFE /AE to be organized in the DIET (Programmes for perks of AE will be done in conjunction with the SRC)
 - (ii) Orientation Programmmes for resource Persons of the following kinds :-
 - a. Those who would conduct Programmes mentioned in (i) at othe centres in the district (i. e outside the DIET)e.g. Personnel from NYK, NFE?AE Projects, NGOs. Etc. and
 - b. Recourse person for the successful implementation of AE/NFE programmes as a whole e.g. extension functionaries of Development Deptts, Community leaders, retired teacher, ex-servicemen, NSS volunteers, ICDS functionaries, other involved in mass programme of functional literacy (MPFL), etc.
 - c. To provide instructional inputs IN to (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 subject/areas as the staff may have necessary background in, especially teaching of language, arithmetic and functional skills.
 - d. To evaluate and monitor the quality and efficiency of training programmes for NFE/AE personnel held in and outside the DIET and to strive for their continuous improvement.
 - e. To maintain a data base on all NFE/AE personnel who undergo training at the institute and to organize follow up activities pursuant to such training
 - f. To under take with the help of other concerned branches, the follow up activates vis-à-vis curriculum, basic and post- literacy teaching- learning material, low cost teaching and evaluation tools for AE/NFE : (I) adaptation of excising curricular units, teaching – learning material etc., to suit local requirements.
 - g. Development of new locally relevant items including in widely spoken dialects of the AE/NFE.
 - h. To undertake field interaction work vis-à-vis the AE? NFE projects and centers in the district and to act as the referral unit or academic problems thrown up by the field in the areas of AE/NFE.
 - i. To help the DBE and AE/ NFE authorities in organizing media support for the AE/NFE programmes (including by harnessing traditional media).
 - j. To undertake action research in all areas relevant for making NFE/AE more effective-in collaboration with other branches, to the extent necessary.
 - k. To provide AE/NFE related inputs into all programmes of the institute, especially pre-service and in-service education programmes for teachers.

(4) In-service programmes, Filed interaction and innovation Coordination (IFIC) Branch :-

1. To assist educational authorities in planning and coordination of in-service education programmes for elementary teachers throughout the district, and to plan and coordinate 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 outside the DIET, and

- (iii) Help concerned authorities in preparing an annual calendar of in-service programmes to be held outside the DIET.
- 2. To serve as the nodal branch for organizing :-
All those in service education programmes for the teachers and head master in the institute, whose contact dose not relate exclusively or pre-dominantly two any one branch i.e. programme of a relatively general / omnibus nature (e.g. the' main programme referred to in para 3.3.3)
Orientation programmes for resource person who would conduct in service programme for teachers at other centers in the distrcrt (i.e. out side the DIET)
In-service education programmes for teachers in distance / distance – cum –contact –modes (a part from programmer that the DIET may organize in this modes on its own, it may also serve as a district level study center for such programmers which may be organized, 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 efficiency of in-service programmes held in and outside the DIET, and to strive for their continuous improvement.
- 4 To maintain data base of all persons, except NFE/AE personnel, who undergo training at the institute and to organize follow-up activities pursuant to such training, through correspondence, visits, transmission of printed materials.
- 5. To serve as a reference and resource centers for teachers who wish to continue their education.
- 6. To act as the nodal branch for all action research, and field interaction (including extension) activates of the institutes which include, inter alia :-
(A) Coordination of in-house action research activities and dissemination of its results.
(B) Acting as a clearing house for information on results of all studies, research, innovation, etc.in the area elementary education-where under taken
(C) Publication of a periodic newsletter and an institute journal to be sent to every elementary school/NFE/AE center in the district..

(5) Curriculum, material Development and evaluation (CMDE) Branch :-

- 1. To adopt existing items & develop new items of the following kinds so that 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 pics like local geography, folklore, legend, customs, forests, forests, flora and fauna, fairs and festivals, demography, geology, minerals, agriculture, industry, service, occupation, fok art, handi craft, communication and tribes, institiouns etc.
 - (ii) Teaching learning for general as well as locally developed curricular units-especially primers for classes I and II in tribal languages in districts having substantial tribal population.
 - (iii)Techniques and guild lines 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.
- 2. To help 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 centers 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 / activity of the institute, e.g. pre service and in-service programmes for teacher, training programmes for NFE/AE personnel, field inter- action (including extension) activates, action, research, etc.

(6) 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 elementary teacher education –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 :
 - a) All A.V. equipments of the Institute
 - b) Computer Lab
 - c) A display area for good, low cost teaching aids developed in house as well as elsewhere and,
- 4) A library of educational video/audio cassettes and, if the Institute has a film projector of films.
- 5) To lend slides, cassettes and films to institutions having playing/projection facilities, and to borrow them from others Resource Centres.
- 6) To lease with nearby Radio station for arranging educational broadcasts suitable for elementary school children, AE/NFE learners, teachers/instructors of the district.
- 7) To conduct appropriate in-service programmes for teachers in the area of ET, with special emphasis on:
 - (1) Effective utilization of educational broadcasts, telecasts, cassettes and aids.
 - (2) Development of simple, low cost teaching aids.
- 8) To conduct workshops for the development work mentioned In (1) above.
- 9) To provide CMDE- related inputs into all other programmes/Activities of the institute e.g pre- service and in-service programmes for teacher, training programmes for NFE/ AE personal, field interaction (including extension) activates, material development, action research etc.

(7) Planning and management (P & M) Branch :-

1. To maintain an appropriate database for the district this 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 advise To educational planners / DBE regarding UEE /NLM. Some of the importance areas for such studies would be :-
 - (a) Enrolment, retention and regularity of attendance of children and adult learners (especially females SE/ST/ minorities, handicapped, slum- dwellers and other disadvantaged groups) – various factors affecting these

- (b) Effect of various interventions (including incentives) on the above
- (c) Community's perception of and participation in the process of the basic education
- (d) Development of norms, criteria and techniques for evaluation of institutes (schools and AE/NFE center) 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 (a) school mapping, (b) micro-planning for UPE/AUEE in an area specific and target group specific manner, (c) formation and activation of school complexes, (d) institutional planning for school complexes, schools etc. and (e) 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.
5. To conduct appropriate programmes for head masters, head 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-à-vis the objectives of UPE/UEE and NLM.
7. To act the nodal branch for preparing quin- quennial and annual institutional plan and annual self-evaluation reports for the DIET, and for liaison 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 activities, Action Research etc.

DIET Other Units

Maths - Science Unit

- To advise science & Maths teachers
- Conduct science programme
- To give a training about science subject
- To prepare a science tools
- Planning science competition
- Conduct maths science exhibition & national science exhibition
- Solution of Maths & science hard sports
- Develop Maths & science teaching materials