

DISTRICT INSTITUTE OF EDUCATION & TRAINING

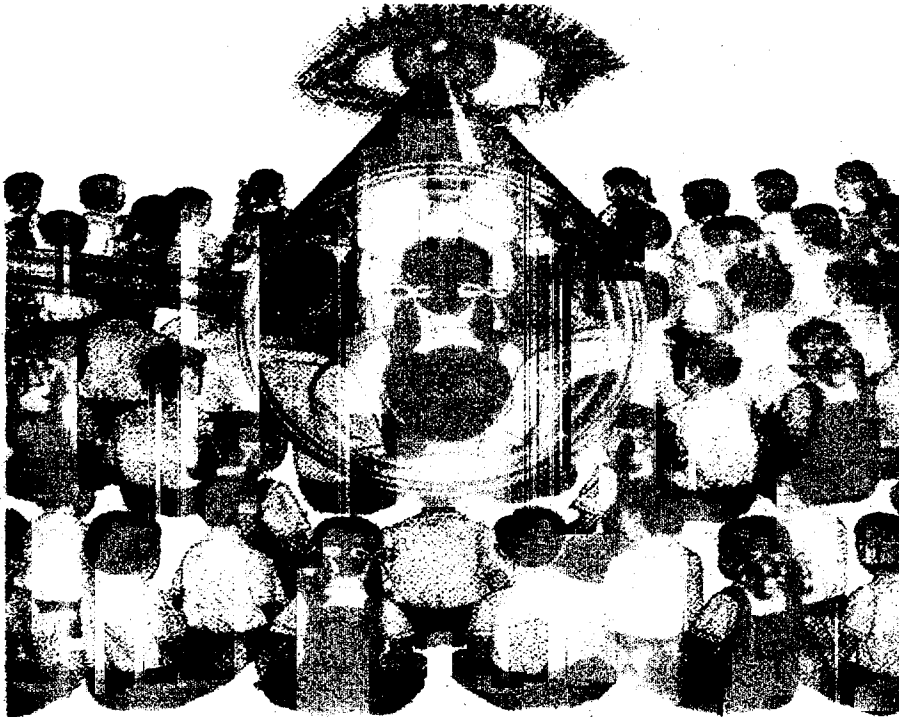


PALANPUR

BANASKANTHA

WE MUST SERVE THE TEACHERS, SO THAT THE TEACHERS WILL SERVE THE CHILDREN.

A Case- Study on institutional empowerment
and good practices of DIET,
Banaskantha, Gujarat.



Written by :-
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PALANPUR-(B.K.)

Source :-
G.C.E.R.T.
Gandhinagar
GUJARAT.

SEPTEMBER-1999

FOREWORD

The NIEPA has organized a competition on institutional building of DIETs, we are happy to note that an excellent efforts has been carried out by this institute.

To improve the functions of DIETs as basic Pre-service and In-service teacher educational institution functionaries have to build their organization peerless. Keeping this views in restructuring and empowering any institutions, collective effort will be the only remedy for prime aims of the particular organizational strengthening.

Our DIETs lecturers have done something to build their own institutes and continually improving themselves in every facet of an organizations activities or their personal capacity building.

Here re-serchers have tried to present what the functionaries efforts are, and what functions carried out by them since the up-gradation of DIET.

External and Internal atmosphere creation in the area of Primary education and improving the pedagogical aspect is necessary.

The focus in the case - study is on how to advantage given real things in our own view point and mould it in our real environment.

Hoping, that presented integrated work will be useful and needful to the utilizers and foster their minds with only the concept of improving the organization and matain the continuity.

Best wishes to all,

Date : 20.09.99

Yours,
G.B. Patel,
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Palanpur. B.K.
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CHAPTER - 1

Background of the DIET

- (i) Preface.
- (ii) Faculty Members.
- (iii) Objectives, vision and goal setting of a case-study.
- (iv) Training out put including Pre-Service and In-Service.
 - (a) Result of the P.S.T.E. Trainees.
 - (b) Enrollment list of P.S.T.E. Trainees.
 - (c) Out-put of In-service Training and its bases.

CHAPTER - 1

❖ **Background of the DIET :-**

(i) **Preface :-**

Today the DIETs are not merely an institution to provide Pre-service teacher training. Over a period of time Govt. P.T.C. Colleges have been almost taken over as the DIETs. Now DIETs are visualized to be a resource centre very closer to the deep root base. Afterwards keeping this intention DIETs have been established with greater and wider perspective of resources. These are human, physical and financial. So that with the Pre-service, In-service teacher education programmes connected adjacently in the same institution.

NPE, 1986 has put more emphasis on quality of teacher education. In the day to day educational system, teacher education in the form of pre-service and In-service is felt as an avoiding aspect of Primary education. So the DIETs up-gradation was necessary. The up graded DIETs can improve the Total Quality of Primary education.

After implementation of NPE 1986, teacher education reconstruction and re-organization central sponsored scheme has been transacted.

This institution, DIET, Palanpur, B.K. Gujarat was up-graded from the Govt. P.T.C. college, and it was established on 6th June 1991.

After the establishment of DIET, the teachers who were working as an assistant teachers of P.T.C. college have been shifted to D.E.O. of related District. After this proceeding to provide quality of teacher education, lecturers have been appointed by the Gujarat Council of Educational Research and Training.

In this situation, DIET, Palanpur is performing a task of Mini University in the area of primary teacher education.

Each branches of the DIET performing its function well. In the recent time to improve the quality of school education in the whole District, Liaison officers of the DIETs have been assigned a task of school improvement.

* FACULTY MEMBERS :-

Sr. No.	Name	Designation	Birth Date	Age	Qualification	Date of Joining
1.	Mr. G.B.Patel	Principal	01-6-54	45	M.A. M.Ed	20-9-80
2.	Mr. A.J. Patel	Sr.Lecturer	01-6-57	42	M.Sc M.Ed	27-11-86
3.	Mr. M.J.Nogas	"	01-5-65	34	M.Com	09-10-95
4.	Mr. D.J. Thaker	"	23-3-66	33	M.Ed. L.L.B, DEPA M.A. Diploma A/v	05-09-97
5.	Mrs. Vandana Bhargav	"	22-2-66	33	M.A. M.Ed	20-11-97
6.	Mr. C.K. Rabari	"	01-6-64	35	M.A. M.Ed	05-10-95
7.	Mr. A.R. Khorsama	"	20-11-56	43	M.A. M.Ed	04-09-81
8.	Mrs. P.L. Mattad	Jr. Lecturer	10-12-63	36	M.A. M.Ed	25-09-95
9.	Mr. B.N. Patel	"	01-4-64	35	M.Sc M.Ed	06-10-95
10.	Mr. B.L. Rabari	"	01-6-64	35	M.A. M.Ed	01-03-97
11.	Mrs. A.M. Patil	"	08-2-63	36	M.Sc. B.Ed	07-05-97
12.	Mr. A.D. Chauhan	"	01-6-64	35	M.A. M.Ed	08-05-97
13.	Mr. J.B. Joshi	"	01-4-64	35	M.A. B.Ed	05-03-97
14.	Mr. R.A. Raval	"	13-11-63	36	M.A. M.Ed	23-09-97
15.	Mr. M.R. Vasava	"	16-7-73	26	B.A. D.P.Ed	30-06-98
16.	Mr. R.A. Vasava	"	25-6-74	25	Dip. Fine. Art	06-07-98
17.	Mr. M.C. Bhusara	"	01-6-66	33	M.R.S. D.B.Ed	06-08-98
18.	Mr. P.M. Barad	"	24-10-65	34	M.A. M.Ed	20-08-98
19.	Mr. H.S. Rathod	"	25-9-70	29	M.A. M.Ed	24-08-98
20.	Mr.R.G. Chaudhary	"	01-6-66	33	M.A. B.Ed	25-08-98
21.	Mr. S.A. Didiya	"	01-6-68	31	M.A. B.Ed	25-08-98
22.	Mr. D.R. Patel	"	09-11-97	28	M.Sc. B.Ed	29-08-98
23.	Mr. R.B. Khira	Technician	25-12-70	28	B.S.C. IIT	11-09-97
24.	Mr. B.M. Vasava	Jr.Lecturer	02-05-73	27	M.A. B.Ed	06-01-99

(3) D.R.U.

District Resource unit ⇒ Vice Principal or
Senior lecturer - (1)
Jr. lecturers (2)

(4) I.F.I.C.

In - service - field interaction
Innovation and Co-ordination Sr. lecturer - (1)
Jr. lecturer - (1)

(5) C.M.D.E.

Curriculum Material Development Sr. lecturer (1)
and Evaluation Jr. lecturer (1)

One of the two must be with science
the other should be with languages.

(6) E.T.

Educational Technology ⇒ Sr. lecturer (1)
Jr. lecturer (1)
Technician (1)

(Specialized with educational Technology)

(7) P & M

Planning & Management ⇒ Sr. lecturer (1)
Jr. lecturer (1)

(Specialized with commerce faculty)

(iii) Objectives, vision and goal setting of a case-study:-

Over all Aims and goals:-

- (i) To become aware of the institutional empowerment of the DIET.
- (ii) To be familiarize with the different strategies and conventions of institutional building and involved processes.
- (iii) To be oriented with the outline of the some of the important aspects of institutional empowerment.
- (iv) To observe the 'Total Quality Improvement' in focus of the institutional building.
- (v) To implement the excellent aspect of the basic institutional empowerment factors.

❖ Specific objectives of the Case-study:-

- (i) Identification of the Modal institutional empowerment case and its developing process.
- (ii) To provide learning experiences by organizational aspect of institutional building on TQM.
- (iii) To develop a spirit of healthy competition among the DIETs for excellence in institutional management.

(iv) Training output including pre-service and In - service

(a) Result of the P.S.T.E. Trainees:-

Year	Total examinees	Pass with the credit	Pass with first class	Pass with second class	Failed	Total Percentage
1995-96	101	43	50	07	01	99%
1996-97	98	11	77	07	03	96.93%
1997-98	53	35	16	01	01	98.11%
1998-99	-	---	Remain	Vacant	---	

(a) Enrollment list of P.S.T.E. Trainees up to 10-09-'99:-

Year	Enrolled Trainees
- 1995-96	101
- 1996-97	55
- 1997-98	00
- 1998-99	46
- 1999-2000	35

(C) Out put of In-service training and its bases :-

Sr. No.	Detail of the In-service training	out put Received	Bases of the out put
1.	Std Vth MLL Training	<p style="text-align: center;">Year: 1997-98</p> <ul style="list-style-type: none"> - The trainees become aware of the concept of the M.L.L. Trainees.... - get understanding about the process of competency based evaluation. - became aware of the contents of the different subject of Std. - 5. - get detailed informational view of the actual classroom teaching procedures and various techniques and conventions. - Their confusion has been clear above the hard - spots of the content and they got the clarity of the teaching points. - Trainees.. become competent and full-fledged with the teaching process. 	<ul style="list-style-type: none"> - by written feed back and. - by oral opinions.
2.	Head Teachers orientation training	<ul style="list-style-type: none"> - they developed their administrative skills. - oriented themselves with DPEP Project. - they understood the role of the Head teachers and their helping hand C.R.C. co-ordinators. 	by written feed back

Sr. No.	Detail of the In-service training	out put Received	Bases of the out put
3.	School readiness Training	<ul style="list-style-type: none"> - Trainees got understanding about the unloaded education. - became aware about the child-friendly classroom. - became aware about How to make teaching procedure interesting and effective and knew some games, puzzles and action songs they. 	- by written feed back
4.	Activity based teaching.	<p>They.....</p> <ul style="list-style-type: none"> - get the concept of the Activity-based teaching techniques - They become familiar about the content based teaching points and how to mould these points into an activity. <p style="text-align: center;">During the year of <u>1998-99</u></p>	By written feed back.
1.	Std. 6 M.L.L. Training.	<p>The Participants...</p> <p>became clear about the M.L.L concept.</p> <ul style="list-style-type: none"> - understood how to construct the test of competency based evaluation and in detail. They become aware about the construction of the various test, such as written, oral and creative. 	

Sr. No.	Detail of the In-service training	out put Received	Bases of the out put
2.	Head Teachers orientation training.	<p>The participants.....</p> <ul style="list-style-type: none"> - They got understanding about the process of exam and graph. - They got the realia overview of the Std - 6th teaching points and the process of presenting it in a more easier ways. - They became clear about the hard spots of the content and removed their confusion about it - They became aware about the current flow of the educational process such as M.L.L., Joyful learning and Activity based teaching. - They got the clarity about making effective language teaching. - How to handle with the M.G.T. schools? - They become aware about the community involvement and the role of V.E.C., M.T.A. & P.T.A. in the institutional Development. 	<p>By the written feed back</p> <p>Written feed back and oral opinion.</p>
3.	Training of EDN 8-A	The Participants got understanding about making the land learning very effective especially in the sub area of Lang, Maths & Science.	

Sr. No.	Detail of the In-service training	out put Received	Bases of the out put
1.	- Vidhya Sahayak (newly appointed teachers)	<p>- They got comprehension about the procedure of competency - based evaluation.</p> <p>- They got understanding about the written oral and creative test construction.</p> <p style="text-align: center;">During the year <u>1999-2000</u></p> <p>- Participants became aware of the current trends such as M.L.L., Joyful-learning activity based teaching.</p> <p>-The participants got understanding about the M.L.L. based evaluation.</p>	By written feed back.
2.	Std 7th M.L.L. Training	<p>- The participants comprehended about the concept of M.L.L.</p> <p>- They got understanding about the concept of evaluation.</p> <p>- Participants became aware about the Std. 7th content.</p> <p>- They got overall views about the various teaching learning procedures.</p> <p>- Participants got understanding about the hard-spots of the content of various subjects.</p>	

CHAPTER - 2

Programmes and Practices:-

- (i) Preface.
- (ii) Oraganizational aspect of DIET.
 - (a) Branch functioning in the DIET.
 - (b) Atmosphere of DIET in these days.
 - (c) How and when old faculty phased out ?
 - (d) Who were the new persons brought in and on what terms and conditions.
- (iii) Various types of Programmes.
 - (a) What happened in the last two years?
- (iv) Detail of the work of the DIETs different units.
- (v) Educational Research.
 - (a) How are the issues identified?
 - (b) Local in-put for the guide.
 - (c) How does the DIET collaborate with other N.G.Os and institutions in study task.
 - (d) List of Important studies done.

CHAPTER - 2

Programs and Practices

(i) **Preface :-**

In this situation, DIET, Palanpur, B.K. is performing a task of Mini University in the area of primary teacher education. Each branches of the DIET, performing its function well, In the recent time to improve the quality of school education in the whole district, Liaison officer of DIETs have to look after their block's school to improve the quality by school placement and performing some actual remedial task of classroom teaching. DIET will not fulfill it's duty by giving the training to the teachers but by doing the observation at the school level and check whether the aims of training has been reached to the classroom. The lecturers will go to their assigned block's school and meet the teachers informally and assess the need of the training and makes survey about their professional need, this will totally be done by the face to face meeting with the teachers and this will be more authentic.

- ▷ And at the Pre-service level trainees will be given their field experience & this will help to establish the relation between school and society, and will help the trainees to provide themselves real experience of practical life's knowledge achievement.
- ▷ The trainees will eradicate the thought of the village peoples mind about the primary school, they will not consider the primary school as merely the Govt. institution.

This is short synopsis of the continuing time function of DIET, B.K. The more details will be given in the next chapters.

(ii) Organizational aspect of DIET :-

(a) Branch functioning in the DIET:-

Seven branches of DIET are totally working. The branches are mentioned overhere.

- (I) P.S.T.E. Pre- service Teacher Education.
- (II) W.E. Work Experience.
- (III) D.R.U. District Resource unit.
- (IV) I.F.I.C. In - Service field interaction Innovation and co-ordination.
- (V) C.M.D.E. Curriculum Material Development and Evaluation.
- (VI) E.T. Educational Technology.
- (VII) P & M Planning and Management.

(b) Atmosphere of DIET in these days:-

In these days DIET, B.K., Gujarat has been functioning in the area of Primary education in the whole district. In this way Pre-service teacher education branch is functioning to prepare the primary teachers accordingly in the field of current trend and new educational system, especially competency- based curriculum, to remain competent and committed primary teachers.

The other 6 branches of DIET is functioning in the broad area of

- Primary teachers In-service training.
- Head - teacher's orientation training.
- Supervisory staffs AEI's training.
- Training of the members of V.E.C. M.T.A. & P.T.A.

-
-
- Community Mobilization Training of officers, and workers.
 - New Text - book - training.
 - Science - fair.
 - Evaluation.
 - Population education.
 - Alternative schooling.

In the above stated area, and the atmosphere of teacher education, the function is in its proper/ rhythm. If the co-ordination of District Education Committee will be sought, the atmosphere of the whole DIET will be more task and need oriented.

(c) How and when the old faculty phased out:-

To follow the suggestions 1986 NPE, and approved by the year of 1987, DIET was established in the year of 6th June 1991, Jr. & Sr. Lecturers have been appointed by the G.C.E.R.T. the head office DIET. After this process the old faculty of P.T.C. who were of minimum qualification were changed and shifted to D.E.O. The process have been started after the appointment of lecturers Sr. and Jr. This process mainly performed after the establishment of DIET.

(d) Who were the new persons brought in and on what terms and conditions:-

The new persons or newly appointed DIET's senior or Junior lecturers by G.C.E.R.T. were recruited from the open market, some of them are coming from the primary sections and have background of

primary education, which is most preferable for selection process. Some people have background of Secondary and Higher secondary schools, while some faculty members are quite fresh and bears no experience of teaching.

(ii) Various types of programmes :-

(a) What happened in the last two years:-

- * Std - 5, 6, and 7th teachers Training and prepared Master - trainers for the same training, Module - preparation for the mentioned Stds for all subjects.
- * Orientation Training for the Head teachers - AEIs under the Head of EDN 8 - A

Training for the Primary teachers, CRCs & DIET lecturers.
- * CRCs & BRCs orientation Training. Newly recruited CRCs were trained for the orientation.
- * Micro - Planning :-

Each block of the District's two villages were selected, and undertook the habitants survey of economical, social and educational background.

School - Mapping was also done, after this process the meeting was held for their need solution and guidance.

* Selection and recruitment of CRCs :-

This process was done by the screening committee of DIET, the whole process of recruitment was finished within the 10 days.

* Information or Data Collection of the whole District in the field of education, social and economical.

The institutions covered were Primary Schools, Secondary or Higher Secondary Schools, Colleges and its Physical infra structure, teachers detail, and the ratio of the girl's education in the District.

* Survey under the DPEP Project :-

Survey of the Primary schools especially in the field of retention, enrollment, re-enrollment, Drop-outs, Community Participation. The whole mass of the Primary school children accordingly their Sex, qualification and the dissemination of the findings of the research conducted to the chairman of District Education committee.

* V.E.C. Members training and awareness raising Programmes:-

It was done during the year of 1997-'98. In the lack of Primary multi - grade schools the local youths were engaged to serve in the primary schools, Total 47 youths with good qualification are doing their job well.

* DIETs Principal's monthly meeting with the staff:-

In the meeting the staff share their ideas with the lecturers, and they discuss something innovative practices carried out by other DIETs and Trainings undertaken by the DPEP. How to implement the innovative practices of other DIET into the respective DIET.

* Annual Planning :-

Annual Planning 1999 to 2000.

* Annual DIET'S Report with progress overview.

Branchwise training programmes

Various functions or the different branches branchwise specific training.

Exposure visits of out of states.

(iv) Detail of the work of the DIETs different units :-

Outline of the Programmes in different branches :-

* Branches write up is according to the four areas mentioned overhere:-

(i) What is the work the branch supposed to do ?

-
-
- (ii) What are they involved in at Present ?
 - (iii) Some important work done by this branch in the past.
 - (iv) Action research if any done by the branch.
 - (v) Branch - specific training received by them, exposure visits etc.

Branchwise work report is presented below:-

(1) P.S.T.E. Branch's work :-

- (i) To provide the intensive training to the trainees of P.S.T.E., it includes things mentioned below.
 - ⇒ Content - and curriculum based.
 - ⇒ Experimental and Practical aspect of curriculum presented through the-
 - * Micro teaching.
 - * Demonstration lesson.
 - * Enrollment Drive.
 - * Joyful learning.
 - * T.L.M. Preparation.
- (ii) T.L.M. should be prepared on the base of P.T.C. curriculum, and the teaching points which are going to be taught in the whole year.

(iii) With a view to developing various skills among the trainees, following programmes are being included in the academic year.

- ⇒ Debate competition on educational current topics.
- ⇒ Discussion, in groups & pairs.
- ⇒ Celebration of the specific days.
- ⇒ Exhibition.
- ⇒ Training for the yoga.
- ⇒ Tour, picnic.
- ⇒ Lab school - visit to establish the relation with school and society.
- ⇒ Sports competition.
- ⇒ field - work.
- ⇒ Block teaching training camp.

- To help and coordinate with other branches of DIET undertake.
- To various researches.
- * Current function of the P.S.T.E. Branch. First year trainees are trained according to the mentioned points:-

- DIETs function and background introduction.
- Enrollment celebration of the 1st year newly enrolled trainees.
- Functions of D.P.E.P.
- Concepts of M.L.L.
- Micro - teaching.
- Demonstration lesson (including various subjects)

❖ Some important work done by this branch in the Past:-

- ❑ Yoga workshop was being held during the 18-1-'99 to 19-1-'99.
- ❑ The trainees in the future should be professional skilled teachers for this purpose, training to prepare puppetry and T.L.M. work shops were organized.
- ❑ Celebration of the total literacy Mission Programme and population education.
- ❑ Raily was organized in the slum area of Palanpur city.
- ❑ With view to build the relationship between school and society a Project was undertaken for the competency area - 9 and area - 10, 20 lab schools selected for this work.
- ❑ Literature is also prepared and published under this branch according the new curriculum area - 9 and area-10 reading materia is prepared, Hindi Module for the 2nd year is also prepared, these two books are approved by the state Text book board, this is prepared by J.B. Joshi of P.S.T.E. branch lecturer.
- ❑ **New innovative task of publishing.**
'Kalrav' a Collection of prayers, action songs, Bhajans, games, riddles, activities are given and this booklet is sent to each and every schools of district Primary schools.

Research undertaken by this branch lecturers
are as followed:-

- (i) A study of the opinions of in-service teacher's training of the B.K. District.
- (ii) A comparative study of the P.T.C. trainees Std Xth results and Primary syllabus subject achievement.
- (iii) Study of the P.T.C. trainees for the curriculum and profession.
- (iv) A study of the obstructing factors of girls education in vaw block of B.K. District.
- (v) Construction and standardization of science achievement test for Std V.

* **Branch specific Training received:-**

- (i) Training of DIET Persons in teaching of English
RIE Bhopal.
- (ii) Improvement of Competency - based curriculum
Anera - S.K. District
- (iii) Induction Programme Surat - 3 faculty members
- (iv) Strategies and techniques of Eng teaching at H.M. Patel
Eng institute

(2) Planning & Management Branch:-

* Functions of this branch:-

function done during the year of 1997-'98

- (i) V.E.C. members training in the whole district was given in two phases.

Period:

1st Phase 22-9-77 to 4-10-97

2nd Phase 26-11-97 to 6-12-77

Total participants were 1880, One thousand eight hundred eighty.

* Enrollment Target training :-

Especially in the lowest women literacy rate area, where the women literacy rate is 8.0% (The training was held for these blocks BRCs/CRCs - It was given on 25-3-'98

Total No of Participants - 42

* Function being carried out during the current year:- 1998-'99

- * V.E.C. master Trainers training in the Octo. the participants were DIET lecturers and BRCs.

- * C.R.Cs and BRCs orientation training during the 10-1-99 to 13-1-'99.

Total participants were 198

-
-
- * Micro planning was undertaken in the each block of the district, 4 villages of each blocks were selected. Total 44 villages covered under the Micro - Plan.
 - * Educational and social data of the whole district collected during the Months of Feb. and March.
 - * Progress of the whole district primary schools (standard wise) was undertaken in the March.
 - * Annual planning of the whole District is also prepared.

➤ **Current functions of the Branch:-**

- (1) Educational statistical information in figure. Booklet is prepared for the year of 1998-99.
- (2) Investigators for the Mid-term assessment survey (under DPEP) selection process is completed, and They have been trained for the field supervision.
- (3) **Functions will be done in near future by the P&M Branch.**
 - A training work shop will be held for the P&M Branch lecturers of the state under the EDN scheme of SCERT grant.
 - Action Research training workshop will also be held in the near future. In this workshop there will be 50 participants including teachers and C.R.C. co-ordinators.

-
-
- Micro planning will be conducted of the slum areas of the Palanpur city.
 - A training work shop for the AElS will also be held.
 - Annual plan, evaluation and progress report of the DIET will also be prepared in the coming days.

(3) WORK EXPERIENCE BRANCH :-

Related work experience local - area fixing and establishing co-ordination with the related central figure branches - Modal and Sampling Curriculum unit, TLM, Low cost TLM preparation work is the main job of this branch.

- Activities about the institutional building pathways, play ground and surrounded campus cleanlines and handle the activities to take care of institutions furniture.
- To encourage the activities related with work experience of P.T.C. Trainees.

➤ **Current functions of this branch:-**

A Module and guideline preparation for the teacher educators and RPs is going to be done. Guideline on TLM will also be prepared.

- Work experience guidance for the P.S.T.E. Trainees.

➤ **TLM exhibition**

- * Functions will be done in the next time are:-
 - Multi purpose TLM construction.
 - TLM for the Multigrade schools.
 - TLM for the Alternative schooling and other Non formal education.

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- * Highlight of the Major functions performed during the year of 1997-98 by W.E. branch.
 - TLM Master Trainers workshop according to the need base of the in-service teachers conducted. Total 91 participants attended this workshop.
 - By these prepared MTs total 768 teachers were trained at the BRCs and CRCs level.

(4) Curriculum Material Development and Evaluation Branch :

- Current functions of the branch in the DIET :-
 - exam Question paper evaluation workshop have just been finished. In the stated workshop paper setting and preparation for District Panchayat schools planned.
- Classification of the syllabus of Division of the curriculum (monthwise) for std 1 & 2 and 7. workshop completed and prepared division of the curriculum is also sent to each and every schools of the District.
- New text books for std 1 & 2 try out in some of the selected schools, Multi-grade schools are also included, Monitoring of the covered schools is continuously being done and guidance is also provided to these schools.
- Under EDN-16 scheme Module writing classroom procedure work is also being completed.
- Earlier TLM competition for the District. Essay writing competition. Best CRC Co-ordinators competition have also been finished.

Activity - based training for the Std 2,3 & 4 and enrollment Drive, for the Std 1st functions were also organized by this branch.

★ Branch specific training:-

- TLM work shop was held with the co-ordination of G.C.E.R.T. & R.I. Bhopal at Baroda during the 13-10-'97 to 19-10-'97.

In the stated work-shop - Mr. R.A. Raval of this branch attended it.

- C.M.D.E. branch's functions work shop was also held by the DIET Limbadi, Surendranagar. Mr. A.R. Raval represented himself in this workshop.
- Mr. A.J. Patel Sr. lecturer of the same branch attended a workshop on Action Research held at Bilaspur, M.P. by Pendi DIET in the year of Dec. '96.

❖ Literature Prepared by this branch :-

- (i) Head - teacher's orientation Module.
- (ii) Module for the Vidhy Sahayak (newly appointed teacher)
- (iii) 7th std M.L.L. Module.
- (iv) Activity based Module for the std 2,3,4.
- (v) Classification of the curriculum of stds 1,2 and 7.

C.M.D.E. Branch Training Calendar
During the year of 1997 to 1998

Sr No	Training Programme	Venue	Duration	Participants	Head of the Training By whom
1.	M.L.L. Achievement Test	Selected schools of Vadgam & Danta blocks	24-4-'97 to 30-4-'97	20	DIET
2.	State Resource group Test	DIET	28-8-'97 to 1-1-'98	15	DIET & DPEP
3.	Essay writing & TLM Preparation	BRCS & DIET	10-9-'97 to 3-10-'97	164	DIET & DPEP
4.	Exhibition of self made Teaching learning Material	DIET	5-3-'98 to 11-3-'98	31	
5.	Remarkable and outstanding CRCs competition	BRCS & DIET	5-3-'98 to 11-3-'98	131	
6.	Question-paper setting and evaluation-Test workshop in two phase	DIET	6-1-'99 to 9-1-'99 24-2-'99 to 25-2-'99	61 68	

(5) DISTRICT RESOURCE UNIT BRANCH :-

The first Alternative school Haripura in Gujarat opened. And school children survey and planning of the Annual exam and paper-setting work has been finished.

- Proposal of th A/s schools collected from the different needed area and sent it to the D.P.E.P.
- Celebration of universal Population Day in the Secondary and Primary schools of the District.
- Debate and eloqution competition was held to raise the awareness among people about the Population day.
- To call the meeting for A/s core group and do something for the out of school going children.
- Survey undertaken of the slum area of the Palanpur city as follows.

*** Survey of the Gobri road**

Boys - 51	Girls - 76	Total - 127
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*** Pattani Nagar**

Boys - 76	Girls - 81	Total - 157
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- Universal - world Aids day was also celebrated.
 - World Literacy Day was also celebrated on 8th Sept. '99.
 - Awareness Campaigns.
 - In the In - service training word population, world Aids day, A/S - preparing the training package.

❖ Activities in the coming future:-

To organize the four days work shop in the District for the teachers of 50 schools.

To organize the work shop on teenager's education.

- Under the scheme of EDN - 8 training Module for the Minor group school teachers.
- Two more Alternative schools are going to be opened in near future.

❖ Research undertaken by this Branch:-

- (i) Attitudinal study of pre-service trainees regarding the population education.
- (ii) To check the effect of the enrollment and retention after and before the implementation of D.P.E.P.

(6) In-service Field interaction innovation and co-ordination Branch :-

- (i) Current function of the IFIC Branch to organize to 12 training programmes under the EDN scheme of G.C.E.R.T. and co-ordinate and provide guidance to the all branches.
- (ii) To prepare the Master Trainers for the 7th std, Teacher training.
- (iii) Three Distict's try-out Text book and their teacher's training Master Trainers Participants . 430
- (iv) Vidhya Sahayak Master trainer's training Participants 116

❖ No specific branch wise training has been given to the lecturers of this branch.

- To assess the need of the teachers and organize the training according to it.
- TLM Training.
- Evaluation Training.
- AEI's Training for the education empowerment.
- CRC's & BRC's Training for the planning and Management.
- Improving the grammatical points and its training to the Primary School teahcer.

IFIC Training held During the year of 1997-98

No	Name of the Training	Period	Participants	Organized by	Training Co-ordi. by
1.	Std - 5 M.L.L. Master Trainers	26-5-'97 to 31-5-'97	70	GCERT	DIET
2.	Std. 5 M.L.L Teachers training Total class -23	1-6-'97 to 12-6-'97	1116	GCERT	DIET
3.	Head teacher's orientation Training (1st phase) In 44 classes	2-1-'98 to 5-2-'98	2099	DPEP	DIET
4.	School readiness Training in 2 classes	19-1-'98 to 14-2-'98	115	GCERT	DIET
5.	Std. 1st Activity-based training (M. Ts)	9-3-'98 to 10-3-'98	45	DPEP	DIET
6.	Std. 1st Activity- based Trainig In 45 training classes	16-3-'98 to 28-3-'98	2148	DPEP	DIET
7.	Supervisor's orientation Training	25-3-'98 28-3-'98	39	DPEP	DIET

Training held during the current year.
1998-99

Sr No.	Name of Training Programme	Period	Participants	Grant received from	Co-ordi. by
1.	AEI's MLL orientation Training class	21-5-'98 to 25-5-'98	21	DPEP grant	DIET
2.	Std. 6 M.L.L. Master Trainers	1-6-'98 to 4-6-'98	66	G.C.E.R.T	DIET
3.	Std. 6 M.L.L. Teacher's Training in - 22 Training classes	6-6-'98 to 10-6-'98	911	G.C.E.R.T	DIET
4.	Head teacher's orientation(2 nd phase) Training in 42 classes	20-7-'98 to 21-8-'98	1879	DPEP grant	DIET
5.	EDN 8-A Training for Primary teachers A-group	24-11-'98 to 27-11-'98	28	G.C.E.R.T	DIET
6.	EDN 8-A Training B- group AEI'S, CRCs	6-1-'99 to 9-1-'99	28	G.C.E.R.T	DIET
7.	Head teacher's orientation Training (3rd phase) In 43 classes	9-2-'99 to 12-3-'99	1888	DPEP grant	DIET

IFIC
Training held during the year of
 1999-2000

Sr No.	Name of the Training Programme	Period	Participants	Organizers grant	Co-ordi. by
1.	Vidhya Sahayak (Master Trainers) Training	21-5-'99 to 24-5-'99	116	DPEP	DIET
2.	Std. 7th Master Trainers Training	28-6-'99 to 3-7-'99	65	G.C.E.R.T.	DIET
3.	Std. 7 M.L.L. Teachers Training in 11 Training classes	12-7-'99 to 17-7-'99	573	G.C.E.R.T.	DIET
4.	Std. 7 M.L.L. Teachers Training in 4 Training classes	2-8-'99 to 7-8-'99	166	G.C.E.R.T.	DIET

(7) Educational Technology Branch :-

Education Technology Branch is one of the important branches of the DIET, It helps children a great deal in learning. It develops the activities of the Children. Teaching through teaching aids is more sensible and children's comprehensive ability is increased. Teaching becomes interesting. Main function of this branch is to assist CMDE Branch.

FUNCTIONS :

1. Production of literature that helps curriculum, and its development: With co-operation and help of other branches and staff of the DIET, this branch produces simple, effective and low cost teaching aids for introductory education, and also for various subjects and fields. Such aids are graphs, models, figures, photographs, slides, audio - cassettes, plays, conversation, songs, discussion, stories, correct spellings, correct sentences, oral mathematics, etc... To develop these aids, to use them in teaching, and to learn to use the aids in teaching. Such aids to be produced for non-formal and adult education.
2. To plan for proper maintenance of audio-visual aids of the DIET, and to use them properly.
3. To get such aids on loan which are not available from DIET and to return them to the owner e.g. the department of information.

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4. Educational Broadcasting/relay : To contact the nearby radio-station and to arrange for broadcasting for the benefit of non formal students, introductory education students, teachers and teacher educators. To prepare a script with co-operation of the C.M.D.E. Branch and to contact the authorities for broadcasting.
 5. In-service Training Programmes : To arrange In-service training programmes for teachers in the field of educational technology.

1. Conduct of I.T.V. Programmes.
2. Audio-video Cassettes Library.

Simple and low cost teaching-aids their development e.g. charts, maps, models, drawings, slides, audio- cassettes, conversations, drama script, card Domino (one kind of education game of the cards)

- To assist in related work with other branches :

1. P.S.T.E. :- Low cost material, audio-visual equipments, knowledge, understanding and use of qualitative material and aids. To help the branch in all these fields.
2. W.E. :- This branch helps the W.E. Branch through film show and tool kit.
3. C.M.D.E. :- Educational Skills, Script writing, to prepare audio-video cassettes, to help in developing research studies, etc. are the fields, where this branch is helped by the E.T. Branch.

PRESENT FUNCTIONS OF E.T. BRANCH IN THE DIET :

- Operation and maintenance of computer, statistical information, graphs, correspondence and preparation of modules.
- To arrange to receive the relay of I.T.V., to call trainees together and to arrange for their seating, to mark attendance, to get a report prepared, to collect the opinions of the trainees about training, and, if found necessary, to do video-recording.
- Efforts to use audio-visual aids in workshop/ seminar, were made e.g. use of O.H.P. at the time of visit of the mission, use of T.V., V.C.R. etc.
- Video and audio cassettes were used for the trainees of PSTE, matters related to education were presented and an exhibition was arranged.
- Efforts were made so that the audio-video cassettes kept in the library.
- “ Baal Gunjan ” - an audio cassette for standard was prepared.
- The trainees were taught the subjects of Gujarati and Basic Education.

The following work needs to be executed for proper working of E.T. Branch in the D.I.E.T.

- A dust - proof room for educational audio-visual aids is essential.
- Computer furniture with air conditioning for computer room.
- A mike set of good quality.

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- A movie camera.

At present the E.T. Branch is engaged in the following work :-

- Routine work as shown above.
- Action Research is not carried out in E.T. Branch.
- I.T.V. Programmes are prepared by the GCERT which are received by this branch, and trainees are properly guided. The class is handled by this branch.
- A module on I.T.V. was prepared during other training programme. A copy of the module is attached.

(i) Function of the E.T. Branch :-

- Maintenance and proper use of audio-visual aids maintained by this branch.
- Branch has a computer, Data entry of module and books is done.
- A lecturer of the branch is assigned duty to show TV-Video programmes during training programmes whenever found necessary.
- To receive the relay of I.T.V. programmes and to arrange classes.

(ii) Present work of the E.T. Branch :-

- Rotine computer work
 - Routine operation of Photo-copier.
 - To exhibit video cassettes in P.S.T.E. Branch of the DIET and to collect reports.
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(iii) Important functions carried out in the past :-

- “ Baal Gunjan ” - a cassetete of children's songs for standard I was prepared.
- “ Baal Gunjan ” - a booklet for standard I was prepared
- Multi-media kit was installed in the computer.
- The relay of I.T.V. was received and class arrangement was made.
- Information regarding teachers of the district in the matter of syllabus is fed in the computer

Current year programme :-

Most important programme of the current year of the E.T. Branch was I.T.V. programme. The teachers are made aware of the modern trends in education. The following I.T.V. programmes with co-operation of the ISRO were arranged :-

<u>Date</u>	<u>Co-operating Organisation</u>	<u>Subject</u>
16-2-'99	G.C.E.R.T. and DEKU	The role of BRC/CRCs and use of T.L.M.
12-5-'99	G.C.E.R.T. and DEKU	The role of CRC Co-ordinator
13-5-'99	D.P.E.P. and DEKU	Alternative Schooling
4-6-'99	D.P.E.P. and DEKU	Duties and assignments of VEC, MTA, PTA.
21 to 23 July, '99	G.C.E.R.T. and DEKU	“ Going to school daily ” school readiness and competency based joyful learning

I.T.V. programmes as shown above were arranged, with a view to bringing awareness among teachers and people - Lecturers from other branches were invited and questions according to their expectations were asked on phone or through fax in this teleconference. Thus, comprehensive training to more persons in less time was given. This training is very important in the field of education.

❖ Type-setting Field to Module :-

A written module field 10 was prepared by Shri Jayrambhai Joshi, Lecturer, DIET, Palanpur. Copies of this module were sent to various training colleges, computer type-setting was done by the E.T. Branch.

❖ Exhibition of C.C.R.T. Kit :-

Photographs received from C.C.R.T. were exhibited. Trainees noted down important points of the photographs. Slide show also was arranged using slide-projector. Historical matters were found very important in the slide-show.

❖ Module for I.T.V. programme :-

I.T.V. programmes are arranged occasionally, The module is important for giving information to the trainees about I.T.V. programmes. It is so arranged that 50% answers of the questions by the trainees are received from the introduction of the programme. It was a great success. The trainees were also introduced to various functions of the computer.

❖ Production of an audio cassetete and a reference book for standard-1 :-

“ Baal Gunjan ” - an audio cassetete for standard 1 is prepared by this branch. This cassetete contains difficult poems and rhymes. These poems and rhymes are song in a sweet voice. The cassette is welcomed by all concerned and the efforts of this branch have been appreciated. The cassetete was sent to each of the alternative education schools, and each of the try-out schools so that it can be used in teaching directly.

A reference book also was prepared. The book contains beautiful pictures. When a child looks at the picture, he can understand the poem/rhyme very easily.

❖ Audio - cassettes given by the G.C.E.R.T. :

1. Gujarati Standard - 1
2. Anandprad Shikshan (Joyful Learning)
3. Paryavaran Standard-2 (Environmental Studies)
4. “ Gaaiye Madhura Geet ” Standard - 5
(Let's sing Sweet songs)

The above cassette are given to all (R.C. co-ordinators in Banaskantha District. It is expected and so arranged that they are available to the teachers in all schools for teaching.

❖ Future Planning of the E.T. Branch

1. Training class for care to be taken while using audio - visual aids, use of computer with multi - media kit.
2. Training class for production of Teaching aids slides.
3. Video recording of all demonstration lessons of all the subjects in standard-5.
4. Script writing seminar.

The E.T. Branch is always eager to see that the aims of the training from various fields are full filled, and concerned staff works for it.

(v) Educational Research :-

(a) How are the issues identified ?

- Issues identified for the study - keeping in the mind the focus - area of specific problem
- During the training programmes feed backs received after the survey of the whole district area, prime issues came out, in this way the areas identified for the research.

How are research studies planned and carried out ?

- Planning for the research or studies being carried out during the meeting with the Principals. After the area - identification liaison officers are assigned studies for their particular block.
- In this type of research assigning task decided after asking the lectures about their personal interest.

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- Research period chosen while the grant submitted to the DIET.
 - Financial resource available from the DPEP as well as GCERT.
 - The provision of the finance made available after the investigator submit their individual break-up and proposal.

(b) LOCAL INPUT FOR THE GUIDE :-

For the guidance, State, advisory committee has been appointed, The members of this team is from local educational college, Nearer zone members is also provide guidance to this committee.

How are the findings disseminated ? To whom ?

The findings of the studies carried out disseminated to the DPEO and Chairman of the District education committee, and also to the local news papers.

The findings have not been implemented till today.

For the follow up work of the received findings girls school with residential facility has been opened in the Radhanpur block of the District.

(c) How does the DIET collaborate with other NGOS and institutes in study task :-

Two researches have been conducted under the guidance of Indian Institute of Management, IIM, Ahmedabad.

More over local B.Ed. college also support in performing any kind of research studies

The Institutes collaborated in the research :- are as follows :-

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- IIM, Ahmedabad
 - D.D. Choksi college of secondary education Palanpur
 - School of Psychology, Bhavnagar, university
 - SPIPA, Ahmedabad.

(d) List of important studies done :-

- (1) Non-attendance study of Thakore and Rabari communities of B.K. District.
- (2) The world of out of school going children of Banaskantha District.
- (3) Comparative study of Std.12th students results of P.T.C. trainees and Primary school curriculum sub-achievement.
- (4) Attitudinal study of the P.S.T.E. Trainees curriculum and their profession.
- (5) A study of obstructing factors of girls education in Wav Block of B.K. District.
- (6) A study of the reasons of drop-outs and out of school going tribble children in Danta and Amirgadh blocks.
- (7) Opinions of the In-service training of Primary teachers in B.K. District.
- (8) A study of the guidance need and probability of Alternative schooling in B.K. District.
- (9) Construction and standardization of Std. Vth science sub-achievement Test.

CHAPTER : 3

Innovations in Management

- (I) Programme design and Implimentation
- (II) Programme Monitoring
- (III) Research and Evalnation Activities
- (IV) Student assessment and Excellence
- (V) Resource mobilization and Management
- (VI) Instructional Material Development :
 - (a) Print Material
 - (b) Audio - Video material
 - (c) Audio material
- (VII) Network and Community Involvement :
 - (a) Affiliation of DIET with N.G.O.S.
- (VIII) Organizational decision making
 - (a) Organzational decision making with BRCs and CRCs
- (IX) Magagement of Infrastructure :
 - (a) Present physical facilities of DIET
 - (b) Budgetary provisions

CHAPTER : 3

Innovations in Management

(I) **Programme design and implementation :-**

In the functions of the programme design different faculties of the DIET prepare their Annual work and after finalization of the planning design. Individual responsible person will submit their design to the Planning and Management. The P & M Branch Develop Annual calendar on the bases of raw material provide by the different branches.

P & M branch designed this task in the following manner.

- ❁ Total trained teachers and detail of the cost.
- ❁ Programmes need by the different branches.
- ❁ Land utilization pattern of the district.
- ❁ Decadel growth in population.
- ❁ Target retention rates and grades.
- ❁ Out of school going children.
- ❁ Enrollment target.
- ❁ Net Enrollment-ratio.
- ❁ Taluka wise numbers of teachers.
- ❁ Educational institutions, Teachers and Enrollment.
- ❁ Improvement in Gender disparities.
- ❁ Sex-ratios in B.K. district.
- ❁ Crude drop out-rates Taluka wise.
- ❁ Teachers position.
- ❁ Retention rates grade I to V.
- ❁ Geographical maps of the district.

All these informations have been collected by the BRCs & CRCs and then its analysed and designed on the Maps.

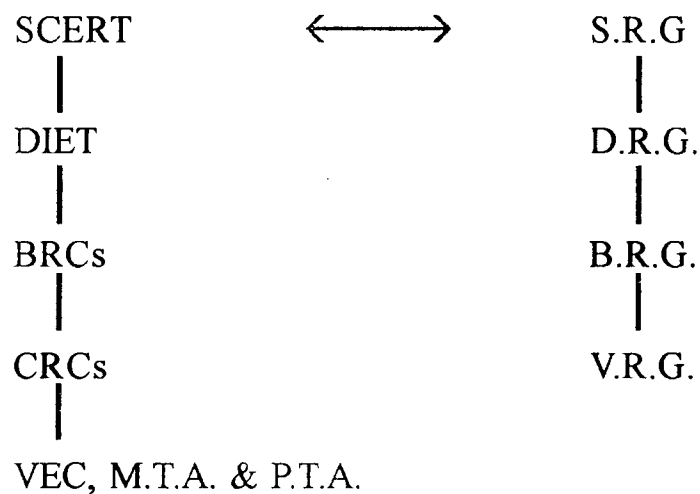
- MIS system has been used.

(II) Programme Monitoring :

All the programmes being carried out by the DIET's P & M Branch by the help of the DIET's lecturers.

Each block's Monitor system is being organized by the Liaison officers of the particular branch. In the matter of training they first prepare the Master Trainers, then with the help of MTs, RPs will work at the CRCs,

DIETs head institution and DPEP helped to organize sub-district structures.



(III) Research and Evaluation activities :

Different researches, studies being carried out by the lecturers of different units. The studies are assigned to all lecturers by their individual interest and command.

Two action-researches also have been performed. Study findings dissemination process is first transformed to the news-papers, then it is submitted to the chairman of the District Education Committee and to the D.P.E.O.

Follow up work of the research findings implimented. The process was done by calling the gathering of the Thakor and Rabari communities women, They organized these functions under their I well wishers of religion leaders.

Girls residential school has been established in the Radhanpur block of B.K. district.

Detail of the enrolled children after and before the Rabari Community Gathering:

District Institute of Education & Training, Palanpur had conducted research last year - Saying “ Non - attendance study of the Thakor and Rabari Communities chilren in the B.K. District ”

This research was conducted by the P & M Branch with the Co-ordination of the IIM Ahmedabad. Follow up work of the research, Findings was done in the form of calling the religious leader of the Rabari Community. The function was carried out by the DIET & DPEP in the month of July & August at Bandhwad Ta. Radhanpur .About 1000 people had participated in the function, Among them 738 were males & 265 females had attended in this gathering.

Another function was organized at Dheema Ta. Vaw. In this function total 2530 people had participated. Among them 1500 were males and 1030 were females.

This function had left good effect on parents who were not sending their children to School. Religious leader had put more emphasis on “ Girls education ” and gave them call to gain the Right to education.

After the Organization of the function, the area where the Rabari and Thakore Communities Children are inhvabited, they are motivated to send more and more Children to School and especially enrollment of the Girls education have been increased.

Detais given below are enrolled Children of these Communities - Separately after and before this function.

Sheet showing the information of the enrolled Children of Rabari Community after and before this function :

Sr. No.	Name of the Taluka	Detail of the enrolled Childeren before the function			Detail of the enrolled Childeren after the function		
		Boys	Girls	Total	Boys	Girls	Total
1.	Radhanpur	30	24	54	61	89	150
2.	Kankarej	146	115	261	57	76	133
3.	Tharad	170	86	256	111	94	205
4.	Vaw	293	217	510	93	67	160
5.	Santalpur	73	54	127	13	13	26
	Total	712	496	1208	335	339	674

HARIPURA-ALTERNATIVE SCHOOL INAGURATION CEREMONY A
REPORT PALANPUR [B.K.]

Haripura very backward place in the North of Palanpur. There is no school around within the range of two km.. In this area about 80 to 90 children are out of school going. For there children education survey has been performed by DIET & DPEP in May'98. Total 281 children have been found without schooling. They are of the age 5 to 14 years. These children want to study but there is no school around so they cannot study.

Among the 281 children.

Out of 281 children 143 are boys and 138 are girls.

Age in years	Boys	Girls	Total
5 to 7 years	66	63	129
7 to 9 years	58	59	117
9 to 11 years	13	15	028
11 to 14 years	06	01	007

	143	138	281

Gyan Jyot Yatra has been performed by the P.S.T.E. Branch of DIET on 8th to 8th Sep '98 for two days, Mother - Daughter Mela and pupil recognition programme has been done by the member of the M.T.A. Audio - Visual programme has been organised 15th Sep '98

T.L.M. training has been given to the newly appointed teachers of A/S
Different officials have been invited in the function.

Trainees of the P.S.T.E. branch enacted one act play. It has put emphasis on need of the education. Chairman of the Education Committee, Municipal corporation palanpur ensure to give full support. Vice President of the Municipality offered to give the site for school building construction.

In District B.K. 50 A/S has been Sanctioned are Seating arrangement for the children in the rented house facilities and teachers are appointed by the peoples participation Various cultural activities have been performed.

After the establishment of Alternative school at Haripura 45 boys and 38 girls Total 83 children have been enrolled.

Local two teachers one male and another female are doing their teaching job.

(IV). Student assessment and excellence :

For the students assessment and excellence an achievement Test construction and standadization has been finished. It was the test of the science subject written test and standardization by the random sampling. Three blocks have been selected. Total 12 school of three blocks and the primary school pupils round about 300 samples have been taken. The purpose was to select the column.

Final test and try-out was conducted on 200 samples with a view to taking final test. Another blocks with random sampling have been chosen. The findings were received.

Third grade Achievement in percentage of B.K. district.

District	Gujarati	Mathematics	EVS.
B.K.	34.24 %	50 %	46.27%

The findings were also published in the DIET's Newsletter.

(V) Resource mobilization and Management :

Resources have been mobilized in the different units.

Resources - CRCs, BRCs, VRGs and also the members of the VEC, M.T.A. & P.T.A.. The help of the available resources were sought by the N.G.O.S. and educationist of the different communities.

(VI) Instructional material development :

Instructional material development process being carried out by the C.M.D.E. branch.

The instructional material prepared by the teachers themselves, First the concerned branch calls the enthusiastic teachers at the DIET and in the work-shop, selected points elaborated and then Manual work performed, After the manual work the written material published and despatched to the participants.

C.M.D.E. branch has published so many Instruction materials, The detail is given below.

Print Materials :-

Teacher's Hand book and Reading / Reference Material.

- (1) Head Teacher's Orientation Training Module. (2nd Phase)
- (2) Head Teacher's Orientation Training Module. (3rd Phase)
- (3) EDN 8A Training Modules.
- (4) M.L.L. Training Modules for Different subjects in Standards 6 and 7
- (5) Newly Appointed Teachers (Vidya Sahayak) Module
- (6) V.E.C. Member's Training Module.
- (7) School Readiness Training Module (for standards 1 and 2)
- (8) Pedagogy and Activity based Training Module.
- (9) Activity based Training Module for Standards 2,3 and 4
- (10) T.L.M. Training Module
- (11) BRCs / CRCs Orientation Training Module
- (12) CRCs DISE Report
- (13) " Kalrav " - A collection of Prayers, Bhajans and Action Songs.
- (14) Yoga Education Training Module
- (15) Community Mobilization Training - Pamphlets
- (16) " Community Participation " - A booklet
- (17) Progress Report of the DIET for the year 1998-99
- (18) Annual Programme - A Calendar
- (19) Classification of the curriculum for standards 1 and 7

“ SETU ” - a Gujarati monthly of the DIET is being published every month since last two years regularly. it contains 40 pages. The News-latter is dispatched to all primary schools of the District, all DIETs of the State, GCERT, DPEP, BRCS - CRCS, Municipal Schools, Educational Inspectors, and educationists of the District and elsewhere.

Special issues are brought out on different topics / subjects taking into consideration the needs of the teachers for their teaching.

Special issues are :

- Evaluation Special
- TLM Special
- Multi-grade Special
- Peoples involvement special

Educational method or technique of the difficult points of different subjects in easy and simple method are presented in the news-latter.

- Work of a progressive school is focussed.
- Best teachers working for multi-grade education are appreciated.
- Primary teachers working to their best.
- School progress Report.
- People's participation
- Special activities Report.
- Other activities relating to primary education.
- Children's songs, rhymes.
- Institutional news
- Administrative circulars of Primary education.

(b) Audio - Video materials :

Audio - Video :

- Video cassettes on Demonstration lesson
 - Video cassettes on Joyful Learning
 - Video cassettes on Multigrade teaching
 - To decrease the transmission loss of the training .
- Audio - Video instruction materials are shown at the time of training.

(c) Audio Material :

- Audio cassettes for the Action songs.
- Audio cassettes for the children songs
- Joyful learning Audio cassettes
- Modal reading presentation cassette
- Audio cassettes for the Action songs.

(vii) Network and Community involvement :-

Rabari and Thakore are the two social groups in Banaskantha District where literacy ratio is much less. Meet-together programmes with co-operation of the D.P.E.P. at Dhima in Wav Block and at Bandhwad in Radhanpur Block for awareness and spread of education among the girls of the communities were arranged in July, and August, respectively 1000 men and women and 2530 men and women, in all, participated at Dhima and Bandhwad, respectively.

The programmes were presided over by the religious leader of the communities. The leaders appealed for more and more education of the girls and in response to that the social leaders reminded

the people to send the girls to the school. As a result of the programme 674 out of school children were readmitted in the school which includes 335 boys and 339 girls. As a follow up programme, another gathering programme of the Rabari community was arranged in January, 1998 at Radhanpur, where in it was decided to set up a school for girl's education.

Besides this, Training for V.E.C. members was arranged in 1997- 98 which brought awareness among people for education. There was shortage of teachers in some of the schools and 47 unemployed young boys were prepared to render honourary services to the school for which honararium to them was to be paid with co-operation of the local people.

The Sarpanchs of other village panchayats, women, officers and dignitories were trained during the programme of community Mobilization Training. People started to take Interest in school and now the Primary school is not only a government institute, but It is a community organization. The contribution of the school in community has increased.

Devices employed for such social co-operation :-

- Through the training of V.E.C., M.T.A., P.T.A.
- Through community mobilization
- Arranging religions meetings
- Inclusion of ICDS workers in programmes.

Result of the social co-operation

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-
- **Appointment of honorary teachers where the number of teachers were less than actual need.**
 - **Physical facilities of the school compound wall sanitation etc.**
 - **Financial co-operation for Ball-Mitra-Varga (Child Friendly Class)**
 - **Water facilities**
 - **Other physical requirements**
 - **Enrollment festival**
 - **Prizes to the brilliant students of the school**
 - **Uniform, woolen clothes etc. free of cost to the poor and needy children.**
 - **Donation of land required for school purpose**
 - **Cash donations**

The distance between school and community is decreased due to the affiliation. School has become an inseparable part of the village. There is improvement in enrollment, access and retentions in the school.

(a) Affiliation of the DIET with other Non-Government organizations (NGOS)

- **For educational and research matters :-**
- **B.Ed. colleges**
- **IIM, Ahmedabad**
- **Social Trusts, Institutions**

-
-
- Religious organisations - the spread of gender education increased due to the efforts of the priests of the organisations.

(vii) Organizational decision making :-

- The test for the appointment of SRG was held at the DIET.
- The role of liaison officer of the respective block of the DIET in D.R.G. and B.R.G. was given. But the role of the DIET in this sub-structure is negligible.
- Participation / Role of DIET in D.P.E.P. programmes :

To prepare M.Ts. for teacher training for the text books introduced on experimental basis, to impart training and do monitoring work.

- This DIET holds the district level responsibility in Multi-grade Pilot Project.
- Teacher Training which includes :-
 - Headmasters
 - Newly appointed Vidya Sahayak Teachers
- Survey of the to areas of the alternative schooling
- Micro-Planning-important and suggestive assignment four villages from each Taluka of the District were selected and economical, social and educational survey was carried out. A village level meeting was arranged for their requirements in the three fields, and to decide remedies. School mapping was done at the meeting.
- Training for T.L.M. Production

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-
- School readiness Programme
 - Activity based teaching
 - Tarang Ullas Training - Joyful - learning
 - Educational Researches
 - B.R.Cs / C.R.Cs Training
 - V.E.C. Members Training
 - Training of the officers/ dignitaries under community Mobilization programme
 - C.R.C. selection and appointment screening committee.
 - Co-operation in A.W.P.
 - IPTT, ITV Programmes
 - Production of Audio/Video cassettes.

Concrete role of the DIET in above all programmes :-

- To prepare MTs for each training by the lecturers of the DIET
- To prepare literature, guidelines
- Total Planning of the programme

The DIET carried out all the above programmes :

Work assignment to the branches of the DIET :-

❖ Planning and Management branch :

- Micro - Planning
- CRCs / BRCs Appointments
- CRCs / BRCs Orientation Training
- Research work

-
-
- Community Mobilization programme
 - V.E.C. Training
 - Educational Survey
 - DISE Reports
- ❖ C.M.D.E.
- Activity-based training
 - School readiness training
 - Teacher training for try-out text books of standards 1 and 2, implementation and monitoring.
 - Head master's orientation training module
 - Newly appointed primary teacher's module
 - Research work
- ❖ W.E.
- T.L.M. Master trainer's training
 - Self - made T.L.M. Training
 - Research work
- ❖ I.F.I.C. :-
- Headmaster's Orientation training
- ❖ E.T.
- I.P.T.T., I.T.V. Programmes
 - Role of BRCs and CRCs in T.L.M.
 - Audio cassettes for standard 1 (one)
-
-

❖ D.R.U. :-

- Identification and Survey for alternative schooling
- Monitoring of alternative school classes.

❖ Affiliation of DIET with BRCs / CRCs :-

- Are the DIET Branches strengthened by the D.P.E.P. Programmes ? If so, give details.

The branches of the DIET have been strengthened and the abilities of the lecturer of the DIET have been increased in many ways by the programmes of the D.P.E.P.

- The lecturers have gained field experience and they are trained in various fields. This has increased the abilities of the lecturers.
- Means and ways of creation of literature have increased
- Professional ability of the lecturers has increased by the exposure visits of other states and training.
- Co-operation is available for production of audio/video cassettes.
- Research work has been taken up as the funds are available for the work.
- Provision of extra manpower by the D.P.E.P.
 - Accountant 1 and
 - Clerk 1 (fixed and consolidated salary)

Purpose of the appointments : To maintain accounts and record of all programmes under D.P.E.P. by the DIET and to help in administrative work.

- By co-operation of the D.P.E.P.
 - Provision of a vehicle
 - Other physical facilities
- There is a scope for production of literature .
 - Out state training and exposure visits have become possible

(a) Organizational decision making with BRCs / CRCs :-

- In various training programmes for R.Ps. and M.Ts.
- Help in statistical information and survey
- Help is also received for research work
- Distribution of literature and for the work of important survey correspondence.
- Direct help in awareness programmes.

(ix) Management of Infrastructure :-

(a) Present physical facilities of the DIET :

- Vehicle (four wheeler)
 - Photo copier
 - Computer
-
-

DIET's new building is almost ready for use where all facilities are available. Possession of the building will be taken and DIET will shift there in short time.

(b) Budgetary provisions :

District Institute of Education and Training, Palanpur - Details of grants received for In-service programmes and Expenditure incurred (Break-up of the last three years (in Ruppes)

Year	Budgetary Provisions (Grant)	Actual expenditure
1997 - 98	5,50,5000/-	3,00,000/-
1998 - 99	4,83,116/-	4,83,116/-
1999 - 2000	5,50,000/-	5,00,000/-

(Estimates)

Details of the amount allotted for schemes of EDN 8A, 8K, 8B, 8K, 8L, 8B & 8P and Expenditure incurred (in Rupes)

Year	Budgetary Provision (Sanctioned amount)	Actual expenditure
EDN 8A	30,000/-	30,300/-
EDN 8 A Training Class Planning	43,000/-	32,428/-
EDN 8A (Science Fairs)	1,15,000/-	1,15,000/-

EDN 8K (Educational Research and Study work)	6,500/-	6,229/-
EDN 8B (Audio-visual aids and Library)	40,000/-	39,823/-
EDN 8K (Educational Research and study work)	5,000/-	----
EDN 8L (Various material / equipments etc.)	62,000/-	59,275/-
EDN 8B (Audio - visual aids)	20,000/-	19,551/-
EDN 8P	23,000/-	----
EDN 16 (Residential in-service Training classes)	3,84,000/-	----

❖ Whether the fund allotted is sufficient or not ?

- The fund is sufficient
- The fund is received in time. It is received in two or three instalment on demand.
- There is no cut in the work of DIET due to non availability of funds.
- Sufficient fund (AWP) is available for field work.

- AWP by GCERT depends upon budgetary provisions.
- Action - research is carried out on the basis of merit and grant for the purpose is properly utilised.

Funds received from D.P.E.P. during the last three years and it's break-up.

<u>Particulars</u>	<u>Amounts Rs.</u>
<u>1997 - 98</u>	
<u>RECEIPTS</u>	
Grants (Nov.'97 to Mar.'98)	31,20,000.00
Bank Interest	461.00
Miscellaneous	30,510.00
	<u>31,50,971.00</u>
Opening Balance (1-4-1997)	873.00
	<u>31,51,844.00</u>
<u>EXPENDITURE</u>	
Total Expenditure	15,72,536.00
Closing Balance (31-3-1998)	15,79,308.00
	<u>31,51,844.00</u>

1997 - 98

<u>RECEIPTS</u>	
Grants	35,79,726.00
Receipt towards	
Electricity consumption	3,446.00
Amount refunded by	2.62
G.C.E.R.T.	37,337.00
Bank Interest	193.00

Advance Adjustment	3,630.00
	<u>36,24,337.62</u>
Opening Balance	15,79,308.00
	<u>52,03,645.62</u>
<u>EXPENDITURE</u>	
Total Expenditure	44,92,477.00
Closing Balance (31-3-1998)	7,11,168.62
	<u>52,03,645.62</u>

1999 - 2000 (upto August, 1999)

RECEIPTS

Miscellaneous Receipts	325.00
Deposits	5,000.00
Bank Interest	13,017.00
Grants	Nil
	18,342.00
Opening Balance	7,11,168.62
	<u>7,29,510.62</u>

EXPENDITURE

Total Expenditure	3,44,057.25
Closing Balance (31-3-1998)	3,85,453.37
	<u>7,29,510.62</u>

CHAPTER - 4

Sustainability and quality continuity

- (i) Lab - School.
- (ii) Linkage with BRCs & CRCs
- (iii) Language building.

CHAPTER - 4

❖ **Sustainability and quality continuity:-**

Each DIET in Gujarat has a faculty member of G.C.E.R.T. linked to it in the sustainability of a liaison officer. According to it the head office liaison officer is required to visit the DIET for three days every month. During the visit he is supposed to take stock of the situation at DIET and provide the necessary guidance and help. A visit to a cluster and at least three schools during each trip is also part of the job responsibilities of a liaison officer, Director G.C.E.R.T. during weekly staff meetings, takes report of all visits made to DIETs by faculty members during the week.

- (i) 20 Lab schools direct monitoring assigned to the lecturers.
 - (ii) To discuss the qualitative aspect of the primary education in the meeting with liaison officers, BRCs and CRCs.
 - (iii) Special language skill improvement among the primary teachers, especially teachers with Eng. back ground, under the scheme of Edn 8-A
- Focussing some of the hard spots of science, maths and make it easy by presenting it through activity based teaching.
 - Guidance of the educational process through the News letter 'Setu'
 - Teacher's handbook and Modules.

CHAPTER - 5

Major Development and Achievement

- (i) Major Development.
- (ii) Achievement highlight.
 - (a) Details about the Action research.
 - (b) Branch specific training and exposure visit.
 - (c) Linkage of DIET with G.C.E.R.T.
- (iii) Conclusion.

CHAPTER - 5

Major Development and Achievement

(i) **Major developments:-**

Gujarat as a state has taken some concrete steps in the past few years to improve the functions of DIETs. There are many features worth regarding and wider sharing in these institutions.

The responsibility of orientation, training and capacity building lies with the G.C.E.R.T., DIET faculty, generally receives two types of training. An initial 5 days orientation about the objectives of roles and functions of the DIET, followed by branch specific training that is continuous.

Some innovation that DIET, B.K., picked up from other DIETS.

- ‘Parichay Patrika’ of Digantar Rajasthan which introduces Digantar as an organization and its work to outsiders. DIET has decided to prepare a ‘Parichay Patrika’ We plan to distribute it all the high schools of the district and other relevant organizations and to make them aware about the work of DIET.

- DIET Monthly meetings:-

Faculty meeting takes place once a month in the DIET. The following things are discussed in the monthly meetings.

-
-
- Work progress and review.
 - Sharing of meetings, exposure visits, workshops attended by faculty during the month.
 - Material produced by different branches.
 - New research ideas.
 - Problems being faced.
 - Work plan for coming month.
-
- Inter - faculty Co- ordination:-

The different branches keep having their work related interactions with the principal. Interactions and cross sharing between the different branches of DIET also go on. If a training module has to be designed the IFIC and CMDE faculty has to necessarily consult with each other. If the job of one branch is to develop material and the other is to give training then the faculty members do not just look at their own separate areas. In the designing of the material particularly both branches have to work jointly.

Major development in the area of :-

Pre - service training
In - service training
Field - visit of the primary schools
Community Participation
Community Mobilization
Lab - School approach
Established relation with school and society.
Paper - setting and frame work for the pri-schools.
Classification of syllabus for the pri-school classes.
Publication of monthly News-letter in 40 pages.

and much more

(ii) **Achievement Highlight :-**

- Different strategies have been adopted to develop and achieve the DEIT as an in service teacher education Mini university at District level.
- Try-out of the new text- book at the Pre-service and Primary schools.
- Convene the whole multi-grade pilot Project at the District level and organized 29 different work shops and programmes.
- Riview of the lecturers work in the monthly meeting and assigned to task to fill up the monthly work report.

(a) Details about the Action Research :-

Two action - research performed by the P.S.T.E. Branch,

(1) A comparative study of the P.T.C. Trainee's Std 12th results and primary schools curriculum subject achievement.

(2) Attitudinal study of the Pre - service teacher education curriculum and their profession.

(b) Branch specific training and exposure visits.

Sr No.	Name of the Person	Detail about the Training	Training period	Place of the Training.
1.	Mr. G.B. Patel	- P&M Training for AWP - Induction course for A/s and Multi grade	17-1-99 to 23-1-99	Masuri (U.P) Rishi Valley Andhra Pradesh
2.	P.S.T.E. Mrs V.A. Bhargav	- Training of DIET Persons in teaching of Eng. - Teaching of fundamental Duties	15-3-99 to 16-3-99	RIE Bhopal RIE Bhopal
3.	Mr. A.D. Chauhan	- Multi - grade teaching workshop (National) - Indo - Australia capacity building workshop for the disabled children - Induction course for A/s and Multi - grade - Audio - Video - Script writing for Eng	15-3-99 to 20-3-99	Gudgaon Hariyana New Delhi Rishi valley Andhra Vashi New Bombay

4.	(P.S.T.E) Mrs. P.L. Mattad	Planning and Management for DPEP	Masuri (U.P.)
5.	(P&M) Mr. M.J. Nogas	- Planning and Management for DIET, <i>DEPA</i> - Computer application in Planning and administration - Planning and Management (DPEP)	NIEPA New Delhi “ “
6.	(CMDE) Mr. A.J. Patel Mr. R.A. Raval	- Planning and Management DPEP - Integrated education for the Disabled children	Masuri (U.P.) New Delhi N.C.E.R.T.
7.	(D.R.U.) Mr. P.M. Barad	- N.F.E. Training	Hyderabad (Andhra Pradesh)
8.	Mr. D.J. Thakar	- Cultural training - Distance Education	C.C.R.T. New Delhi IGNOU New Delhi
9.	Mr. M.C. Bhusara	- Culture Establishment	C.C.R.T. New Delhi

(c) Linkages of DIET with GCERT

In the monthly meetings of \principals innovations brought up in Different DIET's are shared.

- Curriculum classification for std. 1,2, & 7
- Audio Cassette production
- Try - out Text book
- Various adoptions in the pre-service praying system preparation
Diary - during the in-service training.

Notes, feed-back, wise saying daily notes.

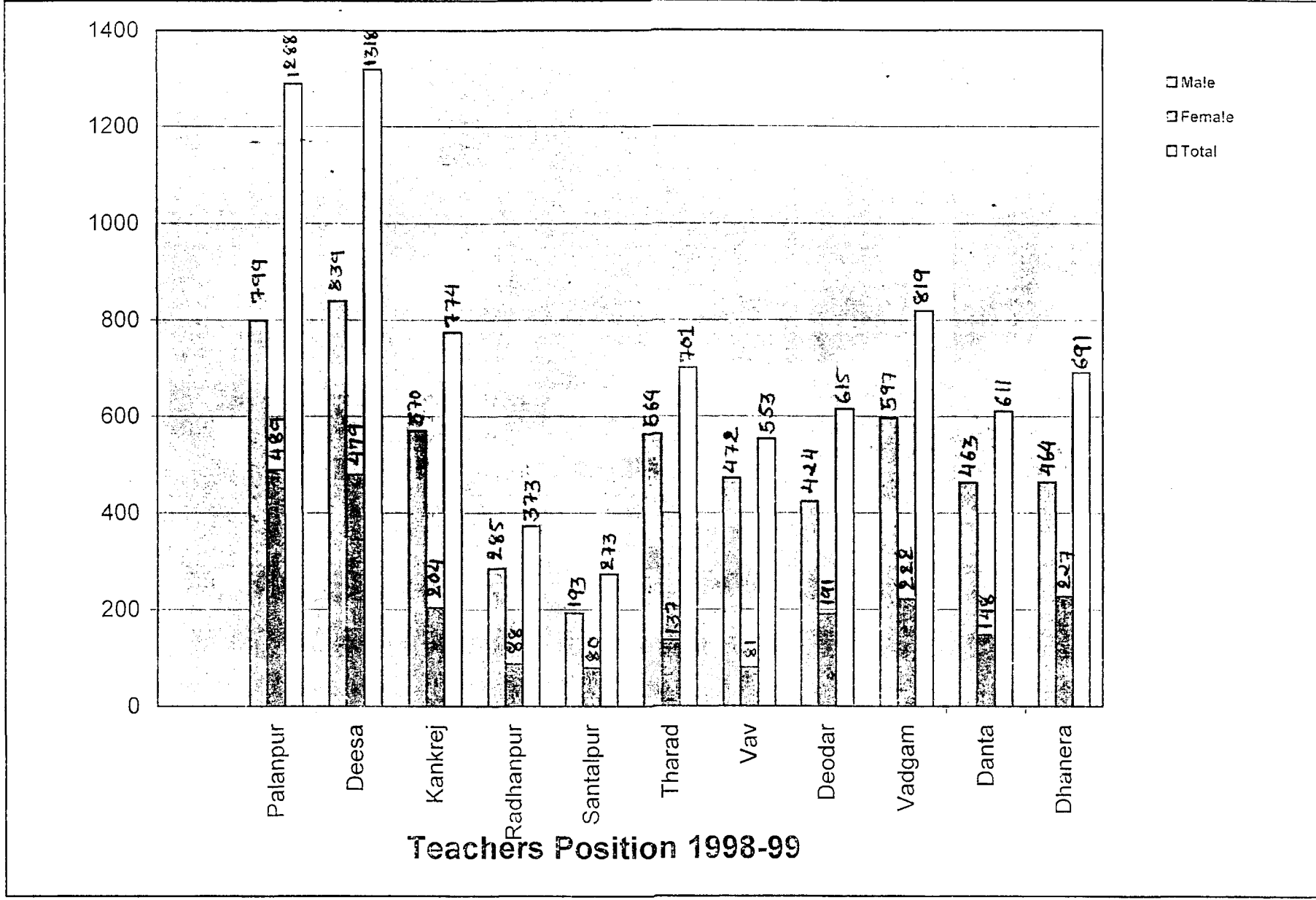
(iii) Conclusion:-

NIEPA New Delhi has executed collective efforts to train the Principal of DIETs on institutional effectiveness. Under this excellent enterprise we are encouraged to undergo the process of preparing case-study on institutional building intending to establish organizations well.

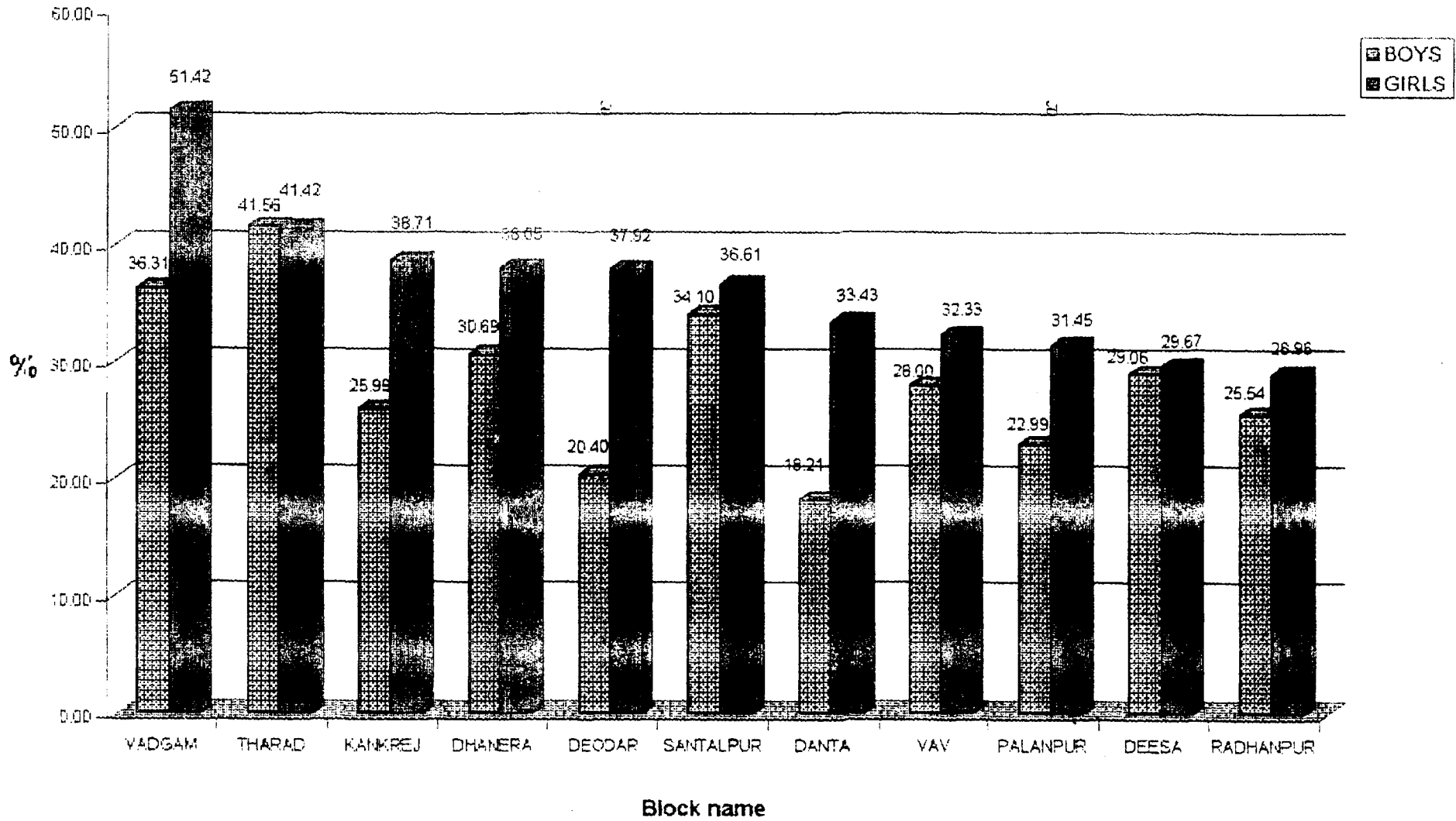
Lots of information, collection and analysing the details process have been finalised. This document as a case - study prepared actually on the ground reality and real work performed by the DIET functionaries.

Re-searchers have to bind themselves within the range of given mechanism and guideline. Any efforts that will be done with whole heartedness have less chance of failure.

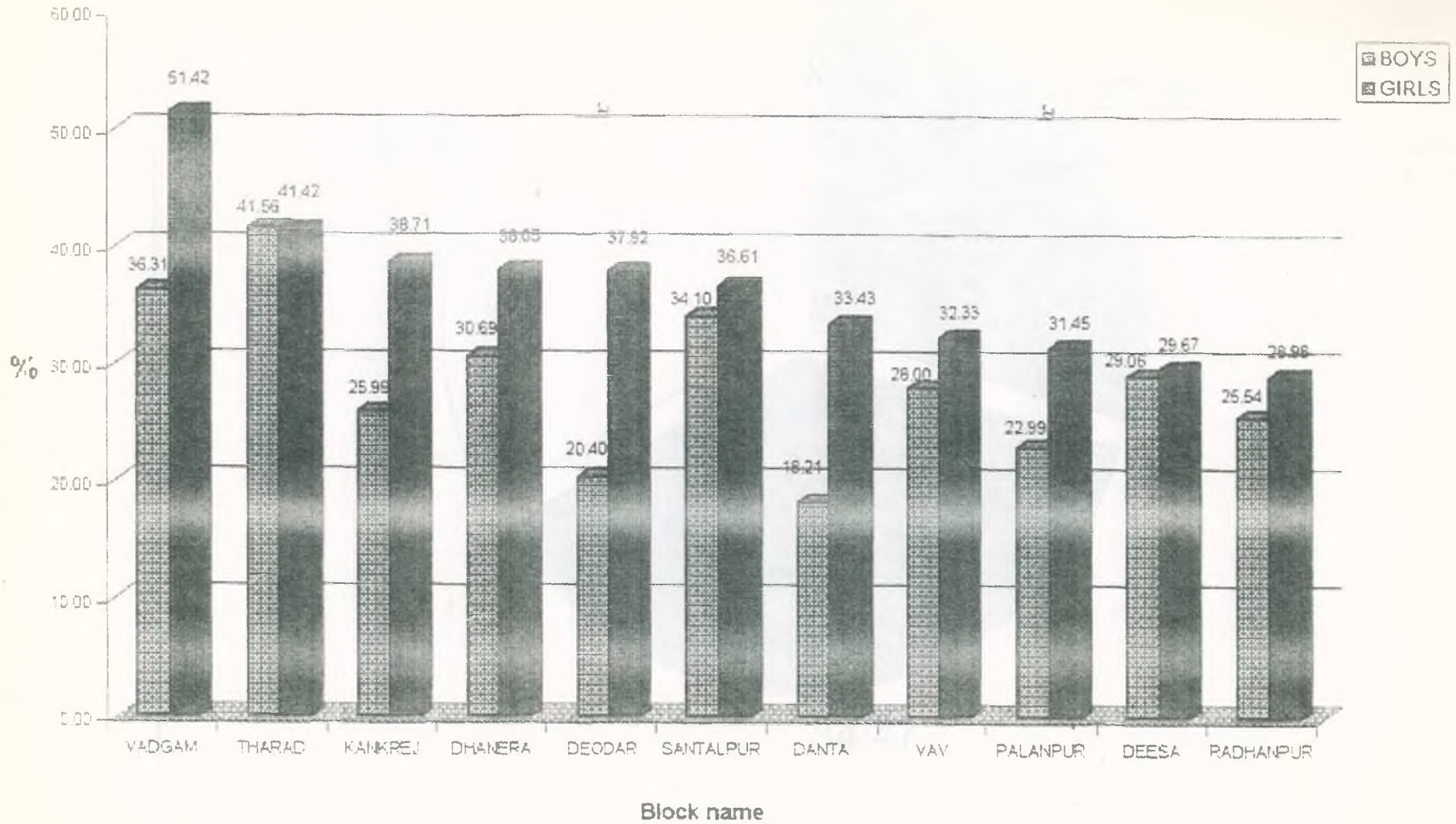
After all any collective effort for anything to do better for capacity building of the involved functionaries only depend on how we will use and implement the research work.



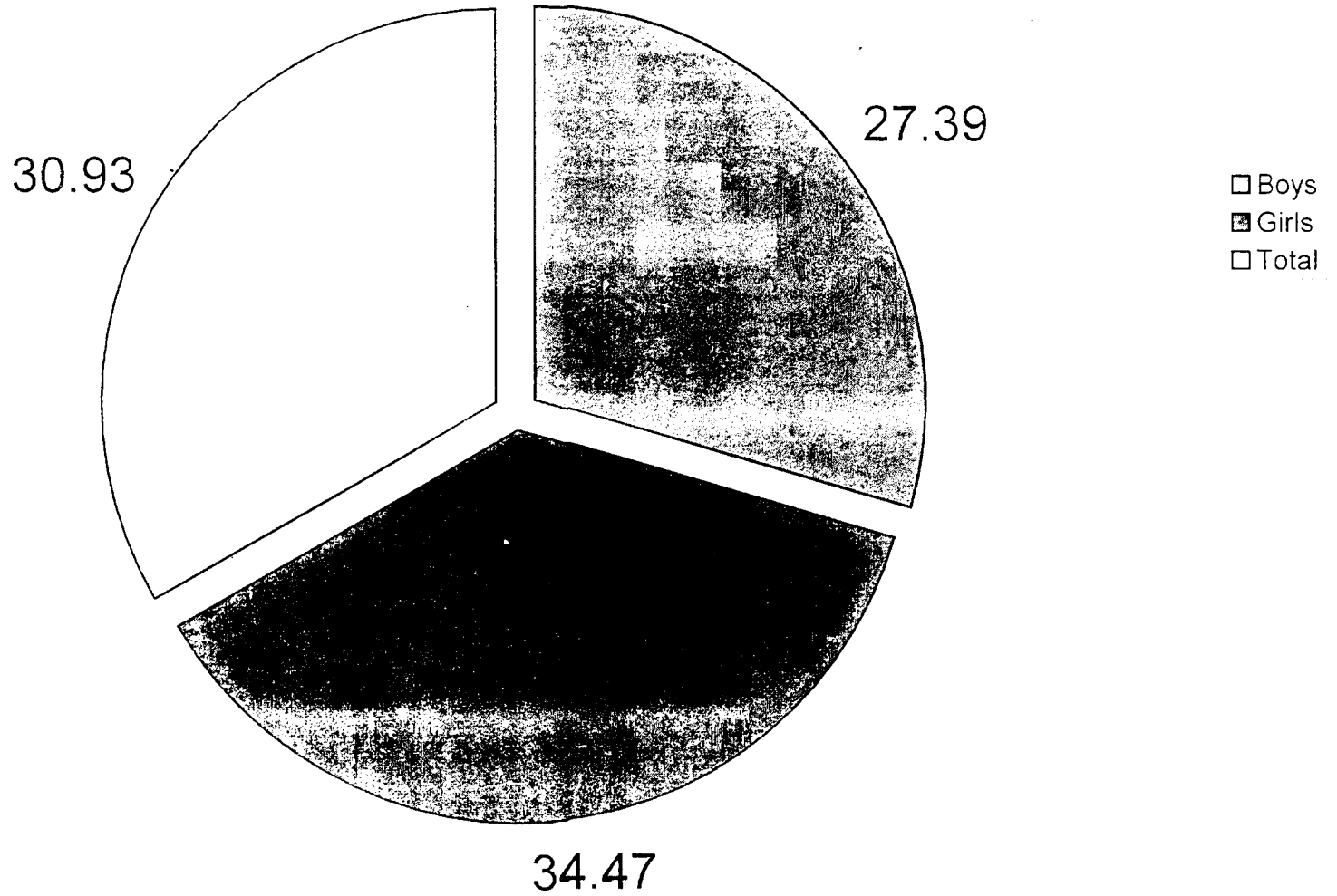
Appendix



Graph of re-enrolled children



Graph of re-enrolled children



Last 2 Year Re-enrolled Children in District (1997-98,98-99)

Retention Rate 1998-99

