



INNOVATIVE PRACTICES IN DIETS

Regional Seminar held on 27-28 August, 2004

Puri, Orissa

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**Eastern Regional Committee
National Council for Teacher Education
Bhubaneswar**



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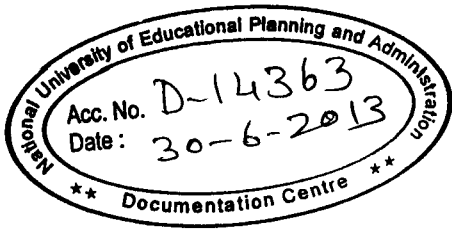
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June 30, 2006



Regional Director
ERC, NCTE
Bhubaneswar





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The Seminar





Introduction

Dr B K Mishra
Regional Director
ERC, NCTE



“Innovative Practices of DIETs” is an outcome of the regional seminar held on Puri on 27-28 August 2004. Apart from the policy makers from NCTE, experts from NCERT, NIEPA, Directors of SCERT/Elementary Education, members of ERC, Principals of twenty-two NCTE recognized DIETs from the twelve eastern region states participated and shared their views, ideas and perspectives.

This regional seminar brought forward many new ideas and suggestions that aimed at further developing a dynamic and innovative role for DIETs in the field of elementary education. The seminar papers, presentations, speeches have been documented in order to ensure that they can be shared to provide a good reference point for future workshops and programmes.

District Institutes of Education and Training (DIETs) are role models in elementary teacher education in providing both pre-service and in-service training. Universalisation of elementary education is an important goal under the constitution as well as in the National Policy of Education, 1986. Before the adoption of NPE, academic and resource support for elementary education was provided largely at national and state level by institutions like NCERT, NIEPA, SCERT, etc. At the district level the elementary teacher educational institutions were confined only to pre-service teacher education. NPE and POA (Plans of Action) envisaged the addition of a comprehensive district level support system in the form of DIETs to provide academic and resource support at the grass -root level for the success of various strategies and programmes undertaken for the realization of Universalization of Elementary Education. These are established academic resource centers supporting the district level initiatives. As centrally sponsored schemes, they have also positive advantage of financial and other support, which are normally not available to state teacher-training institutes. Setting up of DIETs is a move towards decentralization, and DIETs have become nodal units at districts. DIETs have been empowered to impart academic and resource support as per local needs and research planning for elementary education.

DIETs have a bigger role and range other than being pre-service teacher training institutions. Seven broad areas have been identified for the DIETs, these include various aspects of elementary education and training such as pre-service training of two years, in-service teachers training, action research, subject teaching,



curriculum & material development, evaluation, ICT, planning and management. DIETS have also assumed a special role in the context of Sarvashiksha Abhiyan, and DPEP. Beside pre-service and in-service trainings, DIETs are oriented to train the heads of the institutions, heads of School Complex, sub-district level education officers, instructors of alternative systems of education, school development & monitoring Committee members, coordinators of Block and Cluster resource centers, and orientation of all stakeholders having direct involvement with UEE at the district and sub-district levels. They establish linkages with other district level agencies.

Government of India has sanctioned 133 DIETS for the twelve eastern region states that come under the jurisdiction of ERC, NCTE. DIETs in the eastern region are unique and diverse in many ways, they are an assortment of DIETs established in developed districts like Dhenkanal, Orissa and Gaya in Bihar, as well as those DIETs established in places like, Dhuburi in Assam & Cherapunjee in Meghalaya where very different physical and social conditions exist. They exist in developed plain areas as well as underdeveloped tribal areas, rural as well as urban areas. They have developed in various ways in different states. Some are functionally more active, and yet some are still struggling to develop into viable and stable resource centers.

The Seminar was an attempt to focus on the multi-sectoral and innovative approaches followed by the District Institute of Education and Training (DIETs) in the field of teacher education. It was an attempt to highlight the positive practices and approaches followed by different DIETs in elementary teacher education and their applicability and extension to other elementary teacher training institutions. Innovations in DIETs cover a range of areas –school-community relationship, development of innovative thinking, continuous, comprehensive and competency based evaluation, practices in classroom instruction, internship. Different DIETs have shown strengths in certain areas. Some have shown innovations and introduced locally relevant curricula, in teaching-learning material, as well as low cost teaching aids, and still some in the areas of evaluation tools and techniques, and field interaction activities.

The Seminar attempted to establish a dynamic connectivity with the Principals of DIETs and bring them closer to NCTE and facilitate other NCTE programmes. During interaction sessions, concerns and key problem areas were also identified like paucity of funds, problems in autonomy. However the seminar participants also reflected on how they have overcome some of these constraints. A key suggestion by the participants was to have separate cadre for the DIET faculty to enhance and establish a strong quality mechanism. Thus this forum provided a scope for exchange of ideas and information.

The presentations have been organized in four sections: inaugural address and executive summary of the seminar, thematic papers in elementary education, case studies from various DIETs and the emerging scenario. The studies in this



volume have touched upon systems, processes, procedures, and factors that have contributed in building well functioning and productive ever-growing institutions. This volume also includes some of the important documents on the aims, objectives, and mission of DIETs, best practices from other DIETs, and some suggested readings

More than one and half years have already passed since the Seminar was held. More DIETs have now received recognition from ERC, NCTE, and today out of sanctioned DIETs of 133, sixty nine DIETs have received NCTE recognition. Assam, Manipur, Tripura have made substantial achievements in this direction. The West Bengal Government has started taking initiatives, and hopefully the DIETs will initiate recognition process soon. NCTE has also been encouraging DIETs to enhance intake up to 200 as per NCTE norms to give a boost to elementary education in the country. Many DIETs, especially in Orissa have now taken initiatives to apply also for pre-school teacher education. As such DIETs are beginning to come out of the confines of traditional teacher education institutions to take a lead role in various other endeavours for univesalization of elementary education.

DIETs have tremendous potential to build up quality elementary education in the country. The need of the hour is to allow DIETs to evolve taking local needs and local context into account. The main task is to strengthen and empower them as great resource centers so that they achieve their full potential to provide support in enhancing and empowering the District education system to cater to the educational needs of the entire district, and can effectively actualize the dreams of UEE in the nation at large.

□ □ □



REPORT OF THE WORKING SESSIONS

Shri N.C. Swain

Principal DIET Jajpur, Orissa

The seminar on 'Innovative Practices in DIETs' was organized by the Eastern Regional Committee of the National Council of Teacher Education on 27-28 August 2005 at Hotel Holiday Resort of Puri, Orissa. The seminar attempted to focus on the multi-sectoral and innovative approaches followed by the District Institutes of Education and Training (DIETs) in the field of elementary teacher education in the country with specific emphasis on the eastern and north-eastern region. It was an attempt to highlight and share the positive practices and approaches adopted by the DIETs and their applicability and extension to other institutions of elementary teacher education in the region and in the country.



The seminar had six technical sessions besides the inaugural and valedictory sessions. Experts from NCERT, NIEPA, NCTE and Directors of SCERT of states in the region and Principals and representative faculty members of DIETs and some eminent educationists of the region made presentations and took active part in deliberations. In the technical sessions two major categories of presentations were made:

i) the general trend papers focussing on the structure, strategies and functioning of DIETs vis-a-vis the elementary teacher education scenario of particular DIETs in the states of eastern region and (ii) Case studies of selected DIETs of different states in the eastern region. The presentation of papers in each session was followed by intense discussions by the participants and all these were summed up by the rapporteur at the end of the session.

Inaugural Session:

The seminar was inaugurated by Shri Nagendra Kumar Pradhan, Hon'ble State Minister, School and Mass Education, Government of Orissa by lighting the lamp before the statues of Lord Jagannath on the pandal. The session was presided over by Shri P.K. Patnaik IAS (Retd.), the Chairperson, ERC, NCTE. Dr. B.K. Mishra, Regional Director, ERC, NCTE extended a warm welcome to the honourable guests, dignitaries and the learned participants of the seminar. In his welcome address Dr. Mishra briefly appraised the audience of the roles and achievements of the NCTE in the field of teacher education in the country and dealt upon the objectives of the seminar. Since, DIETs are the apex institutions at the district level and the implementation of programmes like DPEP and SSA largely depend on DIETs for bringing about qualitative change in school education, their roles and efforts need to be discussed in a forum like this one so that a larger vision can evolve which can be shared by the functionaries associated with DIETs. Keeping their main objectives in view, Dr. Mishra reiterated that the seminar was a pioneering effort by any regional committee of NCTE.

Hon'ble Minister, in his inaugural address, pointed to the emerging issues of elementary education while the nation and the state are making all possible efforts for universalizing elementary education and addressing the problems of teacher education in the state. He urged upon NCTE to assume greater roles in strengthening the process of teacher education. Quality in teacher education is of paramount importance in the context of value retardation and in this, he expressed his strong faith, the capacity building of teachers



should have priority in nation building.

Prof. S.K. Thakur Vice-Chairperson of NCTE and the guest speaker of the occasion emphasised on the vital role of the principals of the DIETs. As the leader of the institute, the principals act as arteries to carry the blood and energy of education to the teachers. It is the vision and capability of the DIETs, he hoped, that the quality of education in the teacher education programmes and in schools as well, can be shaped.

Prof. D.P. Pattnayak, former chairperson of ERC, NCTE stressed upon the process of developing committed teachers otherwise the attainment of UEE would be a distant dream. He urged upon to identify the flaws in the existing system and adopting ways and means to overcome those.

In his presidential address, Shri P.K. Patnaik quoting profusely from different authors and documents stressed on three major issues for actualising the goals of UEE. These issues are:

- Personality improvement of teachers.
- Promoting competence of teachers, and
- Improving quality of teacher training programmes.

Although these three issues are interlinked, they are to be given top priority in view of the fact that without an efficient teacher no educational endeavour can be successful. He reminded that although issues are complex and sometimes create frustrating situations, yet these cannot defy solution. The situations are going to be tougher for teachers in view of the national time bound target of UEE, i.e. to have all children completing 5 years of primary schooling by 2007. and 8 years of elementary education by 2010. The institutes of teacher education should rise to meet the challenges. He quoted "Much is not dared because it is difficult. Much is difficult because it is not dared."

Dr. (Mrs.) Meena Gautam, Deputy Secretary, NCTE proposed the vote of thanks.

27, August'04

Technical Session-I

In the first technical session, Prof. S.K. Yadav, Department of Teacher Education, NCERT presented his paper entitled "Innovative Practices in Elementary Teacher Education". The paper attempted to provide conceptual clarity of innovation and its characteristics, specifically in the context of education. He further elaborated the three innovative programmes i.e. Zero Lecture Programme on Elementary Teacher Education conducted by DIET, Daryaganj, New Delhi, the Course Design of the Master of Elementary Education course and the Lab. area activities of DIETs. He stressed on making the seven departments of DIET functional so that a lot of ideas in providing quality teacher education could be implemented. He welcomed the teleconferencing mode of teacher training as an innovation to reach a large segment of the target group with quality resource support.

The paper evoked a lively discussion in which several participants commented on various aspect of improving quality of teacher education programmes so as to shape proactive teacher behaviour in developing strong and binding relationship with children attracting them to school. Such proactive teachers can play effective roles in UEE.

Prof. Thakur in his concluding remarks agreed with the observation made in the paper and the follow up discussions. He pointed out that innovation, per se, has very little effect in the overall scenario of elementary education but innovations in the context of children's learning situations are vital since every situation poses unique challenge.



27, August'04

Technical Session-II

Three papers were presented in the second technical session. Dr. S.L. Jena, Director TE & SCERT, Orissa presented a paper entitled, "DIETs in Orissa: Present Position and Future Prospects". His presentation mainly focused on the administrative framework of teacher education in Orissa and pointed out the multidimensional role of DIETs in the state establishing linkages with SSA, DPEP, BRC, CRC, etc. As a mark of innovation Orissa has come up with the Vision Document-2020 : An Agenda for School & Mass Education Department and going ahead with the exercise of implementing the major thrust area of their vision document by 2020.

The second presentation was made by Mr. K.C. Rath, Principal, DIET, Dhenkanal, Orissa who highlighted on the areas of positive practices being adopted at the DIET, Dhenkanal . The positive practices included mass plantation, health checkups, organization of seminars, wall magazine, development of gardens, monitoring and onsite academic support to the teachers at the elementary level. He also elaborated the cluster support programme being conducted by DIET, Dhenkanal.

The next presenter was Dr. Mohit Mohan Mohanty, Retd. Director SIEMAT, Orissa. The paper was on "Role of DIETS in UEE : Orissa Experience". In his presentation he highlighted on activities to be undertaken to attain the objectives of UEE with particular reference to the state of Orissa. He stressed on the achievements made in the area of developing training packages and conduct of training programmes by the DIETs. He emphasized on the enrollment of children to the extent of one and every child at the elementary level by 2007. For quality enhancement at the elementary level "Quality Enhancement Unit" has been established at the SCERT level. Activity based text-books have come out, Learning Achievement Tracking (LAT) System is paving way for monitoring of learning achievements in each and every school for optimization of quality education at the elementary level. He advocated for the exposure visits and research supports DIET faculty members with support of the NCTE. He also stressed on the renewal of teacher education curriculum at the respective state levels with active support of NCTE.

In the discussion on the papers, it was pointed out that close relationship need to be established between DIETs and the structures of SSA, particularly BRCs and CRCs. Dr. G.C. Nanda, Additional Director (Teacher Education), Orissa and the Principal Cherapunji DIET took leading parts in the discussion.

Shri Pattnaik in his comments as the president emphasized on making all the aspects of DIETs functional and to provide them adequate flexibility for innovations in their respective local contexts so that the learning issues of children of every locality can be adequately handled by the teachers trained in DIETs.

27, August,04

Technical Session-III

The session witnessed three presentations under the chairmanship of Prof. D.P. Pattnaik. Mr. M.K. Roy, Principal, DIET, Cachar, Udumbor, Assam presented on the "Innovative Practices DIETs in Assam with special reference to Barak Valley (South Assam)." During his course of presentation he gave a clear picture of his DIET, its academic functioning, linkage with SCERT, its field interaction, teachers training area, flow of fund etc. He mentioned of 'Bidyajyoti Programme' for ensuring quality management in the five 'Bidyajyoti' blocks adopted with the support of UNICEF.



Dr. Silima Nanda, Sr. Lecturer, DIET, Ratu, Ranchi, in her presentation, mentioned the development of modules relating to Math, Science, EVS, English and Hindi which passed through four steps, viz., keen observation, critical thinking, problem solving and creativity. She explained the packages of intervention they have launched in the development of TLMs, worksheets, bridge courses and in the areas of media, curriculum coverage, co-curricular activities, yoga and value education.

The next presenter was Mr. K.R. Deka, Principal, DIET, Dhubri, Golakganj, Assam, who explicitly focused on the scenario of teachers training programme of his state specially focussing on the efforts in the area of evaluation strategy at the school level. The DIET has undertaken the role to develop linkage with the community by building awareness and creating convergence of quality improvement initiatives at all levels of the society.

After the three presentations, Dr. P.C. Mohapatra, Retd. Director, TE & SCERT, Orissa highlighted some pertinent points in the area of qualitative improvement at the elementary education level. His major concerns were : girls' education, education for the disabled, education of the working class children and education of the tribals. The DIETs need to address these issues so as to contribute significantly in the achievement of the goals of UEE. He stressed to make the DIETs self-sufficient so as provide them more autonomy in their functioning.

The Chairperson of the session Prof. Pattnaik emphasized on the role of the Principals of DIETs to the extent of institutionalizing the positive practices for the greater benefit of the society by the way of helping to achieve the goals of UEE.

28 August, 04 Technical Session-IV

The first session of the second day of the seminar was presided over by Dr. B.K. Mishra, Regional Director, ERC, NCTE in which four papers were presented. Out of the four the first three were on the experiences of three DIETs and the last one was a general paper on elementary teacher education by Dr. Pramila Menon, Associate Fellow of NIEPA, New Delhi.

The first presenter of the session was Shri G.B. Hota, Principal, DIET, Sankara, Sundergarh, Orissa who elaborated the positive practices carried out in his DIET. He described the efforts made on the areas of environment building, health awareness pertaining to 'know AIDS for No AIDS', blood donation camp, development of gardening, organization of seminars and workshops, conduct of continuous evaluation, use of laboratory for the teachers and trainees, use of library and several other academic practices. One of the most significant achievement of the DIET has been its increasing involvement with the local tribal communities and their socio-cultural practices in motivating these communities in the education of their children. The DIET has been successful in moving closer to them and develop their awareness regarding the opportunities available to them in SSA programme. This has helped considerably in the progress of the efforts of SSA in these areas.

The next presenter was Shri K.N. Acharya, Principal, DIET, Tikabali, Orissa who drew a very clear picture of his DIET and focused its linkage with the community for greater result of the inputs that is provided by the DPEP and SSA. Development of the handbook on wall activity, formation of question bank, case studies on low achievers, and calendar of activities at the levels of DIET, BRCs, CRCs and the schools for more coordinated and effective functioning.



Shri O.P. Sapkota, Principal, DIET, Gangtok, presented the efforts made in the area of School Experience Programme (SEP) and elaborated the functioning PTA (Parent Teacher Association) in the catchment areas of the DIET for bringing a positive change in the fields of academics and co-curricular activities in primary schools projecting a holistic development of the children.

The next presentation was Dr. Pramila Menon of NIEPA on the topic "Promoting elementary teacher education - A Perspective on Teacher Development". During her lucid presentation she stressed the overall contours of teacher education during the tenth plan, focusing on planning for institutional development, teacher management, capacity building of teachers, and the roles and functions of DIET in these areas. Describing in detail the present scenario of DIETs in capacity building of teachers, various teacher development strategies and developing alternative delivery mechanisms, she analyzed the original goals of DIETs and their relevance at the present juncture to ensure qualitative improvement in teacher development activities and other practices specifically focusing elementary education thus linking itself with the objectives of SSA. The inputs given by Dr. Menon in her presentation provoked enormous queries. Dr. P.C. Mohapatra, Retd. Director, TE & SCERT, Orissa raised some points pertaining to the issues relating to the problems of the State of Orissa like irregular flow of funds to the DIETs, handling of SSA through officers without experience of educational management, role of teachers training institutes and its linkage with the DIETs for functioning which need to be attended in time for bringing desired results in achieving the goal of SSA as well as ensuring quality education at the elementary level.

Shri P.K. Patnayak, Chairperson, ERC, NCTE expressed that the funds released by the Central Government in MHRD are not used in time which hinders the attainment of targets in time and further flow of funds gets obstructed.

Summing up the deliberations of the session, Dr.B.K. Mishra urged upon the members to come out with concrete strategy to invigorate the DIETs so as to enhance the status and efficiency of teachers.

28 August'04 Technical Session-V

Dr. R.N. De, Director, TE & SCERT, West Bengal presented in detail his experiences on the functioning of the model of elementary education in his state and expressed the areas of innovation relating to value education and non-formal education. He added that the involvement of the teachers associations has proven effective in advancing the quality teacher education viable in his state.

Mrs. N. Debaladevi, Director, SCERT, Manipur in her presentation gave a concrete picture on the functioning of teacher education in her state and pointed out the areas of innovations in the field of quality teacher education in Manipur through the involvement of the community.

Mr. P. Tariang, Principal, DIET, Cheerapunjee, Meghalaya, in his paper, gave the dismal picture of 67% untrained teachers at the elementary level in his state which is the area of major concern. He narrated the attempts to train the untrained inservice teachers. Simultaneously they are trying to develop some innovative activities like growing medicinal plants in the school garden and building awareness in the community to use herbal medicines to get themselves cured of several diseases.



DIET, Cheerapunjee is in the forefront in the introduction of Information Technology Education at the DIET for the benefit of the students. Responding to this paper Mrs. Meena Gautam suggested short-term courses for meeting the problems of untrained teachers.

The Chairperson, Prof. Dubey remarked that the syllabi for the teacher education need to include contextual issues faced by the teacher. He urged upon the principal and teacher educators to work in close union for the development of primary education.

28, August'04
Technical Session - VI

The sixth and the last technical session had the highest i.e. as many as five number of presentations.

Shri M.P. Singh, Director, SCERT, Tripura presented the paper entitled "Elementary Teacher Education in Tripura" He discussed the administrative shortcomings of education in Tripura and described the functioning of the educational organizations in the state. He further highlighted the areas of concern to remove, by the end of 10th plan, the back log of untrained teachers. Other issues like, national integration and community harmony, linking community in the process of teacher education at the elementary stage, conduct of inservice training programmes in a desired interval and to recruit qualitative teachers are posing real problems for the state.

The next presenter was Shri V. Kesiezie, Director, TE & SCERT, Nagaland who presented his deliberation on the issues of teacher education in Nagaland. After giving a picture of administrative structure of education in his state he expressed the activities with regard to the renewal of curriculum they are undertaking at the state level as per the National Curricular Framework. One striking feature of DIETs in Nagaland, he remarked, relating to link the community with the DIET for making the teacher education programme successful. He also pointed out that the activity approach and joyful and playway methods are adopted during the classroom transactions. Awareness education on AIDS/HIV is vigorously taken up to prevent the same throughout the state by the intervention of DIET & SCERT.

Then Shri S.N. Kumar, Jt. Director, SCERT, Bihar presented the picture of elementary education of the state. He told almost 50% of the teachers in the state are untrained for which adequate steps are required to train them. They have given stress on enrollment drive, in service training programmes of teachers for their capacity building. Innovative measures are taken up by the state government to bring children to the school.

Dr. Alok Bhattacharya, Principal, DIET, Jalpaiguri, expressed his thought in a very short time. He believed that the best effort made by NCTE to bring quality with the teacher educators in the country must be fruitful and he expressed his gratitude for the new knowledge he has acquired here and to make it implement in his DIET for optimum result.

The last presenter of the seminar was Shri S.A. Moin, Principal, DIET, Gaya, Bihar. During his presentation he told that being the principal of DIET he is in charge of DPEP in which he has developed convergence between the DPEP and DIET staff for working together for a common goal. In spite of shortage of staff, the pre-service as well as in-service teacher education programme have been managed effectively. DIET is coming up with the preparation of modules with the help of the community suitable to the local conditions. He was emphatic that the survival and growth of DIET Gaya with minimal support from the Government is a result of strong leadership at the DIET level.

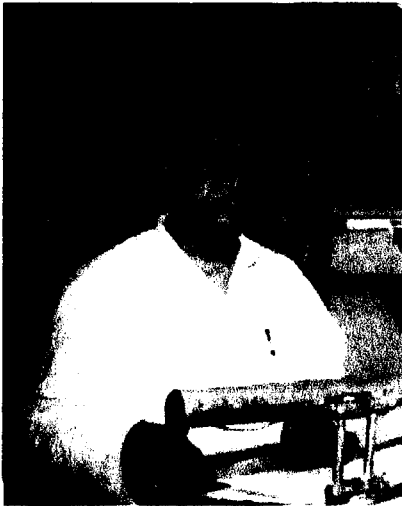
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INNOVATIVE PRACTICES IN DIETS:

INAUGURAL ADDRESS

Shri Nagendra Kumar Pradhan
Hon'ble Minister of State.
School & Mass Education Dept.
Govt. of Orissa



Mr. P.K. Patnaik, Chairperson, ERC NCTE, Bhubaneswar, Dr. B.K. Mishra, Regional Director, ERC, NCTE, Bhubaneswar, Prof. S.K. Thakur, Vice-President, NCTE distinguished educationists from DIETs, friends from the media, ladies and gentlemen.

I am extremely happy to be here today. I welcome all of you to this historic city of Puri, the seat of Lord Jagannath. We are assembled here for a common cause, a common concern i.e. to bring forward new ideas and suggestions that can help in further developing a dynamic and innovative role for DIETs in the field of elementary education. I am happy to know that 13 DIETs of Orissa have been recognized by NCTE. The state is going to have another 17 DIETs, sanctioned by Government of India, during the current year.

1. Schools as institutions of socialization have been in existence since time immemorial. So, also teachers. Teachers have been prime movers in educational transformation and reconstruction. A teacher can never tell where his influence stops. In other words, teachers are at the centre-stage of education. They constitute a work force who have taken up the responsibility of identifying, nurturing, and building the 'human capital'. No other resource is as precious as human resource.
2. Teacher quality is a formation of several factors : teachers status, service conditions, motivation, conditions of workplace, and more than all, teacher's academic education and professional training. The teacher education programme, through its initial and in service training programmes, is expected to ensure adequate supply of professionally trained teachers to run the nation's schools. Initial teacher education programme especially has a major part to play in the making of a teacher. It marks the initiation of the novice entrant to the calling and as such has tremendous potential to imbue would-be teacher with proper motivation, knowledge, skills and attitude, necessary to confidently carry out the teaching task. Appreciating its critical significance the National Policy on Education (NPE) demanded the 'overhaul' of the teacher education, to orient the new teacher education programme towards the policy thrust.
3. A few days back, to be precise, on 17th August, 2004, the National Council for Teacher Education (NCTE), a statutory body created by an Act of Parliament observed its 9th Foundation Day. The observance of the NCTE's Foundation Day provides an opportunity to every one of us, who are directly involved in teacher education programme, of two things.



- i. To assess the performance of NCTE of its two-fold tasks namely, (a) planned and coordinated development of teacher education programme in the country in the light of manpower requirement. (b) to improve the quality and relevance of teacher education to meet the emerging challenges of Education for all (EFA).
- ii. To chalk out a road map for future development of teacher education programme so as to enable it to meet the mandates of the evolving time.

I am reminded of Winston Churchill's oft-repeated statement. "The further back you look, the further forward you can see". In other words, looking ahead is based on an objective assessment of the present and the past.

4. In view of the critical importance of teacher education, the National Policy on Education recommended for establishment of a new generation teacher education institutions such as District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), and Institutes of Advanced Study in Education (IASEs), in the way of upgradation of existing Teacher Education Institutions. NCTE has a few significant achievements. To mention one or two are :

- NCTE has been able to put an end to the indiscriminate proliferation of substandard and profit oriented teacher education institutions in the country. This has been possible due primarily to imposition of stricter norms and standards for starting Teacher Education Institutions. . This, in a way, has led to getting established viable and effective teacher education institutions with evidence-based results NCTE has a few significant achievements. To mention one or two are :.
- Apart from exercising its regulatory and disciplinary authority, NCTE also has undertaken major initiatives towards extending academic support to the quality improvement of teacher education. These include : projects on competency based and commitment oriented teacher education, state's study on teacher education- status, issues, and future prospects - to help in the formulation of effective programmes for improving the quality and relevance of teacher education in the country.
- NCTE has made states to adopt the qualification for recruitment of teachers to elementary and secondary schools.

This Regional Consultation indicates that NCTE has started focussing on academic concerns.

5. An effective school education system anticipates an effective teacher education programme. With adoption of NPE and Programme of Action (1986 & 1992) and demand-driven programmes like DPEP and Sarva Shiksha Abhiyan, the school education curriculum, teaching methods, learner evaluation, school improvement plan, teacher empowerment, education of socio-economically disadvantaged children etc. have become demanding. Unless the teacher education programme responds to such mandates, the system will lag behind and will be rendered obsolete and dysfunctional. This calls for : (a) resilience of the teacher education system to respond quickly to the patterns and directions of change (b) openness to receive new ideas and



developments; (c) empowerment of the teaching work force with value addition, and (d) propensity to accept change. The NCTE has a major role to play to revamp the existing teacher education programme.

6. The school education system in the country, and especially in the educationally backward states, has been besieged with “a rising tide of mediocrity”. This is evident from the following realities :

- The performance of students at different levels of school education is distressingly low. For instance, as evidenced from a recent Government of India document, the pass percentage of children in the state is only 62% at primary level and 33% at upper primary level and children passing Class V and VIII with more than 60% marks were only 11% and 5% respectively, of the enrolment in Class I. In HSC examinations, the overall pass percentages have been in the range of 38 to 40.
- Loss of public trust and confidence in Government-run schools due to their declining standards of teaching. All parents, poor or rich, want quality education for their children. Unfortunately, our school delivery system does not meet people’s expectations.
- Schools work. Teachers teach. But children do not learn. The system is plagued by the pernicious phenomenon of “load of non-comprehension”.
- Unlike the corporate sector, our education system does not provide incentives to teacher for good performance and disincentives for non-performance or poor performance. Absence of accountability saps the self-propelled initiatives and motivation of teachers.
- Resistance to change. Teachers and Teachers’ Association tend to resist change and innovations. The propensity of the education system to change, renewal and innovations is at the lowest ebb. Change for the better is the life-blood of improvement.

7. The teacher education programmes to remain relevant and qualitatively competitive need to respond to the changes in the school education system. The NCTE, therefore, has to initiate measures in a holistic manner. Some of the aspects it needs to address on a priority basis are:

- NCTE is to develop a curriculum framework for Teacher Education reflecting therein what needs to be included, how they are to be taught and how learning outcomes to be evaluated. Curriculum renewal needs to be continuous.



- NCTE is to ensure the correspondence between research in education and educational policy and practice. The isolation between the two to be broken. Research and development are to be strengthened simultaneously.
- Like UGC, NCTE needs to provide development grants to Teacher Education Institutions for quality improvement.
- Since pre-service and in service teacher education programmes are inseparable and intimately inter-linked, NCTE may evolve measures to improve the quality of initial training and in- service training.
- NCTE needs to develop plans and programmes to create a teaching work force that has competence and skills with mastery in the subjects teachers teach, the methodology of teaching treating child as an 'active constructor' of knowledge, and not as a 'passive recipient' of learning, a burning desire to update, upgrade and renew one's knowledge, and a boundless love and concern for children (first thing teacher should have: love children).

I am sure, NCTE will rise to the occasion and set its goals high to create an educational system with excellence.

Thank you, thank you very much.

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INNOVATIVE PRACTICES IN DISTRICT INSTITUTE OF EDUCATION AND TRAINING

Dr. Shardindu
Chairperson, NCTE



Before talking about the innovative practices in District Institute of Education and Training (DIET), I will like to mention certain far-reaching recommendations made in the report entitled 'Learning To Be' submitted to UNESCO by the International Commission on the Development of Education in 1972. It has pointed out that one of the essential tasks of educators at present is to change the mentalities and qualifications inherent in the profession; thus they should be the first to be ready to rethink and change the criteria and basic situation of the teaching profession, in which the job of educating and stimulating students is steadily superseding that of simply giving instructions. Another International Commission on Education for the 21st century established by the UNESCO (submitted its report in 1996) has observed that one of the main functions of teacher education, both pre-service and in-service, is to equip teachers with the ethical, intellectual wherewithal to develop the same range of qualities in their pupils, as society demands.

This provides us the backdrop to look into and examine our teacher training program. During the last one and a half day a lot of deliberation have taken place regarding innovative practices in the teacher training institutions. As it is known to us that DIETs have been set up as nodal institutions for improving quality of elementary education in the district under a centrally sponsored scheme of restructuring and reorganization of teacher education. Originally, the teacher education scheme envisaged establishment of one DIET for each district and by the end of Ninth Plan 359 DIETs have been sanctioned by the Government of India.

Briefly speaking, DIET's mission as stated in the guidelines of DIET issued by the Ministry of Human Resource Development in 1989, is to provide academic and resource support at the grass root level for the success of the various strategies and programs being undertaken in the area of elementary and adult education with special reference to universalisation of primary/elementary education and functional literacy in the 15-35 age group. The mission statement of DIET sets specific goals and targets in the context of the education scenario of the district. Keeping in view the transactional philosophy which includes 3 main functions viz: (i) training, (ii) resource support, and (iii) action research, individual DIET, has to identify the areas of activities and has to set its own goals and targets to translate the mission of the DIET into a reality.



The moment we start thinking about innovative practices, the question arises what is an innovation? The simple meaning of innovation connotes making changes or alterations and bringing in new ideas and methods. Innovations are said to possess certain attributes or characteristics. There are five characteristics of innovations which are worth mentioning. They are (a) relative advantage, (b) compatibility, (c) complexity, (d) trialability, and (e) observability. Innovations which are easily divisible into small parts, effectively communicable, compatible, not very complex and advantageous can relatively succeed compared with those which do not possess these characteristics. It all depends on the commitment of the person or functionary who intends to undertake innovative practice(s) for improvement or progress of the organization / institution/system.

Naturally, a question may occur to our DIET faculty members - how to identify or select an innovative practice? Identification or selection of innovative practices requires some thinking and reflection on our job chart and professional expectations in the context of the emerging demand of the society. At present each DIET has seven departments or units. Functions and staffing patterns of each academic unit are elaborated in the guidelines of the DIET scheme. It is expected from us as teacher educators to examine our role and responsibilities and the extent to which we are implementing or executing them in the right earnest.

There is now a paradigm shift from teacher-centered to learner-centered in the teaching-learning process. Placing the learner at the centre or the child-centered approach has become the basic transactional approach of teaching-learning process. The National Policy on Education and Programmes of Action also plead for adoption of child-centered approach. By introducing this approach we would make education a joyful, innovative and satisfying learning activity to the child instead of rote, cheerless and authoritarian instructive activity. This provides opportunities to our teacher educators to reflect on the teaching learning process in general and the classroom transactional strategies specifically. As a sequence of reflective exercise, innovative or new ideas or action points pertaining to training, resource support and action research would certainly emerge.

Meticulous planning for implementation of innovative activities is an important step and for this DIETs have ample academic autonomy. Lab Area Approach for testing and validating of innovative activities is the most suited one. Selection of Lab Area in a district depends on the nature of innovative activity(ies) identified by the DIET faculty members to be put for experimentation. It could be one or two educationally backward or advanced pockets of the district or easy to reach schools/areas of the district depending on the nature of work involved. It entails constant supervision, monitoring and support by the academic staff of the DIET.

Over the last decade, in most of the districts, academic support infrastructures in the form of Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) are in place under District Primary Education Program and in the remaining districts such infrastructure is being brought up under "Sarva Shiksha Abhiyan". BRCs and CRCs have been put under



the academic control of the DIET directly. DIET being the apex academic resource centre of the district has to support and monitor academic programmes and activities being carried on by the BRCs and CRCs of the district. This facet of responsibility has added a new dimension in the role of academic staff of the DIET of being academic mentor. This also has ample potentiality of innovative programs in the context of district specific educational scenario.

A good number of DIETs undertake innovative programs on their own and endeavour to fulfill the academic goals and targets set for the institution. Successful innovative practices are often scaled up from the lab area to the entire district. Some of the good practices of DIETs have been documented and disseminated in other parts of the state and country. In order to improve the present system of teacher education especially in the context of learner centered approach, innovative practices need wide scale sharing not only amongst practicing teacher educators, educationists and experts but also with all the stakeholders of education.

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The Thematic Papers





ROLE OF DISTRICT INSTITUTES OF EDUCATION AND TRAINING IN UNIVERSALISATION OF ELEMENTARY EDUCATION: ORISSA EXPERIENCE

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The National Policy on Education, 1986 and the Constitutional Amendment on 13th December, 2002 to include the right to free and compulsory elementary education to all children in the age group of 6-14 years as a fundamental right are the two important mile stones in India's journey towards Universalisation of Elementary Education (UEE) since it became a national goal in 1950. These two events have brought the efforts towards UEE to the centre stage of all developmental endeavours of the nation. Continuous efforts have been made since independence to provide free and compulsory elementary education to all children with significant outcomes. While all the prior efforts were well intentioned, they were quite disparate and discreet prior to the NPE, 1986. The nineties saw the emergence of comprehensive effort's towards UEE in the form of District Primary Education Programme (DPEP). The DPEP experience, have been modified and upscaled in the Sarva Shiksha Abhiyan (SSA) to cover entire country. The SSA is the largest and the most comprehensive time-bound programme for achieving the goals of UEE through decentralized and participatory approach with the involvement of all categories of stakeholders, community and convergence of all Government and non-Govt. departments and agencies. This programme plays a significant part in fulfilling State's commitment in ensuring its responsibility in implementing constitutional provisions of fundamental right to elementary education.



Another important outcome of the NPE, 1986 is the emergence of District Institutes of Education and Training "with the capability to organize pre-service and in-service courses for elementary school teachers" (NPE, 1986 P. 26). Subsequently, the DIET is envisioned as the apex body at the district level to cater to the developmental needs of elementary education of the particular district, and to work out mechanism for providing support to teachers at sub-district levels ,(Dept. of Elementary Education, 2003). But with the implementation of national programmes of DPEP and SSA focusing UEE, the roles of DIETs have increased manifold although not in a defined manner. This has opened up the possibility of the varied roles that a DIET is to play towards UEE in the district of its operation.



An attempt has, therefore, been made here

- ❑ to explore the possible roles of DIETs in the context of SSA as the programme for achieving goals of UEE.
- ❑ to study the existing roles the DIETs of Orissa
- ❑ to explicate the efforts of DPEP and SSA to strengthen DIETs and the changing scenario.

UEE and SSA

In order that DIET plays active roles in UEE it must come out of its fixation with pre-service and loosely conceived in-service education. The multifaceted challenges in providing elementary education for all children cannot have rigidly defined roles for any organisation like DIET. Therefore, to envision its possible roles in UEE, the major activities related to the four components of UEE which are being implemented through SSA may be examined.

Table -1
Activities to Attain UEE objectives

| UEE objectives | SSA objectives | Activities |
|-------------------------------|---|---|
| Universalisation of Access | Provision of schools or its alternatives | <ul style="list-style-type: none"> • Schools as state norm • EGS centers in unserved habitations • Community awareness campaigns • School Mapping |
| Universalisation of Enrolment | All children in school, EGS centre or AIE centers by 2003 | <ul style="list-style-type: none"> • Enrolment drives • Community Mobilization • Village Education Registers for monitoring • School Readiness Programme (ECE) • School climate building for attracting children. |
| Universalisation of retention | <ul style="list-style-type: none"> • All children complete five years of primary schooling by 2007 • All children complete eight years of elementary schooling by 2010 • Universal retention by 2010 | <ul style="list-style-type: none"> • Adoption of child-centered, joyful, activity-based teaching-learning process • Profuse TLM support • Child-friendly school and classroom climate • Continuous formative evaluation • Remedial and enrichment programmes • Special care of focused groups |



| | | |
|---|--|--|
| Substantial Improvement in quality of education | <ul style="list-style-type: none"> • Focus on elementary education of satisfactory quality with emphasis on education for life. • Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010. | <ul style="list-style-type: none"> • Curriculum renewal with appropriate textbook revision • Activity banks and learning corners • Creating and sustaining teacher motivation • Capacity building of teachers • On-site continuous and academic support • Community support. |
|---|--|--|

Besides these, two sub-district structures of Block Resource Centre (BRC) and Cluster Resource Centre (CRC) have been created in DPEP / SSA for continuous monitoring and academic support services. These centres are manned by experienced and motivated teachers as Coordinators. Further, to implement and strengthen quality education initiatives at the district and sub-district levels, District and Block Resource Groups have been constituted with excellent performing teachers.

The close linkage among CRCs-BRCs and the DIET is envisaged in the SSA for a sustainable and meaningful pedagogical improvement activities at the district level.

UEE and DIET

The vision of the DIET originally conceived with six major areas of elementary education, specifically related to the quality aspects. These were:

- Planning and management of elementary education of the district,
- Pre-service teacher education,
- Inservice field interaction and coordination including in-service teacher education,
- Curricular material development and evaluation,
- Work experience,
- Educational technology and
- District resource unit for adult and non-formal education.(MHRD, Govt.ofIndia, 1989)

DIETs were expected to be the centres of excellence in providing resource support to schools and sub-district structures on the areas stated above. But, functionally these institutes confined themselves more on their traditional pre-service teacher education programmes and on in-service teacher education programmes designed at the state or national levels. The district resource unit was functional upto March, 2000 till the non-formal education centres were in operation. Hardly the local specific needs of teachers were addressed and other functional areas were continuing only in name.

The roles of DIETs as a district resource centre has increased manifold out of the necessity arising out of the implementation of DPEP and SSA. The emerging roles of DIETs in the context of UEE can be visualized from the following frame work which lists the major areas of activities of UEE (Table-2). This framework is the outcome of logical analysis of the needs arising out of implementation of SSA.



Table-II
Possible Areas of DIET's Involvement in UEE

| Broad objectives of UEE | Possible areas of DIET's involvement |
|------------------------------------|---|
| 1. Access and enrolment | <ul style="list-style-type: none">• Capacity building for school mapping• Planning for enrolment drives• Capacity building of VEC/SC, MTA and PRIs• Training on micro-planning• Resource support for improving school climate• Date base and its dissemination• Capacity building in School Development Plans |
| 2. Retention and Quality Education | <ul style="list-style-type: none">• Teacher Empowerment programmes• Resource support on pedagogical improvement• Monitoring and academic support• Development of contextual TLMs and Learning activities• Support services to schools, CRSs & BRCs• Remedial and enrichment services• Continuous and comprehensive learner evaluation• Identification of learning needs• Addressing local specific pedagogical issues• Distance Education Programmes |

From the above analysis, the main functions of DIETs would be

- Need identification through status surveys or employing other methods
- Planning strategies for different areas of interventions
- Conducting district level orientations/training programmes
- Liaisoning with SCERT, State Implementation Society and other State and district level institutions/ organisations and departments.
- Monitoring and providing academic support to schools and sub-district resource centres
- Documenting and disseminating innovative practices in the district
- Developing resource centre at the district level



ORISSA EXPERIENCE

In course of implementation of DPEP in Orissa, strengthening of DIETs was felt as an imperative. Through several programmes, the process of strengthening the five DIETs in the 8 first phase DPEP districts started with selecting resource persons for the State Resource Group in Pedagogy. This was followed by a series of activities as follows:

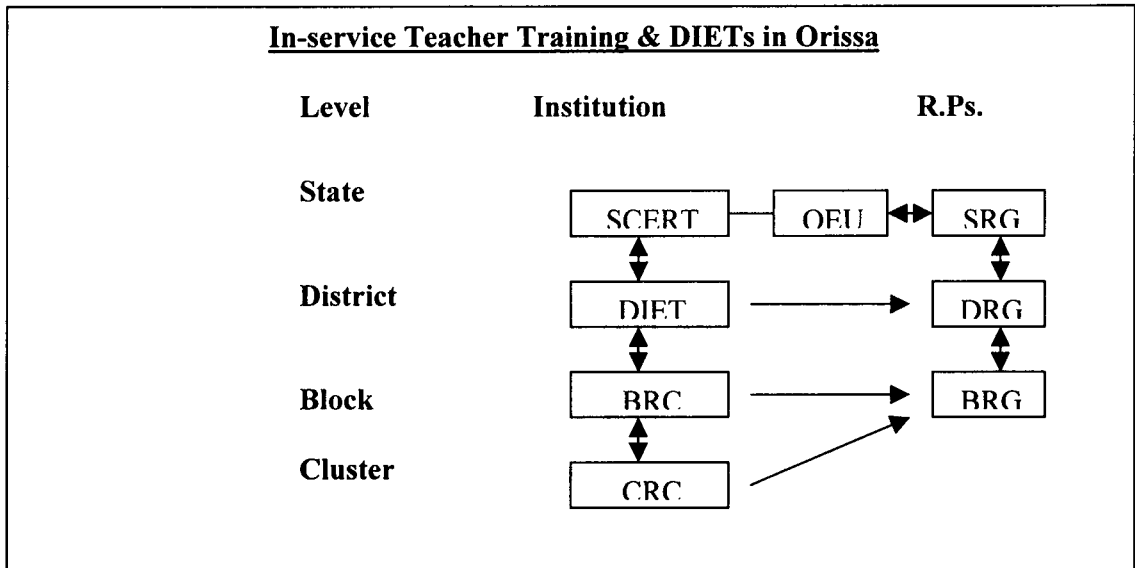
- Strengthening of SRG in activity-based pedagogy at the national and state level workshops and exposures in which resourceful members of DIETs were involved and acted as major functionaries of SRG and its core group called Core Trainer Team (CTT)
- Providing resource support to DIETs to improve infrastructural facilities
- Orientation of all faculty members of the 13 DIETs of the State on activity-based pedagogy
- Development of resource groups at the district and block levels and announcing them with DIETs
- Planning and conduct of teacher training programmes in the district and subdistrict levels.
- Conducting small research studies by faculty members of DIETs
- Capacity building of teachers, resource centre coordinators in conducting action research through DIETs.
- Monitoring the classroom practices. The DIET faculty members have been permitted by the State Government to visit schools. observe classroom processes and provide required academic support.
- Learner evaluation - DIETs with help of DRGs are now engaged in development of tests for Common Annual Primary School Examinations and to monitor the processes of unit testing. Further, the results of the Common Annual Primary School Examination are being analysed through a computer system from which an achievement mapping of the districts can emerge. DIETs of each district is being involved to analyze the results and focus pedagogical activities in the district.
- Selected DIET faculty members have been sent on exposure visits to innovative practices like Rishi valley Satellite schools, M.V. Foundation, Cini Asha, Digantar and Bodh etc.
- Equipments like Dish-Antennae have been installed in all 13 DIETs of the state where learning centres for teleconferencing programmes have been created.

QUALITY EDUCATION SYSTEM IN ORISSA

After a long deliberation, a synergy has been brought about to forge the quality education agenda in the state. Directorate of Teacher Education and SCERT and Orissa Primary Education Programme Authority(OPEPA), the organizations created for implementation of DPEP and SSA have come together to involve the DIET network in the state for well coordinated planning and implementation of pedagogical improvement programmes including the massive in-service training programmes of elementary school



teachers on a regular basis. An unit called Quality Enhancement Unit (QEU) has been created at SCERT to look after all pedagogical improvement activities in the state. The paradigm of the teacher training programme is given in the following figure.



SRG, DRG and BRG are the resource groups at the state, district and block levels respectively.

TEACHER TRAINING & DIETS OF ORISSA

DIETs in Orissa are now entrusted with planning and conducting all types of teacher education programmes meant for teachers of Primary and Upper Primary Schools of the State under the direct guidance of the Quality Enhancement Unit (QEU) of SCERT. This arrangement has made to coordinate the in-service teacher training activities of different programmes like SSA, DPEP, Janshala and other centrally sponsored and State programmes. For the first time, the teachers are subjected to well planned and coordinated programmes adopting participatory approach. The enormity of responsibilities entrusted on DIETs can be judged from the varieties of tasks they have to perform in this regard. These are:

- Conducting pre-service courses
- Conducting training courses for untrained teachers in distance mode .
- Planning and Conducting In-service programmes (20 day per annum under SSA)
 - Need Identification
 - Module development
 - Training of sub-district level resource persons (BRG groups)
 - Monitoring and support service
 - Follow - up (Classroom monitoring)
- Conducts Teleconferencing programmes at the learning end.



POINTERS FOR NCTE

DIETs are now geared up to take up the challenging tasks of pedagogical improvement in the state. But there are besetting constraints mainly in the areas of personnel management and adequate infrastructural facilities. Government of India is now providing support during the Tenth Plan period for improvement in teacher education to meet the targets of UEE.

There are several pointers for NCTE which can bring about qualitative changes in DIETs to meet the challenges of UEE.

- ❑ Reformation of norms for DIETs on the light of the UEE requirements need to be formulated which will be the guiding factor for the state to improve the physical conditions.
- ❑ Curriculum renewal for pre-service teacher education programmes which will cater to the demands of the teaching-learning process adopted for qualitative changes in school education.
- ❑ NCTE needs to prepare strategies for human resource development in DIETs. These strategies may be adequately supported by the NCTE.
- ❑ Resource support for developmental and evaluative research studies need to be provided to DIETs which shall encourage in bringing innovative ideas to pedagogical practices as well as DIET functioning.
- ❑ Exposure to innovative practices and scope for sharing good practices need to be provided by the efforts of NCTE.

Orissa has made the beginning to make DIETs vibrant partner in its efforts towards achieving UEE in the National time frame, It requires concerted efforts of the state and central government along with strong support from organizations like NCTE. There are inhibiting factors which can be overcome when there is convergence, coordination and cooperation from all possible quarters. This can really usher in a sustainable qualitative change in the entire elementary education sector of the state.

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INNOVATIONS IN ELEMENTARY TEACHER EDUCATION

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The whole world is passing through the process of globalization, privatization and liberalization requiring economic, political, social and educational changes in developing and developed countries. Moreover this is also a fact that if changes are not made to suit the changing needs, the stagnation will set in. Therefore, a climate, which promotes innovation or newness, is absolutely essential for any system or organization for its growth and development.

Innovation in recent times has become a catchword. Francis Bacon remarked, "Time is the greatest innovator". Therefore in this paper concept, need and characteristics of innovation with some illustrations have been focused.

DR. S.K. YADAV

CONCEPT AND DEFINITIONS OF INNOVATION

The word "Innovation" is derived from the Latin word "Innovare" which means to change something into something new. The International Dictionary of Education describes "Innovation" as promotion of new ideas or practices in Education and teaching.

John Adair (1990) states "innovation is more than having new ideas, it includes the process of successfully introducing them or making things happen in a new way. It turns ideas into useful, practicable and commercial products or services." In this sense that innovation introduces new ideas successfully and also turns them into useful and practicable changes. Glor (1997,3) provides an overview on various meanings attributed to the term :

" The academic literature contains a number of definitions of innovation, each revealing important aspects of it. Several authors emphasize newness, including anything perceived to be new by the people doing it or innovation as something different for each organization into which it is introduced or as generation, acceptance, and implementation of new ideas, processes, products or services in applied setting. Some see it as early adoption of new idea, others as synonymous with creativity and still others as the same thing as improvement, and a final group as substantive but not revolutionary change".

Hence, there are different views on innovation but mostly pointing towards the same direction as 'change'. Change, however, can be incidental or accidental or planned and deliberate and is for the better. Innovation refers to planned and deliberate change.

Innovation has following components:

- **Subject of Innovation-** Innovation relates to something that is changed, which may include a product, service, activity, initiative, structure, programme, or policy. In way, it addresses a need, which the system feels significant to deal with.



- ❑ **New Ideas-** Innovation involves the generation of new ideas. This suggests two things. First, the innovation involves using creativity to develop ideas. Second, that the ideas must be “new” insofar as they are either an improvement on something that is fundamentally new, or the application of existing ideas to a new context.
- ❑ **Application-** Creative ideas do not, in themselves, constitute an innovation. The new idea must be applied to some organizational activity. Thus, innovation involves the practical implementation of new ideas (otherwise, one is simply left with an unused invention. This implementation may also involve artfulness, creativity, and skill to secure acceptance.
- ❑ **Significant Change-** The change that is brought about must be “significant and positive; that is, it must go beyond minor incremental tinkering, yet does not necessarily have to be a revolutionary departure. Significance in this sense, means that it must relate to some improvement that is deemed to be important. For example, it must advance society, provide technological or economic progress, or provide an organization with some capability or advantage.
- ❑ **Feasibility-** Innovative ideas need to be feasible in the sense of being replicable in the system as a whole or a significant part of the system.

In brief, innovation is the creative generation and application of new ideas that achieve a significant improvement in product, service, activity, initiative, structure, programme or policy.

CHARACTERISTICS OF INNOVATIONS

Innovations are said to possess certain attributes or characteristics. The perceived attributes of innovations are important predictors of their success. An innovation requires widespread acceptance by group or social systems as also by individuals. Only then it will become successful and will be put into practice by organizations. Five characteristics of innovations have been identified which are worth mentioning. These are: a. relative advantage, b. compatibility c. less complexity d. triability and e. observability. Innovations which are easily divisible into small parts, effectively communicable, compatible, not very complex and advantageous can relatively succeed compared with those which do not possess these characteristics. Hence, to innovate is to create a new path in an original mode.

The NCERT had organized a national seminar on 'Innovations in Education', in 1977 where some of the significant innovations were discussed. The seminar focused on important characteristics of innovations.

An innovation should be:

- New to the system of environment as perceived by individuals.
- Better than what is already in existence
- A deliberately planned and not haphazard
- Contextual to local system or environment or conditions.
- Capable of making unfamiliar as familiar;
- Suitable for achieving predetermined goals.
- Positive in nature;
- Something which results in the improvement of a system



NEED FOR INNOVATION IN EDUCATION.

The very law of nature is 'change'. Education is no exception to this law. Being the most important tool of change, education can bring changes in every facet of the society. Socio-economic and political conditions of the society require changes in education. There was a need to make each and every person literate therefore various innovations were introduced from time to time. The programme like District Primary Education Programmed (DPEP) was launched during 1994. The Sarva Shiksha Abhiyan (SSA) was launched during 2000 for universalisation of elementary education.

Lack of prior experience to solve problems or to find new solutions to older problems may also lead to innovations. Again one can take a leaf from other nations, societies, institutions and organizations and adopt/adapt successfully tried out practices as per requirements of one's own conditions and circumstances. In such a case, the adopter might identify a priority need for change, and later on the adopted/adapted innovations should result in improvement of the system. Such innovations, where solutions are imported from outside the system, are deliberately and not accidentally introduced to deal with dissatisfaction with the current situation and practices. When the situation and practices are not up to the expectations of an individual or group, this can also lead individuals to innovate and experiment. Also, clientele of students and teachers keep on changing every year. New students are admitted to a class. New ideas, new ways of dealing with them, sustained effort and creative solutions are needed on the part of teacher to deal with them. Such efforts give rise to innovations.

INNOVATIONS IN ELEMENTARY EDUCATION

Article 45 of the Constitution focuses on free and compulsory elementary education up to the age of 14 years. It has now become a fundamental right with the 86th amendment. With a view to-reaching this goal a number of innovative programmes have been designed and are being implemented. National Policy on Education (NPE) (1986, revised in 1992) also recommended to establish innovative institutions like District Institutes of Education and Training (DIETs) in each district of the country. These were expected to act as innovative and resource institutions in each district. There are about 500 DIETs in the country. Each DIET has seven branches and conducting different innovative programmes. These institutions have linkages with other the institutions in their districts. The Planning and Management Unit Coordinate the innovations within DIET and also have mechanism to establish linkages with institutions in the district. Some of the innovations have been discussed below:

□ BACHELOR OF ELEMENTARY EDUCATION (B.El.Ed.) PROGRAMME

The Delhi University has introduced a new four-year programme titled B.El.Ed. in some colleges to prepare quality teachers for elementary stage of school education. The entry qualification is senior secondary (+2) pass and the curriculum is a blend of content and pedagogy courses. This programme has papers on foundation courses, core courses, pedagogy course, and practicum.



□ IMPLEMENTATION OF ZERO LECTURE PROGRAMME (ZLP) ON ELEMENTARY TEACHER EDUCATION (ETE) STUDENTS OF DIET, DARYAGANJ, NEW DELHI

The project was carried out to provide training to a group of ETE trainees in various innovative practices like micro teaching, team learning, role play, self learning etc.

The ETE course is of two years duration to be completed in four semesters. The ZLP was implemented in the month of July 1996. for semesters I and II. The programme was implemented on 10 first year students at the initial stage. But, later on 10 ETE students of second year also joined the programme making the total strength of 20.

A plan of action for the entire semester was discussed among students under the guidance of the project members and curricular activities for the semester were planned which included subject wise preparation and presentation session schedule for practice teaching, celebration of festivals, organization 'of competitions and field trips, visits to libraries and other places like Lalit Kala Academy, CCRT etc. and volley ball and table tennis practice sessions.

The learning strategy included self-learning, group learning, team teaching, discussion, demonstration, role play and presentation of leavinig material etc. The trainees took one subject at a time and completed its syllabus in two weeks time under the guidance of ZLP project members. The trainees developed innovative lesson plans and delivered them in their respective classes. The teaching methodology included activity based learning, play-way method, role-play etc.

Trainees have been helped to develop the skills of planning, reading, writing, creativity, self and peer group evaluation, etc. It helped trainees to be confident, innovative and responsible and developed competency of teaching various concepts in an innovative manner and make learning more joyful and effective for the school children.

□ MASTER OF ELEMENTARY EDUCATION (M.Ed. ELEMENTARY)

In view of the establishment of District Institutes of Education and Training (DIETs) in the country, the need for designing a special course to build a cadre of elementary teacher educators was felt more strongly during 1992-1995. The development of a cadre of professionals who can act as teacher trainers, educational planners, supervisors, curriculum developers and evaluation experts, etc. in the elementary education needed to be developed.

In view of this NCERT decided to introduce a uniform programme of M.Ed. (Elementary Education) in all Regional Institutes of Education (RIEs) and constituted a working group in 1995 to develop curriculum and syllabi for M.Ed. (Elementary Education) programme. The curriculum was drafted and discussed by eminent educationists. It has four broad components-Foundation Courses, Specialization Courses relating to elementary education, Dissertation and Sessional Work. This course had been launched in Regional Institutes of Education (RIEs) since 1998.



□ LAB AREA OF DIETS

Lab Area approach has been recommended as one of the important interventions of each DIET for achieving the target of UEE. Lab Area approach will help in removing the disparities among blocks in a district. The lab area may consist of one or two educationally backward areas/pockets of district dominated by population of scheduled tribes and other backward classes etc. The community response and resource availability is taken into consideration. The selection of the Lab Area is to be done in consultation with the District Primary Education Officer and DIET faculty.

Various branches of DIET organize various activities for the lab area such as :

- Pre-service Teacher. Education Branch (PSTE) organizes a regular full time two-year teacher training programme for 50 students.
- In-Service, Field Interaction and Innovations Coordination (IFIC) Branch regularly organizes in-service teacher orientation programmes for teachers in the Lab Area in such a way so as to equip them to meet the changing demands of the profession and to refresh them in professional matters.
- Work Experience (WE) Branch identifies locally relevant work experience areas and works for their inclusion in the curriculum of elementary schools.
- Educational Technology (ET) Branch helps lab area in the preparation of low cost teaching aids like wall magazines, charts, diagrams, models, photographs, slides, audio tapes, scrap books and source material for use in elementary and non-formal education. It also provides training to teachers for using technology in the teaching-learning process and arrange visits to media institutions for obtaining first hand information of media tools and gadgets and their use for educational ends.
- Planning and Management (P&M) Branch plays the role of a nodal agency for assessing, planning, advising and meeting overall educational needs and aspirations of the area covering primary education.
- Curriculum, Material Development and Evaluation (CMDE) Branch is responsible for developing curriculum and learning materials for elementary education.
- District Resource Unit (DRU) is looking after the needs of non formal and adult education sectors.

After improving the situation, the lab area can be shifted to other backward area of the district.

□ TRAINING OF PRIMARY TEACHERS THROUGH TELECONFERENCING

The NCERT initiated an experimental project to study the feasibility of using interactive video technology as an alternative to cascade model of training of primary teacher under its Special Orientation of Primary Teacher (SOPT) programme in 1996.

These training programmes were conducted in collaboration, with Indian Space Research Organisation (ISRO) and Indira Gandhi National Open University (IGNOU) in which one way video and two way audio technology has been adopted for training of teachers through teleconferencing. Two such training programme of seven days duration each through teleconferencing were organized for primary teachers of Karnataka and Madhya Pradesh in 1996 under SOPT First Tele-SOPT for Karnataka was organized from 7-



13 January, 1996 in which 850 teachers assembled at 20 training centers in the state were provided training. Second Tele-SOPT training programme was for teachers of Madhya Pradesh was organized from 2-8 August, 1996 in which approximately 1400 teachers at 45 centers were provided training. Another training programme was also organized for the teacher educators of DIETs of Madhya Pradesh in 1996. This teleconferencing mode of training was used largely later on for the training programme of teachers under DPEP programme.

SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan is an effort to universalize elementary education by involving community in the school system. The aim is to provide useful and relevant elementary education for all children in the age group 6 to 14 by 2010 and also bridge the social, regional and gender gaps, with the active participation of the community in the management of schools. For providing quality education the provision for twenty days in service training to all teachers in a year, 60 days refresher course for untrained employed teachers and 30 days orientation for freshly trained recruits has made on a decentralized basis in SSA. The local expertise and resources will be utilized in organization of training programme. The programme has many innovative components like convergence of efforts and schemes, coordination with the other departments, decentralized planning, management and monitoring of educational activity, micro-planning, alternative delivery systems, integrated education of children with special needs. These programmes take into consideration the requirement of a large number of teachers and they can design innovative transactional strategies which address the needs of children of relevant abilities and backgrounds. The in-built mechanism of assessment has been made in training programme. The support of SCERTs/DIETs/BRCs/CRCs along with existing elementary teacher training institutions has been recommended.

By way of conclusion, it can be said that this paper has discussed the meaning, characteristics and need of innovations at the elementary education level. Besides this, illustrations of some innovations like lab area approach, Sarva Shiksha Abhiyan, teleconferencing mode of training are also discussed in this paper.

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ELEMENTARY TEACHER EDUCATION IN TRIPURA

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I. INTRODUCTION:

The State of Tripura, full of the undeveloped hilly terrains, criss-crossed by rivers and rivulets making the region tough to access, is located at one of the most interior parts of the North-East India. It is surrounded by Bangladesh on all side except a chicken-neck, an opening, linking it with the State of Assam. The problem of transportation is acute and nearest rail head is 160 KM away from the capital town, Agartala. It also suffers from communication bottle-neck. Agartala, the capital town, is 1680 km away, through land route, from Kolkata. The surface road linking Tripura with rest of the country is also infested with various problems including unpredictable transportability through roads at several points between Guwahati and Agartala - a more than 600 KM stretch - at any time of the year, which is caused jointly by both, man and nature. The geographical isolation of the State from rest of the Country-has put it in such a position that it is almost cut off from other parts of the Country, except, of course through air route from Kolkata to Agartala, which is hardly affordable to the poor common man. Consequently, flow of information and technique from other areas of the country to this State is very slow and very low. The movement of interstate population is also limited for the obvious reasons as stated above.



II. STATUS OF ELEMENTARY TEACHER EDUCATION:

1. Background: Tripura, the erstwhile princely State, joined the mainstream of Indian Union after independence. The princely rulers of Tripura were enlightened enough and they had profound faith in power of education. Consequently, they concentrated on education and established many educational institutions even in the far flung areas and hilly terrains. These are reputed institutions of the State today. During that period the training of teachers was hardly a matter of concern and people of good educational background and suitable social status were appointed as teachers. Thus, teachers without training entered in the system of formal education; Then, the partition of this sub-continent at the advent of independence characterised by high magnitude of human sufferings and an unprecedented displacement of population from one country to another, unheard in the history of mankind. Tripura, being surrounded by erstwhile East Pakistan, happened to be the safest place for the displaced people of East Pakistan. On its part, the people of Tripura accepted the people in distressed with open arms. It resulted in manyfold increase of population overnight, and it had its impact on the school education; because, the population of school-going children swelled by leaps and bounds. Alive to its Constitutional obligations, the State of Tripura opened more and more schools to accommodate growing number of school-going children and appointed required teachers. Persons having basic academic qualifications were appointed teachers but they did not have any professional qualification because, at that point of time, there was no teacher training institution in the State. At that juncture, the



State Government had only two options - (a) not to start schools because professionally trained persons were not available, or (b) to appoint teachers without professional qualification to run the schools. In the fitness of the things, the State Government opted for second and recruited teachers without teacher training. This is the reasons that the backlog of untrained teachers in the State aggravated and it is still going on. Due to acute shortage of teacher education institutions at both primary and upper primary levels, the position of this backlog is hardly going to thin out in near future.

2. Existing Scenario: As per statistics available up to 2002, there are 2095 Junior Basic (primary) Schools, 432 Senior Basic (Middle) Schools, 402 High Schools and 234 Higher Secondary Schools in the State. It may be pointed out that almost all High and Higher secondary schools have their primary and upper primary sections. In addition to it, there are 234 English medium Schools having classes from Primary to Higher Secondary levels. In all, there are 33,101 teachers of all types including 8,831 JB teachers, 5,995 SB teachers, 8,735 High School teachers and 9,540 Higher Secondary teachers. Out of this, 24,312 are male and 8,789 are female. And out of the total number of teachers, mentioned above, 23,607 are untrained. The break-up of untrained teachers is as follows:

| | |
|---|--------|
| Primary / Junior Basic stage (classes I to V) | 12,889 |
| Secondary stage (classes VI to XII) | 10,718 |

It may be mentioned that all teachers having graduation degree are sent to secondary teacher education institution for B.Ed. degree, irrespective of the classes they teach. Thus, teachers teaching in primary schools with graduation degree are deputed for B.Ed. Course. If it is taken into account, the number of untrained secondary school teachers would go higher than what is mentioned above. The State Education Department is practically seized with the problem of backlog of untrained teachers and it is tapping all possible avenues to wipe it out as early as possible. Till recently, only serving untrained teachers were sent to DIETs for one-year under-graduate training (UGT). There was no provision for training fresh persons who could go for teaching profession. Consequently, no person was available in the state who was trained and could be appointed as primary teacher. As such, whenever primary teachers were appointed they were essentially untrained. However, with effect from the session commencing from July, 2003, provision for freshers training has been made, with intake of 250 in two existing DIETs. The same is the condition in case of secondary teachers (for teachers from classes VI to XII) except that since 1996 some seats in the existing Institute of Advanced Studies in Education (IASSE) have been earmarked for admission of fresher candidates. Admission of fresh candidates are done on the basis of widely circulated advertisement in newspapers, Akashvani, Doordarshan and various agencies related to education and training in the State. The admission is regulated as per norms approved by the State Government in which merit is the sole criteria and the reservation policy of the State Government is strictly observed under scrutiny of the Departments of Scheduled Tribes and Scheduled Castes Welfare. At the moment 150 freshers are admitted for undergoing B. Ed. Course.

3. The Teacher Education Institutions in the State - A Bird's Eye View:

Teacher Education Institutions in this State have a short history. In the opening section it has already been clarified that it happens to be a State with its unique history, geography, demography, stereotypes, character, beliefs and attitudes. The importance of teacher education was realised at a late stage in the forties and training institution at Agartala was established for training of primary teachers in the early years of 50's. This is the existing DIET, Agartala. Thereafter, another institution for training of primary teachers was



established in the closing years of 50's at Kakraban, which is DIET, South Tripura today. The first institution for secondary teacher education was established in the year 1964 at Agartala; it is the existing *Institute of Advanced Studies in Education (IASE)*. It pursues one year B.Ed., one year M.Ed. Courses and two-year M.Ed. (Part Time) Course. These courses are duly recognised by the National Council for Teacher Education and affiliated to Tripura University. Two DIETs, one each at Kailashahar in North Tripura District and Kamalpur at Dhalai District, have also been recognised by the NCTE.

III. THE GOALS TO BE ACHIEVED AT THE END OF THE 10TH PLAN:

After successful completion of the programmes envisaged in the proposal the following goals and objectives could be achieved at the end of the 10th Plan period:

1. The State would be able to establish more institutions of teacher education at both primary and secondary education to cope up with requirement of trained teachers for running school education on the right line,
2. The State would be able to do away with a huge backlog of untrained teachers at both the primary and secondary levels of school education,
3. The State would be able to redesign and reframe, if required, its own policy relating to teacher education in the light of the existing forces operating on school education,
4. A clear and objective policy would be formulated for recruitment of teachers at various levels of school education in line with the policy and norms of the MHRD and NCTE,
5. The institutions of teacher education at all levels would be revamped to take up the challenges of the 21 st century in school education,
6. The teacher education institutions would be encouraged to accommodate the needs and requirements of the community and requirements of the individual teachers while executing their training programmes,
7. With a view to ensuring the '*national integration and communal harmony*' in the country, the norms, standards and expectations of the central agencies like MHRD, NCTE, NCERT, NIEPA, etc. would be strictly taken into consideration while formulating the teacher education programmes,
8. The teacher education would be made an attractive, enterprising, competitive and challenging area of endeavour for young men and women in which they may have their stakes,
9. The profession of teaching, being labelled as the worst of professions over the ages, would be raised to the level where one would be proud of his / her ability simply because he / she are a teacher,
10. The community served by an educational institution would be made to understand that the institution is meant to serve them and that they have to involve themselves with all activities of the school situated in its area and support it for its all-round development,
11. The school would be made to understand that it is not an island in the midst of the community rather it is miniature of that community and that it has to reflect the problems and possibilities of that community in which it is situated,



12. There would be no backlog of untrained teachers in the school system of the State,
13. There will be availability of trained persons who could be appointed teachers,
14. It would be possible to organise in-service training programmes in various institutions of teacher education and it would be also possible to organise such programmes in sufficient numbers so that all teachers could get orientation programmes once in a five year time as envisaged in the norms of MHRD and NCERT,
15. With the establishment of Institute of Advanced Studies in Education (IASE) in which Master's in Education (M.Ed.) course is already held, it would be possible to carry on research leading to Ph. D. degree and also to carry on research projects for betterment of practices in the field of education,
16. The DIETs, field offices of School Education Department, Higher secondary Schools may get sufficient help from the IASE in respect of solution of their academic and professional problems, and
17. Teaching would be made an attractive profession which would encourage best brains to adopt it.

IV. NUMBER OF TEACHERS - CURRENT AND ESTIMATED

At present, there are 17,693 teachers teaching in primary schools (classes I to V). Out of it, about 72% teachers are untrained. The annual requirement of primary teacher would be 1115. This figure has been arrived at by taking into consideration 5% retirement cases. In this context it may be mentioned that the major expansion in education was made during the period 1965 -1975 and teachers who had joined during this period are now retiring. Therefore the rate 5% seems to be quite justified. The annual population growth of the State is 1.5%. It has been calculated on the basis of the decadal growth rate of more than 15%, shown in the 2001 census report. This fact has also been taken into account while calculating the annual growth of population of children who would require primary education.

The number of secondary school teachers (classes VI to XII), at the moment, is 15,591. Out of it about 72% teachers are untrained. The annual requirement of secondary teacher would be 915. While arriving at this requirement the growth rate of students population @ 1.5% and retirement of teachers @ 5% have been taken into consideration.

While looking to the number of teachers and the number of students, it comes to the light that the teacher student ratio is lower than the national norm. It is because of the typical geography of the State vis-a.-vis constitutional obligations of free and compulsory education of children up to 14 years of age as well as various norms and standards fixed by the MHRD and other national agencies involving the distance of educational institutions from the habitats. The hamlets in hilly terrains are scattered over the hill tops. To arrange for their education, in face of the provisions of the Constitution and judgements of the Courts, schools are to be opened in such a way that the students are not to walk too much distance - within one kilometer in case of students of primary classes. Thus, the distance factor in streamlining the school education in this hilly State, has forced the Government to a sort of tight-rope-walking. In doing so, the Government has been forced to appoint teachers to man many such schools which would have not been required had it been a plain land and easy geographical set up. In the light of it, the national norm of ratio of teacher and student to the tune of 1:40 is hardly pragmatic and workable in this State. However, the State Government is trying to rationalise it under certain provisions of the SSA programmes.



The estimate of teachers' requirement in the next 10 years, as required by the guidelines of the norms, would be as follows:

| | |
|--|---------|
| (a) Primary teachers @ 1,115 teachers annually | 11, 150 |
| (b) Secondary teachers @ 915 teachers annually | 9,150 |

V. AVAILABILITY AND CAPACITY OF EXISTING TEACHER EDUCATION INSTITUTIONS TO TRAIN TEACHERS

1. Institute of Advanced Studies in Education, Agartala -

This institution has been recently upgraded from College of Teacher Education to the Institute of Advanced Studies in Education with 100% financial assistance from the MHRD. It is duly recognised by the National Council for Teacher Education for three courses - B.Ed., M.Ed., M.Ed. (Part Time) and 6-month abridged courses for serving untrained teachers of secondary schools (classes VI to XII). These courses have affiliation of Tripura University. As per permission of the NCTE there are 150 seats for B.Ed., 20 for M. Ed. and 150 for 6-month abridged courses. For 150 seats available for B.Ed. one-year regular course only unemployed fresher candidates are admitted since the last academic session. The admission of candidates is made on the basis of wide circulation in the leading newspapers of the State. This is the only institution for secondary teacher (VI to XII) training in the State.

2. District Institute of Education and Training, Agartala -

This is the oldest training institution of the State, having recognition of the NCTE for 150 seats. It is under the academic control of the State Council of Educational Research and Training. Since July, 2003, with permission of the NCTE and with affiliation of the SCERT, one-year regular course for fresh candidates and 6-month abridged courses have been started. The evaluation and certification of this course are done by the SCERT, Tripura.

3. District Institute of Education and Training, Kakraban -

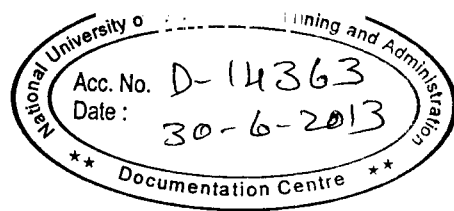
This is the second oldest training institution of the state. It has recognition of the National Council for Teacher Education for 180 seats. It is under the academic control of the SCERT. The 6-month abridged course in primary teacher training for untrained primary teachers has started since July, 2003, with permission of the NCTE and with affiliation of the SCERT. The evaluation and certification of this course is done by the State Council of Educational Research and Training, Tripura. The regular one-year course has started for fresh candidates since the last academic session with permission of the NCTE.

4. District Institute of Education and Training, Kailashahar -

With the assistance of MHRD, this Institute has been established and got the recognition of NCTE and it is going to start functioning with effect from January, 2005 with two-year course for elementary teacher education.

5. District Institute of Education and Training, Kamalpur -

With the assistance of MHRD this Institute has been established and got the recognition of NCTE and it will start functioning with effect from January, 2005 with two-year course for elementary teacher education.



VI. NEED FOR NEW INSTITUTIONS - NUMBER AND RATIONALE

1. Two More CTEs: As mentioned earlier, there would be annual demand of 915 teachers for managing the secondary classes (from classes VI to XII). The existing intake of IASE (the only institution leading to B. Ed. degree in the State) for B. Ed. course, as per approval of the NCTE, is 150. Against 915 annual requirements of teachers, the training facilities are only for 150 candidates every year. As such, the shortfall would be (915 - 150) 765. These 750 persons, without professional training, would be recruited as teachers; and such teachers would worsen the already precarious condition of backlog of untrained teachers prevailing in the state. Therefore it is proposed to set up three more colleges of Teacher Education with the intake capacity of 250 each.

VII. REVIEW OF EXISTING INSTITUTIONS:

1. District Institutes of Education and Training with One-year Training Course for Class X Passed:

(a) Structure:

There are two DIETs in the State which are functioning. One is at Agartala in the West Tripura District and another at Kakraban in the South Tripura District. These two institutes have been upgraded from the basic Training Colleges under the Centrally Sponsored Scheme (100%) of MHRD and they train teachers who teach classes I to V. These institutions are fully functional and are fulfilling their assignments properly. Two more DIETs have come up, one each at Kailashahar, North Tripura District and at Kamalpur, Dhalai District. All these are recognised by the NCTE and these will train teachers for classes I to VIII.

(b) Role:

These institutions have been assigned to perform their duties as per norms and guidelines prescribed by the MHRD, NCERT, NCTE and other relevant agencies related to teacher education in the country and also at the State level. As the State is a small one, all DIETs are not expected to operate all the wings suggested in the norms for DIETs. These DIETs are putting their expertise in SSA programme also.

(c) Recruitment / Placement Policy:

i. **Teaching Faculty:** There are three categories of teaching faculty - Principal, Senior Lecturer and Lecturer. All these posts are gazetted and the recruitment is done on the recommendation of the Tripura Public Service Commission. The Commission makes recommendation on the basis of the recruitment rules frames by the Government and also on the basis of its own mode of selection. All members of the faculty are Government servants.

ii. **Non-teaching Staff:** The non-teaching members of the staff are placed in the institutes on the basis of placement / transfer from the Education Department, Government of Tripura. They are appointed centrally by the Education Department and their services are placed to various establishments of the Department. They are liable to transfer from one establishment to another as per norms of the Department.



(d) Linkage with Schools, BRCs / CRCs:

The DIETs have working linkage with primary schools of the area because they have to conduct their teaching practical programmes in these schools. Their link with primary school is also associated with the fact that they deal with problems and needs of primary education while imparting the training programme. The linkage with BRCs and CRCs has not yet strengthened although initiatives in their regard have been made. The impetus in this direction has come from the recently launched programme of Sarva Siksha Abhiyan (SSA).

(e) Performance: The DIETs are mainly engaged in pre-service teacher training. They also run 6-month abridged course for inservice untrained teachers. The courses imparted in DIETs are formulated by SCERT. Relating to curriculum development of primary classes (classes I to V), the Tripura Board of Secondary Education (TBSE) has the sole responsibility. In the field of material development the DIETs are helping the institutions while they are going for teaching practical sessions in their practicing schools.

(f) Support from the State and Other Organizations: It has already been stated that DIETs are the establishments of the State Government; as such, they are getting full support from the State Government in all matters from academic to finance. In addition to it, there are other organizations also that are helping DIETs in developing their infrastructure and expertise. The SCERT is very much in close contact with them in all matters. The Tripura Board of Secondary Education, the State Resource Centre, various NGOs, the Teachers' Organizations, the Zonal Offices of the Department of Education, the IASE, the Headmasters' Organizations, etc. are also associated with functioning of DIETs especially while arranging professional programmes.

2. Institute of Advanced Studies in Education:

(a) Structure: The Institute of Advanced Studies in Education, located in the capital city of Agartala, has been very recently upgraded with approval and 100% financial assistance of the MHRD. Earlier, it was College of Teacher Education. It is an establishment of Education Department, Government of Tripura. There are four courses in the Institute - one-year B.Ed. and one one year M.Ed., two year M.Ed.(part time) and six-month abridged courses. These courses are affiliated to Tripura University. The Eastern Regional Committee, National Council for Teacher Education, Bhubaneswar has approved all the three courses. The intake for B.Ed. is 150, M.Ed. 20 and M.Ed. (Part Time) is 40. The admission is done on the basis of merit and reservation policy of the State Government.

(b) Role: Till recently, this Institute's main task was to impart courses in B. Ed. and M. Ed. It also organizes some orientation programmes, workshops and seminars of its own and also it assists in organizing the programmes of Central Agencies such as, MHRD, NCERT, etc. through the State Council of Educational Research and Training. However, after its up-gradation it would widen its programme of action -involving research and innovative approaches to the teaching profession. The Institute is already guiding students of M. Ed. course in their research work in preparing their dissertation paper. The Post-graduate students are also involved in various kinds of field work relating to the specific problems of research.



(c) Recruitment / Placement policy:

i. Teaching Faculty: The teaching faculty is designed as per norms of the UGC and NCTE. There are five categories of teaching faculty - Principal, Reader, Assistant professor (Selection Grade), Assistant Professor (Senior Scale) and Assistant Professor. The qualification for these posts are as per norms of the UGC; over and above it, the norms of the NCTE are also applicable in case of any recruitment to teaching posts of the Institute. Therefore, a person should have additional qualification of B. Ed. and M. Ed. for appointment as assistant professor in this Institute. The UGC scale of pay is applicable to the teaching staff. All these posts are gazetted and the recruitment is made on the recommendation of the Tripura Public Service Commission. The Commission makes recommendation on the basis of the Recruitment Rules framed by the Government and also on the basis of its own mode of selection. All members of the faculty are Government servants.

ii. Non-teaching Staff: The non-teaching members of the staff are placed in the institutes on the basis of placement / transfer from the Education Department, Government of Tripura. They are appointed centrally by the Education Department and their services are placed to various establishments of the Department. They are liable to transfer from one establishment to another as per norms of the Department. These personnel get the scale of pay of the State Government. In other words, their appointments are not the institution-specific.

(d) Linkage with Schools, BRCs / CRCs: The IASE has working linkage with upper primary, secondary and higher secondary schools of the area because it has to conduct the teaching practical programmes in these schools. Its link with upper primary to higher secondary schools is also associated with the fact that it is dealing with problems and needs of education of these stages while imparting the training programme. The linkage with BRCs and CRCs has not yet matured but it is in the process of being evolved. The impetus in this direction has come from the recently launched programme of Sarva Siksha Abhiyan (SSA). It is assured that in the near future this linkage would be strengthened pragmatically.

(e) Performance: The IASE is mainly engaged in teacher training and research work. The training of one-year B. Ed. course is of pre-service nature given to fresher candidates. Regarding curriculum and material enrichment, it may be added that the curricula, imparted in IASE are framed by Tripura University. The Institute carries on course transaction on the lines suggested by the University and also as per norms and standards fixed by the NCTE. In case of course transaction of M. Ed. classes the members of the teaching faculty keep close contact with the students, especially, in their research works relating to the dissertation paper. In the field of material development, teaching aids in particular, the IASE is helping the institutions while they are going for teaching practical sessions in their practicing schools. The teaching aids of very good quality are offered to the respective institutions for their uses. The Institute also helps the higher secondary schools by placing the services of the trainees at the disposal of the heads of the institutions, of course on demand, for the intervening period between the completion of the final practice teaching examination and beginning of the theoretical classes in the Institute. Some heads of the reputed



higher secondary schools of the capital were so impressed with the performances of some trainees that they requested the Principal, IASE to spare their services for some times. The help to BRCs and CRCs are in the process of being evolved under the umbrella of SSA programme.

(f) Support from the State and Other Organisations: It has already been stated that IASE the establishment of the State Government; as such, it is getting full support from the State Government in all matters *from* academic to finance. In addition to it there are other organizations also that are helping it developing its infrastructure and expertise. The SCERT is very much in close contact with it in relevant matters. The Tripura Board of Secondary Education, the State Resource Centre, various NGOs, the Teachers' Organizations, the Zonal Offices of the Department of Education, the DIETs, the Headmasters' Organizations, etc. are also associated with functioning of IASE, especially while arranging some professional programmes.

3. Distance Mode:

Tripura University, with approval of the NCTE, has started B. Ed. course since 1996 through distance mode with intake capacity of 200. It is being conducted by Directorate of Distance Education of the University.

4. Open University Mode:

IGNOU has opened a Programme Study Centre at the Institute of Advanced Studies in Education, Agartala for B. Ed. course with 100 intakes.

VIII. INSTITUTIONAL CHANGES AND IMPROVEMENT - THE STRATEGIES

In the context of MHRD guidelines that "The states shall define their own structures for the institutions: the number and nature of their faculty will be chosen by the states, depending upon the nature of responsibilities". It is being considered by the State Government is stipulating the following strategies.

(a) Qualifications Specified by NCTE / UGC for Faculty of CTE / IASE

A Need for Special Relaxation:

The university and college teachers under UGC scale of pay have to possess qualifications as per UGC norms. It is very difficult to get persons with such qualification in this State because of many factors including the factors mentioned at the very. The State Government is facing acute problem in filling up the vacancies because non-availability of candidates equipped with UGC qualifications. The norms of NCTE mention that the faculty members to be appointed in institution of secondary teacher education should have all the qualifications as per norms of the UGC plus M.Ed.; that is, having additional two more University degrees - B.Ed. and M.Ed. It means a person desirous to be a faculty member of a college of secondary teacher education shall have to possess all the qualifications prescribed by the UGC plus two more degrees involving two more years of University education and he / she would get the same scale of pay as one without additional two degrees in case appointed in a general degree college. Thus, the training colleges have been put to a great handicap so far getting qualified persons as per norms of both the UGC and the NCTE.

The conditions of North-East states are more serious and require attention of the Central agencies. Tripura is most adversely affected by it. It is not getting qualified people as per the existing norms to fill up the vacant posts in the IASE despite the



numerous advertisements made for more than last three years by the Tripura Public Service Commission. To tide over the problem, the State Government is of the opinion that NET / SLET should not be imposed for recruitment of faculty members in the secondary teacher education institutions, at least till such a time, when people with these qualifications are available in this part of the country. It may be mentioned here that even advertisement at the national level could not generate application with the requisite current qualifications. If the expeditious steps are not taken, the institutions of secondary teacher education in the State would continue to suffer due to lack of regular teachers as it is suffering now. At the moment, out of 23 teaching posts in the IASE only 6 are at the position. However, to run the Institute, the Education Department has provided with services of part time contract teachers, but, it may be noted that, part time contract teachers are hardly a long term solution to run a teachers' training college. The MHRD in consultation with the UGC, NCTE and NCERT should evolve some sort of relaxation by doing away with the NET / SLET in case of appointment to institutions of secondary teacher education.

(b) Qualifications Specified by NCTE / MHRD for Faculty of DIETs:

The qualifications and structure for faculty members of the DIETs have been prepared by the MHRD in the guidelines for setting up DIETs. The qualifications have been prescribed with greater emphasis on the professional part of primary education. Here in this State more emphasis is given on the academic part of the training. It is done with a view to upgrading the content areas of teachers so that they could be more fluent and free in transacting the course content to their students. As the State recruits only Madhyamik passed for teaching in primary schools, it is pertinent to strengthen their academic background during the training along with improvement in their teaching skills and techniques. Keeping it in mind, the State Government has prepared the Recruitment Rules for appointment of faculty members in DIETs. Therefore, the Recruitment Rules prepared by the State Government are slightly different from the one prescribed in the norms for DIETs.

IX. PRE-SERVICE TEACHER EDUCATION - REVIEW AND UP-GRADATION

It may be mentioned here that owing to huge backlog of untrained teachers, both at primary and secondary levels of school education till recently, all the institutions of teacher education in the State have been predominantly preoccupied with clearing the backlog by way of providing pre-service training to in-service untrained teachers, deputed by the Education Department.' In this background, it was hardly possible to concentrate on training of fresh persons, who could take up the job of teaching. It may also be pertinent to mention that the untrained serving teachers are being given full one-year pre-service training at both under-graduate and post-graduate levels. However, since July 2003, 150 seats in IASE have been given for fresher candidates for full one-year B. Ed. course and it is conducted in the morning. In the afternoon, 6-month abridged course for serving untrained secondary teachers is conducted. In two DIETs, there are 330 seats for fresher candidates for regular one-year primary teacher education course, which is held in the morning; and in the afternoon 6-month abridged course for serving untrained primary teachers is conducted. This arrangement has been done after getting approval of the NCTE.

Regarding review of the existing pre-service training at both levels- primary and secondary - it may be said that no special efforts in this direction have been taken. But it is done through monitoring the success of teachers, who have been trained, in their classes.



This evaluation is done by looking upto the results of the students whom they are teaching.

So far as the upgrading the existing curriculum is concerned, it is a regular process. Whenever there are certain major changes in the format of curriculum of school education, corresponding changes are also effected in the courses. At this point, it may be mentioned that relating to changes and modifications in the curriculum of DIETs it is done by the SCERT but changes in the structure of B. Ed. course is done by the affiliating University through its own mechanism.

Some significant changes are expected in curricula of both primary and secondary teacher education in the near future after the Tripura Education Commission submits its recommendations and also after some changes are effected in the curricula of the school education. While making changes and modifications different agencies are involved in the process. It may also be pointed out that small and marginal changes in curriculum are taken care of by workshops, seminars and special orientation programmes conducted by the SCERT and the IASE.

X. REVIEW OF IN-SERVICE EDUCATION - COVERAGE, QUALITY AND IMPROVEMENT

The in-service education is provided by the SCERT, IASE and DIETs. Many of the in-service programme are organized by the SCERT. Most of these programmes are related to various programmes initiated by the central agencies like MHRD, NCTE, and some organizations of repute in the field of science and technology, art and culture. In-service programmes are organized under the SOPT scheme of NCERT, promotion of Science Education in schools of MHRD, Population Education of NCERT, Environmental Education of MHRD, Taxonomy of Behavioural Objectives and Evaluation by IASE, Improvement in Teaching Skills by DIETs, Women education by SCERT, some more programmes are being designed by the IASE and SCERT under the Sarva Shiksha Abhiyan.

The coverage in cases of programmes under the Centrally Sponsored Scheme is to the limit prescribed in the Scheme itself and for which the fund is allotted. The programmes initiated at the State level are generally of some specific nature their coverage if limited to the required area for which the programme is designed.

There is always the scope for improvement and modification. The general practice is to monitor the programme and make desired changes in the format or the execution. After every programme a feedback is taken from the participants; and on the basis it some modifications are effected.

XI. REVIEW OF PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS:

THE MISMATCHED STRATEGIES

Orientation Programmes for teacher educators of different levels of teacher education institutions has been widely acknowledged as an important ingredient of teacher education programme. The central agencies - MHRD, NCERT, NIEPA, NCTE, etc. - are continuously providing programmes in this area. Elementary education being the prime concern of the nation, it is found that most of the programmes are designed for teacher educators of DIETs. The programmes for CTEs and IASE's are too few to be effective.

Elementary Education in this State vs. IASE and DIETs:

It may be mentioned that the academic and professional structure of DIETs in this state is one-year course provided to candidates having academic qualification class X passed. Such teachers are eligible to teach only primary classes, i.e. in classes I to V. For



classes VI to VIII persons with graduation are sent to IASE for B. Ed. training. It means the DIETs fulfil the purpose of only, primary classes whereas the purpose of upper primary classes are dealt with IASE. Therefore, the teacher training for elementary education is looked after by both, DIETs (Class I to V) and IASE (Classes VI to VIII).

A lot of in-service and orientation programmes for professional growth of teacher educators dealing with elementary education are regularly received by the State. In all such programmes it is mentioned that the faculty of DIETs are to be deputed and there is no mention of faculty of IASE, who are dealing with VI to VIII of elementary teacher education. As such, the elementary teacher education for class VI to VIII is being continuously ignored by all programmes. The professional and academic structure of DIETs in this state is well known to all the central agencies that it deals with only class I to V. It is also known to them that class VI to VIII of elementary education is dealt with by IASE because, as per norms of the State Govt., the teachers teaching upper primary classes must have minimum qualification of graduation and B. Ed. This mismatching is going on since the 8th Plan period and it is still continuing.

A need for Synchronisation:

In the light of the above the central programmes for the benefit of teacher educators of elementary education needs to be streamlined keeping in view the needs of the states and the eligibility of teacher educators for various programmes should be fixed as per professional structure of various levels of teacher education institutions. For the over all improvement of elementary teacher education in the state the faculty members of both DIETs and IASE should be provided equitable opportunities.

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DECENTRALISATION AND SCHOOL EDUCATION SCENARIO IN WEST BENGAL

Dr. Rathindranath De,
Director, SCERT, West Bengal



Demographic profile:

The demographic profile of West Bengal would reveal the challenges it has to face in providing school education for all children in the state. The school education system is concerned with well-being of about two corers of children in almost sixty thousand primary, secondary, higher secondary schools and madrasahs with more than three and half lakh teachers (details are published in the Annual Report of the School Education Department). The population density in West Bengal is 904 persons per sq. km. (Census Report 2001), which is almost three times that of the national average. The high density of population in the State is rooted in historical and socio-economic factors e.g., partition of Bengal and subsequent migration of people across the border, internal migration from the neighbouring states

during past few decades etc. In spite of all these, it may be found in the census report 2001, that the life expectancy in West Bengal is above the national average, sex ratio has shown improvement, which is just above the national average, decline in birth and death rate, decline in infant mortality rate lower than national average and the literacy rate in West Bengal has increased from 48.6% in 1981 to 57.7% in 1991 and 62.9% in 2001. All of these have subsequently contributed to the urge for education in the society particularly among the first generation learners.

An attempt has been made in this report to reflect how the process of decentralization in West Bengal has made an impact in implementation of the panchayat system as well as raising aspiration of people. Some unique management system for effective decentralization in school education and policy changes that has taken place in the State in recent times has also been highlighted.

Process of decentralization and its impact :

The Human Development Report (2003), published by the UNDP has noted that decentralization is being pursued in various forms to transfer some authority, resources and responsibilities to the local entities for providing basic services and functions. It has analyzed the benefit derived from the process of decentralization pursued by different Governments throughout the World and have cited examples to explain the phenomenon. It raised issues in following words "It is widely believed that decentralization increases popular participation in decision making because it brings government closer to people- making it more accessible and more knowledgeable about local conditions and so more responsive to people's demands. But does evidence support this idea ? More important does decentralizing authority and resources help advance the pro-poor agenda ?" (p-134)

The document also describes that "Decentralization can make a particularly big



difference in the provision of social services. It facilitates community participation in decision making and can help resolve issues related to sharing the costs of service delivery” (p.136)

It has noted that to help reduce poverty through the process of decentralization i.e.; through participation by or responsiveness to poor people, it has been possible to have good impact in terms of “increased growth, equity and human development in West Bengal” (Box-7.4; page 141).

The report mentions, “In the State of West Bengal, India, where local authorities (Panchayat) were empowered long before the National Government required all the State Government to create and empower them, poverty declined sharply in the 1980s. Under operation barga the panchayats helped to improve agricultural technology and reform land tenancy. They also helped register 1.4 million sharecroppers” (page-139)

With the progress in the agricultural sector; increase in both male and female adult literacy rates; improvement in sex-ratio; enhancement of expectation of life at birth etc. the urge for education has increased in rural West Bengal.

Although more than seventy percent of the total population (71.97%) of the State live in rural area, high aspiration of parents irrespective of caste and class and high inclination of children to study indicate ‘Hope’, described by the Pratiche Education Report (P-35), for making primary education universal in real terms in West Bengal. The Pratiche Report has raised some concerns as ‘Despair’, in terms of quality of primary education. The report suggested revival of the school inspection system with room for parents, formation of school based parent teacher committee with adequate powers etc. (p-36).

Decentralization in management of School Education :

The process of decentralization in the management of school education in West Bengal is evident in the modes of functioning of the Department of School Education. There are five autonomous Boards / Councils in the field of School Education apart from the SCERT which is functioning as a Post-Graduate Research Institute under the School Education Department, Government of West Bengal.

The autonomous West Bengal Board of Primary Education, West Bengal Board of Madrasah Education, West Bengal Board of Secondary Education, West Bengal Council of Higher Secondary Education and Rabindra Mukta Vidyalaya (State Open School) are established through enactment in the State Legislative Assembly and are engaged in development and management of respective fields of School Education. The SCERT (WB) has to provide essential research support to these organizations and to the School Education Department, Government of West Bengal. All these Boards/Councils follow curriculum, syllabi and textbooks prescribed by the respective Boards/Councils and the secondary schools, madrasahs have their managing committee. The managing committee has representative from the parents and teachers. The village education committee formed under the Sarva Shiksha Abhiyan have now added to the empowerment of common people in matters of management of education.

The West Bengal Board of Primary Education (WBBPE) has the responsibility of all aspects of development of primary education in the state and functions with the assistance of 19 District Primary School Councils in managing about 54 thousand primary schools in the state. The chairman of each District Primary School Council (DPSC) is assisted by the District Inspector of Schools (Primary) who is ex-officio Secretary to the DPSC. Recruitment of teachers for the primary schools, is one of the major responsibilities of the DPSC. The Primary Teacher Training Institutes (PTTI) in the State are under the control of the West



Bengal Board of Primary Education in terms of the recent amendment of the West Bengal Primary Education Act, 1973. There are 58 Government/Government Aided PTTIs and the West Bengal Board of Primary Education has approved establishment about 77 PTTIs under private management. In West Bengal, 16 District Institutes of Education and Training (DIET) have been established out of which 5 are operational and the remaining 11 are in different stages of completion. In addition to these, recently 3 more DIETs have been proposed. Thus, Teacher Education program in each district in the State will be benefited by the process of decentralization through the DIETs. Academic activities of the DIETs will be supervised by the SCERT & WBBPE.

The West Bengal Board of Madrasah Education (WBBME) has started functioning as an autonomous Board since 1994, through passing of the West Bengal Board of Madrasah Education Act 1994, in the State Legislature. It is the only such Board of Madrasah Education in the Central List of Accredited Boards; at present there are 508 recognized Madrasahs in the State under the WBBME. The Madrasahs in West Bengal are not simply minority institutions, they enshrine the constitutional principles of Liberty, Equality, Socialism, Secularism and Democracy - a large number of non-muslim boys and girls including those of S.C. and S.T. communities are continuing their studies at the High Madrasahs.

The state open school was set up in 1997 as a wing of the School Education Department and was named as Rabindra Mukta Vidyalaya (RMV) in 1998. RMV is an autonomous statutory organization that imparts open learning through self-study materials and personal contact programmes. At present RMV is conducting studies, conducting examinations and certification at the upper primary, secondary and higher secondary levels.

Shishu Shiksha Karmasuchi :

This project deserves a special mention in the present context. This system of alternative schooling was launched by the Government of West Bengal in 1997. It aimed at providing basic education to a large number of children in the age group of 5-9 years who are unable to enroll in the formal primary schools due to lack of easy access, unsuitable school timings, lack accommodation or similar problems. The Paschim Banga Rajya Shishu Shiksha Mission was set up to coordinate the functioning of the Shishu Shiksha Kendras (SSKs). There are about 15,000 Shishu Shiksha Kendras or child education centres, catering to 8 lakh students in the State. The program is under the supervision and control of the Department of Panchayats and Rural Development. The local panchayats have authority over the SSKs in their villages and monitoring is done by Village Education Committees. Each SSK has a Managing Committee. Constituted by the Gram Samad, with 7 representatives of guardians, person interested in education and 1 member of the gram panchayat. The SSKs have to run for at least 3 hours a day for 200 days in a year, but all timings are flexible and depend upon local suitability. There are at least 2 teachers (called Sahayikas) in each SSK, who must be women above 35 years of age. The State Government provides the salaries of the Sahayikas and free text books.

Encouraged by the success of the scheme, the SSKs are growing in number and similar institutions are being opened in wards of urban municipalities. The programme is now being extended cover middle school children as well. The Madhya Shiksha Karmasuchi (MSK) was launched in 2001, to provide community managed secondary education to children in the age group 9 years and above. The system is broadly similar to the SSK. However, the teachers can be male or female without age bar. (Source : Annual Report of School Education Department, 2003-2004, p.14-15)



Recruitment of teachers :

The West Bengal School Service Commission Act, 1997 was enacted for the purpose of recruitment of teachers including Headmasters / Headmistress / Superintendents of Senior Madrasahs in recognised Government Aided Schools including Madrasahs in West Bengal. The West Bengal School Service Commission was established under the act with one Central Commission and six regional commissions. The Central Commission monitors, supervises, controls and co-ordinates the activities of the Regional Commissions.

The first Regional Level Selection Test (RLST) for selection of Asst. Teachers was held on 10.5.98 followed by the 2nd RLST 1999; 3rd RLST in 2001, 4th RLST in 2002 and 5th RLST in 2004. The vacancies in different subjects are reported to the commission and the commission prepares panels on the basis of RLST for different subjects / medium of instructions and also for male, female, SC, ST, OBC & PH categories of candidates and recommends for appointment as teachers in Higher Secondary / Secondary Schools and Madrasahs. A panel remains valid for one year in special circumstances, the validity is extended. All advertisements and notifications of the commission are available at the website (www.wbschoolservice.com)

Process of consultation in school Education through School Education Committee :

To initiate wider consultation on important issues of school education in West Bengal and to recommend on policy matters at the state level, eight committees/commissions were constituted after independence.

The School Education Committee (West Bengal) was set up by the Govt. of West Bengal in 2001 for developing outline of desirable curricula based on a thorough review of the existing school programmes. The committee was constituted with Prof. Ranju Gopal Mukherjee as Chairman and thirteen other members.

The committee had the freedom to decide the procedure of work and the committee invited opinion from interested members of the public through advertisement in newspapers. Seeking opinion from different organizations of teachers, non-teaching staff, students, eminent personalities, and educationists. The committee also collected information from different States and members visited some States that are known to have made notable progress in certain areas of school education.

The committee thus created a platform for consultation, in which the participation from the members of the public was overwhelming. The committee received a lot of valuable suggestions and ideas in the process. Several organizations and individual submitted a large number of written memoranda, on the basis of which the committee conducted some interviews, often being very lively sessions and contributing to the process and product of the committee.

The committee was benefited from the wisdom of the commissions / committees particularly those headed by Prof. D.S. Kothari, Principal H.B. Majumdar, Dr. Ashok Mitra and Prof. Pabitra Sarkar. The committee has also consulted NCERT documents, particularly the National Curriculum Framework for School Education (2000).

Without further elaborating on the process of the consultation mechanism initiated through the establishment of the School Education Committee, West Bengal it will be worth mentioning some of the recent policy changes that took place in the field of school education in the state, which emerged out of the consultations.



Introduction of "Life Style Education", a concept proposed by the committee for providing knowledge, attitude, skills and values to the adolescents covering biological, psychological, socio-cultural and moral aspects in suitable form of curricular and co-curricular activities in the next academic session.

Attempts will be made to make "School Complex" functional and to make sure that the involvement of the schools in the process be spontaneous. The committee has elaborated on this idea, which was recommended by the Education Commission under the chairmanship of Prof. D.S. Kothari in 1964-66.

The number of holidays in the schools will be reduced to 65 days as against the prevailing 80 days. All recognized schools will thus have 15 more working days. The committee held through consultation on this issue with the teachers' associations and others for framing such a recommendation.

Physical education and work education will be introduced as compulsory subjects from the next academic session in all secondary schools.

The West Bengal Board of Secondary Education will consider introduction of Civics and Economics in the secondary curriculum. The committee suggested integration of these subjects with History and Geography respectively.

There will be no announcement of merit list for the Secondary and Higher Secondary Examinations.

For all students who do not study Bengali/Nepali either as a first language or as a second language, Bengali/Nepali will be a compulsory third language in classes VI-VIII starting from the next academic session.

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Promoting Elementary Teacher Education : A perspective on teacher development.

(Excerpts from the presentation)

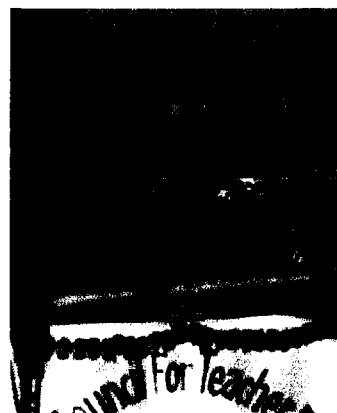
Dr. Pramila Menon
Fellow & In-charge
Sub-National System Unit,
NIEPA, New Delhi.

Conceptual Contours:

Universalisation of elementary education has now occupied the centre stage of national development after the right to elementary education has been included in the list of Fundamental Rights in our Constitution.

The four inalienable aspects of UEE are:

- * **Universal access** : Providing opportunity of schooling or its alternative to every child nearer to his/her habitation.
- * **Universal enrolment** : Every child within 6-14 years of age group has to be enrolled in a formal school or its alternative.
- * **Universal retention** : Every child enrolled in the schooling system is to continue in it till the completion of elementary level.
- * **Universal learning achievement of comparable standard** : Every child to achieve high level of learning experiences.



Making learning process in the schools joyful, activity-based and enhancing its quality would help in attaining these aspects to a great extent. For all these, among all the functionaries, the teacher is the single most important person. Therefore, the teacher management and teacher education on a continuous basis are to be given utmost importance.

Teacher Management

The management of teaching force includes:

- * **Teacher recruitment** : Qualification, experience, attitude of the prospective teachers and their nativity have to be considered while selecting them. Moreover, recruitment of female teachers is of importance at elementary level of school.



- * Teacher education : Appropriate mode of teacher preparation and continuously reinforcing their capacities are the basic necessities for improving their performance.
- * Teachers' service conditions and motivation : Service conditions conducive to teachers' growth increases their motivation for the enhancement in their job performance.
- * Teacher monitoring and support: Continuous monitoring and providing on-side support to teachers can sustain their good efforts and further their capabilities.

Teacher Education : The Premises :

The three premises on which the present efforts of teacher education are based are :

- Teacher education is a continuous process
- Its pre-service and in-service components are inseparable.
- Teachers will continue to play a crucial role in the implementation of educational programmes.

The National Policy on Education (1986-1992) has stressed on the importance of teacher education and since then several efforts have been made in the field of teacher education. The tenth plan reflects the dimensions of the continuing efforts to revitalize the teacher education particularly for elementary school teachers.

Tenth Plan : Focus Areas

The Tenth Plan focused on four major area of teacher education:

- Institutional development
- Qualitative improvement in teacher training
- Professional development of teacher educators and practitioners.
- Increased involvement of resource institutions as the delivery mechanisms of quality education.

The strengthening of the District Institutes of Education and Training (DIETs) as a part of the institutional development of elementary teacher training institution has been aimed at in this plan period. This includes, the faculty development, expand its roles and functions in the context of UEE, enhancing resource support and networking among DIETs few sharing good practices.

In this context, the roles and functions of the DIETs need to be given a closer look.

Roles and Functions of DIETs

Originally, the DIET was conceived as an elementary teacher education institution with the following goals:

- To provide leadership in pre-service training to prospective primary school teachers.
- To contribute to the development of quality learning materials for Primary Education.
- To plan and conduct training programmes for in-service primary school teachers.



- To carry out field-based empirical studies to improve the primary education.
- To provide support to district authorities in planning for UEE.

With launching of the Sarva Shiksha Abhiyan (SSA), the importance of DIET as the delivery mechanism of quality education has increased manifold. Some of the additionalities in the roles of DIET as per demands of SSA are :

- **Transactional Roles-** Keeping abreast with new and innovative process and transmitting those to the classroom teachers is now required of the DIET faculty members.
- **Planning** – Preparing prospective and annual work plans for the district elementary education as well as teacher education in the district are now being entered to the DIETs.
- **Providing resource support** – DIETs is now expected to provide academic support to schools and teachers working in the elementary schools of the district, It is now considered to act as the apex resource centre in the district for elementary education.
- **Action research** - Conducting and orienting teachers and district and sub-district functionaries in conducting action research and thereby enhancing the quality of their functioning are now emphasized and DIET is considered as the most appropriate institution for this purpose.
- **School development:** There is distinct addition to the role of DIETs in that it is now designing programmes for school development. It is now expected that DIETs are to function as the lead institutions and think tanks for school improvement programmes.
- **DIETs and Teacher Development** : As pointed out earlier, DIET was created basically for enhancing quality of teacher education at the elementary level. But with implementation of development programmes like DPEP and SSA, its role of teacher preparation has now shifted to teacher development.

While the aspects of teacher development like, recruitment, service conditions, salary and remunerations, come under the purview of the state Govt., aspects relating to academic and professional development like teacher training, recurrent orientation of teachers, resource support, monitoring and onsite academic support are now entrusted to the DIETs.

DIETs, therefore, are to create appropriate and contextual strategies for teacher development. Some of the strategies need to address the following action points:

- Development of competence in content and pedagogical and managerial skills.
- Enhancing teacher motivation.
- Mechanism of developing teachers' accountability and monitoring of teacher performance.
- Sharing, dissemination and exposure of good practices among teachers.

Functions of DIETs : State Perspective

The DIETs were envisaged with the roles and functions to enrich the elementary education, in general and education of teachers at this level, in particular.



Whether they are serving or can serve the state's requirement in much better way depends on the answer to the following questions:

- Does the functioning of DIET correspond to the needs and expectations of the elementary education of the state?
- Do the existing arrangements and staff structure of the DIETs facilitate them to play the expected roles and functions?
- What are the action points essential to be initiated at the state level for strengthening the DIETs' functioning?
- How can the roles and functions be redefined to meet the changing needs and expectations of the elementary education system of the state?
- What is the system of orientation of the faculty members of DIETs?
- What is the state's perspective of expanding and sustaining the functions of DIETs in the context of UEE in the state?

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DIETs in Orissa: Present Position and Future Prospects

(Excerpts from the presentation)

Prof. S.L. Jena
Director, TE & SCERT, Orissa



All out efforts for universalisation of elementary education, both at the national and the state levels including SSA, the largest possible programme, so far, towards UEE alongwith its precursor District Primary Education Programme have brought the programme of teacher education to the centre-stage of quality development of elementary education. Orissa has taken long strides in strengthening teacher education programmes with the help of Govt. of India and various other agencies and programmes. Some of the important milestones in the progress of teacher education can be given a quick look to appreciate the state's efforts for quality teacher education.

Milestones in Teacher Educations:

The following are the important steps taken so far keeping in line with the provisions of the National Policy on Education (1986,92) for the quantitative as well, as qualitative growth of teacher education in the state.

- Phasing out surplus and substandard secondary training schools (Elementary Teacher Education Institutions) : from 72 in 1981 to 46 in 2004.
- Closing down substandard and profit-oriented teacher education institutions established under private sector (1989).
- Establishment of an independent Directorate for Teacher Education in 1990.
- Upgrading secondary training schools (STSS) to DIETs and Training Colleges to CTEs and IASEs.
- Formulation of a Personnel Policy for DIETs (1990).
- Signing an MoU by Government of Orissa with Government of India for strengthening Teacher Education (November, 2000).
- Development of "Vision 2020 : An Agenda for School and Mass Education" which strongly recommend for teachers with competence and commitment.
- Broadening and deepening partnership : SCERT (DIETs, CTEs and IASEs), DPEP / Sarva Shiksha Abhiyan, EFA, UNICEF and NGOs – for improving quality.
- SCERT and DIETs have been assigned a major role for quality improvement in DPEP / SSA.

DIET: A Unique Institution:

Unlike the earlier elementary teacher education institutions (ETIs), DIET has been planned with multi-dimensional perspectives encompassing all possible aspects of elementary education besides providing quality teacher education. It

- is a major intervention towards renewal and reform of primary education.



- is a district level institution striving for excellence .
- is an institution having inclusive and overarching perspective : teaching, training, curriculum and material development, research and extension, planning and management.
- does not function in isolation and insularity – Linkage with schools, sub-district level structures, such as CRCs, BRCs, and functionaries like CRCCs, BRCCs etc.
- is an institution with multiple and multifaceted roles for Universalization of Elementary Education.

The multiplicity in the roles and functions in which the DIETs in Orissa have started to perform can be seen from the foregoing discussion.

Pre-service Teacher Education: Besides continuing with the earlier functions of providing pre-service education to the prospective teachers, DIETs are now doing a variety of activities connected with enhancing the quality of the programme. Some of them are:

- Development of Pre-service Teacher Education Course
- Development of Textbooks for the pre-service course, prepared by Board of Secondary Education, Orissa.
- Continuous evaluation of pupil-teachers' performance through Unit Tests.
- Proctorial system to provide academic support by the proctors.
- Development of activity-based and participative Lesson Plans – moving away from the conventional plans.
- Sharing of innovative practices among DIETs
- Shifting from practice teaching mode to internship mode.
- Familiarizing pupil-teachers with the context in which primary schools work.
- Maintenance of Lesson Notes by Teacher Educators for each lesson.
- Training programme & untrained teaching through specifically designed distance education strategy.

Inservice Training Programme : The National Policy On Education (1986 & '92) and launching of programmes for UEE like DPEP and SSA, focus has shifted to the training of in-service teachers on regular intervals. DIETs in Orissa have been the nodal institutions carrying on this job with involvement in its three major aspects.

Identification of training needs of primary and upper primary school teachers through :

- Face-to-face interaction with the practicing teachers,
- Administration of achievement tests on teachers.,
- Analysis of feedback from monitoring classroom processes,
- Analysis of students' achievements in different school subjects.

Development of Training Packages

- Preparation
- Try-out
- Revision and finalization
- Trainees' evaluation –pre-test and post-test mechanism
- Review of inservice programmes at DIET and SCERT level

Organisation of capacity building programme for teachers on :

- School subjects
- New pedagogy



- Learner evaluation
- School improvement programme
- Action research

Curriculum, Material Development and Evaluation: The faculty members of DIETs of the state are also going beyond their routine work to produce teaching learning materials including textbook preparation and evaluating learners' progress. Exemplars of such activities are,

- Development, try-out and finalization of textbooks.
- Development of support materials
- Textbook Analysis
- Consultations for developing curricular framework
- Development of competency-based test items
- Development of teaching-learning materials
- Conduct of common tests and analysis of results
- Developing learning activities.

Research : The faculty members

- Training of teachers in action research
- Undertaking institutional and individual research studies.
- Guiding pupil-teachers in taking up projects
- Evaluating action research projects.
- Taking up sponsored projects.

Threats

- DIETs faculty represents a assorted huma resource – widely divergent.
- Placement of DIET faculty without stringent and objective screening and testing.
- Despite DIETs personnel Policy (1990), It remain unimplemented.
- Absence of cadre for Elementary Teacher Education acts as a de-motivating factor for professional excellence.
- Existence of large number of vacancies in DIETs
- SCERT and DIETs were, by an large, marginalized from the mainstream DPEP activities.
- Initial training suffers from isolation, a low profile and poor visibility in view of its being a non-degree programme DIETs are yet to establish their credibility as institution to address the frontline concerns. They are still viewed as teacher training schools.
- Professional development and excellence of DIET faculty continues to be concern.
- Teacher training institutions and teacher education enjoy no political visibility and have public action unlike schools. No well-formulated and planned policy for recruitment of teacher educators.

Looking Ahead...

- Raising the recruitment qualification of primary school teachers from Class X pass + two year CT to Class XII pass + two year CT.



- Creation of an independent cadre for Elementary Teacher Education with space for vertical mobility.
- Establishment of DIETs / DRCs in the uncovered 13 districts.
- Convergence between DIETs and DPOs strengthened – DIETs have started working as institutions, not as individuals, in DPEP/SSA.
- Selection of entrants being made more rigorous, stringent and objective – introduction of Common Entrance Test.
- Phasing out of surplus teacher education Institutions – rational redistribution of teacher education institutions.
- Reorganization of teacher education curriculum to meet the emerging mandates.
- Reorganization and restructuring existing branches – making DIETs as a robust district centres for Universalization of Elementary Education
- Recommendations of the Task Force on Vision 2020 are being translated into short-term and long-term implement able Plan of Action to actualize the vision.

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DIETs in Eastern Region





THE INNOVATIVE PRACTICES OF DIETs IN ASSAM WITH SPECIAL REFERENCE TO BARAK VALLEY (SOUTH ASSAM)

Shri M.K. Roy
Principal, DIET, Cachar
Udharbond

Barak Valley comprises of 3 districts viz, Cachar, Karimganj and Hailakandi of Assam. The plains of the dominant river of the region 'Barak' is conveniently referred as Barak Valley. It is situated at the southern part of Assam. The people of this region live with peace and harmony and without much agitation/militancy. So, perhaps, Late Prime Minister Smt. Indira Gandhi aptly named the place as an "Island of peace".



Background :

Pursuant to the provisions of NPE (1986) on teacher education, DIETs were established in Assam as a centrally sponsored scheme. DIETs in Assam in a phase-wise manner. At present 18 DIETs and 5 DRCs are functioning in Assam under the control and guidance of SCERT, Assam. In Barak Valley 2 DIETs and 1 DRC are performing their assigned tasks.

Faculties :

At the initial stage, DIET Cachar had its full staff strength. The present personnel positions of the DIETS in Barak Valley are –

| Name of the DIET/DRC | Sanctioned Post | | Present Position | |
|---------------------------|-----------------|--------|------------------|--------|
| | Faculties | Others | Faculties | Others |
| DIET, Cachar, Udharbond | 25 | 23 | 15 | 21 |
| DIET, Karimganj, Kaliganj | 25 | 23 | 10 | 17 |
| DRC, Hailakandi | 08 | 02 | 08 | 02 |

All the faculties are post-graduates. They are also having BT/B.Ed. Degrees except in certain cases. They have been appointed by the Govt. of Assam on recommendation of the Assam Public Service Commission.

Academic Functioning of the DIET:

Academic functioning of DIETs, as envisaged, was supposed to be performed through 7 departments. After establishment of DIETs, Department-wise functioning could not be performed for lack of coordination and direction from the above. Besides, autonomy of the DIETs was also wanting. However, following types of training and activities were conducted during the period 1989 to 1999:

- One- year Jr. B.T.C. training
- Induction level training (short course)
- Theme specific training (Math, Lang, Science, Art etc.) (short course)
- Block level functionaries' training (BEEO, S.I. etc.) (short course)
- H.M.'s training(short course)
- Orientation training for NGOs (short course)
- Workshop on TLM
- Action Research to a limited extent.
- A few school complexes were formed.



- Lab. Area was identified.
- SOPT was conducted.

The above mentioned training and activities could not be performed in a regular and systematic way. Non-availability of fund in time was mainly responsible for irregular and haphazard way of activities.

In the year 1999, an attempt was made to bring an order to the system. Two-year Pre-service training was introduced and the branch-wise activities were identified. Again, the problems of fund and ban on recruitment by the State Govt. reversed the attempts to systematize. In the year 2002, the 2-year Pre-service course was withdrawn. In the year 2002, 1-year Jr. B.T.C. training was once again introduced but with different idea and syllabi keeping conformity with NCTE curriculum. A total of 12 papers were incorporated in the course. The activity of the year was divided into four semesters of 3 months duration. Volume of the activities were increased many times. Unit Tests were conducted and specific assignment in all papers were given to the teacher educator in each semester. A process of spot evaluation at the end of each semester after 3 months, instead of 1-year examination, created enough sensibility among both the trainees and teacher educators. For evaluation, the grading system was introduced. For the unsuccessful trainees, the remedial instructions were arranged. DIETs became highly busy with volume of work. At present, the same system is continuing but the period of training has been reduced to 6-months instead of 1-year. It has been so done with a view to clearing the back-log of untrained teachers.

Linkage with SCERT / SSA, Assam

SCERT being the immediate controlling organization of the DIETs in Assam, the linkage in all matters is obviously well established. Unlike other Directorates, SCERT works in closer coordination with DIETs. After launching SSA in Assam, the coordination has been further strengthened. A substantial volume of academic work and training is performed by the DIETs under the leadership of SCERT. In the beginning of 2002, SSA activities were launched in Assam under the leadership of Shri D. Jhingram, IAS, the Mission Director, SSA, Assam. Thereafter, DRP training was organised in 5/6 zones of Assam by the SCERT at the behest of SSA, Assam. The zonal training for south Assam was organised at DIET, Cachar, Udharbond. Shri Jhingram personally attended the training programmes and was impressed with its successful completion. Thereafter, the survey work and the community awareness programme in the name of 'Sankalp Yatra' was started all through out the state. Gradually, the academic leadership of the Mission was handed over to the SCERT and its family members DIETs in the District Level. It is continuing, undisturbed, till date.

Field Interaction:

In 1997, field interaction of the DIETs was initiated by the SCERT in a limited way. In spite of careful interaction of the faculties with the teachers in schools, the teachers in a few schools of Barak-Valley resented the visits of the Lecturers. In a few cases, undesirable situation was created. The interaction was halted for the time being.

With the launching of SSA, the things have been totally changed. A forum in the District Level named, DACG (District Academic Core Group) and BACG have been functioning. In DACG, the Principal, DIET act as the coordinator and the DMC/DEEO, BEEOs, SIs and faculties are the members. In the BACGs one faculty act as the co-ordinator. Now, the members of DACG and BACG are visiting schools and solving the academic problems without difficulty.



Besides, District Board of Evaluation (DBE) has been constituted in which DMC/DEEO has been designated as the Chairman and the Principal, DIET act as the Member Secretary. An evaluation after every 3 months is performed under the leadership of DIETs. Tools of the evaluation is prepared at the SCERT in a workshop of DIET faculties. Subsequently, the tools are translated in recognized languages of the District in a workshop at the DIET under the guidance of its faculties. Thereafter, the questions for evaluations are sent for printing to the press. In Barak Valley the questions are printed in 5/6 languages viz, Bengali, Manipuri, Assamese, Hindi, Hmar and Bishnupriya Manipuri (limited subjects). This is being done with the existing man power of the DIETs -

Through these works and activities in different levels of organizations, the interaction in the academic and administrative levels in the Districts has reached a higher level.

Training and Fund:

Two Mass Teachers Training Programmes for LP & UP teachers have been conducted by the DIETs under the guidance of SCERT and SSA, Assam. LP teachers' training was conducted in June, 2003 for orienting teachers with the new text books. Text books are scientific and appreciated by all. They differ with the previous text books in the following matters. The present text books are -

- competency based
- activity based
- TLM oriented
- having the components of joyful learning, and
- containing the elements of evaluation.

Upper Primary training was conducted in August, 2003 on subjects like (i.) Science (ii) Mathematics, and (iii) English. The trainings were organized at a number of venues, simultaneously, in 2/3 phases.

The entire funding of training, evaluation, holding of DACG/BACG meeting and field interaction is born by SSA, Assam. SSA has also funded for strengthening the infrastructure facilities of the DIETs.

Bidyajyoti Programme:

A special venture of school improvement programme in 5 Blocks of the five districts of Assam have been started from the year 2002. A quality management team has been constituted in which Principal, DIET acts as the coordinator and two/three faculties act as members. In Cachar District of Barak-Valley, Udharbond Block has been selected as Bidyajyoti Block. In November, 2002, the programme was started in 56 selected schools. A marked change has been observed among the students of Bidyajyoti Schools. They are found superior to the students of general schools in all levels of activities, performance and achievement.

The programme is sponsored by the UNICEF under the aegis of SSA, Assam.

Conclusion : At the present juncture, the DIETs in Assam are doing unique work, innovative in different ways. If the present system can be allowed to function for a reasonable time, the elementary system of education is likely to find a new dimension.

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INNOVATIVE PRACTICES IN DIETS OF ASSAM

Shri K.R. Deka
Principal
DIET, Dhubri, Golakganj



SCERT, Assam had reconstructed teacher education curriculum in the light of National Curriculum Framework of Teacher Education published by the NCTE, covering the 10 core competency areas, 5 commitment areas and 5 performance areas. Provision of intensive care has been prescribed in the newly designed curriculum keeping in mind the transactional aspects of teacher educators with trainees to internalize the curricular inputs while imparting the training. These are:

- Making community aware of their potentials to take initiatives for educational developments.
- Creating demands from community for quality education in schools.
- Making teachers accountable for poor learning achievement.
- Developing parental awareness regarding their responsibilities for children's education.
- Creating convergence for quality improvement initiatives at all levels of the society.

Considering the needs of learning instead of teaching, the entire transactional strategies have been redesigned.

It is universally accepted that a learning experience engages / involves the individual in cognitive actions, leading to learning of intended objectives (competencies) in an effective and efficient manner. So, our transactional design includes the following activity format for immediate involvement of learners (Trainees) in the learning process.

| Activity | Class as a Whole | Group | Individual |
|----------|------------------|-------|------------|
| Written | | | |
| Oral | | | |
| Material | | | |

This format has to be followed compulsorily by each and every teacher educator during his transaction of a particular unit in day to day class room activity.

Stressing more on achievement of competencies in each curricular area, more scope had been given for practice / exercise through group learning and individual learning. Each curricular unit is interestingly introduced by the teacher educator and later on followed by the group learning techniques and lastly make it individual level of learning so that every trainee can get sufficient time for developing himself to be a competent one.

Concerned institute has strictly been following the strategies mentioned below in curricular transactions relating to each and every competency considering the achievement levels of the students.



Innovation has been made by shifting from the teaching improvement initiatives of teacher educators to learning improvement initiatives of teacher educators by introducing

- Group assignment like survey, projects etc.
- Individual assignment
- Unit Test
- Supportive teaching

INNOVATION IN EVALUATION STRATEGY

A) At DIET Level:

Evaluation is a part of teaching-learning process. On the basis of evaluation scores/reports the extent of acquisition of skills and/or mastery over competencies could be determined. Defective evaluation system cannot determine the effectiveness of the teaching learning process. The main objectives of teacher education is to transform a person into a competent professional practitioner through a systematic teacher education programme.

Analyzing the existing evaluation system undertaken in teacher education institutions, it appears that the present system is not working at all. It reveals the following facts :

- Examination are held only to promote the students to the next class/level or to detain him/her.
- Study habits are not developed systematically.
- In most places professionalism among teacher educators has not developed at all.
- Creation of fear psychosis among the trainees.
- Absence of work culture in the teacher education institution.
- Little scope for flexibility.
- Ineffective management.
- Little control over malpractice.
- Problems in transaction .
- Little importance attached to continuous and periodical evaluation.
- Problems in achieving mastery over the competencies.
- Checking of assignments is not supportive.

Keeping these considerations in mind, it is important to re-look into the existing evaluation system and to design strategies as a departure from the existing ineffective system. Besides detailed discussion with some experts, the teacher education curriculum group collects opinion from different corners about the evaluation procedure of teacher education system. On the basis of the report, thus collected the group arrived at the conclusion to eliminate the existing examination at the end of the course and to revamp the evaluation system by making it more transparent. An academic calendar will help in organizing the activities to be performed by each institution. Besides, each teacher education institution will take effective step on the following:



- Completion of course as per calendar to be prepared by the institution.
- Assignment after completion of each unit.
- Compulsory 90% attendance of trainees.
- Regular unit test (Monthly one unit test in each subject).
- External evaluation on the spot.

It may be mentioned that after completion of three months course a spot evaluation will be done by a team of evaluators. The group needs to be informed well ahead of time before holding spot evaluation. The team will be in an institution for 3 to 4 days as demanded by the situation and conduct evaluation on the following areas :

- Result of Unit test.
- Over all co-scholastic behaviour of the trainees.
- Assignment grade/scores.
- Attendance of the trainees.
- Completion of course as per academic calendar.
- Tests in all content areas.

The answer scripts shall have to be examined by the team members and the performances of the trainees are to be announced on the spot before leaving the institution. For unsuccessful trainees in any of the areas, mentioned above, reasonable time will be announced on the spot to clear their deficit in declared areas and strategy for re-evaluation for such trainees will be determined by the team as instructed by SCERT from time to time.

Orientation and regular feedback meeting/discussion is highly desirable of team member to make their action transparent and for taking appropriate follow-up measures.

In the six-month in-service teacher training curriculum with respect to evaluation, the focus and weightage have been given on the following areas:

- Assignment scores/grade
- Compulsory 90% attendance
- Unit Test scores/grade
- External examination grade/scores in all content areas.
- Grade on co-scholastic areas.

a. Assignment : After completion of transaction in each unit (sometimes group of units), an assignment has to be given to each trainee. The assignment needs to cover all content areas of such unit/units. Teacher educator will examine the assignment regularly and award grade in 101-point scale as per the following specifications:

| Grade | Qualifier | Value (in percent bands) |
|--------------|------------------|---------------------------------|
| A | Very good. | 80% or above |
| B | Good | 60-79 |
| C | Average | 50-59 |
| D | Poor | 40-49 |
| E | Very poor | below 40 |

Any trainee securing below average grade shall have to take reassignment. The process will continue till she/he obtains the required level/grade.

b. The regular and punctual attendance of the trainees in classroom transaction as well as in other activities is a pre-requisite to attain quality education . It is therefore,



compulsory to have at least 90% attendance of each trainee for successful completion of the course,

It is necessary to report the attendance of the trainees weekly and monthly in the notice board with a copy to the Director, SCERT for information.

c. After completion of each unit, **unit test** will be conducted by the institution. At least one test shall have to be completed every month in each subject. It is worth mentioning here that each trainee shall have to secure at least average grade (above 50% marks). The trainees who fail to secure the said grade/marks shall have to appear retest till she/he comes to the desired level. Failure of trainees is counted as failure of teacher educator. So, teacher educator has to arrange remedial measures for unsuccessful trainees.

d. At the end of the course one **spot evaluation/examination** will be carried out by a team of evaluators. The team will conduct subject-wise examination of the trainees concerning courses earmarked for the said period. In each subject area, a trainee shall have to secure at least average grade (above 50% marks). The evaluation team members will examine the scripts and declare results accordingly on the spot. Spot evaluation is conducted at an interval of three months.

the trainees are evaluated on following co-scholastic areas:

- Games and sports.
- Quiz
- Literary activities
- Cultural activities
- Personal cleanliness
- Morning assembly

B) At School Level :

During DPEP period the teachers of 9 out of 27 districts had been fully aware about the activity based and joyful learning. Numerous pedagogic interventions had been tried out to orient them about fruitfulness of group learning and self activities. Effort had been taken to switch over the teaching attitude of teacher to learning attitude. Under SSA, all teacher had been oriented on activity based pedagogy. The newly developed competency based text books need introduction of activity based pedagogy and at the same time it was desirable to implement competency based evaluation process. Considering the importance of competency based evaluation process, the Govt. of Assam has implemented new evaluation scheme in the year 2003 at primary level first, i.e. class I to IV and in current years it is extended up to upper primary level. Besides the half-yearly and annual examinations, four periodical evaluations have been introduced since 2003. The main objectives of periodical evaluation is to find out weakness and strength of learners in the particular area of transaction. By finding out the weakness, the teacher can be able to arrange supportive learning so that equity can be maintained among all the learners without declaring pass and fail, guiding the all children to achieve a desirable standard of learning.

Considering the uniformity in the standard of learning at school level throughout the state the required evaluation tools have been centrally developed at state level and distributed the sample tools to all schools of the state quarterly.

To maintain uniformity in teaching learning process and coverage of competencies each school has been supplied a set of lesson division (quarterly) along with a set of competency list quarter-wise so that class room transaction can be completed within a fixed time frame as proposed in the academic calendar.



To maintain the achievement level and informing students individually following format have been supplied to each school.

- Individual student's progress card.
- Individual student's information card.

On the basis of performance made in each quarter, schools are graded and the weaknesses and strength of the schools are identified and necessary supports have been given to the schools by the members of BACG and DACG continuously to improve the overall development of the school

C. District Specific Innovation at School Level (Dhuburi) :

Dhuburi is one of the educationally backward among all the 27 districts of Assam. After DPEP's intervention, the community was made aware about education and they became able to create a demand for education in their locality. As a result, the community came forward to take active part in educational planning and its proper implementation. One of the notable innovative practices is the engagement of community teacher in schools with high PTR by the community itself. Baruah Para, a CRC under Agamoni education Block has selected 3 schools namely 2209 No. Minaler Kuti LP School, 671 No. RanPagali LPSchool and 732 No. Borbari LPs by the local community and engaged 6 community teachers to assist the single teacher schools.

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INNOVATIVE PRACTICES IN DIET GAYA

Shri S.A. Moin
Principal, DIET, Gaya



The educational planners in India have been conscious of the need for setting up of DIET to provide leadership to educational pursuits. The DIET guidelines formulated in the light of the National Education Policy 1986, spells out the vision behind the establishment of the DIETs as a centrally sponsored scheme with full funding from the Government of India in the initial establishment phase. The DIETs were given a pace setting role for achieving academic excellence, for this, a great degree of autonomy and accountability were provided for.

DIET: The Institute

The purpose behind the establishment of DIET as an INSTITUTE is to improve and enrich the academic environment of elementary school teachers, non-formal (now it is called alternative schooling) and adult education functionaries and other personnel at the grass root level of the educational system. To make the teacher academically strong, to widen his/her horizon of learning and to sharpen his/her efficiency are the thrust areas of DIET. As a district level institute, it is providing resource support to teachers, evolve proper teaching-learning methods after experimentation's and trials and strengthens primary schools and teachers academically by training and monitoring their performance. The methods adopted to achieve these aims helps in identifying the needs of students and teachers at primary level by micro-level research, keeping in view the natural, social and cultural environment of the district. This institute consists of seven academic branches, namely, PSTE, IFTC, DRU, P & M, CMDE, ET and WE. In spite of all odds, teaching and non teaching staff, of a very small size in this Institute are carrying out all relevant activities. The introduction of the Bihar Education Project (BEP), a World Bank aided project has involved DIETs to a great extent in teachers training, curriculum development, planning & monitoring and teaching learning material designing and development.

Role of DIET, Gaya in BEP-DPEP and SSA

The confidence shown by BEP-DPEP Project on DIETs in the area of capacity building of educational functionaries and elementary teachers has changed the complexion of the set up of DIET. A complete revamp of the entire functioning of DIET had opened avenues for lot of innovation in elementary education, which later included in the district annual work plans of the project. In BEP-DPEP many new processes are being initiated and valuable innovations being attempted in the areas of curriculum renewal, teacher training, classroom transaction, school management, community involvement and so on. Cluster Resource Centers (CRCs) and Block Resource Centers (BRCs) have become the extended arms of DIET in making an atmosphere at village/cluster/block level for UPE. Thus a major challenge stands before the DIETs in future from the point of view of sustainability of DPEP interventions. Projects like DPEP are time bound and will come to an end when their term is over. DIET is an institution at the district level which is permanent and it has to undertake the responsibility of sustaining these processes and structures, institutionalize the good practices adopted in schools, CRCs, BRCs and VECs and taking this entire reform process



forward with the support of the state and central government support.

Over the Period: Innovative Practices Adopted

DIET as an institution with all its experiences gained during working with Schools, VECs, BRCs and CRCs has shown positive results in the field and thus the strategies and action plans are today prepared in such a way that the institute should meet and fulfill the actual needs of the schools, teachers and ultimately the students. The major activities undertaken by DIET, Gaya are in the areas like pedagogical improvement for effective classroom interaction, classroom environment, school environment in order to increase learning and better retention of children in school. Keeping this in view, the objective of DPEP and improvement of quality in primary education, DIET has planned interventions accordingly such as teachers focused interventions supported through BRCs, CRCs, TLM preparation workshops, action research linked with class room transaction focusing on math and EVS, use of distance education material and pupil evaluation. Child focused interventions have motivated the students through attractive class rooms, activity based teaching, joyful learning process, co-curricular activities like Bal Melas, Math Melas, Science Camps etc. These interventions have built the capacities of BRC and CRCs to function as Resource Centre and also strengthened the process of vertical linkage among these structures.

Major Innovations Practices by DIET Gaya

- Development of Sanskrit Teaching Module for Primary Schools.
- Development of English Teaching Module for Primary Schools.
- Development of Training Module for Teachers of Makhtabs and Madrasas.
- School Sanitation and Health Education Project with the support of Unicef, Patna in 130 schools of seven blocks of Gaya district..
- Nutritional Anaemia Control Programme, supported by Unicef, Patna. Programme to empower community.
- Development of TLMs, SLMs and teaching aids.
- Capacity building of alternative school teachers, para teachers & PSMs.
- Publication of discussion papers and reports on pedagogy, teaching practices and material.
- Tailor-made courses for teachers in maths, science and language.
- Production of audio-visuals and organizing shows in schools, CRC and BRCs.
- Computer training for interested school teachers to make them technology friendly.
- Distance education programme with the help of IGNOU and NOS for primary school teachers.



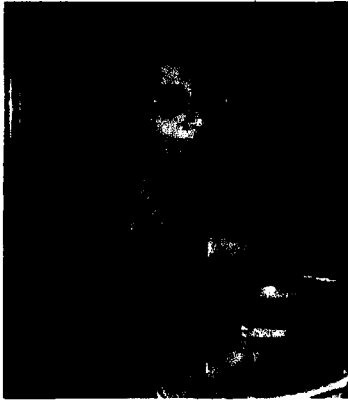
- Quiz programme for school students and teachers.
- Adoption of schools and CRCs
- Organising 'Math Melas' in each block to inspire and encourage primary school students in understanding mathematics better through day to day life experience.
- Competitions at various levels such as drawing, poster making, solving questions, project making etc.
- On the job training for school teachers, who are not performing up to the mark
- Seminars, workshops and conferences on issues related to elementary education for education functionaries, teachers and community members.
- Exposure trips for master trainers, Resource Persons to update their knowledge in different streams.
- Organizing 'Exhibition on Education' on selected occasions at the request of district administration.

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INNOVATIVE PRACTICES IN DIET, RANCHI

Dr. Silima Nanda
Senior Lecturer, DIET, Ranchi



DIET envisages the training of teachers, working in the primary and middle schools. It helps in upgrading and updating their knowledge, acquaints them with innovative methods of teaching - learning and extends their frontiers of knowledge.

DIET Ranchi has a unique position. Normally, DIETs come under the purview of Director, Secondary Education, whereas DIET, Ranchi is under the Jharkhand Education Project and this may be classed as a Project DIET. The change in roles, functions and responsibilities of this Institute due to interventions of DPEP and SSA has given a new dimension altogether. The academic wing of DIET, Ranchi is limited to "In-Service training". of teachers and shortly the "Pre-service Training" is going to start. In spite of its skeleton strength, the Institute is not dormant. It is organising a number of trainings/workshops with the help of resource persons/master trainers, which is itself an innovative feature of DIET, Ranchi.

DIET, Ranchi acts as a mother DIET in formulating, developing, monitoring and implementing all interventions/packages from the State level to the grass root level (School). DIET, Ranchi has made epoch making initiative for a thorough pedagogical renewal by developing "Quality tools". A package of interventions has been introduced for ensuring Quality schooling. They are as follows:

Development of modules relating to Maths, Science, EVS, English and Hindi:

In Maths module several diagnostic testing procedure are adopted to identify the hard spots like, "Fractions" and thereupon suitable remedial measures are prepared. Skill-based training module in Science has been developed where experiments are explained through four steps of

- (a) Keen observation
- (b) Critical thinking
- (c) Problem- solving
- (d) Creativity

The English module emphasises the development of four language skills, i.e., - Listening, Speaking, Reading and Writing and make teaching activity based so that it does not become dull and monotonous. For EVS training DIET has formulated the novel concept of arranging exposure visits to develop awareness of the physical and socio-cultural environment.

Package of interventions.

• Teaching Learning Materials (TLM)

TLM are developed in Language, EVS and Maths. Keeping in mind the low cost and



easy availability of materials in and around the environment. TLMs are developed through a participatory mode. Some examples of no cost and low cost TLMs are collection of plants, pebbles, leaves, insects and development of herbarium in BRCs and schools.

- **Worksheets**

Worksheets for Class-I and II have been developed in English, EVS, Maths, and tribal Languages (Santhali, Mundari, Ho, Khadia & Khuruk) with a purpose to make learning child-centered, creative and activity based.

- **Bridge Course Development.**

Bridge course is developed in DIET for drop- outs or never enrolled boys and girls of 6-11 years of age group in EVS, Maths and language of which English needs special mention. Even in tribal languages bridge courses have been developed in dialects like, Mundari, Santhali, Kurukh, Khadia and Ho. Each bridge course is of six months duration.

- **Media**

Under media, radio programme is the most important. Printed text material for radio programmes are researched and developed in DIET for T ARANG, PRERNA, SUNO KAHANI. Under distant education programme in, collaboration with IGNOU certificate courses in English, Maths are monitored by DIET along with the Diploma in Education. Till now 1410 teachers have undergone such certificate courses. Script writing workshops (audio and video) have also been held, where teachers and master trainers, participated. The publication of DIET Magazine "INJOT" also comes under media.

- **Curriculum coverage**

Curriculum coverage workshops are held in DIET for covering and simplifying the syllabi of NCERT books from Class-I to V in subjects of English, Maths, Hindi and EVS. This helps the teachers in completing the syllabi within the time frame and preparing systematic Lesson plans.

- **Co-curricular activities (CCA)**

To develop the non-cognitive and psycho-motor domain, an annual calender of co-curricular activities has been formulated to motivate the community teachers/formal teachers and school children for organizing BAL SANSAD and BAL PRATHIYOGITA from the Block level to the State level. The children are also awarded certificates and prizes.

- **Library Hours**

Library management is an innovative measure where children are encouraged to select books, acquaint themselves with a variety of literature and promote the habit of self reading. Library hours are observed in Schools. Set of Library books comprising biographies, stories, Amar chitrakathas by which the visual imagination of children can develop are provided to Schools. Teachers are entrusted with the management and maintenance of Library books.



• Yoga

For the integrated development of mind and body Yoga workshops are organised in DIET, where teachers are given recurrent trainings in Yogabhyas. In August 2004 a three day (13th to 15th) Yoga meet was organised at DIET, Ranchi where 300 school children and 150 teachers participated.

• Value Education

In the present scenario of moral and spiritual disintegration, DIET as a training institute, has felt the importance of conducting value education workshops for teachers. Through value education workshops, an attitudinal transformation towards environment is promoted. Value education games have been developed by teachers in the form of stories, situations, questionnaires, and puzzles, which will develop positive values in children. As a routine feature in value education, prayer, observance of silence, yoga are observed in every workshop and school assembly in all schools of Jharkhand.

Apart from developing "Quality tools" and "Package of Interventions", DIET, Ranchi being a mother DIET for the State, acts as a monitoring body. The faculty members monitor/supervise the interventions transferred to schools, BRCs and CRCs. Not only the formal school teachers, but the capacity building of VEC members, BRC coordinators, CRC coordinators, District level resource persons are also done by DIET. ECE Workshops/IED workshops are also conducted in DIET. Action research and study tours are regular features of the DIET, where the faculty members get an opportunity to observe and share the experiences with other DIETs and institutions. Through two days evaluation workshop in 2003, the question papers for Jharkhand Schools (Class-I to VIII) were prepared in DIET, Ranchi. Thus, DIET, Ranchi, like a true Mother DIET, coordinates the activities from grass root level to the State level. The documentation is an on-going process which beautifully registers and reflects the interventions of DIET.

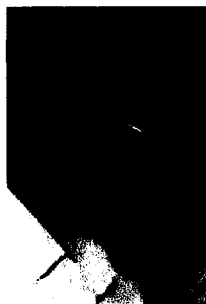
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POSITIVE PRACTICES OF DIET, DHENKANAL ORISSA

Shri K.C. Rath

Principal, DIET, Dhenkanal



The Education commission (1964-66) had observed about teachers that “of all factors that influence the quality of education.... the quality, competency and character of teachers are undoubtedly the most significant/” But the above requirement is fully dependant upon quality of training and on academic and resource support provided to them. Pursuant to the provision of NPE, DIETs were established during 1988-89 under Centrally Sponsored Scheme of restructuring and reorganization of Teacher Education. Its mission was to provide academic and resource supports at the grass root level in the field of elementary education for achievement of constitutional goal of UEE with all its components.

But this is not all. A DIET should be able to propagate education for personally development of pupil teachers (including value of culture education) through various activities. It should also work for promotion of and support to various co-curricular activities like debate of elocution, literature, science fair sports and physical education competition, hobbies etc. Under “Work Experience Branch”, activities for cleanliness, upkeep and development of the Institute campus like roads, playgrounds, lawns, gardens and its surroundings should find a place in its monthly programme of action. Similarly, community service activity and study visit should be organized as an extra curricular activity. It should aim at promoting work-related hobbies among its pupil teachers. A DIET, if properly managed, can become a Role model for all elementary schools of its catch-meant area.

Keeping all the aforesaid facts into account, we have set our goal for DIET, Dhenkanal i.e. Institution - Building over passage of time. For this, we go on developing vision for this Institute every month through staff-council meetings. In each meeting (normally held twice a month) the principal develops a vision and initiates a free and frank discussion with the staff. This helps to motivate most of the staff to accept the new vision psychologically, some times in a modified form. At times, new areas for improvement of the Institute emerge out of those discussions. Finally, we arrive at a set of goals on the basis of accepted mission. We use to prefer short-time mission basing upon its feasibility and available resources. Set of activities for achievement of each goal is spelt out. Resources required for implementing the activities are assessed and fetched. Responsibilities for implementation of all activities having involved himself in the process. Finally, we achieve our cherished goals one after another smoothly.

Pupil-teaches of the Institute have been participating in various competitions organized at DIET /District /State level in Debate / Essay / Quiz / Painting / Song etc. through out the year and use to bag prizes and Certificates. This helps increase their reading-cum-speaking capacity/self confidence /Enfoldments of their innate talents.

ORGANIZATION OF SEMINARS on various contemporary concerns of Education and Society is a regular feature in the Institute. Most of these Seminars are being organized in collaboration with other related Agencies/Organization as follows:



| Topic of the Seminar | Collaborating Agency |
|--|--|
| 1. Sensitization on various aspect Malaria during September 2002 | CDMO, Dhenkanal |
| 2. Sensitization Camp on Leprosy during December 2002 | CDMO, Dhenkanal |
| 3. Utility of Iodized Salt | CDMO, Dhenkanal |
| 4. Science and Fiction | District Science Centre, Dhenkanal |
| 5. Emergence of new concepts & practices in Elementary education | Director, TE and SCERT and Central School, Dhenkanal |
| 6. Missing child in Education | All India Federation of Secondary Schools Teachers Association/ Director, TE and SCERT |

The objectives behind organization of such seminars were (i) creation of general awareness (ii) dissemination of new knowledge and experiences.

WORKING WITH THE COMMUNITY is an important component of the Pre-service course, as envisaged in Ministry's Guidelines with regard to DIETs. Accordingly, student and staffs of the Institute:

- a) Use to move in Mass-Rally on various National Days like International Literacy Day/World's Aids Day/Population Day etc. with a view to creating general awareness about the significance of the day.
- b) Use to volunteer services on National Pulse Polio Immunization Camps/ render Ambulance services to visiting pilgrims on the top or Kapilash Hill on Mahasivaratri in collaboration with St. John Ambulance, Dhenkanal.

Since 1999, mass-plantation by staff and students inside the campus has become a regular phenomenon. By July 2004, we could plant and sustain about 200 trees of both jungle variety and medicinal plants both in the campus and in two Hostels.

During 2002-03 and 2003-04, blood grouping camp could be organized in the campus for all staff and students of DI ET s as well as of the practicing primary school. Similarly, health cards were issued to all students.

ACQUISITION OF SCIENTIFIC TEMPER by all 1st year and 2nd year students during 2001-2002, 2002-2003 and 2003-2004 could be made possible by mobilizing the available resources of District Science Centre (Government of India), Dhenkanal. All 1st year and 2nd year students of Pre-service classes use to undergo a 15 days orientation programme in the District Science Centre, Dhenkanal in a phase manner as per scheduled programme set in consultation with Science Centre. This exposure helps our students better understanding of underlying principles of various scientific phenomenon and also enables them to develop low-cost and no cost teaching aids for teaching science in the class.

• The existing Library of the Institute, which contains a rich stock of good, costly books and reference materials have been made fully functional since March 2003. Now it acts as a full-fledged Library-cum-Reading Room even in the absence of a full time librarian.



- The wall-magazine "BARNALI" duly contributed by the students and teachers is another attraction of the Institute.

- Management of both Gents and ladies Hostel has been fully decentralized under the administrative control of 2 separate superintendents. Hostel development committees have been constituted for each Hostel to plan, budget and review expenditure and to formulate Annual prospective planning for development of Hostel. Apart from Superintendents, Prefects and students representatives and some senior faculty members have been incorporated in to those committee for the purpose.

Adoption of Primary school:

This Institute provides continuous academic and resource support to its practicing school named George Primary School, which is located within the campus of the DIET. Faculty members use to visit, supervise and monitor the ongoing classes of the school during their leisure and use to provide on-site academic support to teachers concerned in the form of demonstration class both in content and in pedagogy.

Selected teachers of practicing primary schools are also being oriented by DIET faculty members in field of Physical Education/Music/Art Education/Development of TLMs etc. The DIET also provides material resource support to this practicing school in the form of Maps and charts/Models/Harmonium/Game equipments etc.

STRENGTHENING CLUSTER RESOURCE CENTERS :

A National level study reveals that the best resource centers function by establishing strong links with teachers, the community and other institutions. On the other hand, it is next to impossible on the part of any DIET to link with one and all primary schools of its catchment area to play a strong supportive role in view of its own limitations. The only possibility is, therefore, to reach the satellite primary schools through respective CRCs by attending its monthly meetings.

In this connection, the Ministry Guideline stipulates that "It is desirable and feasible for every teacher to attend regular professional meetings during the academic session at the school complex/Centre schools. At these meetings:

- a) Teacher could receive in-service education and messages through A. V Aid, and through interaction with Resource person and peer groups.
- b) Messages conveyed through contact, Audio-Visual and other modes could be followed up, validated and rein-forced through demonstration, sharing of experiences etc. (Page-21)

Keeping this end in view, this DIET had taken an attempt to strengthen four CRCs of two Blocks of Dhenkanal district during March 2004 through DIET faculty members.

During March 2004 some funds under Sarva Shiksha Abhiyan were made available to all DIETs on the state for monitoring and supervision of primary schools. Out of this funds we could manage to organize a common monthly meeting of two adjacent clusters in a central place with the help of BRCCs and CRCCs concerned. Two such joint meeting of Centre schools were organized in Sadar Block and Gondia Block of Dhenkanal District. Common hard spots (both in content areas and in pedagogy) of teacher of concerned clusters were identified through respective CRCC 3 to 4 days before. A monitoring team comprising five members under the leadership of the Principal attended both the meeting.



The following activities were undertaken in both the meetings by the DIET faculty-members:

1. Content enrichment programme on Science/Mathematics on various hard-spots through discussion/problems solving/demonstration and interaction by DIET faculty members.
2. Demonstration on teaching English in Class- V through Activity based pedagogy in real classroom situation of a school.
3. Discussion on basic pedagogic issues i.e. how children learn, what motivates them, learning of language, Math and EVS, conducting unit-tests etc.

The above experiment was found quite cost-effective, time bound and helpful to most of the teachers of concerned clusters. Because the DIET could provide on sport academic resource support to about 50 teachers of 30 primary schools of 02 cluster in a single platform through this systematic programme of visit, It could share views/ideas/information/material like TLM etc. with the headmaster of these schools in one hand and with CRCCs, BRCCs and SI of Schools on the other hand. Of late, we have decided to continue the above programmes within Sadar Block because of the constraints of time of resources.

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DIET TIKABALI : RESOURCE CENTRE FOR PRIMARY SCHOOLS

Shri Kedarnath Acharya
Principal, DIET, Tikabali



DIET, Tikabali was created in 1989 by upgrading the existing Secondary Training School for the erstwhile undivided district of Phulbani (Presently Kandhamal and Boudh districts) of Orissa. From its inception it concentrated on the two- year pre-service training programme for the prospective teachers for primary and upper primary schools with a strength of 50 seats per year. Besides the preservice training programmes, it also conducted several thematic programmes for inservice teachers like Programmes on content upgradation, Population education, Water and Sanitation. But these programmes were mostly designed and were supported centrally by SCERT.

With the launching of DPEP and SSA programmes in Kandhamal and Boudh districts in 2001, the DIET at Tikabali has involved itself in different pedagogical improvement activities and has brought in several innovative activities, chiefly modelling itself as the apex resources centre for primary school teachers of Kandhamal district.

Training of Inservice Teachers :

It all started with the training of in-service teachers of primary schools in activity based pedagogy under DPEP and SSA in 2001-02. The DIET was involved in planning and conducting the training programmes in Kandhamal and Boudh districts having around 1600 and 700 schools in 12 and 3 blocks respectively.

Constitution of resource groups by identifying resourceful teacher was the first major task that was undertaken with a series of visioning workshops with the help of the State Resource Group of DPEP Orissa. As a result a strong District Resource Group (DRG) has been constituted with Block Resource Groups in each block. The DRG is anchored at the DIET and is totally involved in planning; conducting and monitoring all types of in-service teacher training programmes which has become a regular feature and all categories of teacher training by different sponsoring agencies like SCERT, DPEP/SSA, UNICEF are being conducted in the Institute. Some of the training programme already conducted during last 2 years can testing the degree of involvement of the institute.

- General round of 7 days training programme for Primary School Teacher of DPEP/SSA - UNMESH-I (Training of DRG, BRGs and teachers)
- General round of 7 days training for teacher of Upper Primary schools - UDAYA (Training of BRGs and teacher) of DPEP / SSA
- Content upgradation training of primary school teachers sponsored by SCERT.
- 30 days training of freshly recruited teachers in Primary and Upper Primary Schools - JAGRUTI of DPEP / SSA



- Orientation on Water and Sanitation to teachers of Ganjam, Boudh, Kandhamal and Gajapati Districts sponsored by SCERT and UNICEF.
- Training of untrained Primary School teacher through distance mode - (sponsored by SCERT.)
- Planning recurrent training for 13 days in a year of Primary School teachers at cluster levels. (sponsored by SSA.)
- 30 day annual training of Education volunteers engaged in EGS centres of Kandhamal. (sponsored by SSA.)

New practices in these training programmes particularly the participatory approach and activity based pedagogy have been adopted leading to empowerment of the faculty members to expand their pedagogical vision which have provided unique perspectives never experienced before.

Development of Resource Centers :

A resource centre with materials developed by the pupil-teachers in collaboration with the members of the District Resources Group has been created at the Institute. A variety of learning materials and supporting materials like learning activities, model TLMs, reading materials have been developed and stored for use by the primary school teachers and pupil teachers.

DIET, Tikabali has also drawn out plans for developing CRCs & BRCs as resource centers basing on the above mentioned experience. The coordination of selected CRCs & BRCs have been oriented on this line. Besides, the CRCs have been trained in different aspects of pedagogy like development of activities & TLMs, planning and conducting sharing meetings at cluster level, school management with community involvement, etc.

For building a strong DIET-BRC-CRC linkage monthly interaction meetings of DIET faculty members with BRCs and CRCs are being held.

Adoption of Schools :

Ten primary schools in and around Tikabali have been adopted by the DIET where continuous academic support is being provided with other activities like the following to enhance their efficiency and performance :

- Monitoring and support for classroom activities
- Taking practice lessons for a month in these schools.
- Developing activities and TLMs
- Conducting unit tests
- Organising sports & games and cultural events.
- Activating VECs and MTAs.
- Conducting action research.

Involvement in SSA activities :

DIET Tikabali has taken leadership role in organizing various SSA activities besides the training of inservice primary school teachers, Some of the significant activities of SSA conducted in Kandhamal district in which DIET has taken and is taking active role are :



- Categorization of schools and preparation of school management plans.
- Preparation of question papers for the common Annual Primary School Examination.
- Preparation of calendar of activities for DIET, BRCs, CRCs and schools.
- Planning and conducting monitoring and providing academic support to schools & resource centres/
- Selection and training of coordinators for BRCs & CRCs
- Conducting community mobilisation programmes like NINAD, School Chalo Abhiyan.

Conducting Research Projects :

Faculty members of the DIET have taken keen interest in conducting short-term and action research projects as can be seen from the following titles conducted during last two years.

- Effects of NINAD (Community mobilization programme conducted by DPEP/SSA, Orissa) on community awareness for primary education.
- Developing values of learners through sharing of results of co-scholastic evaluation.
- Functioning of centre school meetings of Baliguda Block.
- Learning difficulties faced by Kandha children of Kotagarh Block of Kandhamal district.
- Factors responsible for discouraging learning among ST children of Daringibadi Block of Kandhamal district.
- Study of socio-economic, educational and cultural factors hindering the enrolment of girls in Kantamal Block in Boudh district.
- Developing listening and speaking skills among the beginners in primary schools : An experimental study
- Role of VEC and community in infrastructural development of school as a DPEP intervention.
- Role of VEC in school management and quality education in Boudh district.
- Case study of students with learning difficulties.

Other Innovative Efforts

Besides the above mentioned activities, DIET, Tikabali has made strides in several areas both for the improvement of the functionary of DIET and for the development of schools at large. Some efforts worthy to mention are :

- **Handbook on Wall Activity** - This handbook developed in the DIET has been widely used by the schools in the district as well as elsewhere in the state for using space on the school wall for learning activities.
- **Question Bank** : A question bank with varieties of items from each subject area of different grades have been created for helping the teachers to



conduct unit tests regularly

- **Collection of folk songs, stories and games** and use there in developing learning materials for children.
- Plantation of trees, cleaning hospital campus, creating community awareness on health and sanitation, population and environmental issues are some of the regular activities being conducted by the DIET.

DIET Tikabali, while sustaining the good practices aims at expanding its efforts to enhance its commitments for empowerment of in-service teachers and prospective teachers of elementary education of the districts covered by it and to continuously share with grass root level and state level academic institutions for enriching its effort.

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ENRICHING CURRICULAR PRACTICES: EXPERIENCE OF DIET, SUNDARGARH

Shri Giridhari Hota
Principal, DIET, Sundergarh

District Institute of Education and Training, Sundargarh was established during 1988-89 at Sankara. It has been successfully running since the very inception to cater and need of quality Primary Education in Sundargarh Revenue District. The infrastructure is just sufficient to meet its needs with its own drinking water and sanitation arrangements. The space available in the campus is being meaningfully utilized by the pupil-teachers for gardening purpose.



Along with the successful implementation of pre-service course we do contribute in several other aspects like in-service training programme(s) of different category, which cover both content based and theme specific programmes. Sundargarh DIET is leading others in

- conducting the Adolescence Education Programme for students of secondary schools.
- collection of tribal songs and cultural artifacts of the tribes of Sundargarh and highlighting the rich heritage of the tribal communities and using there for learning activity.
- preparation of learning materials by pupil-teachers.
- Planning for the entire academic session, i.e. planning for the practice teaching , co-curricular activities, monitoring of primary schools, different in-service training programme(s), preservice classes and useful exams, literacy programme, health awareness programme etc.

These activities are not carried out in isolation. We have maintained fine understanding with district level educational authorities, District Project Coordinator of SSA, and district administration. Besides, we share our views with different teacher organizations. Cooperation, collaboration and fine understanding with the teachers, officers and organisations make our job easier and effective.

We have adopted a number of cost free projects of our own accord. It has been possible to maintain an atmosphere to pay due importance to non remunerative yet quality enhancing activities.

POSITIVE PRACTICES

- **Polythene Free Environment** : Effort is being made to maintain the environment a polythene free one, Not only the pupil teachers and staff members but also the visitors, guardians and in-service teachers who are



welcomed just like to a temple are being influenced by the basic idea of this mini but important cost free project. We encouraged to use cloth and paper bags.

- We use the sticker "Know AIDS for no AIDS". The walls of the Institute offers this message. We used the Skit Plays for awareness campaign programme.
- Effort is made to keep the DIET campus neat and clean. It is a combined responsibility. It is a sort of habit now.
- Bapuji Training Hall of the Institute is being maintained nicely with innovative wall activities which helps to a great extent in in-service training programmes.
- Blood Donation Group has been formed in the Institute. Membership of Blood donor group is not compulsory. But the door for the new members is always open under restricted conditions. The members of the group is ever prepared to donate to the needy patients under strict medical supervision. One of the members have donated for 26 times.
- The campus is always green even during summer. A plot of 20' x 10' has been allotted to each group which consists of two pupil teachers from 1st year and two pupil teachers from 2nd year. Each group enjoys some sort of autonomy to grow vegetables, flowers and maintaining a green lawn. It is accepted as an exhibition field for the visitors. It is marked that the pupil teachers are engaged after the school hour. The members of the three best projects are awarded. The flower vases have been allotted to the pupil teachers. Nurturing of the plants is the personal responsibility. Some members of the staff have also taken part in this mini project willingly.
- As many as 200 teak plants have been planted. 50 percent of the total plants have luxuriant growth. It is highly expected within next 10 years, we are certainly going to present a unit of Teak plants and in no way DIET, Sundargarh, Sankara will depend on others for plank. Neem, Papaya and Drum stick plantation have been started.
- The trainees render all possible social service during the festivals and celebrations.
- The Principal and faculty members attend the Centre/Monthly meetings of primary Teachers. They do participate the Annual Headmasters' conference and Teachers conference and take active part there. Hard effort is being made for the successful implementation of Activity Based methods in the primary schools of the district.



- Seminar at DIET Level is another important aspect of the Institute. Action research paper is being regularly submitted by the DIET
- Continuous evaluation in all subjects is being conducted periodically and answer sheets are being evaluated properly. .
- Functioning and maintaining of Audio Visual Laboratory, Science laboratory, Library, Work experience Laboratory is a regular feature in this DIET.
- Weekly Seminar on critical concern in education is being conducted.
- This DIET has developed a "Population Corner" complete with a variety of population data and information on population education.
- A Primary school teacher is nominated and duly awarded every year by the DIET, Sundargarh, Sankara on 5th September i.e. "Teachers Day". The very observation of the Teacher Educators and suggestion of the District Inspector of Schools are taken in to consideration for nomination.
- We adopted "Amlipali" and "Baunspara" village and followed several method like Role Play, Counselling to attract them towards literacy programme, Plantation and motivate against intoxication.
- Distance Education Programme is running at DIET, Sundargarh, 81 Inservice Teachers of Bonai, Deogarh, Jharsuguda, Rourkela and Sundargarh education District have been enrolled here. Their prescribed courses have been covered during Puja Vacation 2003 and Summer Vacation 2004. The untrained Inservice Teachers are provided with accommodation in our hostels. The Teacher Educators of the Institute are acting as the Resource Persons. Progress of the Distance Education Programme of DIET, Sundargarh, Sankara is satisfactory.

However, seeing is believing. We welcome the educationists and dignitaries to our Institute to wipe out our weakness and threat and strengthen the Institute by availing the opportunity.

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EXPERIENCING WITH SCHOOL EXPERIENCE PROGRAMME

PARENTS TEACHERS ASSOCIATION AND ITS RELEVANCE IN SIKKIM.

.Shri O.P. Sapkota
Principal, DIET, Tathangchen, Sikkim

INTRODUCTION.

The District Institute of Education & Training Gangtok, Sikkim began its first 2 year Pre-service Course in 2003. The trainees are required to go for a School Experience Programme (SEP) for each semester, but because of local situation prevailing the academic activities in Sikkim schools begin in February and end up in December. The annual examination for all classes are held in November and by 1st week of December schools close for Winter Vacation for a duration of 2 months. The 1st semester candidates could not be sent for SEP as by the time they were initiated into the teacher-training course and accustomed to the theories and practices of teaching it was almost November and so it was rendered impossible to send the trainees to the schools.



The schools reopen in February, to be particular in 2004 they opened after Winter Vacation on 11th February. Ours is a system where textbooks are supplied free of cost to all children ready upto class V by the Government through the Education Department and it was almost end of February that the Schools should send the information on actual no. of students in each class for supply of textbooks. During March, Textbooks are supplied and it was proposed to hold the School Experience Programme (SEP) in March but as some schools had examination for conducting of Class X and XII CSSE Exams, it was further extended to hold the SEP in April and consequently all the DIET trainees were sent for a month long School Experience Programme in April, to be precise from 31st March to 30th April 2004.

First meeting of heads of subject schools, schools where SEP were to be conducted, was organized on 20th March 2004. It was designed to sensitize the subject schools about the whole concept as it was new to our situation and the schools were scattered all over the state, some located in extreme remote areas and a few in Gangtok and its surroundings.

In the meeting the heads of schools were appraised about the concept of School Experience Programme, its needs, their role as subject school heads, and the role of our trainees. It was also made clear about the role of the subject teacher. Our trainees would be no substitute to the real teachers, but they would supplement the real teacher in the best way they can. It was also agreed that since the coverage of syllabus and courses would be the responsibility of the subject teacher in the school, the trainee would work with the subject teacher so that coverage of syllabus and courses is not adversely affected by the SEP. The test they would conduct will be an eye opener to both the real teacher in the school and our trainee.

Before the School Experience Programme each trainee was required to undergo a practice session a sort of peer-teaching, for one week as preparatory to actual teaching in the classroom. The Peer Teaching was conducted for each trainee from I to V and 5 subjects-English, Maths, Mother Tongue (Nepali) EVS-I, Social Science and EVS II (Physical Science). Each trainee was required to Prepare a lesson Plan, conduct the lesson



with low cost self made teaching aids and prepare a lesson diary at the end which would be evaluated by the observer/lecturer of the DIET and as it was conceived an external observer in the class also was assigned to evaluate the work of the trainees. The total candidates were :divided into eight groups each of them were exposed to simulated teaching situation.

It was found that initially the trainees who were the Class -XII passed students of village schools in the State had some inhibitions, though some could do it easily. Some had little difficulty in putting across the ideas/contents of the lesson. Each of them were required to teach the lessons from the textbooks provided for the class. It was also observed that with little guidance and counseling they would be able to do their share if put to real classrooms, and after the simulated teaching classes the trainees were sent for SEP. .

In all, 22 schools were selected though mostly they were Primary Schools with Classes I to V, a few candidates were to go to work in Secondary and Senior Secondary Schools though they were to take classes only from Class -I to V. Here one aspect that requires clarification is that in Sikkim all schools of all level have Primary Class and so a Senior Secondary School will have Classes from I to XII under one roof, one administration, though there will be teachers for all levels. The rationale for selecting those schools was (i) the proximity of the trainees to those schools and (ii) accessibility- for DIET faculty for on - the -spot evaluation. Further each school had some Sr. teachers who had either been trained in the previous years or held B.Ed Degree, with enough experience & exposure to teaching who were engaged for observation and evaluation of the teaching work done by the trainees. Apart from teaching classes a lesson in each of the five subjects - English, Maths, Mother Tongue (Nepali) EVS I & II, each trainee was required to;

- Make a survey of the school and its area & prepare a report.
- Conduct co-curricular & extra curricular activities in the schools and prepare a diary.
- Prepare a School Profile of the schools in the area specially the school they were attached to.
- Conduct a pre- test and post- test on the subject - students for all teaching subjects.
- Conduct at least one meeting of the Parent Teacher Association (PTA) meeting for the parents of those children whom they taught.
- Observe at least one National or Community Festival which had national and social relevance.
- Each trainee was required to attend, conduct and address the morning assembly, and after the school they were required to help keep the school compound clean and tidy-inculcating in children the habit to keep their school compound and environment clean.

In Sikkim, almost all schools have School Managing Committees which comprise of Village Panchayat, local body members representatives of local NGOs and retired or serving Civil Servants of the area as its members. To constitute the SMC is mandatory to all schools. In many schools there are Parent Teacher Associations though only some of them are quite active.



Our trainees conducted the PTA meeting in the 3rd Week of the SEP. The rationale for selecting the 3rd week was that.

- They would have conducted a pre-test to acquaint themselves about the entry level of the children, their learning levels, and the general awareness.
- They would have taken actual classes. Each class of the trainees would have been observed by the subject teacher in the School.
- The Head of the school was requested to supervise and evaluate the trainees.
- The trainees were also required to observe the actual teaching of the subject teacher in the school, though they were not allowed to evaluate or pass judgment on the working teachers.
- In the 3rd week, an improvement would have been noticed, both in the student teacher and in the children and the head of the school was requested to help conduct a Parent Teaching Meeting and the achievement in the children would be discussed there. It was found that the parents participated actively—they had noticed the change in their children their aptitude and keenness to learn. It was also seen that the children appreciated the teaching of the trainees. In some cases it was found to be better than the regular teachers of the school. It was also seen that the working teachers also learnt much from the trainees, the way they would prepare the lesson plan and deliver the lessons. It was initially thought that the trainees would be able to supplement the teaching of the subject teachers, but at the end it was found that both the teachers and the children had been largely influenced by the trainees both in content and methodology.

The DIET faculty conducted on the spot evaluation of all the trainees. The DIET faculty in groups would go to the school and reach before the morning assembly, deliver speech on any moral or any other theme. Then as per the routine allotted to each trainee, the DIET subject lecturer would go to the class being taken by the trainee and observe the actual teaching and, make the teaching learning process more effective. In some situations, where the situation warranted, they would conduct demonstration lessons, which would be beneficial to the trainee and the regular teacher of the school and the student. In case, at the end of the day if a trainee would be given to conduct co-curricular activities, they would also interact with fellow teachers, help them to solve problems, be it content or pedagogy and it would also give them an insight into the textbooks being used in the class.

It was a very useful experience both to all the trainees, the DIET and the subject school. The Head of the subject school would submit the evaluation to the DIET and the scores thus secured by each trainee would be tabulated and reflected in the mark sheet of each individual trainee. Some trainees did comparatively well. It is evident from the marks scored by them that both in pedagogy and content enrichment has been achieved. In the PTA meeting the following items were also discussed;



- It was found that children are mostly weak in Mathematics and English.
- Weakness in English was reflected in their answers though they were able to understand the concept, poor language, skill obstructed the expression of the ideas.
- In mathematics more stress need to be given in the Primary level, an interest in mathematics in children be created.
- Children prefer to do homework in the subject they know than try harder subjects at home.
- Children who could have access to their seniors in the family for helping them study at home would do better in class and the examinations.
- Reinforcement in the subject at regular intervals would help children to learn the subject easily and better.
- Children tend to forget easily those things which they feel hard and do not undertake practice at home.
- Conscious parents would encourage and help children to study at home.
- Domestic work on children from poor families deprives them with: the opportunity to study at home and find supplementary help in term of seniors in the family or neighborhood.
- Children learn easy subjects/topics quickly and tend to ignore or leave hard topics/ subjects.
- During the PTA meeting, it was also found that the children of those parents who take interest in school and its activities are more punctual at school then children of those parents who think it the responsibility of the school to educate their children.
- School upkeep was better in those areas in which parents participation in PTA meeting was better than in schools where parents altitude to wards school was indifferent.
- The Head of the school was more influential and commanded honour in area in which the school upkeep and discipline was better.
- Result of the students both in Home and Departmentally Conducted Annual Exams were better in those schools in which there were more trained teachers than in those schools were the effect ot training was less.
- General Awareness in students was better in those schools which had active teachers who themselves took interests in holding GK & other co curricular activities.
- Some teachers who took children for outing and used locally available teaching aids were more effective in teaching.



- Those teachers who used only textbooks and used lecture and explanation method were less effective than the ones who used little attractive models or aids.
- While teaching Environmental Science it was difficult to explain concepts like - Parliament and Judiciary. It was essential to begin teaching from local bodies. The principle from known to unknown would be more effective while teaching social sciences.

CONCLUSION:

The School Experience Programme is a shift from the earlier system of Practice Teaching. Previously while there were In-service teachers it was but natural that they had a basic knowledge of the School functioning. They also had a first hand knowledge about the textbooks being used in the school subjects before they came for training. But because now Pre service training programme has been launched, the School Experience Programmes provides the trainees with an opportunity to get a first hand knowledge of the actual situation. In a training institute; before the trainees actual begin to practice they are given a somewhat similar real situation. But the School Experience programme gives the trainees a short but rigorous actual training on the real situation. The textbooks, the learners, the methodology and the environment are all real, the only non real is himself; he is not a regular teacher of the school. But he has to abide by the school rules') punctuality, Class discipline, working with community and fellow colleagues and skills of workman are developed in such a situation. Further to the training institutes, the feedback and response available through the parents interactions, heads those schools where our trainees are sent, observation of the real teachers, and our own on the spot evaluation would provide us with an opportunity to introspect and self evaluation and a close look at the planning and execution thereby bringing about more improvement and effectiveness in the system.

To the subject school it would also provide an opportunity to sensitize the teachers, rejuvenate their energies and learn more modern techniques and philosophies. Change in the society and the national priorities will lead to change in the curriculum design, and so each teacher requires to be sensitized and rejuvenated. As a tool also, it needs to be whetted in a whet stone so is the situation in teaching-learning. Each time teachers come across different types of learners, slow! fast and average and the intensity and variety may be different each time. A trained teacher activated through different channels of training and education will certainly add to the already existing knowledge bank. With the explosion of knowledge and use of modern technology, modern thinking and a commitment to teach all students as a whole child, his body mind and spirit the SEP gives an exposure to explore and investigate.

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CONCLUSION : EMERGING SCENARIO

Dr. M.M. Mohanty

The intensive deliberations for two days on the status, functioning and attempt towards innovation in different areas by DIETs in the Eastern Region of the country brought several general trends and specific efforts to the fore. These points were drawn on the basis of an overall picture emerging out of the papers presented followed by formal and informal discussions which were marked by heated debates and cool consultations nevertheless tinged with strong desires for sharing and gathering experiences of good practices. While summing up, these are presented under four headings :

- Present status inhibiting innovation
- Prominent areas of innovation.
- Possible areas of innovation.
- Pointers for future action.

Present status inhibiting innovation:

More than a decade of their existence, DIETs, in the Eastern Region, are making various attempts to raise the quality of their functioning. But, the age old stereo types are proving too enormous to overcome. Some such factors inhibiting the desired efforts for innovation that were palpable during the seminar are :

Lack of a personnel development policy :

Although there are specific guidelines of Govt. of India and NCTE norms, yet the personnel policy regarding recruitment, posting, transfer and promotion avenues are not clear across the state. Several DIETs in the region are not adequately staffed. As a result any good practice is not sustainable for a longer period nor is it possible to upscale those.

Lack of provision for capacity building :

Capacity building of faculty members of DIETs has not yet been attempted in a planned manner. Excepting some specific programme based orientation, the faculty members do not have exposure to modern methods and innovative practices. Therefore, to expect innovation from such members would be of a very high order.

Preoccupation with pre-service training programmes :

Perhaps all the DIETs are conducting one programme with all sincerity is the pre-service course for prospective teachers of elementary schools of their respective regions. Since the curricular development of these courses are beyond the purview of the DIET faculty members, they do not find any flexibility to bring in novel practices to improve the standard of transaction of these courses. Although most of the faculty members are conscious of the irrelevance of major attributes of such courses, they have very little scope to attempt otherwise.

Centrally conceived innovations :

Innovative practices that have been introduced in DIETs across the states of the



region all mostly conceived at the national or state level with little direct involvement of DIETs. One such practice is 'Lab area Development' which was conceived at NCERT level and was handed over to DIETs. This did not meet the success uniformly and in most DIETs it was carried out in a most perfunctionary manner.

Customised training of inservice teachers :

At present, DIET is not totally involved, except in a few state like Orissa, in shaping and conducting training of inservice teachers. Most of the training programmes of elementary school teachers like SOPT, PMOST, Joyful learning were customized and were handed to DIETs for conducting the training programmes as per the specifications. There was hardly any space for improvement or innovation. But when the training programme of inservice teachers are conducted following participatory approach, there is a lot of scope for innovating new ideas and practices. Till the launching of SSA, such opportunities were rarely available. And even now in several states of the region, DIETs are not totally involved in such training programmes of SSA.

No scope of interaction with mainstream education structures :

DIETs in this region are being developed as "islands of excellence", having no functional linkage with mainstream education structures like DEOs, BEOs. Similarly the DIET-BRC-CRC linkage as conceived in SSA is yet to be made fully functional. As a result the bilateral flow of information and experience is hardly taking place, drastically limiting the scope of innovation.

Alienation from community :

Fruitful interaction with cross section of stakeholders of elementary education has the potential of generating new and contextual experiences which can enhance the quality of school education. But DIETs, excepting a few, have not explored the possibility of interacting with the parents, PRIs, Community members on various issues afflicting elementary education of their respective districts.

Prominent Areas of Innovation :

In spite of the inhibiting constraints as discussed above, several innovative practices are being attempted by the DIETs in this region. Most of these innovations are mainly due to their involvement in DPEP as SSA or such other programmes. Some of the major areas of innovation that emerged from the seminar are:

Innovations due to sponsored programmes :

Programmes like DPEP, SSA, Janshala sponsored by Govt. or organisations like Unicef have encouraged DIETs to bring about several innovative pedagogical practices and materials. Bidyajyoti programme in the Barak Valley of Assam is such a programme sponsored by Unicef.

In such programmes, particularly in DPEP / SSA, DIETs have been involved in a comparatively bigger way in the process of interaction with teachers / schools, strengthening resource centres, developing resource materials and providing resource support to schools. This involvement has brought in several new practices which evolved out of efforts to meet the contextual issues that defied the stereotype methods.



Development of training modules :

Developing training modules on different themes and context hardspots following a participatory approach in order to cater to the specific needs of the teachers of a particular area / locality has been one area in which several DIETs like Gaya, Ranchi, Tikabali and Dhenkanal have shown their competence developed during these years of their involvement in DPEP / SSA.

Development of resource materials :

Recognising the fact that there are infinite sources of learning materials in and around the schools, several DIETs in Orissa, Assam and Bihar have built resource centres in the DIETs with novel and contextual TLMS, collection of materials from immediate environment and compilation of folk songs, folk-lores and local games, puzzles & riddles which have high potentials for being used as learning materials. This is the one area in which DIETs like Tikabali in Orissa have not only developed a resource centre at the DIETs but also helped in strengthening sub-district resource centres like BRCs & CRCs.

Strengthening resource centres :

Efforts of DIET, Dhenkanal in strengthening activities at Cluster Resource Centres is a novel attempt in outreaching the DIETs. Not only the resource development of the CRCs is being looked after, but the activities like monthly, sharing of good practices, developing learning activities, building strategies for effective classroom management in mono and multigrade situations, conducting cocurricular activities are being systematically planned and developed.

Adoption of schools / villages :

The good experience of "Lab Area" programme has encouraged several DIETs in the region to adopt primary / elementary schools in their respective districts. But more significantly some DIETs like these in Gangtok, Gaya, Sundergarh have adopted villages in order to improve the enrolment, retention and overall quality of school activities by sustained interaction with the community. This is a positive sign in breaking DIETs isolation and reaching to the community.

Evaluation and research :

DIETs in the Eastern Region, specifically in the states of Assam, Bihar and Orissa have invariably involved themselves in conducting small scale research and action research projects. Quite a significant number of studies on classroom processes, school activities and management have been conducted and have been reported at the state and national reports.

Besides DIETs' effects in bringing about changes in the process of learner evaluation has been quite significant. Orienting teachers in developing and conducting unit tests, continuous evaluation of cocurricular activities, recording, reporting and sharing results of evaluations have been attempted by several DIETs like Tikabali, Ranchi & Udarbond.



Possible Areas of Innovation :

Besides strengthening and upscaling their efforts in the innovations cited above, DIETs can come out of their academic shells to generate novelties in several areas enriching elementary education as well as increasing academic potentials of themselves. Possible areas evolved in course of deliberation in the seminar are:

Curriculum renewal :

While a few faculty members are involved in curriculum development, all the members of DIET can engage themselves in finding strategies curriculum transaction keeping the contextual consideration of socio-cultural and linguistic variations. This is not a mean task which is very much ignored. DIETs can positively contribute in this area so that the teaching learning process can really becomes joyful and meaningful to the children.

Networking the information flow :

DIETs can evolve effective strategy in flow of information and experience from school level to the district & state levels and vice versa. In their position as the district level apex body, the DIETs can achieve this through establishing a strong SCERT - DIET - BRC - CRC – School linkage.

Interaction with community :

Innovative ways can be thought of by DIETs for strengthening and maintaining a continuous and viable interaction with the members of VEC, PTA, MTA and PRI to focus on the quality of elementary education in the district.

Innovative resource materials :

DIETs with effective collaboration with schools and community members and the pupil-teachers can develop, on a continuous basis, innumerable resource materials befitting to the local requirements and conditions. This will not only raise the acceptability of DIETs, but also will go a long way in generating and sustsining innovative ideas.

Conducting Action Research :

Action research is an effective process of generating novel and efficient ways in solving apparently intractable issues by teachers and other practitioners. Therefore, conducting action research and enabling teachers in conducting such research can be a single major source of generating innovative ideas. Perhaps, it was felt, DIETs are at a vantage position for encouraging such research.

Documentation of good practices :

Good practices do not just spread by themselves. Attractive ways of disseminating the news of good practices regularly among the users like teachers, resource centre coordinations, administrators and planners can harvest further innovative ideas and practices. What the good performers very often lack is the proper way of documentation and sharing. DIETs can document such practices happening at the district, sub-district and at school and community levels and evolve ways and means to share there at wider circles.



Pointers for Future Action:

In order to strengthen DIETs, the following points emerged in the seminar for institutions at the state and national level (like SCERT, NCERT, NIEPA, NCTE and MHRD).

- Development of adequate personnel development policy need to be undertaken particularly at the state level which shall include policy of cadre, recruitment, promotion and transfer besides the strategy of capacity building at regular intervals. The MHRD guidelines and the norms laid down by the NCTE may be strictly followed by the states.
- Curriculum for pre-service teacher training programme at DIETs need to be thoroughly revised in view of vast changes that are taking place at the school level.
- DIETs need to be thoroughly involved in designing and conducting inservice teacher education programmes in their respective districts. This will facilitate in bringing innovative practices through direct sharing with teacher.
- Exchange visits among DIET faculty members across states and exposure to innovative practices for them need to be provided.

Expectations from the DIETs are very high and arguably there is no alternative before them for enhancing the quality of pedagogical interventions in the schools of the district. But without proper vision and adequate support, they seem to be saddled with responsibilities which are proving counter productive. They are like mythical Sisyphus pushing the large and heavy rock of quality education to the target at the top . It is not yet too late to realise their predicament and to take appropriate measures to boost their strength and morale. This seminar is just a small step towards that in view.

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DOCUMENTS ON DIETS

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

(Excerpts from District Institute of Education and Training: Guidelines - Deptt. Education : MHRD, Govt. of India (1889) Chapter-I)

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 Independence. 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 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 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 drop-outs tend to soon lapse into illiteracy.

1.2 NPE on the Goal of Universalisation

In many, 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 (JEE), 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 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 relevant age group in the elementary school/non formal education/adult education system and their regular attendance, and (ii) universal attainment by them of atleast 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 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 away 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 visualise 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 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 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 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 Recognition 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. Annex1 also outlines DIETs' role in the context of the other components. DIETs can not 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 solitude 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 role 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 implication 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, inadequate 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 for themselves, rather than being lectured to. 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 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 consideration” 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 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 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-à-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-à-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, headmasters, school supervisors, Instructors / Supervisors / Project Officers of AE and NFE, and with District level officers in these three sectors), but will also establish close linkage 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 institution, 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 DIETs 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 teacher and training programmes 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 where the Institute's resources would be free from the work load cause minimum dislocation in schools. Therefore, DIETs will be non-vacation institutions - their personnel would have to be classified as 'non-vacational 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.

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POSITIVE PRACTICES IN DIETs

(The Ministry of Human Resource Development, Govt. of India in collaboration with the Educational Consultants India Ltd. (EDCIL) conducted case studies of four DIETs with respect to their roles in DPEP. The DIETs under study were : DIETs at Banaskantha (Gujarat), Dhanwad (Karnatak), Gaya (Bihar) and Karvettinagar (AndhraPradesh). The findings were published by EDCIL in 1999. entitled "Meeting Challenges : Documentation of Positive Practices in Four DIETs". The findings have a lot of relevance in the present context. Therefore, a selected excerpts from the document are given here)

Introduction :

The revised Program of Action (1992) of National Policy on Education (NPE) 1986 states, "teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be interpreted and implemented by teachers... through the teaching learning process. Teacher selection and training, competence and motivation, among other things, impinge directly on teachers' performance. The NPE 1986 calls for a substantial improvement in the quality of teacher education."

The Programme of Action (POA) 1986 envisaged, "setting up of District Institutes of Education and Training (DIETs) to provide quality pre-service and in-service education to teachers (as well as Adult & Non Formal Education (NFE) personnel), to provide academic and resource support to the elementary (and adult) education systems and to engage in action research and innovation in these areas." In line with the above, the DIET guidelines (1989) define the mission of DIETs in the following words : "To provide academic and resource support at the grassroots level for the success of the various strategies and programmes being undertaken in the areas of elementary (and adult) education."

The POA (1992) mentions an evaluation of the centrally sponsored scheme of Teacher Education made by National Council for Educational Research & Training (NCERT), National Institute of Educational Planning & Management (NIEPA), Laxmi College of Education, Madras and Punjab University, Chandigarh at that time, which suggested that attention be paid to the following aspects of the scheme :

"Effective personnel policy and prompt filling up of posts with competent persons

Sufficient financial and administrative delegation to the principals

Streamlining flow of funds to the institutions"

It was expected that by the end of the 8th five year plan all districts of the country would be covered under the DIET scheme. The DIET scheme was initially proposed as a centrally sponsored scheme for the 7th five year plan. The central funding was then extended to the 8th five year plan, and now it has been extended even further to the 9th five year plan. By mid 1999 about 375 DIETs had been set up, while the total number of DIETs sanctioned is 451.

Almost a decade has passed since the DIET scheme was launched on the country. During this period different states began implementing the scheme at different points of time. Even within a state DIETs were set up in more than one phase. Consequently, today some DIETs are older than others. Moreover, different states adopted different types of personnel policy and the promptness and efficiency in its implementation has also varied from state to state. In some states the personnel policy was revised after a few years of



experience. There are also wide variations in the role that the State Councils for Educational Research & Training (SCERTs) and the Directorates of Education played vis a vis the DIETs in terms of :

- The functional autonomy given to the DIETs.
- Measures taken to build the capacity of the personnel of these institutes
- Financial allocation made
- The accountability of DIETs towards the quality of elementary education of the district.
- Involvement of DIETs with DPEP

DIETs have thus developed in various ways and to varying degrees in different states and districts

It needs to be mentioned at the outset that because of a variety of reasons, many DIETs have fallen short in a number of respects in reaching close to the vision that was outlined for them in the Guidelines. Still fewer have been able to enlarge or diversify their role further in respect of improvement of quality of elementary education in the district. This dissatisfaction with the performance of DIETs has been evident in many national and State level meetings, discussions and seminars.

However, despite the shortfall in expectations, the importance of the concept of DIETs cannot be negated. Creation of an institute at the district level to provide quality training and education to teachers, to provide academic and resource support to the elementary education system of the district and to engage in action research and innovation in these areas is a meaningful step towards universalisation of quality elementary education. DIETs become even more important in the context of the current drive in the country towards Universalisation of Elementary Education (UEE) through large scale, innovative projects like the District Primary Education Programme (DPEP) and Lok Jumbish. Logically, the DIET would be the agency for the district to carry forward the processes and structures established by these programs in pursuit of UEE, and build upon them further. The setting up of DIET can become the nodal unit at the district level to carry out local, need and research based planning for elementary education.

A significant factor in the DIET scheme is that it gives no directives; it has only a set of guidelines, to enable the DIETs to grow and evolve in the local context. Consequently, the states have considerable freedom in setting up and promoting these institutions as per their own needs and experience.

Given the importance of these institutions, it is important to understand and analyse the experience of the implementation of the DIET scheme in different states, and to identify the concrete steps that need to be taken to enable them to play the critical role that is expected of them in UEE. One small effort in this direction has been the preparation of case studies of four selected DIETs in the country which have taken up the challenge and grown into dynamic institutions, contributing to the elementary education system of their district. These case studies have helped identify the enabling conditions because of which these DIETs are functioning well. In this process we have also documented the positive practices and innovations established by these DIETs, which could be of use to other DIETs in the country. Furthermore, we have tried to identify some of the problems and lacunae in the implementation of the scheme.

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Analysis of Findings:

It is clear from the studies of the positive practices of the four DIETs and that each one has grown and developed in a different way, and has tried to establish its own identity as well as areas of strength. However, along with its commendable positive features, each DIET also has certain lacunae which need to be addressed. While the institutional dynamism in the four DIETs has manifested itself in different ways, resulting in increased productivity, creativity and recognition from the community, many of the factors that have enabled them to perform well are common. Below we have focussed on these enabling factors, and looked at their various manifestations in the four DIETs. We have also tried to identify the lacunae and the problems that still remain. Finally, we have tried to contrast the situation in these DIETs with that prevailing in their counterparts in the rest of the country.

PERSONNEL POLICY OF DIETs

DIETs are envisaged as institutes for providing teacher training and academic support to the elementary education system of the district, a highly specialised task requiring certain specific types of expertise. This expertise depends on the initial qualifications, experience and aptitude of the persons selected as well as the investment made in their professional development in due course. Therefore selection of appropriate personnel is very important, and equally crucial is a systematic effort at capacity building of this personnel after they join the DIET.

The DIET Guidelines define the objectives of the personnel policy as follows:

- To recruit persons having necessary qualifications, experience, aptitude, commitment, dynamism etc.
- To ensure that persons once inducted are allowed a stable tenure
- To make arrangements for their continuous professional development

The formulation and implementation of the personnel policy in the four states - Andhra Pradesh, Bihar, Gujarat and Karnataka from which the four DIETs have been selected for study - has been different in each case. Yet common features have emerged over a period of time in recruitment rules and capacity building programs in these states (with the exception of Bihar). This is perhaps the result of a realisation at the state government/ SCERT level of the necessity of ensuring the basic premises of personnel policy mentioned above i.e. recruitment of the right people and development of their capacities, before DIETs can be expected to fulfil their objectives. Andhra Pradesh had incorporated some of these elements right at the beginning, which are now being improved upon. In Gujarat the change with respect to personnel policy came two years ago in 1997. In Karnataka the ~print of the revised policy has recently been finalised and is to be launched shortly. In Bihar despite some initial attempts the government has not been able to take any decisive steps to evolve and implement a suitable personnel policy.

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Recruitment Rules

Below we make a comparison between the systems of induction of faculty into DIETs that are being institutionalised in three of the four states. We also analyse how by means of these states are trying to ensure a certain minimum competence and commitment amongst the faculty.



Gujarat took the most decisive steps two years ago, in 1997, regarding revamping of its DIETs, which since being set up in 1988 had continued to exist in a state of neglect. Not only were the recruitment rules revised to ensure that the right type of people enter DIETs, but their implementation was also expedited by a conscious educational bureaucracy, by passing long, time consuming procedures. As a result, within a short period the character of DIETs in Gujarat changed considerably, with the older staff being phased out and replaced by younger, better qualified and experienced persons, who had an aptitude for teacher training and academics. The fact that the DIETs were opened to direct selection, and that the responsibility of selection of faculty was given to GCERT, which by then had an autonomous status, enabled the above to happen. Now DIETs in Gujarat have persons from more diverse backgrounds and experience than merely educational administration and school teaching. Though many persons from the above two categories do join DIETs, they are inducted through a careful process of selection. Another notable feature in Gujarat is the emphasis that is laid in the recruitment rules on experience in primary education - persons entering DIETs are required to have at least one third of their prior experience in teaching, teacher training or educational administration related to primary education, specially at the principal and senior faculty level. However, in practice compromises have had to be made because adequately qualified persons with experience in primary education could not be found in sufficient numbers.

In Andhra Pradesh the recruitment rules have from the beginning been a shade more progressive. Their three distinctive features have been:

- The need for getting persons into DIETs from the open market was recognised right from the beginning, and 30% of the posts were kept reserved for direct selections.
- The remaining 70% of the staff, to be taken on transfers/ promotions from the Education Department had also to fulfil requirements of minimum qualifications (B.A.IM.A. & M.Ed.) and passing of a departmental exam before they could enter DIETs.
- A three-year tenure for all postings is observed in DIETs.

Although direct selections were not made by the government in all these years, now a decision has been taken not only to fill these posts, but to increase their proportion to 50%. Meanwhile the staff that was posted in DIETs on transfer/promotion is fairly satisfactory in terms of qualifications and competence. The three year tenure has put an end to frequent and erratic transfers, a problem that Gujarat has not yet been able to overcome.

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The problem of vacancies in DIETs that persists in many states has been addressed seriously by Gujarat. Andhra Pradesh and Karnataka. Gujarat has filled up 75% of its posts and the remaining are in the process of being filled. AP is also in the process of doing so and has targeted to fill all posts by early next year. In Karnataka the government has recently filled up a large number of posts though some are still vacant. The problem of



frequent transfers has been addressed in concrete terms only by Andhra Pradesh - by implementing the three year tenure posting for DIET faculty.

Regarding promotion channels we ~ have three different pictures - in Gujarat there is complete encadrement i.e. DIET faculty can either rise within the DIETs or go to Colleges of Teacher Education (CTEs), Institutes for Advanced Studies in Education (IASEs) and GCERT on promotion. They have no link with the teaching; and administrative positions. In AP DIET lectures can move back and forth between teaching and administrative posts at any stage. In Karnataka after the new rules are implemented, the cadre will exist at the stage of lecturers and senior lecturers. Principals however would have the option to get transferred / promoted to the posts of Deputy Director Public Instruction (DDPI) / Joint Director Public Instruction (JDPI). This provision has been kept with the explicit purpose of maintaining contact with the field at senior levels so as to allow DIETs to remain in touch with the ground reality and not become isolated academic institutes.

The pros and cons of the different models, however can only be discussed after they have been seen in practice for a sufficient length of time. Right now perhaps the only thing that can be observed is that on the one hand we have a model of complete separation between DIETs and departmental posts, as in Gujarat, while on the other hand, in the AP model the interchange between the two streams is fairly high. Karnataka has adopted a model which is in between the two extremes.

The commonalities that emerge among the three models are:

- A clear Vision of the nature of faculty required and formulation of suitable recruitment rules
- Steps to fill vacant positions in DIETs in a time bound manner
- Reducing dependence on departmental postings and opening DIETs to direct selection
- Putting minimum conditions on qualifications and experience of those selected from the Education Department
- Emphasis on experience related to primary education
- Screening persons through interview/ exam for their capability, aptitude and interest
- Removal of adhocism from transfers and
- attempts to ensure stable postings in DIETs .
- Streamlining of promotion channels with transfers / promotions taking place into related areas, largely within the stream of teacher education.



Capacity Building

Initial Orientation

Gujarat and Andhra Pradesh have been able to systematise and streamline their capacity building program for DIETs to quite an extent. In both these states the need for an initial orientation for the new appointees towards the objectives and functions of a DIET is clearly realised. Both states have a system of orienting the new faculty members in a time bound manner - within three months in AP and six months in Gujarat. In AP, if the strength of new appointees is at any stage not large enough to make a full batch, SCERT even sends one or two of its faculty members to individual DIETs to train these persons.

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Since the studies did not go into the content and method of the orientation programs, no observations can be made about their quality. However, it is important to underline that orientation of appointees is no small challenge, as this is what will bring them, and the institution as a whole, out of the mould of a "teacher training college" and enable the faculty to regard their role as a much wider one of providing academic leadership to the primary schools of the district. Initial orientation has to have no less an objective than this.

Branch Specific Training

The next stage of capacity building is branch specific training. Gujarat and AP are again going ahead in an organised manner in this regard. By and large all faculty members of the two DIETs were found to have received training with respect to their branch, the older faculty more than once. Gujarat even maintains a systematic data base on this. Apart from the GCERT and SCERT's own branch specific training programs, these two state level agencies are in touch with NCERT, NIEPA, RIE, CCRT and other national and regional level agencies for the training of their faculty in different areas. These are the key agencies today which are training DIET faculty in all the states. AP and Gujarat have taken maximum advantage of these inputs because of their organised approach.

DSERT Karnataka too depends on these institutes for branch-specific training, but the whole effort does not appear to be properly organised. In many DIETs in Karnataka a considerable number of untrained faculty are to be found. It is also the frequent and erratic transfers which do not allow faculty once trained to remain in the DIETs. In Dhanwad 8-10 faculty members have been working in the DIET for 10-12 months without any branch specific training. Now' with the changed personnel policy in Karnataka, along with the ne\l' recruitment rules, a ne\l' induction training package has been designed. It is a 12 day package with a one month gap for field work in between.

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As mentioned earlier, the quality of training provided by these agencies has not been the subject of scrutiny in these studies. However, in terms of quantity, the output is found to be surprisingly low. NCERT, the key national level agency for training DIET faculty, takes only one batch of principals and six batches of faculty every year from DIETs all over India. Similarly NIEPA takes 1-2 batches annually for providing training in planning and management.

Beyond Conventional Training

It is necessary that faculty of DIETs get oriented towards the basic vision and objectives of the DIET and receive a good grounding in their specific branch; but this cannot be regarded as sufficient. Because whatever the DIETs do in terms of pre and in service



training and work relating to the other five branches, it is the impact that these institutes are able to make on the quality of teaching learning in the classrooms that ultimately matters. Therefore capacity building on basic pedagogics issues: how children learn, what motivates them, the world view they bring to school, and so on is a critical concern.

DIETs are also expected to act as academic resource centres for the schools, carry out researches in the field to understand the specific problems of education, maintain an educational data base for the district, advise the state on policy issues, help the state improve curriculum, train local youth and VECs and so on. Even in the good DIETs capacities are found to be very low in these areas.

In respect of training agencies, even the best of DIETs and SCERTs have not been able to go beyond the circuit of half a dozen national and state level agencies such as NCERT, NIEPA, SCERTs, RIEs, CCRT and SRCs. The Guidelines designate NCERT and NIEPA as national level and SCERT and SRC as state level agencies for working out the "logistics and content" of the programs, though a mention is made about involving university departments and other premier institutes specialising in Science and Language and Educational Technology. But these agencies may themselves have limited capacities in the above areas. While on the one hand it is necessary to make an overall assessment of the quality and effectiveness of the training programs offered by these agencies, on the other hand it is important to explore other avenues for capacity development of DIET personnel.

There are numerous organisations, institutions and university departments across the country which can help DIETs develop expertise in a variety of areas, such as child development and the classroom process, activity based teaching learning, designing and conducting research, developing classroom materials, conducting field surveys, documentation, forging links with the community and so on. But these avenues have not been adequately explored. DIETs have willy nilly fallen into a routine of teacher training, and thus their capacity building has also remained within these confines. Perhaps there is a need for the states to take a fresh look at the role of DIETs in the present context of primary education, and to diversify and intensify the capacity building efforts to match this role.

There are a few instances in which DIETs, having collaborated with innovative programs for primary education, got the opportunity to receive a new type of training, exposure and experience, which added a new dimension to their "institutional personality." An example of this is the DIETs' collaboration with APPEP in Andhra Pradesh which ran fruitfully for nearly a decade (1984 -1993) and brought about lasting changes in the effectiveness of DIETs.

APPEP was a program for quality improvement in schools, which worked closely with the DIETs for several years. During this period the DIET faculty received substantial training in the APPEP type of activity-based pedagogy. Over a hundred faculty members were also sent to the London Institute of Education for training in this area. The DIET faculty had opportunity to have close and intensive interaction with schools and teachers (through Teacher Centres). This enabled them to sharpen their understanding and skills related to classroom processes and activity-based teaching-learning. As a result, not only have DIETs developed their ability to provide academic support to schools but they are also recognised by schools, teachers and the community who look towards them for support.

LEADERSHIP IN DIETs

In our four studies we have two concrete examples of path breaking work in DIETs because of exceptional leadership - DIET Gaya and DIET Karvettinagar. The founding principal of DIET Karvettinagar was responsible for nurturing the numerous innovative



programs going on in that DIET, and he was the originator of the idea of 'nonmonetary' programs. The principal of DIET Gaya has single-handedly struggled not only for the survival of the DIET amidst adverse conditions, but has been able to bring it to a level of functioning which has become an example for others.

In all academic and training institutes across the country, the selection of the head of the institution is a matter of utmost seriousness, and proper procedures are laid down for it. This is not the culture in DIETs as yet. State governments do not necessarily give special attention to the selection of DIET principals. In fact, often this post is treated no different from any other faculty post, with the result that it is more a matter of chance than conscious effort that a person of exceptional capability or commitment gets posted as principal in a DIET, as was the case in Gaya. Our case studies have revealed that it is extremely important to address the issue of leadership in DIETs and prevent mediocrity at the senior most level of the principal. A mediocre principal can disable talent and competence at lower levels, while a committed and capable principal can bring out the best even in a mediocre faculty. Special procedures to be laid down for the selection DIET principals or at least special attention to be given to the selection of principals may therefore be warranted.

A related issue is that of capacity building of principals. NCERT has a special orientation program for newly appointed principals, but its coverage is perhaps not adequate (one batch of 30 principals per year). The content and effectiveness of this program also has to be assessed from the point of view of the requirement of capacity building for DIET principals. Principals have to be trained in the important role of institution building. A principal has to be able to give direction to the work of all the branches of DIET, to develop new programs specific to the local needs, to plan for capacity building and infrastructure development at the institutional level, to maintain a discipline and create an appropriate work culture within the institute, to establish linkages with the community leaders, other institutes and organisations both within the district and outside, and so on. Apart from this, as head of the institution, the principal has to be inventive and resourceful. He or she has to be a person of vision, with the ability to move along with his team towards the fulfillment of the institutional vision.

ACADEMIC FUNCTIONING OF DIETs

The functions of DIETs as spelt out in the POA (1992) are:

- Training and orientation of elementary school teachers, headmasters, heads of school complexes, officials of Education Department, members of VECs, youth, adult and NFE personnel and resource persons for all of the above target groups.
- Academic and resource support to the elementary (and Adult & NFE) education systems in the district by (i) extension activities and interaction with the field; (ii) providing a resource centre for teachers; (iii) development of locally relevant teaching aids, evaluation techniques and tools, etc. (iv) serving as an evaluation centre for elementary schools and programs.
- Action research and experimentation to deal with specific problems of the district related to elementary education.

Looking to the above functions, the guidelines suggest one model of the organisational structure for DIETs, which comprises the following seven branches:



- Pre-service Teacher Education (PSTE)
- In-service Programmes, Field Interaction and Innovation Coordination (IFIC)
- District Resource Unit (DRU)
- Curriculum, Material Development and Evaluation (CMDE)
- Work Experience (WE)
- Educational Technology (ET)
- Planning and Management (P&M)

With ETEI's having been upgraded to DIETs, their expected role has enlarged greatly from pre-service training to include several other functions, such as identifying training needs of teachers in the district; organising in-service training for the various target groups; conducting action research; undertaking field interaction; providing support to AE/NFE programs; maintaining of an educational data base for the district; doing field based research studies; giving technical assistance and policy advice to educational planners regarding UEE; developing locally relevant curricular units, learning support materials for classrooms and techniques and tools for pupil evaluation; doing the same in respect of locally relevant Work Experience areas (such as weaving, spinning, bamboo work, dying, gardening etc.); in collaboration with other branches developing low cost teaching aids such as photographs, slides, audio tapes etc. for supporting the training and classroom processes and maintaining the audio visual equipment, computer and the labs in the DIET.

Yet, what is found to be happening in the DIETs is mainly only two of the above functions: the pre-service training and the in-service training. The pre-service training component has carried on from the ETEI days in almost the same form. The in - service training component had been very limited before the DIETs were set up. It was at the time of formulation of NPE 1986 that the importance of keeping teachers abreast of the changes taking place in their larger professional environment, and developing their professional skills and attitudes in light of this were realised. Continuous in-service education of teachers through the DIETs was seen as an answer to this pressing need. Ever since, two major in service teacher training efforts have been launched i.e. the Program of Mass Orientation of School Teachers (PMOST), which continued from 1986-1990, and Special Orientation Program for Primary School Teachers (SOPT) which was begun in 1993, and is still going on in some of the states. DIETs have been involved in the delivery of SOPT, the module for which was prepared by NCERT. DIETs largely prepared master trainers and organised training.

Regarding the rest of the functions and expectations from the DIETs, various studies and reports, visits to DIETs and interaction with SCERT and DIET faculty reveal that not much has been achieved. In other words, the five branches apart from PSTE & IFIC have still not evolved to any degree of satisfaction. Even with regard to IFIC branch, the original view that, "the starting point should be the identification of in-service training needs of teachers in the district" and, "based on these the DIET would design its own set of programs... in line with guidelines evolved at the national and state levels", has gone out of focus. DIETs in most of the states receive readymade modules from SCERT, which they are required to pass downwards in the cascade approach. Let us take a look at the situation in the four DIETs of this study:

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There is also the larger question of whether a DIET must necessarily have an organisational structure comprising the seven specified branches which seems to have become a standard all over the country. This is far from the original vision, and the



Guidelines had proposed only a suggested model. Even the title of Chapter II in the Guidelines reads “District Institutes of Education and Training: Functions and Suggested Structure”. Later it is stated in section 2.3, before the functions and staffing pattern of the seven academic branches are outlined” ...while several alternative models could be thought of, one such model is being suggested...”. Section 2.9 at the end of Chapter II titled “Alternative Structures” states “This model is not, however, unique and possible to think of minor as well as major variations on it” and”.. .models fundamentally different from the above one could also be designed with a different grouping of disciplines... It is also possible to think of a model where there are no branches or units at all” and “It would be for State Governments to decide which would be the best model for their DIETs.”

Although conditions and situations vary widely from state to state, and it would have been expected that states would have used this opportunity to evolve their own models of DIETs, it has in fact not happened. All states across the country uniformly adopted the proposed organisational framework of the seven branches. Not only were new models not created but the given model was accepted by states without even minor variations to suit local conditions*. Further, despite the acceptance of the seven branches in toto ‘by all states (except MP which has 12-13 branches), their inability to develop the roles, functions and capacities of these branches has resulted in DIETs being reduced, by and large, to pre and in-service training institutes. The other functions of DIETs of providing academic and resource support to schools and doing action research to address district specific problems have got marginalised.

INTERACTION OF THE DIET WITH THE FIELD

According to the Guidelines, “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 and teachers~ This perhaps was partly due to non-fostering of an appropriate culture, and partly due to lack of necessary wherewithal 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 DIETs so that they maintain 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. In specific terms, field interaction would have the following main aims:

- “Identification of the practical problems being faced in the field so as to devise ways of tackling them.
- “Obtaining information about worthwhile experiences, innovations, success stories etc. and
- “Provision of academic guidance and resource support to the field”.

One crucial area in which the otherwise strong DIETs of Gujarat have fallen back is the area of field interaction. Although GCERT has attempted to address this component of the DIETs’ functions through a liaison officer (La) system, between GCERT and DIETs on the one hand and DIETs and blocks on the other, it is not functioning well. Neither do the Las of GCERT give much importance to visiting clusters and schools (which is part of their responsibilities) nor do LOs of DIET find it necessary to visit schools in their blocks. In Gujarat, since the DIETs tend to look upwards and take the cue from GCERT, the areas which have been given importance by GCERT have been taken up seriously by DIETs whereas those in which GCERT has given’ leeway have been neglected. Consequently, the



faculty of DIET Banaskantha does not recognise the importance of interaction with the field. Even when they have attempted to do so, they have found themselves hampered both by the lack of the necessary authority and the required capability to interact effectively with schools. The 'lab area' concept too has not been fully developed in the DIET. The lab schools are used mainly for practice teaching by preservice trainees.

Andhra Pradesh is a state which has been able to show a direction as far as interaction with the field is concerned. DIETs' interaction with schools is fairly satisfactory in AP. The reasons are the following:

The APPEP training in activity based teaching received by DIET faculty, and DIETs' close involvement with Teacher Centres during the APPEP period has given them a good grasp over activity based teaching learning processes and developed their ability to provide 'academic support to schools.

- The AP government passed orders authorising the DIET faculty to provide academic support to schools. The orders also required that each faculty member of the DIET adopt one mandal for this purpose. This has brought the DIET faculty on par with school inspectors, with the former looking at academic and the latter at administrative issues in schools.

The strong links of DIETs with the field are emerging as the main strength of these institutions in AP, ensured by the two enabling conditions mentioned above. DIETs in AP draw their ideas, innovations and energy from the field rather than being dependant on SCERT for directions. The DIET uses its lab area for undertaking studies and researches. The teachers working in this lab area participate in seminars and workshops organised in the DIET.

For Karnataka and Bihar we would look at the DIETs' interaction with the field in respect of the two DIETs that were studied, and not in general, since this interaction is a characteristic of the individual DIET rather than state policy.

DIET Dhanwad has a wide reach through its journal Jeevana Sikshana among teachers of the seven districts of North Karnataka (and now also to the South) and teachers contribute their writings regularly to this journal. The DIET organises programs like the annual children's drama festival, in which schools from seven districts of the region participate, inter TTI sports meet in which three districts participate, district teachers' association which holds monthly meetings of teachers on academic issues, and so on. But the lab area concept has not been developed by this DIET.

While the above activities do link the DIET to a section of the teachers and the community, the institute continues to function in its old traditional mould of being "a place for learning where teachers come from far and wide". In the present context, it needs to break out of this mould and transform itself into an organisation which reaches out to schools and teachers far and wide and extends support to them to improve their quality and conditions. A greater commitment to the schools would enrich DIET Dhanwad further.

DIET Gaya has established a good contact with the field. It is regularly in touch with teachers through CRCs, BRCs and district level monthly meetings. Although an attempt has been made to start the system of cluster adoption by DIET faculty for regular monitoring of their schools, due to shortage of faculty this is not working out.

The DIET has a small lab area of just one village (with 90% SC population). But within



this lab area the DIET has carried out a number of quite meaningful activities such as micro planning, formation of VEC, enrolment drive through VEC, special training program for teachers of the village school, recruitment of additional teacher through fund mobilisation by VEC, free distributions of text books and uniforms, medical check up, bal melas etc.

In our opinion, the “lab area” concept in general has its limitations. It views the schools as objects of research rather than institutions to be improved. According to the Guidelines certain educationally backward pockets of the district are to be chosen for conducting action research activities. In our studies however, the DIETs have given their own interpretation to the idea of a lab area.

DECENTRALISATION & FUNCTIONAL AUTONOMY IN DIETs

The NPE says that “an overhaul of the system of planning and management of education will receive priority”, and that in this process two of the guiding considerations will be:

- “decentralisation and the creation of a spirit of autonomy for educational institutions.”
- “establishing the principle of accountability in relation to given objectives and norms.”

The Guidelines define functional autonomy as “academic, administrative and financial”.

One of the main purposes for the creation of DIETs was to decentralise some of the academic responsibilities and functions of the elementary education system to the district level. When looked at only from the state perspective, schools of the whole district and for that matter an entire region get treated as a homogenous mass, and a common strategy is adopted for all. The wide variations existing in different geographical regions of the district and different sections of population get neglected. Decentralisation would make it possible to identify and address local specific training and academic needs of schools and teachers. But the district is also quite a large unit and a body at this level cannot reach out to the few thousand schools that it contains. Therefore genuine decentralisation can only take place if a DIET works with the BRCs and CRCs in the district.

Decentralisation cannot be achieved just by the creation of bodies at the district level without adequate transfer of power and provision of support to these bodies. This transition from a centralised to a decentralised system of functioning in which institutes or bodies at the lower levels are able to make their own decisions requires capacity building and continuous support.

In this scheme of things the DIETs would take a lead in assessing the educational needs of their district, and designing appropriate programs to address these needs. The role of SCERT and the state government would become that of:

- Providing academic support and guidance to DIETs in designing sound and effective training and other academic programs for schools in the district;
- Exposing DIETs to new ideas, developments and techniques in areas of training, planning, community interaction, research etc.
- Initiating new types of training and other programs in the state



In respect of academic autonomy, the DIET Guidelines advocate that “the starting point should be the identification of in-service training needs of elementary school teachers of the district”; and “Based on the above a plan should be prepared for a five-year period...” (Guidelines, page 23). Further it is visualised that guidelines would be evolved at the national and state levels in respect of the above, and based on these every DIET would design its own set of in-service programs looking to local needs.

This study has enquired in some detail into the level and nature of academic autonomy existing in the four DIETs, through it has only touched upon financial and administrative autonomy.

Gujarat has taken pioneering steps in giving DIETs the freedom to design their own district specific teacher training modules. This is perhaps the first attempt of its kind in the country. DIETs in Gujarat prepare their own modules for different types of training, including for new initiatives such as the Vidya Sahayak (para teacher) program. The DIET faculty take pride in these modules which they themselves have prepared (unlike DIETs in many other states which are indifferent to modules given to them by the state for transaction). They claim to have brought district specific issues into these modules, through their interactions with a large resource group of teachers of the district who work with them to prepare these modules. (We did not go into the content and quality of the modules). The responsibility of GCERT has increased in one sense, as it has to monitor the quality of the modules prepared by the different DIETs. DIETs also share their modules with each other.

GCERT, having transferred the routine training responsibility to the DIETs pays attention to new types of inputs to be given to the elementary education system of the state. GCERT takes initiative in designing new types of programs such as training of head masters for school management, addressing the needs of specific target groups such as education of adolescent girls and so on.

By creating a support structure for research at the state level (through the constitution of a Research Advisory Committee) and at district level (through designating lecturers of universities and colleges as local guides) GCERT has provided DIETs with another kind of academic autonomy. Now DIETs prepare research proposals which have to be approved by the RAC, and carry out the research with the help of local guides. For dissemination of research findings GCERT prepares an annual compendium of abstracts and circulates it widely to institutes across the country. DIETs also interact with Zila Parishads for follow up action on research findings. This is a far cry from the situation of DIETs in other states which have neither sufficient ability to do action research and nor does any agency at the district or state level seek such inputs from DIETs or pays any attention to research a DIET may produce, thus discouraging them even further. GCERT has set systems in place to enable DIETs to move ahead with their work.

In Andhra Pradesh SCERT plays a more of a guiding role in one sense as compared with Gujarat - it provides training modules prepared at the state level but gives DIETs the freedom to adapt and change them according to their local conditions. Since DIETs have been enabled through capacity building measures, many of them do exercise this freedom and treat SCERT modules as only guides which they adapt and detail out before transacting in the field. Similarly, in the AWP exercise, DIETs receive “themes” from SCERT on which they work during the year. DIETs suggest their own themes as well. Programs under each theme are prepared by the DIETs and finalised after discussion with SCERT. SCERT’s role appears to be that of a senior partner.



The unique feature, however, in AP DIETs is of non-monetary programs (it is not ascertained whether all DIETs in AP have these, but many of them do). Through these programs, for which no state funding is sought, DIETs have gained for themselves an autonomy which is really appreciable. Non monetary programs in DIET Karvetinagar are diverse in nature. They encompass workshops, training, seminars, lectures from guest faculty and so on. These programs indicate a high level of faculty involvement and local support of DIET activities, as it is they who share the expenditure of these programs. Most of all, they exhibit initiative and capacity of the DIET faculty to organise such programs, which have been sustained over the last several years.

The case of DIET Karvetinagar illustrates that real autonomy is possible only when an organisation is field based. Real autonomy in AP DIETs is in fact derived from their closeness to schools and field level structures such as Teacher Centres and Mandal Resource Centres. The "autonomy" of Gujarat DIETs may remain limited until strong links with the schools are established, for in absence of these where will the DIET get new ideas to work on? There is a very close connection between links to the field and the capacity to be genuinely autonomous.

The DIETs studied in Karnataka and Bihar have only their individual autonomy to speak of. Their respective states have not envisaged clearly the transfer of any kind of autonomy to the DIETs. But nor have the state level agencies obstructed their functioning. Whatever initiatives have been taken by these DIETs have been possible in an environment of noninterference from DSERT/SCERT.

These DIETs, as a result of their internal energy or momentum, exercise their individual institutional autonomy to a fair extent. They design and conduct a variety of programs and activities. Specifically speaking, in case of DIET Dhanwad it is the stature of this institute and the community support it has earned over the years which allows it to do a number of things that would have been difficult for a more modest DIET. Also, some of the robust programs and processes that this DIET has inherited have a momentum of their own. But the DIET lacks the backing that institutional rules from the state level would have given it. A conscious state level policy would have built upon the goodwill and strength of this institution and helped it to make a much more significant impact on the education system of the district.

DIET Gaya is a rare example of the will to survive and create value amidst non-conducive work conditions. The DIET has determined its own course in an atmosphere of a high degree of neglect and indifference from the state government. The DIET takes its own academic initiatives. It has added new features to the SCERT in-service training module and designed its own training modules to address local needs. It has even established its independent rapport with some of the national and regional training agencies where its faculty go for training. It has found ways to get around the problem of severe faculty shortage (running on nearly one fourth of its due strength). The DIET is grounded in the field, and has strong links with BRCs and CRCs. It has achieved an impressive convergence not only with DPEP but among different sectors such as ECCE, health, adult education, NFE.

Both of the above DIETs are doing creditable work entirely of their own accord. If they were backed by institutional rules which provided them autonomy and authority along with the appropriate facilitation and support from the state, they could have achieved much more.

In terms of financial autonomy, DIETs in Gujarat fare the best. They have ample funds, with the entire central funding and additional funding from the state government and



DPEP reaching them timely every year. DIETs in Karnataka receive the full central funding, and in addition an amount of Rs. 1-1.5 lakh from DSERT every year. DPEP also provides funds for equipment, library and other needs. DIETs in A.P. surprisingly suffer from a dearth of funds. For instance, DIET Karvetinagar received only Rs. 13 lakh in 1998-99, and the faculty is constrained for finances for undertaking field visits. In Bihar the situation is even worse, with the DIETs receiving funds in the range of Rs. 9-11 lakh annually.

Concluding Remarks

From the foregoing case studies it is established without doubt that institutions like DIETs have an important role to play. It is also clear that if DIETs are languishing in certain states, it is because serious thought has not been given to their development; for where this has happened, DIETs are found to be contributing to the primary education system of the district. It is therefore perhaps necessary that fresh thinking takes place in the states towards developing a vision for DIETs, and the role that these institutions should play in the context of the present challenges of primary education.

These case studies have revealed that states have not made use of the opportunity provided in the Guidelines to conceptualise and evolve their own state specific models of DIETs. Almost all states appear to have accepted without any modifications the organisational framework of the seven branches as suggested in the Guidelines. The situation on the ground however, reveals that many "branches" remain inactive even in the best of DIETs. Clearly, much more ground work is needed in visualising and organising these institutions. Since situations vary widely from state to state, there is a need to look at DIETs from a state specific perspective also.

Another critical issue that the studies throw up is related to the role that the state government needs to play in developing the DIETs. It has been demonstrated that if a state takes steps to develop its DIETs in terms of formulation and implementation of appropriate recruitment rules, building the capacities of the DIET personnel, and providing them with the requisite functional autonomy, these institutes can become productive and capable, and support the state in its efforts to strengthen the primary education system. These studies have attempted to delineate certain basic conditions that need to be fulfilled and institutional rules that need to be laid down to enable these institutions to grow.

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Suggested Readings on DIETs

1. Arora, G.L. & Others (2001). District Institutes of Education and Training (DIETs) : Status of their operationalisation - A Report NCERT : New Delhi
2. Bhardwaj , B.P. (1999) : Institutional climate of DIETs in relation to morale and job satisfaction of teacher educators and satisfaction of teacher educators and academic achievement of pupil teachers
3. DPEP (1999) : Meeting Challenges : Documentation of Positive Practices in Four DIETs, New Delhi : EdCIL.
4. Gafoor Abdul P.K. (1996) : A Critical study of the functioning and work efficiency of the District Institutes of Education and Training. Indian Educational Abstracts. 4 January, 1998
5. Govinda, R. and Sood, Neelam (2000). District Institute of Education and Training : A National Evaluation - A Report NIEPA :NewDelhi
6. Goyal, J.C. Chopra, R.K. (1990) The Elementary School Teacher - A Profile : NCERT, New Delhi
7. Nagpal, Shakuntala (1997) : A Study of District Institutes of Education and Training (DIETs) with special reference to Human Resource Development (HRD) climate : A Report NCERT : New Delhi
8. Reddy, T.R. : Reddy V.D. and Geethanati, P.S. (1990) : A study of creativity of teacher, trainees of DIETs. Indian Educational Abstracts 7 & 8 July 1999 - January 2000
9. Venkataiah, N. (1997) Impact of inputs provided in District Institutes of Education and Training (DIETs) on Teaching competency (Teacher Empowerment and School Effectiveness at Primary stage). Indian Educational Abstracts 6 Jan 1994.
10. Govt. of India District Institutes of Education and Training : Guidelines - New Delhi MHRD, Govt. of India,
11. OPEPA (1999) Report of the workshop on the capacity building of DIET Personnel. Unpublished report prepared by the Pedagogical Unit of the Orissa Primary Education Programme Authority, Bhubaneswar

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Annexures





Programme Schedule
Regional Seminar of NCTE (Eastern Region)
Innovative Practices in DIETs
Date : August 27-28, 2004
Venue : Hotel Holiday Resort, Puri, Orissa

August 27, 2004

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| 0900 - 1000 hrs. Inaugural Ceremony | Registration Lighting the Lamp by Chief Guest : Hon'ble Shri Nagendra Kumar Pradhan Minister of State (Independent) School & Mass Education, Govt. of Orissa |
| 1003 - 1010 hrs. | Invocation |
| 1010 - 1015 hrs. | Welcome Address by : Dr. B.K. Mishra, Regional Director ERC, NCTE |
| 1015 - 1030 hrs. | Inaugural Address by Chief Guest : Hon'ble Shri Nagendra Kumar Pradhan Minister of State, School and Mass Education Govt. of Orissa. |
| 1045 - 1055 hrs. | Address by Guest Speaker Prof. S.K. Thakur, Vice Chairperson, NCTE |
| 1105 - 1120 hrs. | Presidential Address by : Shri P.K. Patnaik, Chairperson, ERC, NCTE |
| 1120 - 1125 hrs. | Vote of thanks by : Dr. Meena Gautam, Deputy Secretary, NCTE |

Technical Session - I

Chair: Prof. S.K. Thakur, Vice Chairperson, NCTE

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| 1150 - 1210 hrs. | Presentation by expert : Prof. S.K. Yadav Department of Teacher Education, NCERT : Innovative Practices in Elementary Teacher Education |
| 1245 - 1315 hrs. | Presentation by Rapporteur and Discussion |

Technical Session - II

DIETs : Arunachal Pradesh, Manipur and Orissa
Chair : Shri P.K. Pattnaik, Chairperson, ERC, NCTE

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| 1400 - 1445 hrs. | Overview of State DIETs Prof. S.L. Jena Director, TE & SCERT, Orissa |
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Presentation by
Shri K.C. Rath, Principal, DIET, Dhenkanal on
Innovative Practices in DIET, Dhenkanal, Orissa

Presentation by
Dr. M.M. Mohanty, Former Director, SIEMAT
Orissa : Role of DIETs in Universalization of
Elementary Education - Orissa Experience

1520 - 1545 hrs.

Presentation by Rapporteur & Discussion

Technical Session - III

DIETs : Assam, Jharkhand & Sikkim

Chair : Dr. D.P. Pattnaik, Former Chairperson, ERC, NCTE

1600 - 1700 hrs.

Overview of State DIETs
Shri M.K. Roy, Principal, DIET, Cachar, Udumbor
Innovative Practices on DIETs in Assam with special
reference to Barak Valley (South Assam)
Dr. Silima Nanda, Innovative practices in DIET,
Ranchi, Jharkhand.
Shri Kularanjan Deka, Principal
DIET, Dhubri, Golakganj
Innovative Practices in DIETs of Assam.

1700 - 1730 hrs.

Presentation by Rapporteur & Discussion

August 28, 2004 (Sunday)

Technical Session - IV

Chair : Dr. B.K. Mishra, Regional Director, ERC, NCTE

0930 - 1100 hrs.

Presentation by expert: Dr. Pramila Menon,
NIEPA : Promoting Elementary Teacher Education:
A perspective on Teacher Development

Presentation of Papers by Principals of DIETs
on Innovative Practices in DIETs :

Shri G.B. Hota, Principal, DIET Sundergarh, Orissa
Shri K.N. Acharya, Principal, DIET, Phulbani, Orissa
Shri O.P. Sapkota, Principal, DIET, Gangtok, Sikkim.

Technical Session - V

DIETs : Meghalaya, Mizoram and West Bengal

Chair : Prof. Mangal Dubey, Member ERC, NCTE

1150 - 1230 hrs.

Overview of state DIETs
Dr. R.N. De, Director, SCERT, West Bengal
Mrs. N. Devala Devi, Director, SCERT, Manipur
Presentation of papers by Principals from, DIETs
Shri P. Tariang, Principal DIET, Cherapunji, Meghalay
Presentation by Rapporteur and Discussion

1215 - 1300 hrs.



Technical Session - VI

DIETs : Bihar, Nagaland and Tripura

Chair : Dr, K.P. Guite, Member, ERC, NCTE

1400 - 1500 hrs.

Overview of State DIETs :

Shri V. Kesiezie, Director, SCERT, Nagaland

Shri M.P. Singh, Director, SCERT, Tripura

Shri S.N.Kumar, Jt. Director, SCERT, Bihar

Presentation of paper by Principals from DIETs

Shri A. Bhattacharya, Principal, DIET, Jalpaiguri,

West Bengal

S.A. Moin, Principal, DIET, Gaya

Innovative Practices in DIET, Gaya

1500 - 1530 hrs

Presentation by Rapporteur and Discussions

Valedictory Session

Chair : Shri Shardindu, Chairperson, NCTE

1600 - 1620 hrs.

Keynote address by

Shri Shardindu, Chairperson, NCTE

1620 - 1630 hrs.

Concluding Remarks by

Shri P.K. Patnaik, Chairperson, ERC, NCTE

1630 - 1635 hrs.

Vote of Thanks by

Shri S.R. Khuntia, Under Secretary, ERC, NCTE

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LIST OF PARTICIPANTS

| | |
|-----------------------------|---|
| Shri Nagendra Kumar Pradhan | Hon'ble Minister of State, School & Mass Education, Govt. of Orissa |
| Dr. Shardindu | Chairperson, NCTE |
| Prof. S.K. Thakur | Vice-Chairperson, NCTE |
| Shri P.K. Patnaik | Chairperson, ERC, NCTE |
| Dr. B.K. Mishra | Regional Director, ERC, NCTE |
| Dr. Meena Gautam | Deputy Secretary, NCTE |
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| Prof. S.K. Yadav | Expert, NCERT |
| Dr. M.M. Mohanty | Former Director, SIEMAT, Orissa |
| Ms. Amukta Mohapatra | UNICEF |
| Ms. Lalita Patnaik | UNICEF |
| Prof. D.P. Pattanayak | Member, ERC, NCTE |
| Prof. P.C. Mohapatra | Member, ERC, NCTE |
| Prof. Mangal Dubey | Member, ERC, NCTE, |
| Prof. S.L. Jena | Director, TE & SCERT, Orissa |
| Shri M.P. Singh | Director, SCERT, Tripura |
| Dr. R.N. De | Director, SCERT, West Bengal |
| Shri V. Kesiezie | Director, SCERT, Nagaland |
| Smt. N. Debala Devi | Director, SCERT, Manipur |
| Shri Ganesh Prasad | Dy. Secretary, HRD, Jharkhand |
| Shri S.N. Kumar | Dy. Director of Education, Gaya Region, Bihar |
| Dr. Silima Nanda | Sr. Lecturer, DIET, Ranchi, Jharkhand |
| Shri S.A. Moin | Principal, DIET, Gaya, Bihar |
| Shri N.C. Swain | Principal, DIET, Jajpur, Orissa |
| Shri P. Tariang | Principal, DIET, Cherapunjee, Meghalaya |



| | |
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| Dr. K.P. Guite | Member, ERC, NCTE |
| Shri Giridhari Hota | Principal, DIET, Sundargarh, Orissa |
| Shri Daitari Sahoo | Principal, DIET, Kalahandi, Orissa |
| Shri O.P. Sapkota | Principal, DIET, Tathangchen, Sikkim |
| Shri Manoj Kumar Roy | Principal, DIET, DIET, Udarbond, Assam |
| Shri Dibakar Pan | Principal, DIET, Mayurbhanj, Orissa |
| Shri N. Mishra | Principal, DIET, Barpeta, Assam |
| Smt. Alka Jaiswal | Principal, DIET, Gamharia, Jharkhand |
| Smt. Manju Rani | Principal, DIET, Siwan, Bihar |
| Shri Kedarnath Acharya | Principal, DIET, Phulbani, Orissa |
| Dr. Baijayantimala Satpathy | Principal, DIET, Khurda, Orissa |
| Dr. M.K. Chakraborty | Principal, DIET, KAKraban, Tripura |
| Shri Kula Ranjan Deka | Principal, DIET, Dhubri, Assam |
| Dr. Bijaya Kumar Nayak | Principal, DIET, Bolangir, Orissa |
| Shri Krishna Chandra Setthy | Principal, DIET, Keonjhar, Orissa |
| Shri K.C. Rath | Principal, DIET, Dhenkanal, Orissa |
| Dr. Alope Bhattacharya | Principal, DIET, Jalpaiguri, West Bengal |
| Dr. Susandhya Mohanty | DIET, Dhenkanal, Orissa |
| Smt. Swapna Choudhury | Principal, DIET, Agartala, Tripura |
| Dr. Swapna Ghose | Principal, DIET, Banipur, West Bengal |
| Shri Duryodhan Dash | Principal, DIET, Balasore, Orissa |
| Smt. Kezhalenuo Kesiezie | Principal, DIET, Cichama, Nagaland |
| Smt. Madhumita Das | Principal, DIET, Sambalpur, Orissa |
| Shri S.R. Khuntia | Under Secretary, ERC, NCTE |
| Shri A.C. Ojha | Under Secretary, ERC, NCTE |
| Shri Vikas Arora | Section Officer, ERC, NCTE |
| Shri Mukur Kumar Mishra | ERC, NCTE |
| Shri Nirod Kumar Sahoo | ERC, NCTE |



| | |
|-----------------------------|-----------|
| Shri Sidharth | ERC, NCTE |
| Smt. Soubhagiri Singh | ERC, NCTE |
| Shri L.K. Bhoi | ERC, NCTE |
| Shri A.K. Das | ERC, NCTE |
| Shri Siba Sankar Sahoo | ERC, NCTE |
| Shri Sarbeswar Pradhan | ERC, NCTE |
| Shri B.P. Ray | ERC, NCTE |
| Shri Jawad Ali | ERC, NCTE |
| Shri Binaya Kumar Gadanayak | ERC, NCTE |

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Annexure – III

LIST OF SANCTIONED AND RECOGNISED DIETS: EASTERN REGIONAL COMMITTEE, NCTE

| Sl. No. | State | Total no. of Sanctioned DIETs | Recognised by ERC, NCTE |
|---------|-------------------|-------------------------------|-------------------------|
| 1. | Arunachal Pradesh | 11 | 05 |
| 2. | Assam | 19 | 17 |
| 3. | Bihar | 24 | 08 |
| 4. | Jharkhand | 10 | 05 |
| 5. | Manipur | 08 | 08 |
| 6. | Meghalaya | 07 | 03 |
| 7. | Mizoram | 08 | 02 |
| 8. | Nagaland | 06 | 03 |
| 9. | Orissa | 17 | 13 |
| 10. | Sikkim | 03 | 01 |
| 11. | Tripura | 04 | 04 |
| 12. | West Bengal | 16 | 0 |
| Total | | 133 | 69 |



Annexure - IV

**LIST OF RECOGNISED DIETS: EASTERN REGIONAL COMMITTEE, NCTE
As on 30th June 2006**

ARUNACHAL PRADESH

| SI | Name and Address of the Institution | District | Course | Approved Intake |
|----|---|---------------------|--------|-----------------|
| 1 | DIET, Changlang, P.O./Dist. Changlang, Arunachal Pradesh-792 120 | Changlang | D.E.ED | 45 |
| 2 | DIET, Roing, Dist. Lower Dibang Valley, Arunachal Pradesh – 792 110 | Lower Dibang Valley | D.E.ED | 50 |
| 3 | DIET, Papumpare, Naharlagun (Papunallah), Dist. Papumpare, Arunachal Pradesh - 791110 | Papumpare | D.E.ED | 50 |
| 4 | DIET, Dirang, Dist. West Kameng, Arunachal Pradesh-790101 | West Kameng | D.E.ED | 50 |
| 5 | DIET, Seppa, Dist. East Kameng, Arunachal Pradesh-790192 | East Kameng | D.E.ED | 50 |

ASSAM

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|----|---|-----------------|--------|-----|
| 1 | DIET, Howly, Barpeta, Assam-781316 | Barpeta | D.E.E. | 60 |
| 2 | DIET, Udarbond, Cachar-788030, Assam | Cachar | D.E.E. | 100 |
| 3 | DIET, P.O. Bheleuguri, Via. Samaguri, Dist. Nagaon, Assam, Pin – 782140 | Nagaon | D.E.E. | 100 |
| 4 | DIET, Morigaon, Assam, Pin – 782105 | Morigaon | D.E.E. | 60 |
| 5 | DIET, Kokrajhar, P.O./Dist. Kokrajhar, Assam – 783370 | Kokrajhar | D.E.E. | 100 |
| 6 | DIET, Dudhnoi, Dist. Golpara, Assam – 783124 | Golpara | D.E.E. | 100 |
| 7 | DIET, Golakganj, Dhubri, Assam-783334 | Dhubri | PSTE | 50 |
| 8 | DIET, Azad, North Lakhimpur, Assam-787001 | North Lakhimpur | PSTE | 50 |
| 9 | DIET, Biswanath Chariali, P.O. Chariali, Dist. Sonitpur, Assam-784176 | Sonitpur | PSTE | 50 |
| 10 | DIET, Chabua, Bishmile, Dibrugarh, Assam | Dibrugarh | PSTE | 50 |
| 11 | DIET, Kaliganj, Kaliganj Bazar, Karimganj, Assam-788720 | Karimganj | PSTE | 50 |
| 12 | DIET, Mirza, Kamrup, Assam-781125 | Kamrup | PSTE | 50 |
| 13 | DIET, Sivasagar, Bhojo Subdivision, Charaideo, Sonari, Assam-785691 | Sivasagar | PSTE | 50 |
| 14 | DIET, Titabor, Puruna Titabor, Jorhat, | Jorhat | PSTE | 50 |



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|----|--|----------|---------|----|
| | Assam-785632 | | | |
| 15 | DIET, Golaghat, P.O. Dergaon, Dist. Golaghat, Assam-785614 | Golaghat | D.El.E. | 50 |
| 16 | DIET, Nalbari, P.O./Dist.Nalbari, Assam-781335 | Nalbari | D.El.E. | 50 |
| 17 | DIET, Dalgaon, P.O. Dalgaon, Dist. Darrang, Assam-784116 | Dalgaon | D.El.E. | 50 |

BIHAR

| | | | | |
|---|---|----------------|-----|-----|
| 1 | DIET, Pirauta, Bhojpur, Bihar-802301 | Bhojpur | ETE | 50 |
| 2 | DIET, Bikram, Patna, Bihar -801104 | Patna | ETE | 50 |
| 3 | DIET, Chandouli, Gaya, Bihar | Gaya | ETE | 50 |
| 4 | DIET, Nawada, Bihar - 805110 | Nawada | ETE | 50 |
| 5 | DIET, Mahadeva Road, Siwan, Bihar-841226 | Siwan | ETE | 50 |
| 6 | DIET, Madhepura, Bihar - 852113 | Madhepura | ETT | 50 |
| 7 | Women Primary Teachers Education College (DIET), Kumarbagh, West-Champaran, Bihar -845450 | West-Champaran | ETE | 100 |
| 8 | Primary Teacher's Education Training College-cum-DIET, Noorsarai, Nalanda, Bihar | Noorsarai | PTE | 50 |

JHARKHAND

| | | | | |
|---|--|-----------|------|-----|
| 1 | DIET, Gamaharia, Saraikela-Kharsawan-832108, Jharkhand | Gamaharia | PTT | 50 |
| 2 | DIET, Ratu, Ranchi-835222, Jharkhand | Ranchi | PTT | 60 |
| 3 | DIET, Jasidih, Deoghar, Jharkhand-814142 | Deoghar | ETTC | 50 |
| 4 | Primary Teacher's Education College-cum-DIET, Latehar, Jharkhand, Pin - 829206 | Latehar | PTT | 100 |
| 5 | DIET, G.T. Road, Gobindpur, Dhanbad, Jharkhand - 828109 | Dhanbad | ETT | 50 |

MANIPUR

| | | | | |
|---|---|---------------|-----|----|
| 1 | DIET, Kakching, Dist. Thoubal, Manipur-795013 | Thoubal | ETE | 50 |
| 2 | DIET, Imphal, D.M.College Campus, Dist. Imphal-795001 | Imphal West | ETE | 50 |
| 3 | DIET, Ukhrul, Hundung, Dist. Ukhrul, Manipur-795142 | Ukhrul | ETE | 50 |
| 4 | DIET, Chandel, Hnatham Village, Dist. Chandel, Manipur-795127 | Chandel | ETE | 50 |
| 5 | DIET, Churachandpur, Dist. Churachandpur, Manipur-795128 | Churachandpur | ETE | 50 |
| 6 | DIET, Moirang, Moirang Lamkhai, Dist. Bishnupur, Manipur-795133 | Moirang | ETE | 50 |



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|---|--|------------|-----|----|
| 7 | DIET, Senapati, Dist. Senapati, Manipur-795006 | Senapati | ETE | 50 |
| 8 | DIET, Tamei, Tamenglong District, Manipur-795125 | Tamenglong | ETE | 50 |

MEGHALAYA

| | | | | |
|---|---|------------------|------|-----|
| 1 | DIET, Thadlaskein, Dist. Jaintia Hills – 793151, Meghalaya | Jaintia Hills | ETT | 100 |
| 2 | DIET, Saitsohen, Cherapunjee(Sohra), Dist. East Khasi Hills, Meghalaya-793108 | East Khasi Hills | ETT | 60 |
| 3 | DIET, Resubelpara, Dist. East Garo Hills, Meghalaya-794108 | East Garo Hills | JTTC | 74 |

MIZORAM

| | | | | |
|---|---|---------|-----|-----|
| 1 | DIET, Aizawl, Chaltlang, P.O. Ramhlun, Dist. Aizawl, Mizoram-796012 | Aizawl | DTE | 120 |
| 2 | DIET, Lunglei Melte, Serkawn, P.O. Zotlang, Dist. Lunglei, Mizoram-796701 | Lunglei | DTE | 100 |

NAGALAND

| | | | | |
|---|---|------------|------|----|
| 1 | DIET, Chiechama, Dist. Kohima, Nagaland-797001 | Kohima | UGTT | 50 |
| 2 | DIET, Touensang, Dist. Touensang, Nagaland-798612 | Touensang | UGTT | 50 |
| 3 | DIET, Yimyu, P.O. Yimyu Compound, Dist. Mokokchung, Nagaland-798601 | Mokokchung | UGTT | 50 |

ORISSA

| | | | | |
|----|---|------------|----|----|
| 1 | DIET, Kalahandi, Bhawanipatna, Dist. Kalahandi, Orissa – 766001 | Kalahandi | CT | 50 |
| 2 | DIET, Remuna, Khirochoragopinath, Dist. Balasore, Orissa - 756018 | Balasore | CT | 50 |
| 3 | DIET, Sankara, Sundargarh– 770020 Orissa | Sundargarh | CT | 50 |
| 4 | DIET, Khalikote, Ganjam- 761030, Orissa | Ganjam | CT | 50 |
| 5 | DIET, Sambalpur, P.O. Ainthapali, Budharaja, Dist. Sambalpur, Orissa – 768004 | Sambalpur | CT | 50 |
| 6 | DIET, Khurda- 752055, Orissa | Khurda | CT | 50 |
| 7 | DIET, Keonjhar, Old Town, Keonjhar Bazar, Dist. Keonjhar, Orissa - 758 002 | Keonjhar | CT | 50 |
| 8 | DIET, Jeypore, M.G. Road, P.O. Jeypore, Dist. Koraput, Orissa - 764001 | Koraput | CT | 50 |
| 9 | DIET, Dolipur, Nagua, Dist. Jajpur, Orissa – 755019 | Jaipur | CT | 50 |
| 10 | DIET, Dhenkanal, Dist. Dhenkanal, | Dhenkanal | CT | 50 |



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|----|--|------------|----|----|
| | Orissa - 759001 | | | |
| 11 | DIET, Baripada, Dist. Mayurbhanj, Orissa - 757001 | Mayurbhanj | CT | 50 |
| 12 | DIET, Phulbani, Tikabali, Dist. Phulbani, Orissa- 762010 | Phulbani | CT | 50 |
| 13 | DIET, Balangir, Dist. Balangir, Orissa -767001 | Balangir | CT | 50 |

SIKKIM

| | | | | |
|---|---|-------------|------|----|
| 1 | DIET, Tathangchen, Education Department, Govt. of Sikkim, Raj Bhawan, Gangtok, Dist. Sikkim- 737103 | East Sikkim | ETTC | 50 |
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TRIPURA

| | | | | |
|---|---|---------------|------|-----|
| 1 | DIET, (Basic Training College), Kakraban, Dist. South Tripura - 799120 | South Tripura | UGBT | 180 |
| 2 | DIET, Vidyanagar, P.O. Paiturbazar, Kailashahar, Dist. North Tripura- 799 279 | North Tripura | UGT | 50 |
| 3 | DIET, Kamalpur, P.O. Garadtilla, Dist. Dhalai, Tripura, Pin - 799 279 | Dhalai | UGT | 50 |
| 4 | DIET (Basic Training College), Abhoya Nagar, Dist. West Tripura - 799005 <u>Additional Intake</u> from the session 2006-2007 | West Tripura | UGBT | 200 |

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