

DIET MYSORE.

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**DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET):
VASANTHAMAHAL: MYSORE.**

The **DIET**, Vasanthamahala, Mysore was established in 1993. It is an upgraded successor of Govt. Teachers' Training Institute, Vasanthamahala, Mysore with diverse activities for implementing the theme "Education for All" It is to provide academic and resource support – in the areas of elementary, non-formal and adult education in the district.

Location:-

The DIET is located in palacial building called Vasanthamahala which belonged to erstwhile rulers of Mysore. It is just one and a half kms. from Central Bus stand and three kms. from the railway station.

Administration:-

In its fullfledged form, the DIET is a residential institute under the administrative control of the DSERT, Bangalore. The DIET is headed by a Principal whose rank is equivalent to that of the District Dy. Directors of Public Instruction of the Education Dept. He is assisted by a Class-I Vice Principal and six other Class-I Senior Lecturers and 17 Class-II Lecturers.

Training details of the DIET, Mysore:-

1. Multigrade Teaching.
2. Orientation Programmes in Kannada, English, Maths., Science and Social Science.
3. Workshop in preparation of Question Bank and Teaching Aids.
4. Social useful productive work programmes.
5. Orientation programmes for I.E.D. children.
6. Usages of E.T. equipments.
7. Physical Education Training for non-PE teachers in Primary Schools.
8. Personality Development Programmes.
9. Orientation Programmes in EVS.
10. Induction Programme for effective usage of school broadcasting.
11. Population Education.
12. Yoga and Health Edn.
13. Awareness in Edn.
14. Training Programme for VEC members.
15. Training for School Complex heads.
16. Gender Edn. Programme.
17. Training Programmes for Backward Class and Minority School Teachers.
18. Training Programme for Tribal area school teachers.
19. Developing Action Plan for effective function of school complexes.
20. Action Plan.

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DISTRICT INSTITUTE OF EDUCATION AND TRAINING: VASANTHAMAHAL: MYSORE-10
PREAMBLE:

The concept of District Institute of Education and Training envisages the existence of training and resource institutions at the district level to look after the development of elementary education (both formal and non-formal) and adult education in the district. These institutions were set up to provide “academic and resource support at the grass root level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education”.

Until the adoption of NPE this support in the area of elementary education was being provided largely at the national and state levels only by institutions like NCERT, NIEPA and SCERTs. By the time of adoption of the NPE, elementary and adult education systems were already too vast to be adequately supported by national and state level agencies alone. The NPE implied their further expansion as also considerable improvement. Provision of support to them in a decentralised manner became imperative. The NPE and POA accordingly envisaged the addition of a third district level tier to the support system in the shape of District Institutes of Education and Training (DIETs). With this the expectation was of wider quantitative coverage as well as qualitatively better support as these institutes would be closer to the field and therefore more alive to its problems and needs.

DIET – Mission and Role:

Mission:- With the preamble given in the preceding para DIET’s Mission would be briefly stated in the following terms:- “To provide academic and research support at the grass root level for the success of various strategies and programmes being undertaken in the area of elementary and adult education with the special reference to the following objectives:-

Elementary Education:- Universalisation of Primary/Elementary Education.

Adult Education:- National Literacy Mission (NLM) targets in regard to functional literacy in the 15-35 age group.

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

Pre-setting role:- Pursuit of excellency would have to inform all activities of the DIETs in which context, it will have two inter related aspects:-

- (i) excellency in the institutes own work and
- (ii) helping the elementary and adult education systems in the district in achieving excellency.

In this context DIETs will also have a very important phase setting role to play. They will be expected to become models for other educational institutions in the district.

Transactional Philosophy:- A DIET will have three main functions viz. training (both of induction level as well as continuing varieties) resource support (extension/guidance, development of materials, aids, evaluation tools etc.) quality improvement

- i) action research.

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

Basic Transactional Approach for the DIETs placing the learner at the centre.

The NPE and POA plead for the adoption of the child's centred approach in elementary education, The relevant portion of NPE needs:- "Child's centred approach, a warm welcoming and encouraging approach in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centred and activity-based process of learning should be adopted at the primary stage".

DIETs:- Special target groups:-

The DIETs also in all aspects of their work would have to give primary attention to promotion of education to the following groups-

- i) girls and women
- ii) scheduled caste and scheduled tribe
- iii) minorities
- iv) the handicapped and
- v) other educationally disadvantaged groups eg. Working children, slum dwellers, inhabitants of hilly, desert and other inaccessible area etc.

DIETs Linkages:

Not merely will every DIET establish a close and continuing dialogue with "the field" (i.e. with the elementary school, school complexes, teachers, headmasters, school supervisors, instructors/supervisors/project officers of AE and NFE and with the district level officers in these three sectors), but will also establish close linkages with Organisation and Institution at the National, State, Divisional and District Levels whose objectives and interests coverage with its own.

At the District Level:-

- i) Non-Govt. Organisations (NGO)
- ii) Institutions of higher education
- iii) College of Teacher Education (CTE)
- iv) Local radio stations (AIR)
- v) District Primary Edn. Programme (DPEP)
- vi) District Training Institute (DTI)
- vii)

At Division Level:-

- i) University Department of Education
- ii) Institution of Advanced Study in Education (IASE)

At the State Level:-

- i) Directorate of State Educational Research and Training (DSERT)
- ii) State Resource Centre (SRC)
- iii) Regional Institute of Education (RIE)

- iv) Administrative Training Institute (ATI)
- v) Institute of Social and Economical Change (ISEC)

At the National Level:-

- i) National Council of Educational Research and Training (NCERT)
- ii) National Institute of Educational Planning & Administration (NIEPA)
- iii) Centre for Cultural Resources and Training (CCRT)
- iv) Ministry of Human Resources Development (MHRD)

DIETs to be non-vacation, mainly residential institutions.

Training Programmes would go on throughout the year i.e. the institute's resources would be free from the

Work load of pre-service training. It is also expected to provide residential facilities to the trainees during training period.

Frame Work for strengthening DIETs:-

District Institutes of Edn. & Trg. Were conceived 10 years ago as an effort of Govt. of India to strengthen Teacher Education Programme in the country.

To start with 451 DIETs were sanctioned and it was raised to 500 as the no. of districts increased.

By 2000 all the 500 DIETs would be functioning.

The existing structure, specified roles and functions of DIETs correspond to those guideline prepared more than 10 years ago. They have become an integral part of the elementary teacher education programme and a vital component of the primary education system in the country.

Strategy:-

To achieve the objectives of the DIETs the following kinds of inputs have been introduced in the system of primary education and adult education,

- i) finance and physical resources
- ii) full involvement of the community
- iii) planning and management
- iv) suitable strategies for learners from disadvantaged groups
- v) dedicated and competent teachers and instructors
- vi) suitable academic and resource support to the teachers/instructors which would comprise
 - (a) training guidance and advise
 - (b) development of locally relevant teaching, learning materials and teaching aids
 - (c) evaluation
 - (d) field studies, action research and experimentation for tackling specific local problems encountered in achieving the goals.

Functions of DIETs:-

The functions of the DIETs are-

- i) training and orientation for elementary school teachers (both pre and inservice)
- ii) training and orientation for members of Village Education Committee (VEC), community leaders, Youth and other volunteers who wish to work in educational activities.
- iii) training and orientation for resource persons who will conduct suitable programmes for the target groups.

Wings of the DIETs and their functions:-

i) Pre-service Teacher Education (PSTE)

Staff pattern:- One Senior Lecturer (Junior Class-I)
Ten Lecturers (Class-II)

Functions:-

- ❖ Organising pre-service course for elementary school teachers.
- ❖ Propagation of Learner Centred Education and Education for Personality Development.
- ❖ All general matters concerning Teaching Methodology and specific matters concerning teaching methodology of the school NFE subjects represented in the branch.
- ❖ Provision of psychological counselling and guidance services to schools and NFE /AE centres of the districts.
- ❖ All matters relating to learning by children of disadvantaged groups.
- ❖ Education of children with major handicaps and other mild handicaps.
- ❖ Education of the gifted.
- ❖ To provide inputs into programmes/activities of all other branches of the institute to the extent of subjects in the branch. Such programmes would include (a) inservice programmes for elementary teachers (b) development of locally relevant curricula, teaching materials, low cost teaching aids, testing and evaluation tools (c) field interaction activities (d) action research especially in ways to improve learning by children of disadvantaged groups and in education of the gifted.
- ❖ Maintenance of Science Lab., Psychology equipments, Resource Room for education of disabled children, Rooms for art education and of equipment and facilities for sports and physical education.

ii) Work Experience:-

Staff pattern:- One Senior Lecturer (Junior Class-I)
One Lecturer (Class-II)
One Instructor

Functions:-

- ❖ To help educational authorities and elementary schools in planned introduction of work experience activities in such schools.
- ❖ To provide W.E. related inputs into all other programmes and activities of the institute.
- ❖ To organise activities for cleanliness, upkeep and development of institute campus-roads, playgrounds, lawns, grounds etc. – and its surrounding and for basic maintenance of institute furniture and other properties.
- ❖ To maintain workshop/farm/garden for W.E. activities,
- ❖ To promote work related hobbies among trainees of the institute.

District Resource Unit (DRU):-

Staff pattern:- One Senior Lecturer (Junior Class-I)

Four Lecturers (Class-II)

Functions:-

- ❖ To assist educational authorities in planning and co-ordination training programmes for AE/NFE persons through the district and to provide necessary support to such programmes organised outside the DIET.
- ❖ To evaluate and monitor the quality and efficacy of training programmes for NPE/AE persons held in and outside the DIET and to strive for their continuous improvement.
- ❖ To maintain a database on all NFE/AE personnel who undergo training at the institute and to organise follow up activities pursuant to such trainings.
- ❖ To undertake with the help of other concerned branches, the following activities vis-à-vis curriculum, basic and post literacy teaching-learning material, low cost teaching and evaluation tools of AE/NFE.
- ❖ To undertake field interaction (including extension) work vis-à-vis AE/NFE projects and centres in the district and to act as the referral unit for academic problems thrown up by the field in the areas of AE/NFE.
- ❖ To help DBE and AE/NFE authorities in organising media support for the AE/NFE programmes.
- ❖ To undertake Action Research in all areas relevant for making NFE/AE more effective-in collaboration with other branches.

Inservice Programmes, Field Interaction and Innovation, Co-ordination (IFIC):-

Staff Pattern:- One Senior Lecturer (Junior Class-I)

One Lecturer (Class-II)

Functions:-

- ❖ To assist educational authorities in planning and co-ordination of service education programmes for elementary teachers through the district, and to plan and co-ordinate such programmes held in the DIET, pursuant to this, the branch would –
- ❖ To serve as the nodal branch of organising.
- ❖ To evaluate and monitor the quality and efficacy of inservice programmes held in and outside the DIET, and to strive for their continuous improvement.
- ❖ To serve as a reference and resource centre for teachers who wish to continue their education.
- ❖ To act as the nodal branch for all action research, and field interaction (including extension) activities of the institute which would include inter alia.

Curriculum, Material Development and Evaluation (CMDE) :-

Staff pattern:- One Senior Lecturer (Junior Class-I)
One Lecturer (Class-II)

Functions:-

- ❖ To adopt existing items and develop new items of the following kinds so that they suit local circumstances, and can be used in elementary education and elementary teacher education programmes.
- ❖ To help the DRU in development work as above for adult and non-formal education.
- ❖ To undertake testing on sample basis to assess achievement levels among learners, especially with reference to min. levels prescribed for the primary and upper stage and for adult learners under NLM.
- ❖ To provide CMDE – related inputs into all other programmes/activities of the institute, eg. preservice and inservice programmes for teachers training programmes for NFE/AE personnel, field interaction (including extension) activities, action research etc.
- ❖ To help educational authorities and elementary school/NFE/AE centres in implementing a reliable and valid system of learner evaluation.
- ❖ To conduct workshop for the adaptation/development work mentioned in (1) above, As also inservice programmes relating to CMDE.

Educational Technology (E.T):-

Staff pattern:- One Senior Lecturer (Junior Class-I)
One Lecturer.
One Technician.

Functions:-

- ❖ To develop in collaboration with concerned staff of the – DIET and other resource persons, simple, effective and low cost teaching aids for various subjects/areas

- ❖ To help the DRU in developing low cost teaching aids as above, for adult and non-formal education.
- ❖ To maintain AV equipments of the institute, Computer Lab. Etc.
- ❖ To lend slides, cassettes and films to institutions having playing/projection facilities, and to borrow them from other resource centres.
- ❖ To liase with nearby radio station for arranging educational broadcasts suitable for elementary school children AE/NFE learners, teachers/instructors etc. of the district.
- ❖ To conduct appropriate inservice programmes for teachers in the area of ET.
- ❖ To conduct workshop for the development work mentioned in (1) above
- ❖ To provide ET – related inputs into all other programmes/activities of the institute eg. Pre-service and inservice programmes for teachers, training programmes for NFE/AE personnel, field interaction (including extension) activities, material development, action research etc.

Planning and Management (P & M):-

Staff pattern:- One Senior Lecturer (Junior Class-I)
One Lecturer.
One Statistician.

Functions:-

- ❖ To maintain an appropriate database for the district which may be required for various planning exercises aimed at the UPE/UEE/NLM goals and for monitoring progress towards these goals.
- ❖ To conduct studies with a view to giving policy advise to educational planners/administrators/DBE regarding UEE/NLM.
- ❖ To provide technical assistance to educational authorities in (1) school mapping, (2) micro planning for UPE/AUEE in an area specific and target group specific manner, (3) for formation and activation of school complexes, (4) institutional planning for school complexes, schools etc. and (5) institutional evaluation.
- ❖ To conduct orientation programmes for members of DBE, VECs, Community leaders, youth and other voluntary educational workers.
- ❖ To conduct appropriate programmes for HMs/Heads of School Complexes/Educational functionaries in P & M, covering areas of leadership, motivation involving the community etc.
- ❖ To provide P & M related inputs into all other programmes/activities of the institute.

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