

DRAFT

DISTRICT INSTITUTES OF EDUCATION AND TRAINING

SALIENT FEATURES AND GUIDELINES FOR PROJECT FORMULATION

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CHAPTER 1 : CONCEPT AND VISION

1.1 The Vision

A novel District-level educational institution called the District Institute of Education and Training (DIET), has been conceived and defined in the National Policy on Education - 1986 (NPE) and the Programme of Action (POA), to improve and enrich the academic equipment of the elementary school teachers, non-formal and adult education functionaries and other personnel at the lowest but important level of our educational system. It will take the facilities of qualitative improvement in their professional equipment to their doorstep. The DIET is essentially concerned with the education of such children and adults as have been long neglected in our society. Through the DIETs, it is proposed to make the latest advances in educational curricula, methodology and technology available to the educational worker in villages and small towns speedily, unhampered by distance, expense or communication difficulties. The DIETs would aim at reaching to the remotest parts of our country, with relative ease, the advantages of the educational knowhow in management and planning, in research and experimentation and in a variety of rich resources and learning materials.

An effective DIET will create a feeling among the last, but not the least vital, in the hierarchy of our educational ladder that they 'belong', that they also are cared for and looked after, that they also matter and are active participants in educational endeavours. They will be sure of a place where they can go and discuss their professional problems which may otherwise be ignored by the 'educationists' and 'officers' as being 'small' and 'routine' - not worthy of the attention of those involved in higher issues. An effective DIET will create an 'ever welcome' climate for the educational grassroot personnel, so that they feel assured that they can walk in there any time, get into a profitable dialogue, receive competent technical guidance and in return give knowledge and wisdom rooted in their experiences with the real situation. One who has been inside the DIET's portals once, should feel 'once of the DIET, always of the DIET'. He/she should go out of it with a sense of loyalty, pride and emotional attachment to it. A school teacher should, by association with the DIET, develop a feeling of personal dignity, self-confidence, professional pride, commitment and job satisfaction growing out of the technical and professional competencies acquired.

The DIET is a step towards decentralisation of the opportunities of professional preparation and extension of excellence from the urban to the rural areas, from the 'elite' to the 'subaltern', from the 'higher' to the 'lower' level of education, from the 'academic' to the 'teacher'. The DIET is an attempt to bring the educationist, the planner and the visionary closer to the primary school teacher, the worker with young children, the person in touch with the actual field. The DIET will provide a bridge between the worker at the basic stage of education and those who make policies and take decisions about it. The DIET is an institution which should hasten the attainment of the goals of universal elementary education. For this purpose, it will provide guidance and

leadership in ensuring effective measures in the four aspects of universalisation of elementary education viz. (i) access, (ii) enrolment, (iii) retention and (iv) quality. The DIET should, in particular, be in a position to devise local situation-specific ways to increase enrolment and more importantly, drastically reduce the alarming drop-out rate in primary classes.

The DIET should also facilitate the education and literacy of adults and of those who, unfortunately, dropped out of the formal system when they should not have, due to economic and social handicaps.

Setting up of DIETs is a part of a larger Centrally Sponsored Scheme of Re-structuring and Re-organisation of Teacher Education. For the sake of completeness and ready reference, salient features of the over-all Scheme are given in the Appendix.

1.2 The Policy Perspective:

The NPE declared the determination of the Central and State Governments to 'overhaul' the system of teacher education in the country. The existing standards of teacher education are so low that mere incremental changes or patchwork reforms will not suffice. Unfortunately, the present set-up allows for only marginal, perfunctory tinkering, which do not make any visible dent in the system. The system thus, remains ineffective in preparing a teacher for discharging the responsibilities and fulfilling the expectations of his role. The DIET, devised to get out of the shackles of the past and to break fresh ground, is one of the steps towards vitalisation of elementary teacher education and thus towards making a distinct contribution to the provision of high quality universal primary education. While the existing teacher education institutions are largely concerned with only the pre-service preparation of teachers, the DIET is based on the premise that "teacher education is a continuous process and its pre-service and in-service components are inseparable".

The DIET will be a Centre well-equipped in human and physical resources to support, strengthen and raise the educational climate of the whole district. It would be a storehouse of materials, knowhow, technical expertise, aids and other educational equipment, that make education worthwhile. It will make readily and easily available human and material resources in planning, management, curriculum, evaluation, child psychology expertise, work experience and other areas for being cooperatively developed and shared by the whole District.

The DIET will have the capability of organising pre-service and in-service courses for not only the elementary school teachers but also for the personnel working in non-formal and adult education. The DIET thus should break the isolation of the non-formal system from the formal and integrate them to mutual advantage and improved efficiency.]

1.3 Resource Support at District Level

District is an important unit in our administrative structure and often has a distinct character and developmental needs. At present, adequate facilities for intensive work in education at the District

Level do not exist in most of our states. DIETs have been visualised to fill this gap. The major function of a DIET will be to improve the quality of the manpower engaged in educational occupations upto the elementary level in the district.

The DIET is conceived as the academic/technical wing of the District Board of Education (DBE) which will be set up for the implementation of all educational programmes, including school, non-formal and adult education, upto the higher secondary level.

1.4 Planning and Evaluation of a DIETs Work

Every DBE is expected to prepare a district level perspective education plan. Based on this District Plan, each DIET would soon after its establishment, prepare a perspective plan concerning all its functions for the area served by it. It would also prepare its 5-year and annual institutional plans, with detailed plans of its different Branches, with time-bound implementation schedules. The DIET will be under the administrative control of the proposed DBE and will be accountable to it. Every DIET will prepare and submit its Annual Progress Report to the DBE. Continuous monitoring and evaluation of a DIET will be done by the respective DBE in the context of the perspective and institutional plans. Every DIET will also be expected to undertake academic self-evaluation at the end of every academic year.

Till a DBE is set up the state government may take suitable decision as to who would discharge, the above functions of the Board.

1.5 Linkages

The DIET will liberally draw upon the resources of and work as an implementing agency for the programmes and activities of various institutions in the state e.g. the SCERT, the State Directorate of Adult Education, the proposed State Institute of Educational Planning and Administration (SIEPA), Colleges of Education, University Departments of Education and national level agencies like NCERT and NIEPA.

1.6 Academic Autonomy

The dominant climate of a DIET will essentially be academic, so that the general image and reputation of a DIET is that of a good educational institution. In its functioning, the DIET will have full academic autonomy along with responsibility and accountability. In turn, its different branches will also have adequate administrative and financial authority to carry out their activities.

1.7 Elementary Stage

The DIET will be concerned with the 'elementary' stage of education in its newly accepted meaning, viz. the stage of education comprising classes I to VII/VIII. It is divided into two sub-stages - (i) Primary (Classes I to IV/V) and (ii) Upper Primary (Classes V/VI to VII/VIII).

1.8 Continuing Education

With knowledge explosion and rapid changes in educational methods and techniques of teaching and learning, it is essential that a professional gets updated periodically.

It is suggested that every elementary school teacher, as a matter of policy and as a part of his service conditions, should be made to undergo a comprehensive in-service programme of about one month's duration once every five years.

Non-formal and adult education Instructors should also similarly undergo refresher programmes for 15 to 20 days every year.

The DIETs would be adequately equipped to organise these and other programmes. They should also develop locally available expertise, resource persons and institutions for these programmes to be organised in a decentralised manner at the block level and at school complexes etc.

1.9 DIET - Residential Institution

The DIET will be a residential institution. This will provide scope for development of values through community living of persons of different religions, castes and sex, and through organisation of cultural, social, literary, athletic, sports and games activities involving group work, group co-operation and group competitions.

1.10 Project Experimentation

Every DIET will also adopt one cluster/block/school complex located near itself to be known as its "Lab Area" - for conducting experiments/projects concerning elementary education. This will also provide feedback to the DIET for its training, research and professional support activities and adduce authentic evidence to prepare guidelines, models and norms for others. All the Branches of the DIET should together work out an integrated action plan for experimentation in this block/cluster. The DIET will expect and feel assured of the fullest cooperation for this purpose from the concerned education authorities. Practice teaching and other school based activities for the DIET's student-teachers will also normally be organised in selected schools of the Lab Area.

Experimentation and research in DIETs will be participatory-with the involvement of the target groups (teachers, instructors and pupils/learners), target institutions (schools, NFE/AE centres etc.) and others concerned. In other words, the subjects of experimentation will not be mere guinea-pigs in the hands of 'intellectuals', but will participate fully in the planning, execution, analysis and evaluation of the experimental projects starting from the very identification of problems and issues, which need to be experimented upon.

1.11 Action Plan for Establishment of DIETs during the VII Plan Period

In its efforts to implement the NPE, the Government of India has decided to give academic and financial support for the establishment of roughly 400 DIETs in the country by the end of the VII Plan period, by giving cent per cent financial assistance to the state governments/union territories concerned, on a project basis, for upgrading carefully identified existing Government Elementary Teacher Training Institutions into DIETs, and for setting up completely new DIETs in appropriate districts where no suitable Govt. Elementary Teacher Training Institution exists at present. Thus there will be generally one DIET for every district in the country. State Governments/Union Territory Administrations will however have to continue to incur the existing level of expenditure on the institutions selected for upgradation, and will also have to acquire land for establishment of new DIETs and upgradation of existing institution into DIETs, wherever necessary, out of their own resources.

1.12 Action to be taken in Respect of Existing Institutions not Selected for Up-gradation into DIETs

(A) Closure of Institutions

An essential feature of the Centrally Sponsored Scheme for re-structuring and re-organisation of Teacher Education is that not merely will selected existing Govt. Elementary Teacher Training Institutions be up-graded into DIETs for providing high quality academic inputs into Elementary and Adult Education, but simultaneously, other existing Elementary Teacher Training Institutions which are either surplus or sub-standard or have been indulging in malpractices should be phased out. The criteria for this would be as follows:

1. Institutions indulging in malpractices

There are several existing institutions which have been indulging in serious malpractices of, among others, the following kinds:

- i) Charging of capitation fee,
- ii) Selection of trainees on improper and unfair basis,
- iii) Malpractices in the conduct of examinations;
- iv) Other financial irregularities and commercialisation of Teacher Education.

State Governments/UT Administrations are expected to firmly close down such institutions.

2. Sub-standard Institutions:

If an institution is considerably sub-standard in relation to the norms for Elementary Teacher Training Institutions as laid down by the NCTE Committee on Elementary Teacher Education (Annexure-I) and the body

running it is so weak in resources that there is little possibility of its being brought up to a reasonable standard, such institutions would have to be phased out.

3. Surplus Pre-service Training capacity

If on the basis of the manpower planning exercise carried out on the lines indicated in Annexures VIII and IX, it transpires that a particular State or UT will have pre-service training capacity considerably in excess of its requirements for the 7th & 8th Plan periods, even after institutions are closed down on the basis of criteria given under (1) and (2) above, the size of such surplus capacity should be assessed and the relatively less equipped institutions from amongst those left after closure under criteria (1) and (2) above, should be identified to the extent of such remaining surplus capacity, for closure of their pre-service training courses.

In respect of institutions identified for closure under any of the above criteria:

(i) All necessary legal and administrative steps (including disaffiliation for examination purposes and de-recognition) should be taken to ensure that further admission to the pre-service course stops in such institutions with effect from the academic year 1988-89 and such course is completely closed down with the passing out of the batch admitted in the academic year 1987-88; and

(ii) If, in particular, such institutions are receiving Govt. grants, such grants should also be discontinued from the academic year in which the last batch of students passes out in accordance with (i) above.

(B) Institutions whose continuance may be warranted:

If an Elementary Teacher Training Institution being run by the State Govt./UT Administration is not selected for up-gradation into a DIET but its continuance is found to be necessary on manpower considerations, suitable additional inputs in such institutions will have to be provided by the Govt./Administration concerned to ensure that its basic deficiencies, if any, are removed and it comes up to a reasonable level. Unless State Governments/UT Administrations give a clear-out commitment in this behalf, it would not be possible to consider and sanction their proposals for up-gradation of selected institutions into DIETs or for establishment of new DIETs.

In respect of such non-Governmental Institutions also, which are not identified for being closed down, State Governments/UT Administrations will be expected to take suitable steps to see that their basic deficiencies too, if any, are rectified by 1989-90.

CHAPTER 2: FUNCTIONS, STRUCTURE AND ORGANISATIONAL
SET UP OF THE DIET

2.1 Functions and Structure

The DIET has been conceived as a vibrant instrument for bringing about qualitative transformation in the quality of life of the community through education. It will attempt to energise the educational climate of the district by providing rich training and resources and improving the professional competence of teachers and other educational functionaries. It will have the following major functions:

- i) Pre-service and in-service education of elementary school teachers.
- ii) Induction level and continuing education of instructors and supervisors of non-formal and adult education, and provision of general resource support to them.
- iii) Planning and management support for DBE, school complexes and educational institutions.
- iv) Serving as an evaluation centre for primary and upper-primary schools as well as non-formal and adult education centres.
- v) Provision of services of a resource and learning centre for teachers and instructors.
- vi) Educational technology and computer education support for the district.
- vii) Experimentation and research.

In order to effectively perform its major functions, the DIET may consist of the following seven Academic Branches:

- i) Pre-service Teacher Education.
- ii) In-service Programmes and Extension Services.
- iii) District Resource Unit for Adult and Non-formal Education.
- iv) Planning and Management.
- v) Educational Technology.
- vi) Work Experience.
- vii) Curriculum and Evaluation.

In addition, there will be an Administration Section to support the seven academic branches.

Pre-service Teacher Education Branch

The focus of this Branch will be to devise and conduct quality pre-service programmes for elementary school teachers.

a) Functions

- to organise quality pre-service teacher education course for elementary school teachers.
- to serve as a model for other elementary teacher education institutions.

b) Curriculum

The curriculum of pre-service elementary teacher education course will be on the lines suggested by the National Council for Teacher Education (NCTE). New trends in education such as value oriented education, integrated education of the disabled, educational technology, institutional planning, non-formal and adult education etc. should also find due weightage in the curriculum scheme. NCTE should be approached for developing/revising core pre-service elementary teacher education curriculum. The task of developing/revising the curriculum for each state should be entrusted to the SCERT/SIE or some similar institution in the state. The curriculum should have inbuilt flexibility to provide for some innovation at the DIET level to suit specific requirement of the district such as the approach to be adopted in community participation, deciding work experience activities, selection of institutions for practice teaching etc. Besides, components of non-formal and adult education including practical work and psychological services for schools and children will be an integral part of pre-service teacher education programme.

c) Duration and Intake

At present, there are a variety of practices in different states with regard to the eligibility for and duration of the pre-service course, e.g. (X+2 years, XI+2 years, XII+2, years, XII+1 year). There is a growing body of experts and institutions (including NCTE) which have been suggesting the Course to be of 2 years duration after class XII.

As the DIET will be preparing teachers for upto upper primary classes (VI-VIII), it is suggested that the duration of the course be of two years consisting of 4 semesters. Each semester should have not less than 120 working days. The minimum academic qualifications for admission should be 50% marks at the +2 examination.

The annual intake will be 50 students in States and UTs having a two year course of pre-service training of elementary school teachers. In States where it is a one year course and switch-over to a two year course is not immediately possible, the intake would be 100 per year, till such switch-over.

d) Selection Procedure

Candidates for the pre-service teacher education course will be selected on the basis of scientific selection procedure. This may include tests of general ability (verbal and non-verbal), general knowledge, language ability and attitude towards and aptitude for teaching. The tests may be supplemented by interviews and group discussions to assess the applicants for their seriousness of purpose, sensitivity to children, knowledge of the content of school subjects, awareness and alertness, clarity of speech and other characteristics of a good teacher.

The selection procedure may be determined and the test conducted at the state level.

In devising the selection procedure, needs of special areas like tribal and hilly tracts will have to be kept in view, as also the importance of appointment of women teachers.

Besides the usual reservations for the SC/ST candidates, preference may be given other things being equal, to women candidates, candidates from backward and remote areas and candidates who would be willing to work in such areas.

e) Student Teacher Evaluation

The pre-service teacher education course will follow the semester system.

The evaluation of student teachers in the pre-service elementary education programmes will be largely internal. This internal assessment will be based on written assignments, periodical tests and oral discussions, quizzes and seminars. The internal tests will consist mainly of objective and short answer type questions. Assessment in theory papers will be made through semester-end external examinations conducted by the concerning state-level body like the Board of Secondary Education or the SCERT and will be common for all the DIETs of the State.

f) Staffing Pattern

Senior Lecturer	1	(Branch Head)
Lecturers	7	(2 for foundation courses, including one for child psychology. 3 for content and methods of teaching language/mathematics/environmental studies 1 for art education, 1 for health and physical education).

2.3 Inservice Programmes and Extension Services Branch

All the activities related to inservice programmes and extension services of the Institute except of the Distt. Resource Unit for AE and NFE (DRU) will be organised by this Branch. This will act as a single window service branch facilitating academic and administrative coordination of the inservice and extension activities of all the other Branches except the DRU. However, the responsibility of providing inputs for academic planning and programme execution will rest with the concerned Branch.

a) Functions

- to organise inservice programmes for elementary school teachers.
- to coordinate and organise orientation programmes for community leaders and others influencing formal and non-formal elementary education and adult education. (This will be done by DRU also).
- to undertake follow-up activities through correspondence, news-letters, visits, alumni associations etc. so as to have professional linkage with the teachers on continuing basis.
- to train resource persons to conduct various educational and training programmes at local level.
- to provide resource support and services (including psychological services) to educational institutions and agencies in the district.
- to serve as a reference and resource centre for teachers who wish to continue their education.

b) Programmes and Activities

This Branch will undertake the following suggestive programmes and activities in relation to the functions listed above:

- to conduct one month comprehensive inservice training course so as to cover all the teachers in the district once every five years.
- to conduct short term, theme-specific inservice courses/orientation programmes/workshops/conferences/meetings etc. related to school subjects, child psychology and child development, planning and management, educational technology, work experience, and curriculum and evaluation. The number, duration and intake in these programmes may vary from institute to institute and from year to year. Careful planning will have to be done in this regard. Normally, there will be about 15 short, theme-specific courses and another 15-20 workshops/conferences etc. in a year of the duration of about 3-8 days with about 10-20 participants.

- to coordinate and conduct regular inservice programmes of other Branches except DRU).
- to organise programmes for community leaders, youth and others who influence school, non-formal and adult education in a community. Such programme should help the participants get a clearer perspective about the efforts that are being made to improve school education and education of the drop-outs and adults. It should also help them understand their role in promoting the efforts made in this direction. Besides involvement of the faculty in this programme, outside experts and enlightened community leaders may also act as resource persons. This programme can be organised even at the block level to ensure higher participation. The duration of this programme may be 2-3 days with about 30 participants in each batch. About 4 such meetings in a year will cover about 120 community leaders and youth.
- to remain in touch with the ex-students/participants during the post-training period. This branch will adopt measures such as supplying of newsletters and other printed material, arranging visits of the faculty members or visits of the participants to the Institute, encouraging formation of alumni associations and subject associations, teachers' clubs etc. and providing meeting facilities to professional associations.
- to disseminate literature and other learning material prepared by different Branches.
- when required, this Branch will arrange resource support and services to educational institutions and agencies in the district. This may take various forms. For example, to provide technical help to teachers of a school or school complex in the construction of test items, to strengthen teachers' understanding of a child, to explain subject content of newly introduced books to the teachers, to help school faculty in the use of some aids, to offer technical assistance to some voluntary agencies in the conduct of their educational programmes such as orientation of their personnel working in some project etc.
- to offer assistance to teachers who wish to continue their studies further by arranging their membership of the library of the DIET, providing guidance for contacting the experts concerned or selection of suitable learning/textual material etc.

(Note: Expert working group meetings/workshops for development of learning materials/aids/item banks etc. may be organised by the respective Branches).

c) Staffing Pattern

This Branch will consist of the following core faculty members:

- Senior Lecturer 1 (Branch Head)
- Lecturer 1

Services of Consultants in Child Psychology may also be engaged for this Branch.

A Clerk will also be provided to the Branch in view of the heavy correspondence and other clerical work, which it would have.

District Resource Unit for Adult and Non-Formal Education

Adult and Non-Formal Education programmes have traditionally been outside the framework of the formal school system including the regular teacher training programme. Inclusion of a Distt. Resource Unit for Adult and Non-formal Education as a part of the DIET, therefore, puts a great responsibility on all its functionaries. The DIET should not only provide institutional infrastructure and function as an umbrella institution for Adult and Non-formal Education Branch but should also ensure that the human and material resources of other Branches are fully harnessed to help this Unit function effectively as a district resource unit.

a) Functions

- to organise induction level programmes for instructors and supervisors/Preraks of AE and NFE.
- to organise inservice (continuing) education programmes for instructors and supervisors of AE and NFE.
- to supplement basic and post-literacy teaching/training material prepared by State Resource Centres for Adult Education (SRCs) and other appropriate agencies keeping in view local relevance and special interests of learners' groups.
- to prepare material and undertake activities for creation of an environment conducive for the taking up of large NFE/AE programmes.
- to undertake project experimentation at the local level.

b) Programmes and Activities

- to conduct induction level training course of appropriate duration for the instructors of AE and NFE, either directly, or with the help of collaborating agencies (e.g. voluntary agencies, Nehru Yuvak Kendras, NSS Coordinators, NFE/AE Projects) and resource persons. Training programmes will be organised for all freshly appointed instructors. - to

conduct induction level training course for the supervisors (Preraks) of AE and NFE. The number of courses to be organised will vary depending upon the requirement.

- to plan and conduct refresher training programmes for Supervisors (Preraks) and instructors of AE and NFE. Programmes will be organised with the help of collaborating agencies and resource persons in such a manner that every instructor and supervisor (Prerak) receives one refresher training once every year.
- to identify, plan and conduct training programmes and refresher courses for personnel from collaborating agencies and resource persons and to secure their involvement in the various training programmes and other activities.
- to prepare training/learning material for NFE/AE for basic level courses as well as post-literacy and continuing education programmes relating to local specific issues. These may include some local customs, special historical and cultural traditions, fairs and festivals etc.
- to take measures for involvement of the local community, including organisation of festivals, orientation programmes, get-togethers etc.
- to prepare other follow-up material such as news bulletin, information sheets, exhibitions, etc. to help the adult learners, instructors and supervisors etc. to continue to acquire additional functional knowledge.
- to prepare simple publicity material such as illustrative charts, video-cassettes etc. for motivating the adults and out-of-school children to attend AE and NFE centres.

(c) The evaluation of the Instructors and Supervisors of the NFE and AE programmes will be entirely internal.

Selection of NFE and AE functionaries for the induction programmes may be made in line with suggestions made by the concerned Directorates at the state level.

(d) Staffing Pattern

This Branch will have the following faculty members:

- Vice-Principal: (If the Principal of the DIET is himself from the AE/NFE stream, the head of the DRU may be a Senior Lecturer and the Vice-Principal could be the Head of some other Branch.
- Lecturers - 4 (Two each for AE and NFE).

In addition, a UDC and an LDC-cum-Steno-typist will be provided to the DRU in view of the considerable amount of correspondence and other clerical work which it will have.

The DRU will have considerable functional autonomy within the DIET structure. Although the Vice-Principal/Senior Lecturer Incharge DRU will be administratively accountable to the Principal, and through him to the District Board of Education, the DRU will establish linkages with various national, state and district-level organisations concerned with the AE & NFE to ensure effectiveness.

The attitude regarding establishment of DRUs will be flexible. In some States/Districts, it may be possible for SCERTs and State Resource Centres of Adult Education to conduct all the activities expected to be entrusted to DRUs. In other States/Districts, there may be local voluntary agencies, panchayati raj institutions or certain educational institutions which can take responsibility for all or some of the work proposed to be entrusted to DRUs. While implementing the programme of DIETs, these flexibilities will be built into it.

2.5 Planning and Management Branch:

The main objective of this Branch will be (i) to impart training to heads of schools and other field officers in educational planning and management and (ii) to provide feedback support for planning programmes of all Branches of the DIET and District Board of Education. It will establish links between the project/block, the field and the different Branches of the DIET. In its work, it should keep in view the ultimate objective of universalisation of elementary education by way of providing for access, enrolment, retention and standards.

Functions

- to organise training and orientation programmes for heads of educational institutions in institutional planning and management;
- to assist in institutional planning and evaluation;
- to help District Boards of Education initiate programmes for micro-level planning, particularly school mapping, school complexes, universalising of Elementary Education, etc.;
- to undertake and support action research, innovative and experimental projects, and surveys;
- to study special problems of Scheduled Castes, Scheduled Tribes and other groups, as well as of those of urban slums and remote rural areas with a view to assisting District Board of Education in planning and suggesting suitable action for eradication of educational disparities;

- to undertake special studies and prepare action plans for education of girls with a view to removing disparities between education of girls and boys;
- to undertake special studies and prepare action plans for reduction in the incidence of 'wastage' and 'stagnation' in primary and upper primary classes;
- to closely monitor and analyse the educational programmes in the district in as much as they affect women's status and to assist District Board of Education in making appropriate interventions on the lines indicated in NPE and POA.

Programmes & Activities

- to organise in-service training programmes of about 3 weeks duration in educational planning and management for all heads of primary and upper primary schools and heads of school complexes, particularly in the areas of institutional planning, management and evaluation, and office and financial procedures and practices. These trainings courses should be so planned that all heads of institutions undergo one such course atleast once every five years. In an average-sized district, this would involve organisation of about 4 such programmes every year with an intake of about 30 persons per programme.
- to standardize tools for institutional planning and for grading of schools and with the help of DBE, develop a system by which every elementary school is graded and prepares institutional plans every year.
- to develop guidelines for school mapping, school complexes and micro-level planning for Universal Elementary Education so as to help the DBE undertake such programmes in the District.
- to undertake special studies and prepare action plans for educational development of girls, SC/STs and backward areas on behalf of the DBE.
- to identify a block or cluster of habitations in the district for undertaking experimental projects by the DIET and also to coordinate and monitor research and innovation activities in such "Lab Area". (Also see para 1.10)
- to develop a system of monitoring and Management Information System for helping the DBE in planning, management, monitoring and evaluation of different educational programmes undertaken by it in the District.

Staffing Pattern

In organisation of its programmes and activities, this Branch will widely draw upon the expertise already available in the Branches of the DIET, DBE and elsewhere in the District like Universities, Colleges of Education, Institutes of Advanced Studies in Education, Govt. Deptts.,

Training Institutions etc. However, this Branch would have a core staff consisting of:

- Senior Lecturer 1 (Branch Head)
- Lecturer 1
- Statistician 1

The faculty of this branch should have basic proficiency in economics, statistics, planning, public administration and related areas.

7.6 Educational Technology Branch

The focus of this Branch will be to ensure that Educational Technology (E.T.) reaches out to the most distant areas and deprived sections of the population simultaneously with the areas of comparative affluence and easy access.

Functions

- to provide E.T. inputs in the pre-service teacher education course;
- to provide E.T. inputs in the inservice programmes and extension services;
- to provide E.T. inputs in the induction level training of instructors and supervisors of AE and NFE;
- to devise simple easily useable and effective teaching aids;
- to prepare low cost teaching aids;
- to experiment with indigenous material and know how in the preparation of teaching aids;
- to train teachers/instructors in the effective utilisation of educational broadcast/telecast programmes;
- to provide resource support and services in the area of E.T. to educational institutions and agencies in the district;
- to maintain a computer room and orient teachers in the use of computers for instruction.

Note: Utmost caution should be exercised in equipping the Branch with hardware gadgets. Only that kind of hardware should be acquired for which adequate software is available.

Programmes and Activities

- to undertake the responsibility of instructional work pertaining to educational technology in the pre-service teacher education course. Besides covering the theoretical aspects, skill development in the preparation and use of low cost aids should be emphasised;
- to discuss and build skills in theory and practice of educational technology in the inservice programmes which are related to this area;
- to develop understanding of and skill in educational technology in the instructors and supervisors of AE/NFE during the induction level training;
- to train teachers/instructors in making effective use of educational broadcast/telecast programmes. Brief guidelines in this regard should be developed and distributed to the target group.
- to help schools and voluntary agencies by providing them such support and service as offering guest lectures/demonstration, training of the personnel in the preparation of low cost aids, etc.;
- to prepare low cost aids to serve as examples;
- to maintain a computer room and give orientation to teachers in the use of computers for instruction.

Staffing Pattern

Senior Lecturer	1 (Branch Head)
Lecturer	1
Technician	1

2.7 Work Experience Branch

The focus of this Branch will be to support work experience (WE) programmes related to elementary education. Special care may be taken to see that these programmes are child-centred.

Functions

- to provide WE related inputs in the pre-service teacher education course;
- to provide WE related inputs in inservice programmes and extension services;
- to provide training in child-centred activities to pre-service and in-service trainees;

- to develop sample units of locally relevant WE activities;
- to identify areas and prepare teaching-learning material related to WE;
- to develop suitable tools and techniques of evaluation in WE;
- to arrange on-the-job training in different WE areas for teachers/participants;
- to maintain WE related workshop/farm attached to the Institute.
- to organise community service activities as a part of pre-service and inservice training programmes in the area of WE.

Programmes and Activities

- to undertake the responsibility of instructional work pertaining to work experience in the pre-service teacher education course including its practice aspect;
- to offer expertise in inservice programmes and extension services related to work experience. The exact nature of the expertise will depend upon the type of the programme;
- to assist teachers/participants of pre-service course/in-service programmes in the development of annual plans in WE. Such a plan should specify the WE activities to be covered, sequencing of activities and the time frame for the activities. The current practice of adhoc and haphazard selection and execution of activities should give way to planned introduction of WE activities in schools.
- to devise and demonstrate child centred work experience programmes and provide training for them.
- to identify locally relevant WE activities and develop sample units to serve as guidelines for preparing detailed syllabus. For example, for a bamboo growing area, guidelines may be prepared about the various kinds of bamboo work which can form the basis for arranging WE activities. Similarly, in an area where weaving is a predominant cottage industry, sample unit for arranging WE activities related to weaving can be developed.
- to identify areas and prepare teaching-learning material related to WE. The area could be of health, hygiene and sanitation, recreational and cultural activities, food, shelter, clothing, taking care of plants, trees, pets and animals and others of natural interest to children.
- to construct suitable tools and techniques of evaluation in WE.

- to arrange on-the-job training in different WE areas for teachers and participants. This can also take the form of on-the-job training under simulated conditions such as starting of school bank or school kitchen garden. Under the existing conditions, training under simulated conditions may be more feasible.
- to organise activities like repair of village well, cleaning the surroundings, afforestation, making cycle stand etc. as part of pre-service training and inservice programmes in the area of WE.
- to start and maintain WE related workshop/farm attached to the Institute.

Staffing Pattern

- Senior Lecturer 1 (Branch Head)
- Lecturer 1
- Workshop/Farm Assistant 1

Services of craftsmen, technicians, gardener etc. will be available to the Branch on part time basis.

2.8 Curriculum and Evaluation Branch

The focus of this Branch will be to serve as a centre for providing resource support in the area of development of local-specific curriculum and educational evaluation for elementary schools as well as for NFE and adult education programmes at the district level.

Functions

(a) Curriculum and Methods

- to develop locally relevant, specific learning material to fill gaps in the curriculum continuum.
- to innovate, experiment with, demonstrate and explain effective methods of teaching.

(b) Evaluation

- to provide resource support including pupil evaluation to pre-service teacher education programmes.
- to provide resource support including pupil evaluation to inservice programmes and extension services.
- to provide resource support to induction level training of AE/NFE instructors and supervisors.

- to provide resource support including that for pupil evaluation to educational institutions and agencies in the district.
- to provide guidelines and training for reliable and valid formative and summative pupil evaluation suited to local conditions (including, specifically, for continuous internal evaluation).
- to undertake testing on a sample basis to assess achievement/competency levels particularly with reference to standards laid down for classes V and VIII and to provide comparability with national/state norms.
- to provide support for efficacious pupil evaluation system in the National Literacy Mission.
- to lay down methods of pupil evaluation in the NFE system with a view to establishing comparability of achievement in learners of NFE and formal (school) systems, and facilitating entry of NFE learners in the formal (school) system.
- to provide guidance in diagnostic testing and remedial programmes.
- to function as an evaluation centre for providing accreditation services and certification.

Programmes and Activities

Curriculum and Methods

- to prepare and disseminate specific learning materials related to local geography, history, traditions and customs, fauna and flora and environment-related situations;
- to experiment with innovative methods of teaching, prepare teachers' guides and manuals for them and conduct programmes of providing training in them to pre-service and in-service teachers and colleagues.

Evaluation

- to undertake the responsibility of instructional work pertaining to curriculum and educational evaluation in pre-service teacher education course;
- to provide academic assistance in in-service programmes in which educational evaluation is a component.
- to help the instructors of AE and NFE in the construction and use of simple evaluation tools during the induction level course.

- to help educational institutions and other agencies in the construction and use of evaluation tools such as achievement tests.
- to conduct sample surveys of schools, blocks etc. with a view to assess attainment of minimum levels, particularly at classes V and VIII.
- to help teachers/supervisors prepare tests, rating scales, etc.
- to develop item banks, and a stock of Non-testing tools like observation schedule, rating scale etc.
- to assist block/school and AE/NFE authorities in developing diagnostic testing programmes and consequent remedial work.
- to assist block/school level authorities as well as AE/NFE authorities in the conduct of examinations.
- to undertake sample testing of school-children and NFE/AE learners.
- to analyse Schools', NFE and AE pupil evaluation data for comparison.

Staffing Pattern

Senior Lecturer	1 (Branch Head)
Lecturers	2

(1 for Curriculum and Methods, and 1 each for Science/Maths and Languages/Social Studies).

2.9 Administration Section

This will be essentially a service section which will provide administrative assistance for the smooth execution of the programmes of the various branches. It will be expected to use modern technology and management methods in performing its functions.

Functions

- to perform day to day administrative work of the DIET.
- to co-ordinate the administrative work of other branches by facilitating flow of correspondence, offering duplicating/typing and related assistance, printing etc.
- to look after the administrative work related to library, sports and games facilities etc.
- to look after the administrative work related to hostel.

Staffing Pattern

<u>Office</u>		<u>Library</u>	
- Office Superintendent	1	- Librarian	1
- Accountant	1	- Clerical Staff	1
- Stenographer (for the Principal)	1		
- Clerical Staff	4		
- Class IV Staff	5		
<u>Laboratory</u>		<u>Hostel</u>	
- Lab. Assistants	2	(Hostel warden/Superintendent to be appointed from among the faculty members on rotation basis).	
		Hostel Warden	1]
] Part-time
		Hostel Suptd.	2]
		Hostel clerical staff	1

<u>Clinic</u>	
- Medical Officer (Part-time)	1

The Principal may, in his discretion, appoint one of the Branch Heads to assist him in the work relating to the Administration Section, in addition to heading the latter's own branch.

2.10 Consultants/Resource Persons

There will be Consultants who will be appointed for duration ranging from one week to three months depending upon the requirement. Consultants may be appointed for a total of upto 50 man months in a year with honorarium @ not exceeding Rs. 3000/- per man month. The exact number of Consultants will vary from Branch to Branch.

A Consultant, for example, with specialisation in Pragetian developmental psychology may be engaged for strengthening the conceptual understanding of faculty and teacher trainees about concept development in children. Experts in development of language and symbolic learning, in child behaviour and problems, in curriculum development with community participation etc. will also be helpful.

For specific programmes, the DIET may draw upon the services of resource persons to function as Guest Faculty or otherwise assist in conduct of programmes, against payment of honorarium ranging from Rs. 50-100 per day.

2.11 Co-ordination Among the Branches and Section

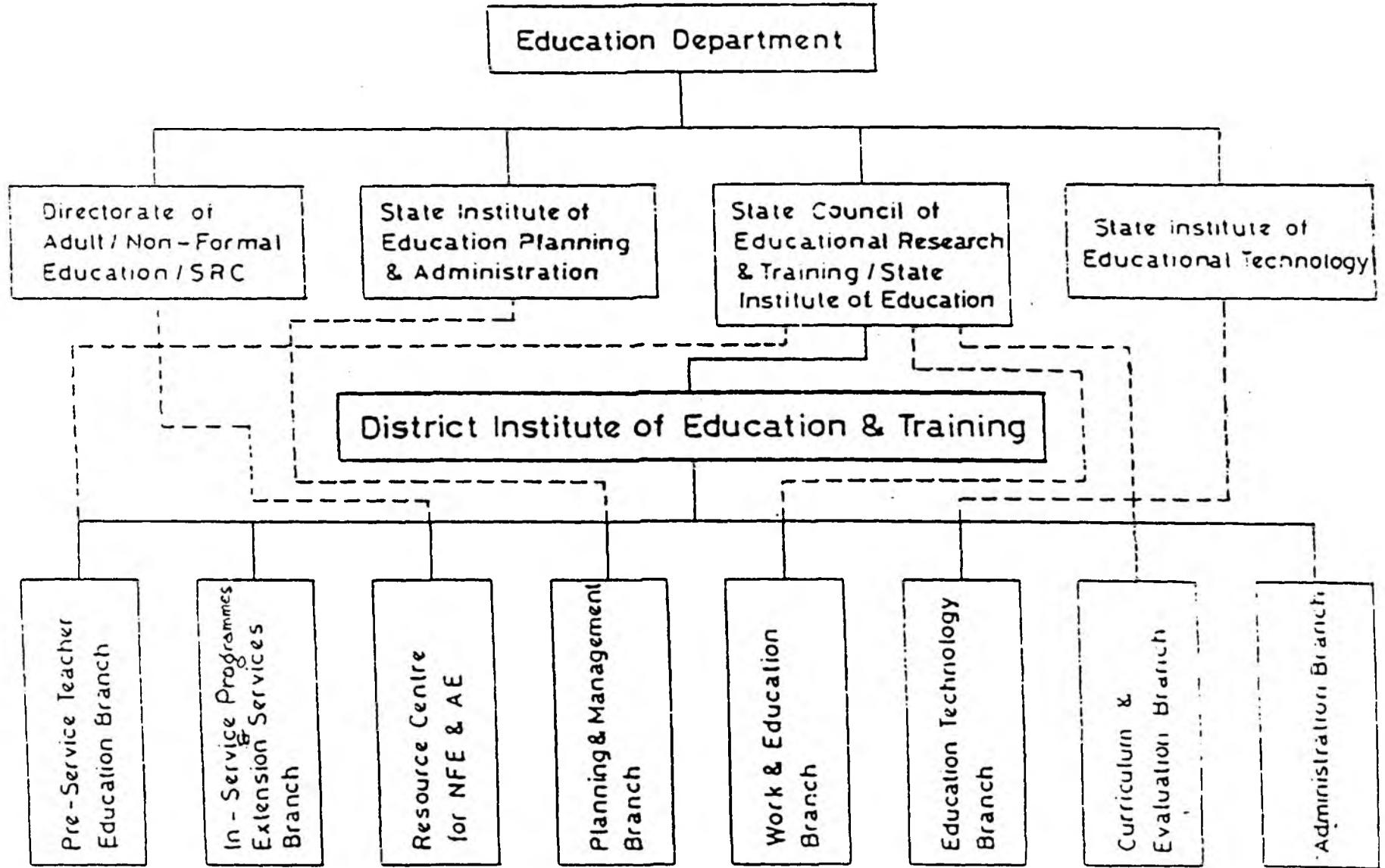
All the DIETs need not start with all the branches. Beginning with the programmes which already exist in an institution being upgraded into a DIET, or with one or two branches in a newly started institution, a DIET will have the remaining branches in a phased manner.

The Branches, created only for convenience of functioning, must not be considered as water-tight separate compartments. They will work very closely as integrated parts of a whole. The work assignments of a staff member will not be confined to only the Branch to which he belongs. Each member of the staff will necessarily have duties assigned in other Branches too.

The Branches and the Section are expected to function in utmost co-ordination with one another in programme planning and organisation as well as in sharing of manpower and material resources available in each Branch. Since the danger of each branch turning into an isolated academic island within a DIET is real, every concerted effort should be made to ensure that the DIET as an academic institution functions as an organic whole.

The relationship of the DIET and its individual branches with various State Level bodies is represented in the Diagram on the next page.

INTRA-DEPARTMENTAL LINKAGES OF D.I.E.T.



- - - - - Functional Control
 _____ Supervisory Control

2.12 Norms for a DIET:

Norms in respect of the following matters for a full-fledged DIET are given in the Annexures as shown below:

- Annexure II - Intake and overall staff and physical facilities
- Annexure III - Branch-wise staffing pattern
- Annexure IV - Suggested Eligibility Criteria for recruitment to DIET faculty
- Annexure V - Details of courses/workshops/seminars etc. expected to be organised by a full-fledged DIET in the course of a year.
- Annexure VI - Financial pattern - Recurring and Non-recurring Expenditure

The above norms have been worked out for a DIET which may come up in an average sized, representative district. They would have to be suitably adapted while taking appropriate decisions at the State level and preparing individual project proposals so as to suit the local conditions and requirements of the State/District. However, deviations, if any, from the norms should be a well-considered, conscious decision based on cogent, recorded reasons. Further, the overall limits of recurring and non-recurring expenditure mentioned in Annexure VI shall not be exceeded save for exceptional reasons.

2.13 Academic Packages for the DIET:

Every State/UT will have to develop the following two kinds of academic packages for the DIETs:

- (i) For the various kinds of courses which would be run in the DIETs.
- (ii) For the induction level training of the DIET faculty.

It is imperative that the States/UTs develop the above packages simultaneously with the preparation of the first lot of projects so that the packages are ready for use by the time the first DIETs are sanctioned. Model packages will also be developed at the national level and circulated to all States/UT's as early as possible but the latter would be well advised to go ahead with the development of their own packages and modify them to the extent necessary, on receipt of packages from the NCERT etc.

2.14 Financial Implications and Pattern of Central Assistance

As the details given in Annexure VI would show, the pattern of recurring and non-recurring expenditure on a full-fledged DIET would be as follows.

a) Recurring Expenditure (per annum)

Rs. in lakhs

- Staff Salaries	14.44
- Fees and Honoraria	1.55
- Conduct of courses and other programmes except pre-service course and certain courses of DRU which will be funded from AE/NFE schemes	7.29
- Other Contingent Expenditure	1.12

Total	24.40
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b) Non-Recurring

- Furniture & Equipment for Office, labs, <u>library</u> , etc.	<u>10.00</u>
- Institute Building and Auditorium	10.00
- Hostel (for 200 students)	25.00
- Teachers' and Staff Quarters	9.50

Total	54.50
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The details of the above items of expenditure are given in Annexure VI. In view of the importance of this programme for raising the standard of education and the paucity of resources available with the State Governments in the Plan for this purpose, the Government of India would provide 100% assistance for setting up new DIETs or upgrading existing institutions into DIETs as per the above pattern. The State Government would be required to commit the existing level of expenditure on the selected institutions and the central assistance would be only in the nature of developmental support over and above the existing level. In the process of reorganisation of the existing institutions, it may become necessary to abolish all or some of the existing posts, change their pay scales, replace staff etc. but the level of expenditure on the existing staff will continue to be the State Government's liability. Pay

Scales and service conditions of the various posts in the DIETs would have to be decided by the State Govts./UT Administration looking to the structure of pay scales and service conditions applicable in the particular State/UT. However, the levels of these posts should broadly conform to those indicated in para 4.2.1. It is further clarified that while central assistance would be admissible for the items of non-recurring expenditure indicated above including, wherever necessary, for special repairs to an existing building and for provision of basic amenities (Also see Annexure VI, part 2, for details), acquisition of land to the extent required for a DIET project would be exclusively the responsibility of the State Govt./UT Administration, and would have to be fully funded by them out of their own resources.

CHAPTER 3: GUIDELINES FOR PERSPECTIVE PLANNING AND PROJECT FORMULATION

3.1 Setting up of a Task Force

At the State/UT level, a Task Force should be set up on elementary teacher education for preparation of:

- a. A Perspective Plan for Elementary Teacher Education for the State/UT as a whole; and
- b. Individual projects for upgrading selected ETTIs into DIETs and wherever necessary establishment of new DIETs.

This Task Force may consist of the following members:

- i. Representative of the State Government in the Education Department not below the rank of Deputy Secretary;
- ii. Representative of the SCERT;
- iii. Representatives of the Directorates dealing with Teacher Education, Non-Formal Education & Adult Education (not below the rank of Joint Directors);
- iv. Seniormost Finance Officer working in the State Education Deptt. or Directorate dealing with Teacher Education or SCERT;
- v. NCERT representative not below the rank of Field Adviser/Reader;
- vi. One or two specialists in the field, to be nominated by the State Government;
- vii. State level officer-in-charge of Planning in the Education Deptt.; and
- viii. District level officer-in-charge of Education should be coopted as a member whenever the Task Force either tours or considers proposals related to a particular district.

3.2 Collection of Relevant Data and Preparation of a Perspective Plan for Elementary Teacher Education for the State/UT as a whole

The Task Force should prepare a Perspective Plan for Elementary Teacher Education for the remaining period of the VII Plan (1987-90) keeping in view manpower requirements for the VIII Five Year Plan period as well. This Plan should be prepared for the State as a whole, as well as in a district-wise disaggregated manner.

This exercise would consist of:

- a. Collection of Basic Data in regard to all existing ETTIs, in the State/UT, in the format given in Annexure VII.
- b. Compiling basic statistical and systemic information regarding Elementary Teacher Education in the State/UT in the format given in Part I of Annexure IX.
- c. Assessment of the present and future requirements of teachers at the elementary stage on account of:
 - i. Additional enrolment; and
 - ii. Attrition rate.
- d. Assessment of present and future requirements of Instructors and Supervisors for:
 - i. Adult Education, and
 - ii. Non-formal Education.

Suggested format for the purpose of (c) and (d) above is given in Annexure VIII.

- e. Determination of the number of existing ETTIs, which should be (i) upgraded into DIETs, (ii) continued without such upgradation and (iii) phased out, so as to meet the pre-service and in-service training requirements of the State/UT without a large surplus of trained teachers being created, and to achieve the objectives spelt out in para 1.12. This exercise should be done as per part II of Annexure IX.

3.3 Locational Planning for DIETs and Decision-making in regard to other existing ETTIs

Generally speaking, one DIET will be set-up in each district, though its structure could vary depending upon the size of the district and the tasks involved. In view of the proposed functions, activities and size of the DIET, such districts should be selected, to start with, which are fairly big, having 5000 or more teachers in primary and middle schools/sections. Very small districts for which an independent DIET will simply not be viable can be clubbed for this purpose with an adjoining average sized distt. In case of exceptionally big districts, establishment of two DIETs, instead of one, may be considered on merits, but such cases would be very, very rare.

The following steps are suggested for locational planning for DIETs and taking appropriate decisions in regard to other existing ETTIs:

a) Preparation of an Abstract of salient data regarding all Existing Elementary Teacher Training Institutions

A district-wise abstract as per format suggested in Part III of Annexure IX should be prepared for all the existing Elementary Teacher Training Institutions both under Government and non-Government management.

b) Identification of Institutions for (i) closure, (ii) upgradation into DIETs, and (iii) continuance without such upgradation:

Every institution included in the abstract prepared in accordance with (a) above should be studied with reference to its location, size, management, accommodation, availability of land, staffing pattern, infrastructure facilities, intake-output, internal efficiency etc. Accordingly, the existing ETTIs should be grouped into the following three categories:

i) Institutions proposed to be closed down:

Identification of Institution for closure should be done by the Task Force on the basis of data collected in Annexure VII, criteria given in para 1.12 and the result of the exercise done in part II of Annexure IX.

ii) Institutions proposed for upgradation into DIETs

While selecting an institution for upgradation into a DIET the following aspects should be taken into account :

- it must be a Government institution;
- it should have about 10 acres of land with adequate possibilities for development;
- the place should be well-connected but preferably located away from Distt. Headquarters; and
- the institution should be a well-established one in terms of the norms given in Annexure I.
- Save in exceptionally large districts, only one DIET is to be set up per district.

iii) Institutions proposed to be continued without upgradation into DIETs

These institutions should be identified only in case of districts where there is full justification for their continuance in accordance with the projected requirement of teacher-training worked out on the basis of methodology suggested in Part II of Annexure IX. Only those institutions should be selected for continuance which confirms to the norms given in Annexure I.

c) Identification of places for the establishment of new DIETs

In case there is no suitable ETTI in a distt. which can be upgraded into a DIET or there is absolutely no Govt. ETTI there but the District merits a DIET, proposals should be prepared for establishment of a new DIET at a suitable place in such a district. While deciding the location of such a new DIET, the following considerations should be kept in view:

- i. Atleast 10 acres of suitable land should be readily available;
- ii. It should be located at a suitable place which is well linked with various parts of the district but preferably away from the district headquarters; and
- iii. Availability of ready made suitable Govt. Building where the DIET can quickly start functioning.

The Institution/Distt.-wise decisions taken as per the above guidelines should be summarised in the format given in Part IV of Annexure IX. This abstract will also indicate clubbing of adjoining districts to be served by a single DIET on a long term basis, if such an arrangement is warranted due to the very small size of certain districts.

3.4 Decisions to be taken at the State/UT level regarding Administrative and Academic Arrangements for the DIETs:

The DIETs will be a completely new kind of institution. Quite apart from preparing individual projects for Establishment of DIETs, a number of administrative and academic exercises will have to be concomitantly undertaken at the State/UT level to get the DIETs properly started. These exercises/arrangements/policy decisions have been indicated in Part V of Annexure IX and Chapter IV gives certain general guidelines in this behalf. The process of taking all these necessary concomitant steps must be completed simultaneously with the preparation of the first lot of projects. The Empowered Committee will consider individual projects only after satisfying itself that material placed before it in Part V, Annexure IX, shows satisfactory progress in the above connection.

3.5 Exercise in Regard to the District for which A DIET is to be set-up: Project Formulation

Once it is decided that a DIET is to be set-up for a district either by upgrading an existing ETTI or by establishing a completely new institution, an exercise in project formulation should be undertaken in the format given in Annexure X. The Task Force or a smaller sub-committee thereof would be expected to visit and study the district and the ETTI proposed to be upgraded, before embarking on the detailed project formulation exercise.

This exercise will have the following 4 components:

- a) Compiling basic information regarding elementary teacher education in the district in the format given in part I of Annexure X.
- b) Preparing a plan for meeting pre-service and in-service training requirements of the district as per part II of the said annexure.
- c) Preparing the basic design for the DIET which would be set-up to serve the district, looking to the salient features of the district as shown up in parts I and II of Annexure X. The design should be prepared in the format given in part III of Annexure X. Every DIET need not have all the Branches enumerated in Chapter II. The Branches which a DIET will have the detailed composition of each Branches and the phasing of their establishment will be determined with reference to local conditions and needs, in this, the 'design' part of the project formulation exercise.
- d) Preparation of a detailed project for developing the existing ETTI selected for upgradation from its present state to the design and state conceived in the said part III. This will be a detailed exercise giving full year-wise phasing of each item of development. The project formulation is to be done in the format given in part IV of Annexure X. Even where a completely new DIET is to be set-up, its design and project should be formulated on the same lines as indicated in the above parts III and IV, with suitable modifications.

3.6 Year-wise phasing of Projects

Of the total number of DIETs proposed to be set-up in a State/UT as per the perspective plan prepared in accordance with para 3.2 above, projects for roughly one third should be posed for sanction in each of the remaining three years of the VII Plan period i.e. in 1987-88, 1988-89 and 1989-90. However, for the latter two years, the exact number of projects which it will be possible to sanction will be known only after outlays for the scheme in the concerning Annual Plans are finalised. The projects for 1988-89 and 1989-90 should be readied latest by March of 1988 and 1989, respectively, so that they can be considered and sanctioned by the Empowers Committee right at commencement of the concerning financial years and implementation can begin in good-time.

3.7 Setting up of Empowered Committee and Sanctioning of Proposals

Each State should constitute an Empowered Committee to scrutinize and sanction project proposals prepared by the Task Force for establishment of DIETs. The Empowered Committee may consist of the following members:

- Education Secretary of the State
- Director of SCERT

- Director dealing with Teacher Education
- Representative of the State Finance Department not below the rank of Deputy Secretary.
- Representatives of NCERT and NIEPA not below the rank of a Professor.
- One or two specialists to be nominated by the State Government.
- Joint Secretary (Elementary Education) and Financial Advisor of the Ministry of Human Resource Development or their representatives.

At the first meeting of the Committee full material in the formats given in Annexure VIII and IX will have to be placed before it. Only after the Committee satisfies itself as regards the appropriateness of the Perspective Plan and the adequacy of necessary concomitant steps, will it consider individual project proposals prepared in the format given in Annexure X.

CHAPTER 4: IMPLEMENTATION ASPECTS

4.1 Introductory

The project for up-gradation of DIETs will have the following main components:

- i) Staffing,
- ii) Construction of buildings, and
- iii) Provision of equipment

The following paragraphs contain certain guidelines in regard to the above three components.

4.2 Staffing:

Staffing of a DIET would have the following three main sub-components:

- (a) Determination of level, qualifications, recruitment procedure and cadre formation for the posts.
- (b) Selection of personnel.
- (c) Induction level training and orientation of key personnel.

The following guidelines are recommended in respect of the above three matters.

4.2.1 Levels and pay scales

As far as levels and pay scales of the various key posts in the DIETs are concerned, the various posts are recommended to be created of the following levels:

<u>Name of the post in DIET</u>	<u>Equivalent level</u>
1. Principal	Not below the rank of a Dy. Director of the State Education Deptt., State Govt. may deem appropriate.
2. Vice-principal	An appropriate level between 1 & 3.
3. Senior Lecturer	Principal of Higher Secondary Schools
4. Lecturer	PG Teacher/Lecturer of Higher Secondary School

- | | | |
|----|-----------------------|---|
| 5. | Technician/WE Teacher | Trained Graduate Teacher of
Higher Secondary School |
| 6. | Office Superintendent | Superintendent of an office of
equivalent size in the State
Govt. |

However, every State Government/UT Administration will have to take a considered decision in regard to the levels and pay scales of various categories of posts that will be created in the DIETs, looking to the relativities in the overall structure of posts and pay scales in the State/UT.

4.2.2 Qualifications for various posts

Academic and professional qualifications, experience and upper age limit for recruitment to various posts will have to be determined by every State Government/UT Administration looking to the following matters:

- i) Qualifications for other equivalent posts,
- ii) Required specialisation, and
- iii) Availability of qualified manpower.

However, certain recommendations in regard to qualifications etc. for various categories of posts have been given in Annexure IV which may be suitably adopted.

4.2.3 Recruitment procedures and cadre formation

State Govts./UT Administrations are expected to finalise recruitment procedures and formation of a cadre of the DIET faculty posts very quickly. For manning of faculty posts in the first lot of DIETs, special selection procedures may have to be devised to ensure that persons are recruited quickly and yet of good quality. For DIETs to be established from 1988-89 onwards, long term recruitment procedures should be finalised.

Both short and long term selection procedures will have to be so devised that only persons of out-standing or atleast very good ability and record are recruited to posts in the DIETs and these posts do not become mere promotion posts for incumbents of lower level posts in the State/UT Education Department, nor a dumping ground for the un-wanted elements of the Department.

It should be examined whether a separate cadre for staff engaged in Teacher Education and Educational research should be created in the State/UT, which would include teaching posts being created in the DIETs. Suitable financial incentives (especially for outstanding research and innovation work) and promotional avenues should also be provided for the DIET faculty to ensure continuity and retention of competent personnel in these institutions.

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4.2.4 A comprehensive set of service rules providing for all the matters mentioned in paras 4.2.1-3 above will have to be framed by the end of December, 1987, or latest by January, 1988, so that the whole system of staffing of DIETs gets firmly institutionalised.

4.2.5 Selection of personnel

State Govts. and UT Administrations will be well advised to initiate the process of selection of DIET faculty as soon as the Empowered Committee clears projects so that no time is lost. Interviews, if necessary, should be conducted immediately after issue of formal project creation orders and appointment letters should be issued within a few weeks thereafter so that sanctioned DIETs actually start functioning without any delay.

Selection of personnel should be done by a high level committee of completely objective and impartial persons in accordance with properly laid down guidelines and criteria.

4.2.6 Induction level training/Orientation of key personnel:

Persons occupying all the posts mentioned in para 4.2.1 above should be given a suitable induction level orientation within 2 months or so of their joining in these posts. Orientation of Principals of DIETs will be organised at the national level. Similarly, that for Vice Principals as well as Senior Lecturers in-charge of the Planning, Management and Educational Technology branches would also probably be organised at the national level. Orientation of other personnel would have to be done in a decentralised manner through Regional Colleges of Education, SCERTs, SRGs of Adult Education, SIETs etc.

4.3 Construction of Buildings

In purely financial terms, construction of buildings would probably be the single largest component of most DIET projects. It is therefore imperative that this activity is undertaken in such a manner as to ensure the most efficient possible use of the money allocated for the purpose. The following guidelines are recommended in this connection:

- i) It has already been stated earlier that acquisition of land for DIET projects will be squarely the responsibility of the State Govt./UT Administration. It must however be ensured that land is actually acquired by the time projects are considered by the Empowered Committee. As far as possible only occupied Govt. land should be taken for the projects so that there is minimum cost and time lapse involved.
- ii) Buildings should be designed in such a manner as to be aesthetic and yet economical in terms of space as well as cost.
- iii) Local building material, practices and techniques should be used to the maximum possible extent to achieve economy.

- iv) Living rooms of DIET hostels should be 2-3 seater rooms with roughly 60 sq. ft. of carpet area being provided per inmate. As far as bath rooms and toilets are concerned one should be provided for every 10 inmates or so.
- v) Adequate space should be left in the DIET campus for tree plantation, development of lawns, gardens and for agricultural activities. Such development/activity should be undertaken to the maximum extent possible through 'shramdan' by DIET students/faculty.
- vi) The agency for undertaking construction work can be the State PWD, State Housing Board, Urban Development Authority/Improvement Trust or the Department of the State Government which constructs buildings in the rural areas. Different agencies may be chosen for different places. However it must be ensured that agencies are chosen and work allocated among them in such a manner that there are no time and cost over-runs in building construction.
- vii) It is possible that in the case of certain existing ETTIs which may be proposed for up-graduation into DIETs, their existing buildings may have fallen into a state of serious dis-repair and may be in need of large scale repairs or they may be lacking in such basic amenities as water and electricity. In such cases, such special repairs and provision of basic amenities costing not more than Rs. 4.00 lakhs, can be included as a part of the project within the overall ceiling of Rs. 44.5 lakhs for construction work mentioned in Annexure VI. Special repairs should be done only to the extent absolutely necessary. In those exceptional cases where building of existing institution may require more than Rs. 4.00 lakhs for special repairs and basic amenities, such a proposal may be included in the project within the overall financial ceiling of Rs. 44.5 lakhs for buildings, but it would have to be scrutinised by the Empowered Committee in minute detail before it is sanctioned.

4.4 Purchase of Equipment

DIET projects will involve a considerable out-lay on purchase of books, furniture and various categories of equipment. These purchases should be made in accordance with the following principles:

- i) All purchases should be made in accordance with the relevant rules prevalent in the State/UT.
- ii) Purchases should be made in the same financial year in which Central Government's assistance is released for the procurement of the concerned equipment.
- iii) If any rules require relaxation to ensure (ii) above, that should be got down in accordance with prescribed procedure.

- iv) State Governments/UT Administrations should take a well considered decision at the outset as to the categories of equipment which would be purchased for the DIETs at the state level in a centralised manner, and those categories power for whose purchases will be delegated to Principles of the DIETs or other appropriate functionaries. Generally speaking, orders for purchase of all ET equipment and all other experience equipment should be placed at the State/UT level with instruction to deliver in the DIETs, while purchase of small and in-experience item may be delegated.
- v) At every level at which purchases will be made, suitable high level purchase committees should be constituted for the purpose. These committees will ensure that only good quality equipment is purchased and at the most economical prices possible.
- vi) Books: Priority should be given to purchase of text-books and other books having direct relevance to the programmes and activities of the DIETs. Other general books should be purchased only where the institution has an adequate stock of the above category of books.

4.5 Procedure for release of funds to the State Governments/UT Administration

Once a project is sanctioned by the Empowered Committee, the minutes of the relevant meeting shall be drawn up and signed by all the members including representatives of the Ministry of HRD, NCERT and NIEPA as far as possible on the same day immediately after the meeting. If for some unavoidable reason, minutes cannot be signed by the above representatives immediately after the meeting, they shall be sent by the State/UT Education Department as soon thereafter as possible, for confirmation and signature by these representatives. After such confirmation, the project will be formally approved by the Central Government and money to the extent approved by the Empowered Committee will be released to the State Government/UT Administration as follows:

Purpose	Instalment		Condition for release of instalment
	No./Nature	Amount	
1. Buildings	I	50% of sanctioned cost	Sanction of the project by Empowered Committee/GOI.
	II	Balance 50% of sanctioned cost	On 75% utilisation of first instalment and corresponding physical progress of work.
2. Equipment	One	Full amount to the extent sanctioned	Sanction of the project by Empowered Committee/GOI.
3. Recurring Expenditure	Annual (Financial year-wise	To the extent necessary for incurring expenditure till end of financial year	i. Sanction of project by Empowered Committee/GOI
			ii. Issue of formal post creation order by State Govt./UT Admn. concerned.
			iii. For release of annual instalments after the first one, on furnishing utilisation certificate of at least 75% of the previous instalment and full utilisation of all earlier instalments. For instalments after the first one, demand for the next financial year will have to be placed with the GOI in March of the previous year.

CHAPTER 5: MONITORING AND EVALUATION

5.1 State Level Steering-cum-Monitoring Committee

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

In this context, State Government/UT Administration may consider assigning the above task to a Committee comprising the following members:

- (i) State Education Secretary or his nominee;
- (ii) Director, SCERT;
- (iii) State Director dealing with teacher education;
- (iv) Representative of State Finance Department not below the rank of Deputy Secretary;
- (v) Senior State Level Officers of the agencies entrusted with construction work in connection with the DIET projects.
- (vi) Field Advisor concerned of the NCERT.

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

5.2 Machinery at the DIET Level

At the level of every sanctioned DIET, a committee may be set-up as follows for sorting out project level problems of implementation and monitoring the progress of the project:

- i) Principal of the DIET;
- ii) Vice-Principal of the DIET;
- iii) Divisional/Distt. level Head of Education Department;
- iv) Engineer of the construction agency responsible for building works of the project.

The above committee should also meet atleast every quarter, and oftener if necessary, to discharge its assigned functions.

5.3 Periodic Reporting System

For proper monitoring of the scheme and projects, at the State and National Levels, relevant information would need to flow periodically from the DIETs to the State, and from the States to the Central Level.

Formats of periodical returns in which information would need to be reported between the above two sets of levels would have to be quickly designed and introduced.

5.4 Evaluation:

Part 1.4 above discusses institutional evaluation of the DIETs. Besides, the scheme of DIETs as a whole would need to be continuously evaluated at national as well as State/UT levels with a view to applying suitably, timely correctives. Finally, a thorough evaluation of the scheme of DIETs as a whole, as well as of selected individual DIETs should be undertaken at the end of the 7th Plan Period at both the Central and State/UT levels so as to determine their strengths and weaknesses with a view to taking suitable remedial action at the commencement of the 8th Plan.

APPENDIX

Salient features of the Centrally sponsored Scheme of Re-structuring and Re-organisation of Teacher Education

THE POLICY PERSPECTIVE

1. Under the National Policy on Education (NPE) 1986 improvement in the status and professional competence of teachers is envisaged as the corner-stone of educational reconstruction.

2. At the time of preparation of NPE and Programme of Action (POA) for its implementation, the state of teacher education was broadly reviewed. Some of the broad conclusions in respect of teacher education in our country are as follows:

- (a) Professional Commitment and overall competence of teachers leaves much to be desired;
- (b) The quality of pre-service education has not only not improved with recent developments in pedagogical science, but has actually shown signs of deterioration;
- (c) Teacher education programmes consist mainly of preservice teacher training, with practically no systematic programmes of inservice training, facilities for which are lacking;
- (d) There has been an increase in sub-standard institutions of teacher education and there are numerous reports of gross malpractices;
- (e) The support system provided by State Council of Educational Research & Training (SCERT) and the University Departments of Education has been insufficient and there is no support system below the state level.

3. In most parts of the country teachers are recruited only out of those who have undergone a pre-service training course. In the country there are about 1200 primary teacher training institutions and about 360 secondary teacher training institutions. Data in regard to number of teachers and percentage of trained teachers is given in the table below:

Number of teachers in Schools

	1947		1984-85	
	Thousands of Teachers	Percentage of trained Teachers	Thousands of Teachers	Percentage of trained Teachers
Primary Schools	344	67.1	1458	88.7
Middle Schools	50	58.3	905	90.6
High Schools/ Higher Secondary Schools	93	54.9	1075	91.4

The present arrangements for inservice training are insufficient and adhoc. The Policy envisages teacher education as a continuous process with its pre-service and in-service components being inseparable. The Policy also emphasises the need for the teacher to meet the thrusts envisaged in the Policy.

4. The centrally sponsored scheme of Restructuring and Re-organisation of Teacher Education, formulated in the light of the above perspective, has the following 5 components:

- (i) Establishment of District Institutes of Education and Training (DIETs).
- (ii) Upgradation of selected Secondary Teachers Training Institutions.
- (iii) Strengthening of SCERT.
- (iv) Strengthening of Univ. Deptts. of Educational Studies.
- (v) Programme of Mass Orientation of Teachers .

Salient features of features of the above five components are give below:

(1) District Institutes of Education and Training

5. The scheme envisages setting up of distt. level institutions to be called District Institutes of Education and Training (DIETs) with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in Non-formal and Adult Education. It also envisages that as DIETs get established sub-standard and surplus institutions will be phased out.

Functions of DIET

6. The functions of a DIET would include:

- Pre-service and in-service education of elementary school teachers;
- Provision of resource support, including induction level and continuing education of instructors and supervisors for non-formal and adult education;
- Planning and management support for District Board of Education, educational institutions and school complexes;
- Action research and experimentation work;
- Serving as evaluation centre for primary and upper primary schools as well as non-formal and adult education programmes;
- Resource and learning centre for teachers and instructors;
- Educational technology and computer education support at the district level.

7. The DIET would work as the academic wing of the District Board of Education. Adequate autonomy will be given to DIETs, both in terms of academic and administrative activities to ensure their effective and efficient functioning. At the State level, SCERT/SIE will coordinate functioning of DIETs established in various districts. The concerned Directorate/Department/Institute like that of Adult Education (e.g. SRCs), Non-formal Education, Education Technology, Language Institutes, and the proposed State level Institutes of Educational Planning and Administration, etc. will also provide academic guidance to their concerned branches in DIETs. Operationally, it will be through DIETs that all academic activities, particularly at the elementary stage, will be coordinated at the district level irrespective of multiplicity of agencies for those functions at the State level.

(ii) Strengthening of Secondary Teacher Training Institution

The background

8. There is a large number of Secondary Teacher Training Institutes in the country offering B.Ed. and M.Ed. courses. These institutions are under different management and many are being managed privately. Though the universities prescribe minimum conditions for affiliation of Colleges of Education for B.Ed. course, they grant temporary affiliation before certain minimum conditions are fulfilled and such affiliation is generally continued indefinitely. Many of these privately run institutions indulge in serious malpractices. At the same time, there are many institutions which have maintained high standards for the last several decades. In view of the generally poor facilities in the secondary teacher training institutions, it is proposed to select about 250 STTIs which would be provided financial assistance to raise their

standard and develop them as institutions of excellence. These institutions will have net-working arrangements with University Departments of Education, SCERTs, Regional Colleges of Education, NCERT, etc.

The Approach

9. For strengthening STTIs the approach would be as follows:
- (a) Substantial financial support should be provided to selected STTIs for improvement of facilities, including building, equipment and staff.
 - (b) While a large number of STTIs may be taken up for improvement, a further selection may be made among them to develop institutions of excellence which can supplement the effort of SCERTs.
 - (c) The programme should go side by side with the effort being launched to introduce vocational courses at the secondary level, to enlarge the programme of educational technology, CLASS and the other programmes of educational reform.
 - (d) Along with degree level and post-graduate courses, stress should also be laid on inservice education of teachers, provision of extension service for school complexes, improvement of secondary level institutions and support to professional bodies of heads of institutions and subject teachers.
 - (e) Colleges of teacher education should not remain in isolation. Networking arrangements should be established with University Departments of Educational Studies, SCERT, DIETs, Regional Colleges of Education of NCERT, etc.
 - (f) Innovation, experimentation and research should form an essential part of all programmes of teacher education.
 - (g) Only those institutions should be eligible for support which have an unblemished record and which have already attained a reasonable level of development.

Assistance from Centre

10. It is proposed to select about 250 STTIs during 1987-88 and the remaining two years of the VII Plan period. The Ministry of Human Resource Development (Department of Education) may provide financial assistance for the following purposes:

- (a) Improvement of building and hostels;
- (b) Staff positions;
- (c) Laboratory, workshop and library facilities;

- (d) Educational technology and computer facilities;
- (e) Programme of extension services;
- (f) Unassigned grant for taking up projects of the choice of the faculty;
- (g) Programme of continuing education for the faculty;
- (h) Organisation of inservice training programmes.

Institutes of Advanced Studies in Education

11. About 50 of the above strengthened Colleges of Teacher Education will be selected for development as Institutes of Advanced Studies in Education. These institutions in addition to the facilities to the other 200 colleges of teacher education will be provided:

- (a) Additional posts of Professors and Readers;
- (b) Special grants for equipments and library;
- (c) Sophisticated computer facilities;
- (d) Funds for staff quarters;
- (e) Research and project grants.

(iii) Strengthening of SCERTs

12. Several SCERTs have a distinguished record of service to school education. They are the composite body incorporating SIEs, SISEs, ET Cells, Bureaux of Vocational Guidance, etc. Several SCERTs have made contribution in curricular reform and in development of learning material. In recent years, they have also started to take interest in non-formal education. However, along with some excellent work, SCERTs have also been handicapped due to unplanned staff placement policy, rigid rules and procedures, excessive interference in their day-to-day management and their isolation from other academic institutions on the one hand, and from the field situation on the other. Since SCERTs will be the apex level institutions for DIETs, and they would closely interact with colleges of teacher education, and will also have an important role to play in the working of State Councils of Teacher Education, it is necessary to take immediate steps for making improvements in SCERTs which would include:

- (a) Improvement of buildings and hostels;
- (b) Provision of resources for improvement of library, laboratory, workshops, etc; and
- (c) Rational staff placement policy.

The last point, namely, rational staff placement policy, is perhaps of the greatest importance. POA refers to creation of a separate cadre for educational training and research. The feasibility and operational modalities of this suggestion need to be examined. It is also necessary to examine ways for faculty improvement and provision of para-professional support.

The Central Government would make a small grant of upto Rs. 10.00 lakhs for larger states, Rs. 5.00 lakhs for smaller States and Rs. 2.00 lakhs for UTs on the basis of specific proposals for purposes (a) and (b) mentioned above, provided the State Government and UT Administration (i) makes a matching financial contribution in the strengthening project and (ii) properly rationalises the staffing of the SCERT.

(iv) University Departments of Educational Studies

13. Certain universities have Departments of Teacher Education, a few also Departments of Educational Studies. The Departments of Teacher Education are, generally speaking, no different from the colleges of teacher education. While NPE/POA were under preparation, it transpired that university support to educational study is extremely insufficient, and this is one of the reasons for unsatisfactory level of educational research and inadequate support to institutions of teacher education.

14. Educational study is an inter-disciplinary activity, requiring well developed departments of Psychology, Philosophy, Economics, Sociology, History, etc., working in rapport with the staff borne on the Educational faculty. Unfortunately, inter-disciplinary studies are difficult to organise in our system. UGC will need to go into this matter in detail.

15. From the point of view of manpower planning, the university departments would wish to relate their programmes to the needs generated due to upgradation of colleges of teacher education, establishment of DIETs, strengthening of SCERTs, State Resource Centres, etc. UGC, NCERT and NIEPA may also decide to set up a joint group to examine the issues of educational planning and management, teacher education and research. Arrangements will also have to be made to establish contact between the universities, State Education Departments, SCERTs, Boards of Secondary Education, Textbook Bureaux, etc.

16. It is expected that UGC will pilot and substantially fund this programme.

(v) Programme of Mass Orientation of Teachers

17. The objective of the orientation programme in the new policy is to increase teacher motivation and to get them involved in the implementation of the Education Policy. Action on Mass orientation of teachers in the National Policy on Education was initiated in the year 1986 by imparting training to about 5,00,000 teachers through NCERT. It is proposed to organise similar training programmes every year till 1990. For arranging this programme during summer vacation, NCERT will every year arrange orientation courses for the training of 10,000 resource persons who in turn will train 5 lakh teachers at 2500 training centres. Special training material has been designed which will be suitably modified taking into account the deficiencies observed in the previous year's programme. Special programmes will be telecast through the satellite. Some video programmes have also been developed by NCERT to be shown to participants.

ANNEXURE I

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

Area No.1 Physical Facilities

Aspects;

1. Healthy surroundings for the location of the institution.
2. Land.....5 acres (Perferably more, if agriculture is one of the work experiences);
3. Area of the institution building (including assembly hall, a reading room, work experience facilities with due allowance for walls, passages, sanitary blocks, etc....) about 6,000 sq. ft.
4. Staff quarters Types I,II,III and IV) At least for 50 percent of the staff.
5. Hostels for Trainees: Dormitory accommodation for all the trainees together with necessary facilities.
6. Furniture, equipment and appliances:
 - i) Adequate furniture and office equipment including furniture for library and reading room.
 - ii) Teaching appliances, audio-visual aids, educational material for young children, and equipment for art, music, games and sports, etc.
 - iii) Equipment and material for work experience.
 - iv) Laboratory equipment (for science, geography, home science, etc.)

Area No.2: Teaching and other Staff

Teaching Staff

- a) Teaching Staff including principal and members qualified to teach art, music, physical education and work experience8 full-time members.

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

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

b) Non-teaching Staff

- i) Librarian.....1
- ii) Clerk.....1
- iii) Class IV staff2 (both for the college and the hostels)
- iv) Part-time Medical Officer1
- v) Hostel Warden one for enrolment upto 100; one assistant warden for every additional enrolment of 100 in hostels. Separate wardens for hostels for male and female students.

J Area No.3: Library Holdings

- i) A minimum of 1500 titles including textbooks and reference books (at least ten copies of frequently used textbooks may be purchased for the library)
- ii) Periodicals (at least 10 educational journals may be subscribed by each institution)
- iii) Newspapers

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

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

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

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

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

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

- ii) Reserve Fund.... Rs.25000/- or an amount equivalent to salary of staff for three months whichever is more (to be deposited in a nationalised scheduled bank).

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

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

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

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

Area No.12:Management

- i) The institution shall not be run for profit to any individual or group of individuals.
- ii) The institution shall not admit more than the number of seats permitted by the Director of Education.
- iii) The institution shall follow the course of studies as prescribed by the Director of Education.
- iv) The institution shall charge fees and funds, etc. as specified by the Director of Education.
- v) Admission to the institution shall be open to all without discrimination based on religion, caste, creed and place of birth.
- vi) The institution shall make admissions on the basis of admission tests or any other procedure laid down by the State Government.

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

ANNEXURE II

NORMS FOR A DISTRICT INSTITUTE OF EDUCATION AND TRAINING -
INTAKE AND OVERALL STAFF AND PHYSICAL FACILITIES

A. Intake Capacity

- i) Pre-service Trainees
50 Trainees annually if pre-service course is of 2 years duration.

100 Trainees annually if pre-service course is of 1 year duration.
- ii) In-service Trainees - 100-125 at any given time.

B. Staff

- i) Principal - 1

Staff for the 6 Academic Branches other than DRU:

- ii) Senior Lecturers - 6
(Branch heads)
- iii) Lecturers - 13
- iv) W.E. Teacher/
E.T. Technician/
Statistician - 3
- v) Consultants*
- vi) Clerical staff
for ISPES Branch - 1

Staff for District Resource Unit for AE and NFE

- i) Vice-principal 1
- ii) Lecturers (AE) 2
- iii) Lecturers (NFE) 2
- iv) Consultants*
- v) Clerical Staff 2

* For all the branches, Consultants for a total of upto 50 man months will be employed @ maximum of Rs. 3000/- per man month. Requirement will vary from Branch to Branch

Administration Staff

<u>Office</u>		<u>Library</u>		
i)	Office Superintendent	1	i) Librarian	1
ii)	Accountant	1	ii) Clerical Staff	1
iii)	Stenographer	1		
iv)	Clerical Staff	4		
v)	Class IV Staff	5		
<u>Laboratory</u>		<u>Hostel</u>		
i)	Lab. Asstts.	2	(Hostel warden/Supdts. to be appointed from among the academic staff on rotation basis)	
<u>Clinic</u>				
i)	Medical Officer (Part-time)	1	i) Hostel Warden	1 } Part-time
			ii) Hostel Supdts.	2 }
			iii) Hostel Clerical Staff	1

C. Physical Facilities

1. Land: 10 acres. About half of this land would be used for construction of Buildings for instruction, administration, hostel accommodation and staff quarters.
2. Buildings:
 - (a) Class Rooms: Five class rooms (@ 500 sq.ft. for about 50 students each). The partition between atleast two adjacent class rooms may be kept temporary and removable, so that if necessary, a 100 seater hall is available for, say, comprehensive in-service training course.
 - (b) One Auditorium cum Projection Hall with arrangements for A.V. Projection, with an area of about 2000 sq. ft. meant to seat about 250 persons.
 - (c) Laboratories and Special rooms (6) one each for (i) Physical Sciences, (ii) Biological Science, (iii) Psychology, (iv) ET and Computer Training, (v) Workshop for WE, and (vi) Art, crafts and music.

(d) General Rooms:

- Hall or rooms for the administration staff
- Principal's room
- Staff room
- Office rooms, according to necessity, for Publication, Educational Technology, Research, Science Education and Computer.
- One Store Room
- One Women's Common Room
- Toilet facilities for men and women

(e) Hostels: Separate hostel accommodation for male and female students with capacity to accommodate a total of about 200 students at a time.

(f) Staff Quarters: Efforts should be made to provide quarters for about 50 percent of the staff on the DIET campus.

3. Play Ground: Play Ground space for sports, gymnastics and other physical education activities with an area of about 4 acres.

4. Library: Library with reading room for about 50 students having about 10,000 books and subscribing to 15 journals (including atleast 10 professional journals) and a suitable number of newspapers.

5. Equipment

(a) Class room Equipment: Every class to be equipped with modern teaching-learning equipment e.g. overhead projector, audio cassette player, maps of the world, India and the State/UT concerned etc.

(b) Equipment for the ET Branch

- 5 Micro-Computer with peripherals (e.g. 2 monitors, one printer and a voltage stabilizer).
- VCP and Colour TV - 2 Units.
- 8 mm Film Projector with Stand and Screen.

- Suitable number of video and 8mm education films and slides.
- Audio Cassette Player - 1
- Radio Receiver Sets - 1 or 2
- Amplifier and Microphone.

(c) Furniture and other Equipment

- i) Adequate furniture and office equipment including furniture for library and reading room.
- ii) Equipment and material for work experience.
- iii) Laboratory equipment.
- iv) Sports/Games/Arts/Music equipment.

ANNEXURE III: BRANCH-WISE STAFFING PATTERN FOR A DIET
Principal - 1 Post

Branch	Vice-principal/ Sr. Lecturer	Lecturer	Statistician/ Technician/ OS/Librarian	Stenographer/ Accountant	LDCs UDCs Lab.Asstt.	Class IV	Total
1	2	3	4	5	6	7	8
1. PSTE	1	7 (Details in Para 2.2(f))	-	-	-	-	8
2. ISPES	1	1	-	-	1	-	3
3. DRU	1*	4 (Details in Para 2.4 (d))	-	-	2 (1 LDC, 1 Steno- Typist- cum-LDC)	-	7
4. P&M	1	1	1	-	-	-	3
5. ET	1	1	1	-	-	-	3
6. WE	1	1	1	-	-	-	3
7. C&E	1	2	-	-	-	-	3
8. Admn.	-	-	1 OS 1 Librarian	1 Accountant 1 Steno	6 Clerks (4 Office, 1 Library, 1 Hostel) 2 Lab.Asstts.	5	17
Total	1 Vice- Principal 6 Sr.Lecturers	17	5	2	11	5	47
						+ 1 Principal	48

* The Head of the DRU will be the Vice-Principal except where the Principal is from the AE/NFE stream in which case DRU will be headed by a Sr. Lecturer and Vice-Principal will head some other branch.

ANNEXURE IV

SUGGESTED ELIGIBILITY CRITERIA FOR RECRUITMENT TO DIET FACULTY

Branch	Post	Upper Age Limit	Minimum Educational Qualifications (For all posts mentioned in this Statement, eligible persons must have atleast a constantly good II class academic career from High School Stage onwards)	Experience etc.
1	2	3	4	5
	1. Principal	45 Yrs.	Master's Degree preferably in a school subject & M.Ed. ^(A) or Master's Degree with degree/diploma in Management/ Planning/Rural Development/Child Development	10 Years experience of (i) Teaching in Schools and/or Teacher Education Institutions, and (ii) School Education Admn. of which atleast 4 years would have been spent in each of (i) & (ii). or (i) 7 Years experience in organising AE/NFE Programmes and (ii) 3 years experience of (a) teaching in Schools and/or Teacher Education Institutions and/or (b) School Education Admn. And ^(B) Eligible persons must reveal a proven record of educational experimentation, innovation and creativity/ research/rich participation in educational or other community activities.
1. Pre- Service Teacher Education	2. Senior Lecturer	40 Yrs.	Master's Degree & M.Ed. with specialisation in Child Psychology	5 Years experience of teaching in (i) schools & (ii) Teacher Education Institution of which at least 2 years would have been spent in each of (i) and (ii).

1	2	3	4	5
	3. Lecturers (2) (Foundations)	35 Yrs.	Master's Degree with M.Ed. or M.A. Psychology with B.Ed.	3 Years of teaching in a school or Teacher Education Institution.
	4. Lecturers (3) Languages/ Mathematics/ Environmental Education	35 Yrs.	Master's Degree in the relevant subject (Languages/ Mathematics/Sciences/Social Sciences) and Degree/ Diploma in Elementary Teacher Education. (In every DIET for 2 of the 5 posts of Lecturers strength in Child Psychology may be ensured)	3 Years of teaching in a school or Teacher Education Institution.
	5. Lecturer in Art	35 Yrs.	Bachelor of Fine Arts with Degree/Diploma in Elementary/ Secondary Teacher Education or A creative artist of eminence.	5 Years in an Educational Institution.
	6. Lecturer in Physical Education	35 Yrs.	Bachelor's degree in Arts/Science/Commerce etc. & Bachelor of Physical Education.	5 Yrs in an Educational Institution.
2. In- Service Programmes & Extension Services	7. Senior Lecturer	40 Yrs.	Master's Degree and M.Ed. with specialisation in in-service/continuing education	5 Yrs. experience in a Teacher Education Institution of which at least 3 years must be of active involvement in programmes of continuing/in-service education of teachers.
	8. Lecturer	35 Yrs.	-- do --	3 Yrs. experience in a Teacher Education Institution of which at least 2 years must be of active involvement in programmes of continuing/ in-service education of teachers.
3. D.R.U.	9. Vice-Principal	45 Yrs.	Master's Degree and Degree/Diploma in Adult Education/NFE/Community Development	7 Yrs. of Teaching, Research, Extension, Administering/ Implementing AE/NFE Programme or of providing resource support help in AE/NFE.

1	2	3	4	5	
	10. Lecturers	35 Yrs.	-- do --	5 Yrs. of Teaching, Research, Extension, Administering/Implementing AE/NFE Programme or of providing resource support help in AE/NFE.	
			To begin with, recruitment of DRU staff may be made from out of suitable persons available in the NRC, SRC, reputed VA's, development Deptts, Univ. systems etc. and for lower positions out of DAEO's, PO's, APO's as well.		
4.	Planning and Management	11. Senior Lecturer	40 Yrs.	M.A. in Eco/Stats/Pub. Admn./Education or M.Com and M.Ed. with Specialisation in Planning/Management/Administration.	5 Yrs. in the area of Planning/Admn., preferably in Educational Planning/Administration.
	12. Lecturers		35 Yrs.	-- do --	3 Yrs. in the area of Planning/Admn., preferably in Educational Planning/Administration.
5.	Educational Technology	13. Sr. Lecturer	40 Yrs.	Master's Degree and (i) M.Ed. with Specialisation in Educational Technology or (ii) B.Ed. with Diploma/Certificate in Educational Technology.	5 Yrs. of organisational/training/research experience in Educational Technology and/or Educational Media.
	14. Lecturer		35 Yrs.	-- do --	3 Yrs. of organisational/training/research experience in Educational Technology and/or Educational Media.
6.	Work Experience	15. Sr. Lecturer	40 Yrs.	Master's Degree in Science/Social Work/Child Psychology/Agriculture/Home Science/Commerce and Degree/Diploma in Teacher Education.	5 Yrs. whole time experience in the concerned WE area or vocational education in a Teacher Training Institution or Secondary school or Bal Bhawan.

1	2	3	4	5
	16. Lecturer	35 Yrs.	-- do --	5 Yrs. whole time experience in the concerned WE area or vocational education in a Teacher Training Institution or Secondary school or Bal Bhawan.
	17. Workshop Asstt./	30 Yrs.	ITI Trained person in the area of work experience selected for the particular DIET.	3 Yrs. of handling workshop equipment
	Farm Asstt.	30 Yrs.	B.Sc. (Agriculture)	3 Yrs. of working in an agriculture farm
7. Curriculum and Evaluation	18. Senior Lecturer	40 Yrs.	Master's Degree in Languages/Humanities/Social Science Science/Mathematics and M.Ed. with specialisation in Curriculum Development/Evaluation.	5 Yrs. whole time experience in curriculum development and/or evaluation work preferably in elementary education.
	19. Lecturers	35 Yrs.	-- do --	3 Yrs. whole time experience in curriculum development and/or evaluation work preferably in elementary education.

- Note:
- For all posts, especially those of Vice-Principal and Senior Lecturers, preference should be given to persons with a substantial record of educational experimentation, innovation and creativity/research/rich participation in educational or other community activities.
 - The above qualifications may be suitably relaxed in case of persons of outstanding ability and merit, with a proven record of achievement in the profession of teaching/other concerned areas.

ANNEXURE V: DETAILS OF PROGRAMMES EXPECTED TO BE ORGANISED BY A FULL
FLEDGED DISTRICT INSTITUTE OF EDUCATION AND TRAINING
IN THE COURSE OF A YEAR

Branch	Title of the Programmes	No. of Programmes	Duration	Intake per Programme	Remarks
1	2	3	4	5	6
-	Pre-service Teacher Education	1	2 years (Four Semesters)	50	Please also see Para 2.2 (c).
-	Inservice Programmes and Extension Services	8	4 weeks	100	
	Comprehensive inservice training course for teachers	15	5 days	20	
	Short-term, theme specific inservice programmes related to different Branches	4	3 days	30	
	Seminars of community leaders, youth and others	4	3 weeks	30	
	Inservice training course for heads of primary/upper primary schools and lead school complexes	4	3 weeks	30	
-	DRU for AE/NFE	3	3 weeks	30	
	Induction level training course for instructors of AE	1	3 weeks	30	
	Induction level training course for supervisors of AE	1	3 weeks	30	

1	2	3	4	5	
	Induction level training course for instructors of NFE	3	4 weeks	30	
	Induction level training course for supervisors of NFE	1	3 weeks	30	
	Reorientation course for instructors of AE	10	3 weeks	30	
	Reorientation course for supervisors of AE	4	3 weeks	30	
	Reorientation course for instructors of NFE	10	3 weeks	30	
	Reorientation course for supervisors of NFE	1	10 days	30	
	Courses for Resource persons for organising de-centralised training of AE/NFE staff	2	2 weeks	20	
-	DRU/Planning and Management/Educational Technology/Work Experience/Curriculum and Evaluation	Developmental programmes like workshops/meetings of experts etc. for developing learning materials/aids/item banks etc.	20	4 days	10

Note: The number, duration and intake of the programmes will vary depending upon the specific requirements and circumstances of the State/UT/Distt. concerned.

**ANNEXURE VI: FINANCIAL PATTERN - RECURRING AND
NON-RECURRING EXPENDITURE ON A DIET**

1. Recurring Expenditure on (A) Pay and Allowances, (B) Fees and Honoraria and (C) Contingent Expenditure on conduct of courses and other items.

A. Pay & Allowances etc. for Posts

Category of Post	No. of Posts	X	Estimated Annual Recurring Expenditure per Post	=	Total Expenditure
1. Principal	1	x	54,000	=	54,000
2. Vice-Principal	1	x	48,000	=	48,000
3. Sr. Lecturers	6	x	42,000	=	2,52,000
4. Lecturers	17	x	36,000	=	6,12,000
5. Stat./Tech./ Librarian/OS/ W.E.Teacher	5	x	30,000	=	1,50,000
6. Steno/Accountant	2	x	24,000	=	48,000
7. Clerks/ Lab.Assts.	11	x	20,000	=	2,20,000
8. Class IV	5	x	12,000	=	60,000
Total	48 Posts				14,44,000

B. Fees & Honoraria:

- Consultants fee for 50 man months @ Rs.2500/- p.m.	Rs. 1,25,000
- Resource Persons Honoraria	Rs. 25,000
- Honoraria for Part Time Med. Officer @ Rs.400/- p.m.	Rs. 5,000
Total (B)	Rs. 1,55,000

C. Contingent Expenditure:

(i) Estimated Expenditure on courses other than Pre-service Teacher Training course

Name of Course	No. which may be organised annually		Approx. Intake per Course	Expenditure on TA/DA		Printed material stationery, & incidental expenses		Total Estimated Expenditure (in Lakhs)
	Duration (Average)			DA rate per diem (assumed for calculation purposes)	Estimated Expenditure (in lakhs)	Assumed Rate per participant	Estimated Expenditure (in lakhs)	
1	2	3	4	5	6	7	8	9
<u>Branches other than DRU</u>								
1. Comprehensive In-Service course for teachers	8	4 weeks	100	Rs.20/-	4.8	20	0.16	4.96
2. Short, theme-specific in-service courses	15	5 days	20	Rs.20/-	0.42	5	0.02	0.44
3. Seminars of Community leaders and Youth	4	3 days	30	Rs.20/-	0.12	10	0.01	0.13
4. Course for Heads of Elementary Schools and School Complexes	4	3 weeks	30	Rs.20/-	0.53	20	0.02	0.55
5. Other Workshops/ Seminars/Symposia	20	4 days	10	Rs.50/-	0.60	25	0.05	0.65
								6.73 lakhs

1	2	3	4	5	6	7	8	9
<u>DRU Courses</u>								
(A) <u>NFE</u>								
6. Induction level course for Instructors	3	4 weeks	30	Rs.20/-	0.54	20	0.02	0.56)Expenditure)on TA/DA)to be)funded
7. Annual Orientation course for Instructors.	10	3 weeks	30	Rs.20/-	1.32	15	0.05	1.37)under the)centrally)sponsored)NFE scheme.
8. Induction level course for Supervisors.	1	3 weeks	30	Rs.20/-	0.13	15	0.01	0.14
9. Annual Orientation course for Supervisors	1	10 days	30	Rs.20/-	0.07	10	-	0.07
(B) <u>Adult Education</u>								
10. Induction Level course for Instructors.	3	3 weeks	30	Rs.20/-	0.40	15	0.01	0.41)Expdt. on)TA/DA to)be funded
11. Annual Orientation course for Instructors.	10	3 weeks	30	Rs.20/-	1.32	15	0.05	1.37)under the)Centrally)Sponsored)AE Scheme.
12. Induction level course for Supervisors	1	3 weeks	30	Rs.20/-	0.13	15	0.01	0.14
13. Annual Orientation course for Supervisors.	4	3 weeks	30	Rs.20/-	0.53	15	0.01	0.54

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

(C) Resource Persons Training

Courses for Resource Persons for organising decentralised training of AE/NFE staff.	2	2 weeks	20	Rs.30/-	0.18	40	0.02	0.20
---	---	---------	----	---------	------	----	------	------

 Net expenditure from DIET budget on DRU courses 0.56 lakhs

Total Expenditure from DIET budget on courses other than pre-service Teacher Education Course Rs. 7.29 lakhs

In the above calculations, average TA has been assumed as equal to one DA. Rates of DA are purely suggestive and will be fixed by State Govts./UT Administration in accordance with their own rules. However, the over-all ceiling of about Rs. 7.3 lakhs for conduct of courses other than Pre-service Teachers Education Course would have to be adhered to).

(ii) Other Contingent Expenditure (including on pre-service course for teachers):-

(a) Annual replacement of Books, Subscription) to Journals etc. for the Library)	
(b) Office expenses)	
(c) Forms & stationery)	Rs.1.12 lakhs
(d) Lab. and workshop contingencies)	
(e) Production and printing)	
(f) Other contingent expenditure)	
 Total Contingent Expenditure	 Rs. 8.41 lakhs
 Total Recurring Expenditure	 Rs.24.40 lakhs

2. Non-Recurring Expenditure:-

1. Furniture, Equipment, Labs & Library		Rs.10.00 lakhs
2. Buildings		
(i) Institute Building and Auditorium	Rs.10.00 lakhs	
(ii) Hostel for 200 students	Rs.25.00 lakhs	
(iii) Teachers/Staff Quarters	Rs. 9.50 lakhs	
		Rs.44.50 lakhs

Total Non-recurring expenditure		Rs.54.50 lakhs

Note:- If the buildings of an existing Elementary Teacher Training Institution require special repairs or the campus lacks basic amenities like water and electricity, such repairs/augmentation of amenities can also be taken up under the scheme. The money required for such repairs/provision of amenities should normally not exceed Rs. 4 lakhs and should be adjusted within the total provision of Rs.44.5 lakhs indicated above for various kinds of buildings, i.e. the provision on new buildings should in such cases be suitably reduced so as to accommodate the total expenditure on special repairs, amenities and new buildings within the ceiling of Rs.44.5 lakhs. If, in an exceptional case, more than Rs.4 lakhs are required for special repairs/amenities, the Empowered Committee may consider such proposals on merits and may sanction them to the extent absolutely necessary, after close scrutiny, but again subject to the overall ceiling of Rs. 44.50 lakhs for civil works.

C.1 Staff Position

Kindly attach the following information on academic and non-academic staff :

C.1 Statement of Posts in the Institution:

S.No.	Name of Post	Pay Scale	No. of Posts		Qualifications prescribed for the post	Method of Rectt.	
			Total sanctioned	Filled up			
1	2	3	4	5	6	7	8

C.2 Statement of Staff in Position :

S.No.	Name of Person	Post Held	Pay Scale	Age	Qualifications	Remarks
1	2	3	4	5	6	7

D. Physical Facilities

D.1 Total Land of the Institute Campus (in acres) _____

D.2 Ownership of Land/Building _____

D.3 Present Land use pattern in the Institutions Campus

<u>Item of use</u>	<u>Area (in acres)</u>
1. Total Campus Area	
2. Buildings	
3. Gardening and Horticulture	
4. Play grounds and other open air activities	
5. Other Services (Service roads water supply etc.)	
6. Spare land available for expansion and development of the Institution	
7. Unusable land (Give reasons)	

D.4 Present status of availability of basic amenities on the Campus/Institution

- a. Water
- b. Electricity
- c. Waste disposal
- d. Service Roads
- e. Telephone

D.5 Present Status of the Institution's Buildings

Nature of the Building	Year of Construction	Approximate size (in sq.ft)	Details of Accommodation (e.g. no of halls & rooms, with seating capacity, cubicles, toilets etc.)	Is the Building in a good State of Repair? If not, give details	Remarks
1.	2.	3.	4.	5.	6.
i) Administrative Wing/Block					
ii) Academic Wing/Block					
iii) Labs.					
iv) Library					
v) Workshop					
vi) Auditorium					
vii) Hostel					
viii) Staff Quarters					
ix) Others					

Note: In case of Hostels, please indicate inmate capacity and in case of Staff Quarters, their typewise number in the remarks column.

D.6 Hostel facilities

a) No. of seats in the hostel:
for Men _____ For Women _____ Total _____

b) Ownership : _____

c) Distance from the Institute (kms) _____

D.7 Adequacy of other facilities (In case of inadequacy, reasons thereof)

a) Furniture & equipment for

i) Office _____

ii) Classrooms & Auditorium _____

iii) Library & Reading Room _____

iv) Hostel _____

b) Equipment & material for work experience _____

c) Lab. Equipment _____

d) Audio-visual & other teaching aids _____

e) Games & Sports material _____

f) Equipment for arts music, etc. _____

D.8 Library/Reading Room :

a) Total No. of Titles : _____

b) No. of periodicals being regularly
subscribed to : _____

c) No. of Newspapers : _____

E. Arrangements for Practice Teaching for Pupil - Teachers

E.1 Kindly explain briefly the existing arrangements and the
difficulties faced, if any _____

E.2 In case certain schools are attached to the ETTI for the purpose of practice teaching, the following information may kindly be given about them :

Name of School	Distance from ETTI (in kms)	Management	Classes		Number of		Remarks
			From	To	Students	Teachers	
1	2	3	4	5	6	7	8

F. Budgetary Position

Particulars	Amount in Rupees			
	1984-85	1985-86	1986-87	1987-88
	(Estimated)			
1	2	3	4	5

a) Institution's Annual Income
(To be filled up only for non-govt. institutions)

1. Fees of the Institution _____

2. Govt. grant _____

3. Other sources (Pl. specify)

i) _____

ii) _____

iii) _____

Total (a)

b) Annual Expenditure

1. Staff Pay & Allowances _____

2. Contingencies _____

3. Others (Please specify)

i) _____

ii) _____

iii) _____

Total (b)

G. General Remarks

If any audit objections or remarks/reports regarding irregularities have been communicated to the Institution during the last five years, details thereof and steps taken, if any, to rectify them :-

Date:

Name Signature & Seal of the
Head Of ETTI

H. Remarks of the Controlling Authority

(DEO/Joint Director of Education etc., who may be empowered to inspect the Institution and/or release grants to it, as the case may be)

H.1 Whether the information given above by the Institute is correct? Give details of inaccuracies, if any _____

H.2 Is the Institute known to have indulged in the following kinds of malpractices :

- a) Charging of Capitation fee
- b) Unfair selection of candidates
- c) Malpractices in conduct of Exams
- d) Any other serious malpractices or irregularities

If so, please give details:-

H.3 General comments on overall functioning of the
Institute -----

Date: Name, Signature & Seal of the Officer

I. Recommendation of the Task Force, with reasons, on whether the ETTI should be:

- i) Upgraded into a DIET
- ii) Continued, though without upgradation as above
- iii) Closed down

Date: Name, Signature and Designation of
Chairperson of the Task Force

J. Decision of the State Govt. on the Task Force's Recommendation (with reasons, if Recommendation is not accepted)

Date: Secy, Govt. of
Education Deptt.

ANNEXURE VIII

SUGGESTED METHODOLOGY FOR ESTIMATION OF AVERAGE ANNUAL REQUIREMENTS OF TEACHERS FOR ELEMENTARY SCHOOLS AND OF INSTRUCTORS AND SUPERVISORS FOR ADULT AND NON-FORMAL EDUCATION WHO WOULD NEED TO BE RECRUITED

(Estimation to be done for State/UT as a whole and for those districts where DIETs are to be established)

Part I: Average Annual Requirement of Elementary School Teachers

Steps	I-V, (Primary)	VI-VIII (Middle/ Upper Primary)	I-VIII (Elementary)
1	2	3	4

Ist Step : Additional Enrolment

- 1.1 Enrolment in 1986-87
- 1.2 Estimated Enrolment in 1989-90
(As per 7th Plan target especially of complete coverage of children in 6-11 age group)
- 1.3 Enrolment in 1994-95
(Proposed Target of 8th Plan - especially in the light of complete coverage of children in 6-14 age-group)
- 1.4 Estimated Additional Enrolment during
 - a) 1987-90
(1.2)-(1.1)
 - b) 1990-95
(1.3)-(1.2)
- 1.5 Out of the above estimated additional enrolment, portion expected to be covered under the non-formal system
 - a) Coverage as a percentage of 1.4
 - i) 1987-90
 - ii) 1990-95
 - b) Coverage in numerical terms, out of 1.4
 - i) 1987-90
 - ii) 1990-95

1.6 Estimated net additional enrolment in formal education system
i.e. in Schools, during:-

a) 1987-90
(1.4) (a) - (1.5) (b) (i)

b) 1990-95
(1.4) (b) - (1.5) (b) (ii)

2nd Step: Requirement of Teachers for Additional Enrolment under formal system

2.1 Teacher-Pupil Ratios

a) 1986-87 (Actual)

b) 1987-90
(as per 7th Plan norms)

c) 1990-95
(as per state norms or 7th Plan norms)

2.2 Estimated Requirement of
Teachers for additional
enrolment under formal
system,
(By dividing additional
enrolment given in (1.6)
by T:P Ratio given in
(2.1) for respective years)

a) during 1987-90

b) 1990-95

2.3 Estimated Average annual
requirement of teachers for
additional enrolment (by
dividing the no of additional
Teachers given in 2.2 (a)
for 1987-90 by three and
that for 1990-95 given in
2.2 (b) by five)

a) during 1987-90

b) 1990-95

3rd Step : Requirement of Teachers on account of attrition (deaths, resignations, retirements etc.)

- 3.1 Total number of teachers (1986-87)
- 3.2 Assumption about percentage annual attrition rate of teachers (actual based on average of last three years or, in the absence of actual data, 2.0% of total)
- 3.3 Estimated average annual requirement of teachers on account of attrition as per rates assumed in 3.2 on total number of teachers in 1986-87 (3.1)

4th Step: Estimated total average annual requirement of Teachers

- 4.1 During 1987-90
(2.3 (a) + 3.3)
- 4.2 During 1990-95
(2.3 (b) + 3.3)

Part II: Average Annual Requirement of Instructors and Supervisors for Non-formal Education

Steps	Primary	Middle/ Upper Primary	Elementary (Pry & Middle)
1	2	3	4

1st Step: Enrolment under Non-formal Education

- 1.1 Enrolment in NFE in 1986-87
- 1.2 Out of total estimated additional enrolment during 1987-95, estimated additional enrolment under NFE in accordance with item 1.5 in Part I above
 - a) during 1987-90
 - b) during 1990-95

- 1.3 Estimated average annual additional enrolment under NFE during:
- a) 1987-90
(By dividing by 3, item No. 1.2 (a) above)
 - b) 1990-95
(By dividing by 5, item No. 1.2 (b) above)

2nd Step: Estimated Requirements of Instructors

- 2.1 Instructor: Pupil Ratio under NFE:
- a) 1986-87 (actual)
 - b) during 1987-90 (as per State 7th Plan or central scheme norms)
 - c) during 1990-95 (as per State 7th Plan or Central Scheme Norms)
- 2.2 Estimated Annual Requirement of Instructors
- a) Actual no. of Instructors in 1986-87
 - b) Estimated Annual Requirement during 1987-90
[by dividing item 1.3 (a) by I : P Ratio given in item 2.1 (b)]
 - c) Estimated Annual Requirement during 1990-95
[By dividing item 1.3 (b) by I : P Ratio given in Item 2.1 (c)]

3rd Step: Estimated Requirement of Supervisors

- 3.1 Supervisor - Instructor Ratio :
- a) 1986-87 (actual)
 - b) 1987-90 (as per State 7th Plan or Central Scheme norms)
 - c) 1990-95 (as per State 7th Plan or Central Scheme norms)

3.2 Estimated Annual Requirement of Supervisors

- a) Actual No. of Supervisors in 1986-87
- b) Estimated Annual Requirement during 1987-90
[By dividing item 2.2 (b) by
S : I Ratio given in 3.1 (b)]
- c) Estimated Annual Requirement during 1990-95
(By dividing item 2.2 (c) by S : I Ratio given in 3.1 (c))

PART III: Average Annual Requirement of Instructors and Supervisors
for Adult Education

1st Step: Learners under Adult Education

- 1.1 Actual Number in 1986-87 -----
- 1.2 Average number of learners to be
covered under Adult Education Programme
every year during 1987-90 as per 7th
Plan targets for Adult Education -----
- 1.3 Estimated number of illiterates in
15-35 age-group by 1989-90 after
taking into account efforts made
during 7th Plan -----
- 1.4 Projected average number of learners
to be covered every year under Adult
Education Programmes during 8th Plan
i.e. 1990-95 (by dividing item (1.3)
by 5) -----

2nd Step: Estimated Requirement of Instructors

- 2.1 Instructor-learner Ratio under AE:
 - a) 1986-87 (Actual) -----
 - b) 1987-90 (as per State 7th Plan or
Central Scheme norms) -----
 - c) 1990-95 (as per State 7th Plan or
Central Scheme norms) -----
- 2.2 Estimated Annual Requirement of Instructors
 - a) Actual No. of Instructors in 1986-87 -----
 - b) Estimated Annual Requirement during
1987-90 [By dividing item 1.2
by I : L Ratio given in 2.1 (b)] -----

- c) Estimated Annual Requirement during 1990-95 [By dividing item 1.4 by I : L Ratio given in 2.1 (c)]

3rd Step: Estimated Requirement of Supervisors

3.1 Supervisor-Instructor Ratio

- a) 1986-87 (actual)

- b) 1987-90 (as per State 7th Plan or Central Scheme Norms)

- c) 1990-95 (as per State 7th Plan or Central Scheme Norms)

3.2 Estimated Annual Requirement of Supervisors

- a) Actual No. of Supervisors in 1986-87

- b) Estimated Annual Requirement during 1987-90 [by dividing item 2.2 (b) by S : I Ratio given in 3.1 (b)]

- c) Estimated Annual Requirement during 1990-95 [by dividing item 2.2 (c) by S : I Ratio given in 3.1 (c)]

ANNEXURE IX

STATE/UT LEVEL PROFORMA FOR PERSPECTIVE PLANNING OF ELEMENTARY
TEACHER EDUCATION (INCLUDING ESTABLISHMENT OF DIETS)

PART - I : BASIC INFORMATION

A. Basic Statistics:-

A.1 Name of the State _____

A.2 Population (1981) (i) Total _____

(ii) Percentage of (a) SC _____

(b) ST _____

A.3 Number of Districts _____

A.4 Number of Blocks _____

A.5 Literacy Rate (1981) Male _____

Female _____

Overall _____

A.6 Number of Elementary Schools and AE/NFE Centres in the State/
UT in 1986-87

Type of Institution	No. of Institutions managed by			Number of Institutions exclusively for Girls out of those in Col.4
	Govt.	Non-Govt.	Total	
1	2	3	4	5

a. Primary Schools/
Sections

b. Middle(Upper
Primary)
School/
Sections

Total Elementary
Schools
(a+b)

c. Non-Formal
Education Centres

d. Adult
Education
Centres

A.7 Enrolment Trends

	1986-87	1989-90 (7th Plan Target)	1994-95 (Proposed/Con- templated 8th Plan Targets)	
	1	2	3	4

a. Enrolment in Schools

i) I-V Classes

ii) VI-VIII Classes

iii) I-VIII Classes (i+ii)

b. Learners in Non-Formal Education System

i) Primary

ii) Middle/Upper Primary

iii) Total (i+ii)

*c. Gross Enrolment Ratios (G.E.R.)
(in percentage)

i) 6 - 11 years

ii) 11 - 14 years

iii) 6 - 14 years

d. Learners in Adult Education System

A.8 Number of Teachers/Instructors (1986-87)

	<u>No. of Teachers/Instructors</u>		
	<u>Govt. Institutions</u>	<u>Non-Govt. Institutions</u>	<u>Total</u>
	1	2	3

a. Primary Schools/Sections

b. Middle Schools/Sections

Total for Ele. Schools (a+b)

c. N.F.E. Instructors

d. A.E. Instructors

* G.E.R. means percentage of enrolment in formal and non-formal education system to the total estimated population of children in the respective age-groups.

A.9 Teacher/Pupil Ratios (1986-87)

a. Primary Schools/Sections _____

b. Middle Schools/Sections _____

Over all ratio for
Elementary Schools

c. N.F.E. Centres _____

d. A.E. Centres _____

A.10 Elementary Teacher Training Institutions (ETIs) in the State/UT (1987-88)

Category	No. of Institutions Exclusively Total for girls	Annual Intake Capacity of Pre-service Trainees
1	2	3

- i) Govt.
- ii) Non-Govt. Aided
- iii) Non-Govt. Unaided

Total

B. System of Elementary Teacher Education (E.T.E.) in the State/UT

B.1 What is the administrative and supervisory set up for Elementary Teacher Education at:

- a) Secretariat/Directorate Level
- b) SIE/SCERT Level
- c) Regional/Divisional Level
- d) Distt. Level

Kindly attach brief information on the Administrative set up preferably alongwith organograms

B.2 Please give the following information regarding the Pre-service training Programme of Ele. School Teachers in the State/UT:

- a) Duration of Course _____
- b) Minimum Prescribed qualifications for admission _____
- c) Mode of selection of candidates for Admission to pre-service training programme (including for SC/ST/Women candidates) _____

d) Are the course contents and design in accordance with NCTE guidelines? _____

If not, please give details of the deviation from the above guidelines _____

e) What is the role of SCERT in course design and formulation? _____

B.3 What is the system of fixing intake of pre-service trainees for institutions of E.T.E.? _____

B.4 What is the system of pupil evaluation in the Pre-service Training Course? _____

B.5 What is the system of recruitment (qualifications & selection procedure), training, posting and cadre management of Teachers in Govt. E.T.E. Institutions?

Kindly attach a brief note.

B.6 What is the system of granting recognition and financial aid to, supervision of and fixing intake for non-governmental Institutions for E.T.E.?

Kindly attach a brief note.

B.7 Has the State Council of Teacher Education been set up? _____

If yes, please give its membership, functions and a note regarding its activities in the last three years.

B.8 What are the existing arrangements for in-service training of elementary teachers? Give a note on the duration and content of courses, method of selection of teachers and agency and system of conducting these programmes at State, District & Lower Levels. Also indicate rates of TA/DA paid to the participants in these courses. Kindly attach a brief note.

C. System of Training of AE & NFE functionaries

C.1 What are the organisational arrangements for pre-service and in-service training of AE and NFE functionaries at State and District levels? Kindly attach a note.

C.2 Kindly give a note on course contents, duration and agency responsible for conducting pre-service and in-service training programmes for (i) AE and (ii) NFE functionaries in the State.

D. System of Training of Heads of Elementary Schools

What are the arrangements for pre-service and in-service training of Heads of elementary schools, and concerned field officers of the Education Department? Kindly attach a brief note.

E. Educational Technology

E.1 Production/Replication Facilities:-

Please give details of the facilities obtaining in the State/UT, if any, for production/replication of the following kinds of educational aids:-

- i) Slides
- ii) Audio Programmes
- iii) TV Programmes
- iv) Video replication of TV/original programmes
- v) Films

E.2 Instruction Facilities:-

Facility	<u>No. of Elementary Schools</u>	
	Possessing the facility in 1986-87	No. Proposed to be provided facility by 1989-90 (7th Plan Targets)
1. Radio		
2. TV		
3. Other Audiovisual equipment		
4. Language Lab.		
5. Instructional computer facility		

E.3 Educational Broadcasting/Telecasting:- Please give a brief note regarding present and proposed arrangements for, and coverage of educational (radio) broadcasts and telecasts in the State.

E.4 Please attach a brief note giving other relevant information regarding the State level present and future programmes and organisational arrangements in the area of educational technology.

F. Pupil Evaluation System

What are the organisational arrangements and systems for conducting pupil evaluation at terminal classes of primary and middle (upper pry.) stages of education? Kindly attach a brief note.

G. State/UT Budget for Teacher Education Programmes

Kindly give the following information from the budget of Education Department for Elementary Teacher Education Programmes of the State/UT:

Items	Actual Expenditure			Estimated Expenditure
	1984-85	1985-86	1986-87	

a) Recurring:

1. Pay & Allowances
2. Pre-service Programmes
3. In-service Programmes
4. Other Contingencies/
Programmes/Activities
5. Grants to non-govt.
Institutions
6. Other Items
(Please specify)

Total: (a)

b) Non-Recurring

(Please specify the items)

Total (b)

c) Grand Total (a+b)

E.4 Please attach a brief note giving other relevant information regarding the State level present and future programmes and organisational arrangements in the area of educational technology.

F. Pupil Evaluation System

What are the organisational arrangements and systems for conducting pupil evaluation at terminal classes of primary and middle (upper pry.) stages of education? Kindly attach a brief note.

G. State/UT Budget for Teacher Education Programmes

Kindly give the following information from the budget of Education Department for Elementary Teacher Education Programmes of the State/UT:

Items	Actual Expenditure			Estimated Expenditure
	1984-85	1985-86	1986-87	

a) Recurring:

1. Pay & Allowances
2. Pre-service Programmes
3. In-service Programmes
4. Other Contingencies/
Programmes/Activities
5. Grants to non-govt.
Institutions
6. Other Items
(Please specify)

 Total: (a)

b) Non-Recurring

(Please specify the items)

Total (b)

c) Grand Total (a+b)

PART II

PLAN FOR MEETING PRE-SERVICE AND IN-SERVICE TRAINING REQUIREMENTS OF THE STATE/UT

H. Present and future requirements of teachers for elementary education and average annual intake for pre-service elementary teacher training facilities:

H.1 Please work out estimated annual requirement of Ele. School Teachers, for the State as a whole, on account of addl. enrolment and attrition, by following the methodology suggested in Part I of Annexure VIII, attach the calculation with this proforma and fill up the following Abstract as per Step 2 (2.3), Step.3 (3.3) and Step 4 of Part I, Ann.VIII.

	Period	<u>Average Annual Requirement of Teachers</u> For additional enrolment	<u>Requirement of Teachers</u> On account of attrition	Total
	1	2	3	4
1.	1987-90	_____	_____	_____
2.	1990-95	_____	_____	_____

H.2 What is the number of posts of the School Teachers actually created in the State/UT from 1984-85 onwards:

1984-85	-----
1985-86	_____
1986-87	_____
1987-88	_____

Average No. of posts created during 1984-88 _____

H.3. In case the average annual estimated demand of teachers for additional enrolment as given in Col. 2 of Item H.1 above exceeds the average annual number of posts created during 1984-88 given in item H.2 above by more than 25% of the latter, the State/UT may like to give a more realistic estimate of the former by reducing the estimated number of new posts to be created every year. If so, kindly give the changed figures for:

a) 1987-90	_____
b) 1990-95	_____

H.4 In the light of H.3, Revised estimated annual requirement of ele. school teachers for fixing in-take for elementary teacher training institutions in the State/UT (Pl. add annual requirement on account of attrition given in Col. 3 of item H.2 to the corresponding figures in H.3]

a) 1987-90 -----

b) 1990-95 -----

H.5 In case of States/UTs where there is a backlog of untrained teachers working in elementary schools, please give the following information:

a) Total number of teachers in primary and middle schools/stages in 1986-87 -----

b) Percentage of untrained teachers in (a) above -----

c) Number of untrained teachers in (a) above -----

d) Average annual targets for clearing backlog of untrained teachers assuming that it would be cleared by 1989-90 or, in exceptional cases, by 1992-93, and only trained teachers would be recruited in future:

a) Annual Target for 1988-90 -----

b) Annual Target for 1990-93 -----

e) What steps are proposed to be taken to clear the backlog of untrained teachers as given above: _____

H.6 In case of States/UTs where there is a backlog of trained, unemployed elementary school teachers, the following information be given:

a) Number of unemployed, trained ele. school teachers registered in employment exchanges:

Year _____ No _____

- b) Will the State/UT be able to provide employment to these persons in the next 3 to 5 years? If so please give numbers likely to be employed, year-wise

Years	No. of unemployed trained teachers likely to be employed
1987-88	
1988-89	
1989-90	
1990-91	
1991-92	

- I. Plan for matching pre-service intake capacity of ETTI with estimated requirements of trained teachers (H.4).

- a) The present position of ETTIs:

	Govt. Institutions	Non-Govt. Aided	Non-Govt. Unaided	Total
i) Present number	_____	_____	_____	_____
ii) Present annual intake of Pre-service trainees	_____	_____	_____	_____

- b) Estimated Annual Requirement of Teachers according to Item H.2/H.4

i) 1987-90	_____
ii) 1990-95	_____

c) Matching of the annual pre-service intake as given in (a) above with the estimated annual requirement of teachers during 1990-95 as given in (b) (ii) above:

Particulars	<u>Govt. Institutions</u>		<u>Non-Govt. Aided</u>		<u>Non-Govt. Unaided</u>		<u>Total for All Institutions</u>	
	Number	Annual Intake	Number	Annual Intake	Number	Annual Intake	Number	Annual Intake
1	2	3	4	5	6	7	8	9
i) No. of existing ETTIs proposed for being closed down during 1988-90 as per para 1.12 of the guidelines								
ii) No. of existing ETTIs proposed for being continued (indefinitely) but without upgradation into DIETs								
iii) No. of existing ETTIs, proposed for upgradation into DIET during								
1987-88								
1988-89								
1989-90								
Total								
iv) No. of completely new DIETs proposed for being set up during								
1987-88								
1988-89								
1989-90								
Total								
v) Anticipated position as on 1.4.90 [(ii)+(iii)+(iv)]								
[(Total in column 9 of item (v) above should match the figure in b(ii)]								

J. Estimation of In-service Training Requirements

J.1 Based on the 1987-88 figure of Elementary School Teachers in the State/UT no. of teachers who would have to be trained annually if all teachers in the State/UT are to be imparted at least one comprehensive in-service training every 5 years.

J.2 No. of Heads of Elementary Schools, School complexes etc. to be trained annually if all such Heads are to be imparted atleast one in-service training once in 3-5 years. (Please specify desired frequency).

J.3 Proposed arrangements for organising in-service training to extent indicated in J.1 and J.2:-

- (i) In DIETs,
- (ii) At other suitable Centres,
- (iii) Total

J.4 In-service Training Requirements of NFE & AE Instructors and Supervisors

Year	No. to be imparted annual orientation training			
	NFE		AE	
	Instructors	Supervisors	Instructors	Supervisors
1	2	3	4	5
1. 1987-88				
2. 1988-89				
3. 1989-90				

J.5 Proposed arrangements for meeting the above in-service training needs through DIETs and other institutions

PART - III

DISTT-WISE ABSTRACT OF EXISTING ELEMENTARY TEACHER TRAINING INSTITUTIONS

K. To be prepared on the basis of data collected in the Institutional Proforma given in Annexure VIII)

District	Name & Address of the Institution	Management Govt./Non-Govt. aided Unaided	Year of Establishment	Meant for (Boys/Girls/Co-education)	Distance from Districts Head Qtrs (in kms.)	Annual Intake capacity of pre-service trainees	Enrolment (1986-87)		
							1st Year	II Year	Total
1	2	3	4	5	6	7	8	9	10

Land/Building Position

Owner-ship	Total Campus Area (in Acres,)	Built-up Area	Spare Land available in the campus for further development	Number of existing rooms					Hostel	
				Class rooms	Auditorium/Halls	Lab.	Lib-rary	Other Rooms	Owner ship	Inmate Capacity
11	12	13	14	15	16	17	18	19	20	21

Availability of basic amenities like Electricity etc.	Whether Proposed for			Remarks (If a completely new DIET is proposed for establishment in the Distt., the fact should be mentioned together with its intake capacity)
	Upgraded to DIET	Retained without such upgradation	Phased out	
22	23	24	25	26

NB: Totals must be struck in (col. 2, 7, 10, and 23-26 for every Distt. and for the State/UT as a whole.

PART IV : Three Year Plan with District-wise Break-up for closure and continuance of existing Elementary Teacher Training Institutions and for Establishment of DIETs

L. On the basis of Part III, kindly give the following consolidated information district-wise for the State:

S.No.	District	Popula- tion	Special Characteristics, if any (eg. Hilly/ Tribal/Desert/ Metropolitan etc)	No.of Teachers in primary and middle schools/ stages	No.of Instructors		No.of Existing ETTIs			Intake of exis- ting ETTIs	
					AE	NFE	Govt.	Non Govt. Aided	Govt. Unaided		Total
1	2	3	4	5	6	7	8	9	10	11	12

Proposal for DIETs					Existing ETTIs proposed to be continued but without upgradation into DIETs								
No. of existing ETTIs proposed to be upgraded to DIET				No. of new DIETs proposed to be Established				Total No. of DIETs (Col.16+ Col.20)	Proposed Intake Capacity of Pre-service Trainees	Number		Total	Annual Intake capacity of pre-service trainees of ETTIs in col. 26
1987-88	88-89	89-90	Total	1987-88	88-89	89-90	Total			Govt.	Non-Govt.		
17	18	19	20	21	22	23	24	25	26	27			

No. of Existing ETTIs. proposed for being phased out during 1988-90						Remarks
Govt.		Non-Govt.		Total		
No.	Intake	No.	Intake	No.	Intake	
28	29	30	31	32	33	34

PART - V : PROPOSED ADMINISTRATIVE & ACADEMIC ARRANGEMENTS
FOR DIETs IN THE STATE/UT

- M. Please indicate the Department/Office/Agency which will coordinate, monitor, evaluate and oversee the work of the DIETs in the State/UT. Which Deptt./Branch/Unit in the Agency will do this work, what is its present staff and work load, and how will it be ensured that it is suitably equipped to discharge its functions relating to DIETs adequately?
- N. Please indicate the functional relationships which the DIETs will have in the State/UT with:-
- i) Education Deptt. at the State level
 - ii) Concerning Directorate of Education
 - iii) SCERT/SIE
 - iv) Directorate & State Resouce Centre for Adult Education
 - v) Directorate of Non-Formal Education (if in existence)
 - vi) SIET (if in existence)
 - vii) Divisional and Distt. level field officers of Education Deptt. (incl. AE & NFE Officers)
 - viii) Elementary schools situated within the
 - (a) Distt(s) to be served by the DIET
 - (b) Lab Area of the DIET
 - ix) Others (Please specify)

0. Staffing

0.1 Please give information on recruitment & training aspects of DIETs in the following format.

Branch	Name of post in the DIET	Pay Scale	Level (Equivalent post in State Edu.Deptt.)	Qualifications that will be prescribed for the post	Arrangements for Recruitment	Arrangements for induction Level Training																	
		Exi-ting posed	Pro-posed	Exi-ting posed	Pro-posed	Educa-tional and profes-sional	Exp-erience	Upper age limit	Who will recruit	Pro-posed mode of Recr-uitment/ Sele-ction	Who will appoint	Likely date by which first lot of incum-bents will be in posi-tion	Agency of trg.	Dura-tion of trg.	When will first trg. comm-ence	Agency which will prepare locally rele-vant trg. pack age	When will trg. pack be rea-dy	No.of persons in position to be Trained	Total				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

1. Admn.
 1. Principal
 2. Office Supdt.
2. DRU
 1. Vice-Principal
 2. Lecturer AE
 3. Lecturer NFE
3. ET.
 1. Sr. Lecturer
 2. Lecturer
 3. ET Technician
4. P&M
 1. Sr. Lecturer
 2. Lecturer
 3. Statistician

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

5. C&E

1. Sr. Lecturer
2. Lecturer

6. W.E.

1. Sr. Lecturer
2. Lecturer
3. WE Teacher

7. PSTE

1. Sr. Lecturer
2. Lecturers

- i)
- ii)
- iii)

8. ISPES

1. Sr. Lecturer
2. Lecturers

0.2:- Please give a brief note regarding proposed cadre formation and career prospects for persons who would be recruited to the DIET posts mentioned above, also indicating the Status of framing Recruitment and Service Rules for them. If the Draft/Final Rules are ready, a copy thereof may please be attached.

P. Development of Academic Packages

In the context of para 2.13 and Annexure V of the Guidelines, please give the following details:

- (i) List of programmes which DIET in the State would be conducting.
- (ii) Name of agencies which have been assigned the task of developing academics packages for the above programmes.
- (iii) Progress of development of above packages and date by which they would be ready.

Q. Arrangements for construction work

Q.1 Which Agency/Agencies will be entrusted construction work under the scheme? _____

Q.2 On what terms will it/they carry out construction work for the Education Deptt.? _____

Q.3 How will it be ensured that construction work gets completed on schedule and there are no cost escalations due to delays? _____

R. Arrangement for purchase of Furniture, Equipment etc.

R.1 What will be the mode of purchase (Authority to place orders for purchase, place of delivery, suppliers agency etc) of the following for the DIETs.

- i) Furniture
- ii) Books
- iii) Audio-Visual Aids
- iv) Computer
- v) Other ET Equipment
- vi) Science Equipment
- vii) Workshop/WE Equipment

viii) Sports and Physical Education Equipment

ix) Office Equipment

x) Other Equipment

R.2 How will it be ensured that purchases are made in a fair manner and quality goods are supplied to the DIETs on schedule? _____

S. General Remarks (if any)

T. What legal and administrative steps will be taken, and according to what time schedule, to phase out Institutions identified for closure?

ANNEXURE X

DISTRICT LEVEL PROFORMA FOR FORMULATING PROJECTS FOR ESTABLISHMENT OF DIETs

* PART I : BASIC INFORMATION

A. Basic Statistics:

A.1 Name of the District _____

A.2 Population (1981) i) Total _____

ii) Percentage of a) SC _____
b) ST _____

A.3 Number of Blocks _____

A.4 Literarcy Rate (1981) Male _____
Female _____
Overall _____

A.5 Number of Institutions in 1986-87

Types of Schools/ Institutions	No. of Institutions managed by			Number of Institutions exclusively for Girls out of those in Col.4
	Govt.	Non-Govt.	Total	
1	2	3	4	5
i) Primary Schools/ Sections				
ii) Middle (Upper Primary) Schools/ Sections				
	Total Elementary Schools (i)+(ii)			

* In case a DIET will serve more than one district on a long term basis, Please fill-up this part i.e. Basic Statistics, in such a manner as to give information in respect of every district which the DIET will so serve.

- iii) Non-formal Education Centres
- iv) Adult Education Centres

A.6 Enrolment Trends

	1986-87	1989-90 (7th Plan Targets Targets)	1994-95 (Proposed/ contemplated 8th Plan Targets)
--	---------	---	--

- a. Enrolment in Schools
 - i) I-V Classes
 - ii) VI-VIII Classes
 - iii) I-VIII Classes (i+ii)
- b. Learners in Non-formal Education System
 - i) Primary
 - ii) Middle/Upper Primary
 - iii) Total (i+ii)
- c* Gross Enrolment Ratios (G.E.R.)
(in percentage)
 - i) 6-11 years
 - ii) 11-14 years
 - iii) 6-14 years
- d. Learners in Adult Education System

A.7 Number of Teachers/Instructors (1986-87)

	<u>No. of Teachers/Instructors</u>		
	Govt. Insti- tutions	Non-Govt. Institutions	Total
a. Primary Schools/Sections			
b. Middle Schools/Sections			
Total for Elementary Schools (a+b)			
c. N.F.E. Instructors			
d. A.E. Instructors			

* G.E.R. means percentage of enrolment in formal and non-formal education systems to the total estimated population of children in respective age-groups.

A.8 Teacher/Pupil Ratios (1986-87)

a. Primary Schools/Sections _____

b. Middle Schools/Sections _____

Overall ratio for
Elementary Schools

c. N.F.E. Centres _____

d. A.E. Centres _____

A.9 Existing Elementary Teachers Training Institutions (ETIs) in the District (1987-88)

Category	No. of Institutions		Annual Intake Capacity of Pre-service Trainees
	Total	For Girls	
1	2	3	4

- i) Govt.
- ii) Non-Govt. aided
- iii) Non-Govt. unaided

Total

A.10 No. of Primary & Middle Schools in the District having facilities for :

	In the Year	
	1986-87	1989-90 (7th Plan Target)
a) Radio	-----	-----
b) TV	-----	-----
c) Other audio-visual equipment	-----	-----
d) Instructional Computer Facility	-----	-----

A.11 Present and proposed coverage of educational (radio) broadcasts and telecasts

B. Preparation of District Map

Please prepare a district map where DIET is to be located indicating block boundaries, location of primary and middle schools, ETTIs and proposed DIET.

C. Expenditure on Teacher Education Programmes in the District

Item	Actual Expenditure			Estimated Expenditure
	1984-85	1985-86	1986-87	

a) Recurring

1. Pay and Allowances
2. Pre-service programmes
3. In-service programmes
4. Other contingencies/ programmes/activities
5. Grants to Non-govt. institutions.
6. Other items (Please specify)

 Total Recurring (a)

b) Non-recurring

(Please specify item)

Total (b)

c) Grand Total (a+b)

PART-11*

PLAN FOR MEETING PRE-SERVICE AND IN-SERVICE
TRAINING REQUIREMENTS OF THE DISTRICT

D. Present and future requirements of teachers for elementary education and annual intake capacity of pre-service trainees of existing ETTIs:

D.1 Kindly work out estimated annual requirements of Teachers for elementary education as per the methodology suggested in Part I of Annexure VIII and attach with this proforma.

D.2 Kindly indicate the estimated average annual requirement of teachers at elementary stage according to Step 2 (2.3), Step 3 (3.3) and Step 4 of Part I, Annexure VIII:

Year	Average Annual Requirement of Teachers		
	For additional enrolment	On account of attrition	Total
1	2	3	4

- | | | | |
|-----------------|-------|-------|-------|
| 1. From 1987-90 | ----- | ----- | ----- |
| 2. From 1990-95 | ----- | ----- | ----- |

D.3 What is the number of posts actually created for elementary education i.e., primary and upper primary levels of education from 1984-85 onwards :

1984-85

1985-86

1986-87

1987-88

Average No. of
Posts created during
1984-88

* This part should also give data for all the districts which a DIET will serve on a long term basis.

D.4 In case the average annual estimated demand of teachers for additional enrolment as given in Col.2 of Item D.2 above exceeds the average annual number of posts created during 1984-88 given in item D.3 above by more than 25% of the latter is it necessary to work out a more realistic picture, by reducing the former? If so, kindly give the changed figures for:

- a) 1987-90 -----
- b) 1990-95 -----

D.5 In case some changes are made in item D.4, what would be revised annual requirements of teachers for fixing in-take for elementary teacher training institutions after adding annual requirements on account of attrition given in Col. 3 of item D.2.

- a) 1987-90 -----
- b) 1990-95 -----

D.6 In case there is backlog of untrained teachers at elementary stage, please give the following information :

- a) Total number of teachers in primary and middle schools/ stages in 1986-87 -----
- b) Percentage of untrained teachers in (a) above -----
- c) Number of untrained teachers in (a) above -----
- d) Average annual targets for clearing backlog of untrained teachers assuming that it would be cleared by 1989-90 or in exceptional cases by 1992-93 and only trained teachers would be recruited in future:
 - a) 1988-90 -----
 - b) 1990-93 -----
- e) What steps are proposed to be taken to clear the backlog of untrained teachers as indicated above: -----

D.7 In case there are unemployed trained elementary school teachers in the Distt., the following information be given:

a) Number of unemployed trained qualified teachers registered in employment exchange for elementary education

Year: _____ No.: _____

b) Is it possible to provide employment to these persons by 1989-90 or so? If so indicate likely yearwise figures:

1987-88

1988-89

1989-90

E. Plan for matching pre-service intake capacity of ETTIs, with estimated requirements of trained teachers

a) The present position:

	Govt. Institutions	Non-Govt. Aided Insts.	Non-Govt. Unaided Insts.	All Inst.
i) Present number	_____	_____	_____	_____
ii) Present annual intake of Pre-service Trainees	_____	_____	_____	_____
b) Estimated Annual Requirement of Teachers according to Item D.2/ D.5				

i) 1987-90	_____			
ii) 1990-95	_____			

- c) In order to match annual pre-service intake as given in 'a' above with the estimated requirements of teachers as given in 'b' above, kindly give the future plans for all the ETTIs in the Distt. or Districts proposed to be covered by the DIET on permanent in the format given in part (c) of Item I of Annexure IX.

F. Estimation of In-service Training Requirements of the Distt(s)

Please give information on the points mentioned in Item J of Annexure IX.

PART III

- G. Please give information for the Distt(s) regarding (i) abstract of existing ETTIs, and (ii) three year plan for their closure/continuance and upgradation into DIET/Establishment of new DIET in the formats given in Part III and IV of Annexure IX.

PART IV

BASIC DESIGN PROPOSED FOR THE DIET

This and the following parts are meant for preparation of detailed project proposals for setting up a DIET in a District. These have primarily been designed for upgradation of an existing ETTI. In case proposals are to be prepared for establishment of a new DIET, these formats should be used with suitable modifications. It is suggested that the Task Force should visit the Institute to be upgraded or the place where a new DIET is to be established before filing up these two parts (IV and V).

H. BASIC INFORMATION

H.1 Name and address of the ETTI proposed to be upgraded _____

H.2 In case a new DIET is to be established, its proposed location may be given _____

H.3 For detailed information on the Institute to be upgraded into DIET, copy of information received in the Institutional Proforma (Annexure VIII) should be enclosed.

I. Functions and Tasks planned to be performed by the proposed DIET

I.1 Training Programmes

i) Pre-service Training Course

<u>Name of Course</u>	<u>Duration</u>	<u>Annual Intake</u>
-----------------------	-----------------	----------------------

iii) In-service Courses and short term Induction level Courses:

Description	Proposed				
	Duration	Average No. of trainees per Course	Approx. No. of Courses to be organised annually	Total No. of trainees to be covered every year	Re-marks
1	2	3	4	5	6
1. One month comprehensive course for Elementary School Teachers.					
2. Course for Resource Persons for organising various types of (decentralised) training programmes					
3. Course for Heads of Elementary Schools/ School Complexes etc.					
4. Courses for Adult Education and Non-Formal Education staff					
(a) Induction level courses for A.E./N.F.E. staff					
i) A.E. Instructors					
ii) A.E. Supervisors					
iii) N.F.E. Instructors					
iv) N.F.E. Supervisors					
(b) Annual Orientation Courses for AE/NFE Staff					
i) A.E. Instructors					
ii) A.E. Supervisors					
iii) N.F.E. Instructors					
iv) N.F.E. Supervisors					

6. Short, Theme-Specific Courses

- i) Curriculum and Evaluation
- ii) Work Experience
- iii) Computer and ET
- iv) Others (pl.specify)

7. Others Courses/ Programmes

- i) Orientation Programme for Community Leaders and Youth
- ii) Others (pl.specify)

I.2 Extension Functions:

I.3 Resource Functions:-

I.4 Research Innovation and Project Experimentation (Here, among other things, the Block/Village Cluster/Urban Area where DIET will carry out its innovative/ research Projects, should also be indicated and basic information about such "Lab Area" given)

I.5. Other Activities (please specify)

J. Proposed Design for the DIET as it would look after it is fully strengthened/established for Performing the functions and tasks listed I:

Branches/Units which the Institute will have	Staff		Pay Scale	Special Equipment required for esta- blishing the Branch/ Unit, If any	Year in which branch/ unit is to be established/streng- hened		
	Name of Post	No.			1987-88	88-89	89-90
1	2	3	4	5	6	7	8
1. PSTE							
2. ISPES							
3. PM							
4. DRU							
5. ET							
6. WE							
7. CE							
8. Admn.							
9. Other Units							
a) Phy.Edn.							
b) Library							
c) Hostel							
d) Others							
(Pl. specify)							

K. Land and Building Requirements for the proposed Upgradation:-

a) Requirement of Building

Description of Building	Details of Accommodation (e.g. No. and size of rooms etc.)	Built up Area	Remarks
1	2	3	4
Total: a) Ground floor			
b) Ist floor			
c) Total Area proposed for construction			

b) Requirement of Land for Non-Building Use:-

<u>Nature of Use</u>	<u>Area Required</u>	<u>Remarks</u>
1. Playgrounds		
2. Other open-air activities		
3. Horticulture & Gardening		
4. Services (Roads, Water supply, Sewerage etc.)		
5. Others (Pl. specify)		
Total :		

c) Total Requirement of Land for Building & Non Building purposes:-

PART V

L. THE PROJECT

L.1 NON-RECURRING EXPENDITURE

Item	Present Availabi- lity	Net Addition Proposed	Cost Per Unit (if appli cable)	Proposed Year-wise Phasing									
				1987-88		1988-89		1989-90		Total		Remarks	
1	2	3	4	Phy.	Fin.	Phy.	Fin	Phy.	Fin	Phy.	Fin.		12

1. Land Acquisi-
tion (To be
funded entirely
by the State/UT)

2. Provision of
Basic Amenities

i) Water Supply

ii) Electricity

iii) Waste Disposal

iv) Telephone

Total (2)

1	2	3	4	5	6	7	8	9	10	11	12	13
---	---	---	---	---	---	---	---	---	----	----	----	----

3. Building Works

a) Special Repairs
to Existing
Buildings

- i)
- ii)
- iii)
- iv)

Total (a) *

b. New Construction

- i) Classrooms/Lecture Halls
 - ii) Rooms for Admn. use.
 - iii) Auditorium
 - iv) Workshop/Labs.
 - v) Library
 - vi) Hostel
 - vii) Staff Quarters
- Type No.

- a.
- b.
- c.
- d.

Total (b)
Total [3 = (a+b)]

* For each proposed item of new construction, please indicate proposed built-up area, total cost, and also per square foot cost of construction, in the Remarks column.

1	2	3	4	5	6	7	8	9	10	11	12	13
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- viii) Computer
- ix) Other ET Equipment
(Pl. specify)
- x) Office Equipment

- a. Typewriter
- b. Duplicator
- c. Others (Pl. specify)
- Total (x)

- xi) Other Equipment
(Pl. specify)

Total (4)

Grand Total (L.1=2+3+4)
(Excluding provision
for land acquisitions
which will be met by
State/UT out of its
resources)

L.2 RECURRING EXPENDITURE

(i) Staff

Existing posts to be utilised with or without upgradation					Proposed Additional Staff with Year-wise Phasing																		
					1987-88				1988-89				1989-90				Total						
Name of Post	No.	Pre-sent Pay scale	If to be upgraded	Desg. New Addl. Pay annual Expdr. on up-gradation	Posts proposed for creation	Estimated Recurring Expenditure on pay, allowances	Name of Post	No. of Post	Pay Scale	etc.	Posts proposed for creation	Estimated Recurring Expenditure on pay, allowances	Name of Post	No. of Post	Pay Scale	etc.	Posts proposed for creation	Estimated Recurring Expenditure on pay, allowances	Name of Post	No. of Post	Pay Scale	etc.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

- PSTE
 - ISPES
 - PM
 - DRU
 - ET
 - WE
 - CE
 - Admn.
 - Others
 - a) Phy.Edn.
 - b) Library
 - c) Hostel
 - d) Others
- (Pl.Specify Total (I))

CONTINGENCIES

Description of Items	Year-wise Estimated Expenditure (to be supported with separate sheet giving details)			
	1987-88	1988-89	1989-90	Total
1	2	3	4	5
1.				
2.				
3.				
4.				
5.				
6.				
Total (II)				
Grand Total (L.2)				

L.3 ABSTRACT OF THE PROPOSALS

Item	Year			
	I Year	II Year	III Year	Total

I. Proposed Non-Recurring Expenditure

- i) Land Acquisition
- ii) Provision of Basic Amenities
- iii) Buildings
 - a. Special Repairs
 - b. New Construction
 - c. Total
- iv) Equipment

 Total (I) (Excluding land acquisition i.e. (ii)+(iii)+(iv))

II. Proposed Recurring Expenditure

- i) Staff
- ii) Contingencies

 Total (II)

Subtract the present level of Recurring Expenditure

Net Demand of Central Assistance for Items of Recurring Expenditure

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 17-B, Sri Aurobindo Marg,
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