

## **Teacher Education in the 12<sup>th</sup> Plan**

### **Guidelines to support the development of proposals for the restructuring and revitalization of DIETs**

draft as on 13 February 2012

## Contents

<b>Executive Summary.....</b>	<b>3</b>
<b>1 Introduction.....</b>	<b>6</b>
<b>2. Institutional Vision and Identity .....</b>	<b>10</b>
<b>3. Key Activities and Programmes.....</b>	<b>18</b>
<b>4. Structure and Functioning.....</b>	<b>33</b>
<b>5. Systemic linkages.....</b>	<b>43</b>
<b>6. Personnel.....</b>	<b>48</b>
<b>7 Getting There.....</b>	<b>56</b>
<b>8. Indicators for Monitoring and Strengthening DIETs .....</b>	<b>57</b>
<b>Annexure A: References.....</b>	<b>59</b>
<b>Annexure B: Education Resource Center at the DIET.....</b>	<b>61</b>

## Executive Summary

The District Institutes of Education and Training (henceforth DIETs) were envisioned in the National Policy of Education, 1986 to play a meaningful role in the state education system. However this has not happened.

There is need for all states to reformulate the vision of this institution so that they can contribute to fulfilling the RtE in matters relating to continuous teacher professional development, school support and improvement.

The guidelines in this document are presented to enable States to evolve a functioning structure for the DIETs. These guidelines direct States to take a fresh look at these District institutions and evolve appropriate roles for them. They should support the state to develop the Annual Work Plan and the Perspective Plan ( 5 year plan). The guidelines are indicative and are more in the nature of suggestions and have been organized around the themes of Vision and Identity; Key activities and Programmes; Structure and Financing; Systemic Linkages and Personnel for the DIETs.

The focus of the DIETs informs the overall institutional vision, design, expectations and functions and becomes the basis of its relationship to other institutions. The possible institutional focus areas for DIETs could be (a) Continuous teacher professional development or (b) school improvement. Both are important and linked to each other.

Further, each DIET requires an independent **'institutional'** identity and character with a focus on academic excellence. Each DIET must be treated as a unique, independent institution, and not as one among many implementing arms of the State at the District.

DIETs must be supported with finances, personnel and autonomy needed to innovate and provide high quality elementary teacher pre-service education programmes. Certain DIETs may also be chosen to provide the four-year B.El.Ed programme. DIETs have a crucial role, especially in states where there is a backlog of untrained teachers in the school system.

DIETs can design and offer inservice education for teachers and for teacher educators. Courses of short and long duration designed to develop either specific skills or areas of interest could be offered to teachers over a year. DIETs could make these more effective using Training Management Systems.

Among other activities, DIETS could organize professional forums to offer a motivational environment of interaction with people and ideas and provide opportunities for exposure, learning and discussion of different perspectives, experiences, and experiments of teaching-learning processes, material development and of training. A Congress of DIETs could also be held twice a year. It could become a platform for sharing research un-

dertaken, innovative pedagogies and generating a community of teachers and teachers educators.

Each DIET can develop and run Educational Resource Centers- an enhanced library created specifically to make available to teachers, teacher educators and district education planners, the range of materials and resources they require for their professional practice.

In terms of structure, DIETs need to be empowered to exercise autonomy and to evolve district focus in design of programmes. Empowering DIETs to assert their autonomy would involve creating a Council/Programme Advisory Committee/Advisory Board for the DIET, with a District functionary at the helm. However, to achieve quick decision making, the PAC could have a smaller subset forming the Executive Committee (EC).

The Annual Work Plan (AWP) of the DIET needs to emerge as an activity signifying the autonomous character of the Institution and also providing it with focus for the year. The AWP could serve to integrate and focus the DIET on District requirements and reflect its own special role and how it visualizes making a difference to schools, teachers and children.

The DIETs need to prepare a Perspective Plan – a long term plan which provides the vision of the DIET, its focus areas and the roadmap for the next 5 years. The Plan provides a sense of direction to the DIET and would inform the AWP. The Perspective Plan may be revised every year based on the performance of the DIET and the happenings in the district.

DIETs require much higher investments in their infrastructure and facilities for faculty and students in order to emerge as strong centers for teacher professional development and school improvement. Timely flow of funds is crucial to restoring a basic functionality to the DIETs. This would support DIETs in discharging their routine activities in a reasonable fashion rather than resorting to inefficient overwork in efforts to 'complete budgets' before March, the accounting year deadline.

The insularity of DIETs needs to be broken. Formal linkages with district teacher associations and other centers for teacher development such as B.Ed and D.Ed colleges and University Department of Education would be necessary for DIETs.

The DIET faculty need to develop appropriate expertise—in subject areas and in research and practice. It is crucial to have clarity on whether DIET faculty should be doing academic work themselves or be administrators of academic work? Also, establishing a cadre of teacher educators could help in resolving the constant moving of people from academic positions to the more lucrative administrative ones.

DIETS also have an additional problem of being chronically understaffed which needs to be resolved quickly. Capacity building of DIET faculty needs to be built essentially on the imagination of those working in the field, nurturing autonomy and search for betterment and growth. Capacity building must therefore focus on providing various relevant opportunities for development they require for their professional practice.

The structure of the DIET flows out of its vision, mandate and relationship to other institutions. Depending on the activities, the DIETs could have flexible arrangements called working groups rather than pre-formed 'wings' or 'units'. People and activities within the DIET may also be organized on different and non permanent basis, with working organizational groupings and responsibilities allocated to individuals and groups. Hence, all types of educational expertise and specializations need to be available within the institution. A few options have been explored.

Finally, certain performance and process indicators have been developed which could help the DIET assess its own performance and also help the state bodies rank the DIETs in terms of support needed.

# 1 Introduction

1.1 The District Institutes of Education and Training (henceforth DIETs) were envisioned in the National Policy of Education, 1986, and were created by the Government of India, Ministry of Human Resource Development in the early 1990s to strengthen elementary education and support the decentralization of education to the district level. They were created through a centrally supported scheme and following the guidelines suggested in the 'pink book' (Government of India, 1989).

1.2 The Right to Education (RtE) directs the state the need to invest in quality schools—through adequate and child friendly infrastructure, curriculum and school practices. The RtE mandates qualified teachers who are able to engage in providing education which supports the development of all children. The role of the teacher is crucial to achieving the inclusion and success of children who enter into schools in age-appropriate classes, children of various marginal and disadvantaged/ under-privileged communities and children with special educational needs. Achieving the RtE requires urgent investment in developing good teachers. The Sarva Siksha Abhiyan as the vehicle for the RtE places the onus of school support and improvement on the BRCs and CRCs, and the state to strengthen the existing DIETs, establish new ones and fill up the vacant posts (Bordia Committee Report). The Rashtriya Madhyamik Siksha Abhiyan (RMSA) requires DIETs to play a key role at the District level in extending their mandate from elementary to secondary education. Both SSA and RMSA require district level academic planning and monitoring. DIETs need to support District and Sub-district institutions, activities and personnel. They are expected to work along with CTEs and IASEs in coordination with the SCERTs to achieve quality in all aspects of teacher professional development and school support and improvement.

1.3 The challenges for SCERTs, DIETs, IASEs and CTEs, the BRCs and CRCs, the Institutions of Higher Education, the Universities, colleges and teacher education institutions, and Non Government Agencies (NGOs) include:

1. Enabling all teachers in schools to be qualified as per the requirements of the RtE, 2009.
2. Reforming and renewing curricula for Pre-Service Teacher Education (PSTE) at the elementary and secondary education levels
3. Regulating the quality of PSTE in all institutions
4. Improving the quality of In-Service Teacher Education (ISTE) and directing it towards overall teacher professional development and school improvement.
5. Overseeing the quality of school education to support equity and encourage community involvement.
6. Developing the professionalism and capacity of teacher educators
7. Reforming School Curricula, pedagogy, assessment and examination

These institutions need to work in coordinated and complimentary ways. The work of DIETs—their purposes and functions—need to be located within this broader mandate of reform requirements.

1.4 Although the DIET is located at an important level of decentralization (the District), yet in very few states has it actually succeeded in playing a meaningful role. By and large, DIETs have remained marginal to the key activities of the states in teacher professional development and school improvement; they are poorly integrated into the States systems. The multiple tasks linked to departmental programmes with different foci draw the DIET in different directions and produce divergent institutional goals. Furthermore, outdated institutional structures also create expectations regarding work which are not realized or realizable, and contribute to a sense of dysfunctionality. Administrative tasks assigned to the DIET, although they keep the DIET connected to the wider state machinery, they take away institutional time and energy in routinised work that lack academic purpose.

1.5 There is need for all states to reformulate the vision of this institution so that they can contribute to fulfilling the RtE in matters relating to continuous teacher professional development, school support and improvement. This requires the states to consider the following :

### **1. Vision and Identity**

- 1.1. What should be the basic institutional objective and core constituency of a DIET?
- 1.2. How can the DIET develop its own identity as part of the state educational machinery?
- 1.3. How can the DIET's vision and functions be aligned with the State's education policy thrusts, and State institutional structures?

### **2. Key Activities and Programmes**

- 2.1. What are the academic and administrative functions of the DIET?
- 2.2. What are the concerns of PSTE, ISTE and school quality which the DIET can address?

### **3. Organizational Structure, functioning and Infrastructure**

- 3.1. What organizational structure and functioning will best support aims of the DIET?
- 3.2. What financial arrangements will support the functioning and aims of the DIET?

### **4. Systemic Linkages**

- 4.1. How can DIETs strengthen their relationships with other institutions at the state and the district level? How can DIETs mesh with various central and state

education projects and missions?

4.2. What kinds of collaboration and involvements of academic and non-government agencies can be forged?

**5. Personnel**

5.1. How can faculty with adequate training and expertise especially in areas like teacher education, elementary education or research be found and/or nurtured?

5.2. How can strong leadership be brought in and kept stable?

5.3. How can the overall low desire for the posting (being academic rather than administrative) and frequent transfers out of DIETs resulting in high turn-over and vacant posts be minimized?

5.4. What recruitment and personnel policies would best support DIETs and what kind of may be required?

5.5. How can continuous high quality faculty development be instituted?

**6. Operationalising this vision**

6.1 What are the preparatory deliberations and activities and structures that need to be put into place in order to move towards institutional re-formation?.

6.2 what are the priority areas and phases of development?

6.3 What are these catalyses and support structures and collaborations that are needed?

6.4 What needs to be put in place in order to sustain the direction and momentum of the reform effort through the 12<sup>th</sup> plan period and afterwards?

1.6 The guidelines presented in this document brings together thinking on these institutions that has evolved through a number of National, State and International studies and consultations (see annexure A for a list of these some of these studies and relevant documents). It takes into account the scenario that exists today in terms of new and emerging institutions at the District, Sub-District and State and National levels, and reviews those functions of the earlier visualized functions of the DIET that are not longer relevant on account of the changed institutional context. The focus should be on bringing teachers back to the Centre Stage.

1.7 The guidelines are presented to enable States to deliberate upon the questions highlighted above and evolve a functioning structure for the DIETs. Each state, based on its specific requirements and structures, should evolve a comprehensive plan of how DIETs can be revitalized and focussed to contribute to meeting educational requirements . These guidelines direct States to take a fresh look at these District institutions, and evolve appropriate roles for them, and make suggestions in this regard. They support State to break away from the 'status-quo' and deliberate and articulate the



institutional vision for DIETs in relation to the States education plans and the roles of different resource institutions within the same. It is intended that States would use these guidelines and develop a perspective plan for the next five years, and within this formulate the annual work plan based on which they can receive grants.

## 2. Institutional Vision and Identity

2.1 The vision for the DIETs that was articulated in the NPE 1986(modified in 1992) was for a strong district institution that would support preservice and inservice work with teachers (clause 9.6) at the elementary education level.

“Within a multi-level framework of educational development, central ,state, district and local agencies will participate in planning, co-ordination, monitoring and evaluation” (clause 10.6).

2.2 To support the universalisation of quality education and achieve quality in adult and life long education, DIETs were visualized as a way to infuse the system with the following essential inputs:

1. Provision of Pre-service and In-service teacher Education Programmes.
2. Organizing District level and State Level Educational Researches on issues pertaining to enrollment, retention, achievement, gender parity, proficiency and Drop outs.
3. Facilitating Collaborative Action Researches to enable practising teachers to address class room issues.
4. Scouting Innovative Practices of Primary/Upper Primary teachers and disseminating them among their colleagues by organizing periodical District level Seminars and releasing News bulletins which carry information on Innovative class room processes.
5. Providing Resource Support to Non-Formal Education Sector by extending DIET expertise in developing curriculum and supplementary Learning Materials to adult learners
6. Designing and developing trainer Manuals for Anganwadi workers and for addressing Social concerns such as Crisis and Disaster Management, Gender Sensitivity ,Leadership Manual for School Heads etc.
  - (i) Finance and physical resources (e.g. building and equipment).
  - (ii) Full involvement of the community.
  - (iii) Planning and management.
  - (iv) Appropriate curricula, text books and pedagogical inputs.
  - (v) Suitable strategies (including incentives) for learners from disadvantaged groups so as to provide them equal educational opportunity in real terms.
  - (vi) Mentoring dedicated and competent teachers and instructors.
  - (vii) Suitable academic and resource support to the teachers/instructors which would comprise :-
    - (a) Training, guidance and advice.
    - (b) Development of locally relevant teaching – learning material and teaching aids,

- (c) Evaluation, and
  - (d) Field studies, action research and experimentation for tackling specific local problems encountered in achieving goals.
- (GOI, 1989: section 1.5)

This vision is also important and central to the achievement of the Right to Education.

2.3 The Right to Education is a right to quality education, which requires the state to invest in, regulate and monitor school quality, curriculum and pedagogy, and the provision of well educated professional teachers. The design of the Sarva Siksha Abhiyan (SSA), with the outreach activities that take place through the Block and Cluster Resource Centres, requires a District Institution that can strengthen and oversee inservice work with teachers and give overall direction and support to Block level school improvement initiatives. “DEO ... would liaise with DIET and in cooperation with that Institute oversee the functioning of BRCs and CRCs” (Bordia Committee Report p.82). The design of the Rashtriya MAdhyamik Siksha Abhiyan (RMSA) also requires district support and the “success of the Madhyamik Shiksha Mission also depends on the availability of necessary infrastructure, facilities and a range of pedagogic equipment in teacher training institutions such as DIETs, CTEs and IASEs” ( clause 5.12, RMSA). The development of the public education system in each state, and the role of the centrally supported SSA and RMSA in achieving this, call for specific academic interventions and supports to be coordinated and conducted at the district level. A vibrant academic resource institution at the District level would be an asset for a variety of activities at the District.

2.4 Teachers and Teaching are central to School Quality. The RtE mandates providing access to quality education and professionally trained teachers for all schools. The 12<sup>th</sup> plan visualizes giving a boost to teacher education by renewing efforts to bring quality into professional services for teachers, teacher preparation and teacher education: preservice and inservice teacher education at elementary (DEd/BEIEd) and secondary (BEd) levels. Teacher Education and Teacher Professional Development (inservice and preservice) are not stand alone activities but have a direct relationship to the school and education quality, which is a Constitutional Right of Every Child. While the National Curriculum Framework for School Education 2005 provides a vision for quality education in schools, the National Curriculum Framework for Teacher Education (NCFTE-2009) provides for a complimentary vision for quality pre-service and in-service teacher education. Ensuring the Right to Education of every child requires that State institutions support both school improvement and teacher development.

2.5 DIETs in conjunction with other institutions at the State, District and Sub-district levels need to play complementary and coordinated roles so that overall the needs of schools and teachers are met without suboptimal and repetitive, overlapping functions. Distinctiveness, clarity of focus and forms of action are essential for institutional identity internally and to form the basis of coordination with other institutions.

2.5 The DIETs runs under a central scheme, with budget provisioning from the Central plan and with the expectation that States will 'own', realize and implement the vision. The scheme which began in the 8<sup>th</sup> plan period has been renewed over several periods. The continuation of the scheme in the 12<sup>th</sup> plan signals brings with it the urgent requirement to revitalize and expand teacher education and is an indication of the Centres recognition of the central importance of teacher education and teacher professional development. The Centre and States need to work together to achieve a fully functional institution at the District level, with requisite infrastructure, personnel and planning and appropriate activities. In order to develop a mutually supportive relationship towards the institutional development of the DIETs as envisaged in the 12<sup>th</sup> plan, the following processes and structures and activities will be supported and monitored:

1. State level visioning leading to DIET design in relation to other institutions such as SCERT, IASEs and CTEs, with clarity of purposes leading to flexibilities.
2. Support for development of SCERTs to enhance academic profile and functions and inter-linkages with other institutions.
3. Enhancement of institutional autonomy and selection process for DIET principal
4. Financial autonomy and operations with a single annual work plan into which all budgets that are made available to the DIET are built in.
5. Appointment of appropriate faculty along with support for faculty development of DIET and SCERT faculty to be conducted by Institutes of Higher Education.
6. Support for bringing quality in all aspects of teacher professional development programmes both inservice and pre-service, and for institutional infrastructural development to support this.
7. Indicators that can be used to indicate desirable development and monitor progress.
8. Sharing of ideas and practices and involvement with states in planning and execution through a centrally supported website and journals for communication.

2.6 The DIET requires an overall academic focus area which would form its key purpose, based on which its larger role in the landscape of educational practice can take shape. This would also enable the DIET to converge its various activities or plans, design its own AWP, and build collaborative linkages with other organizations. .

2.7 The overall institutional design, expectations and functions should follow from its focus, and become the basis of its relationship to other institutions. The possible institutional focus areas could be (a) continuous teacher professional development or (b) school improvement. Both are important and linked to each other, and converge as they bring back the focus on teachers as central to school quality.

Depending on the approach that the state takes to its systemic reform, and the personnel and structures it has in place, *either* of these two foci could be chosen as a starting point to think through how the DIET should be imagined. If the focus would have consequences for the structure and functioning of the institution, informing the personnel policy which is best suited and also how it should relate to other institutions.



**2.7.1 The teacher professional development focus:** Most DIETs have a reasonable track record in continuous teacher professional development—in-service and preservice. DIETs could, therefore, develop into institutions of excellence for teacher education at the District level. This would also provide the DIETs a much needed positive sense of achievement and a unique focus activity. As high quality teacher education requires engagement with schools and the development of teacher identity and practices that can contribute to school quality, TPD focus can synergise school improvement.

A key danger is that teacher professional development can lead to the institution isolating itself, and this should be safeguarded against.

As the lead teacher education institution at the district level, the DIET could.

- Offer high quality teacher education especially at the elementary level. stimulate and monitor the conduct of high quality teacher education curriculum internally and in other institutions of the district.
- initiate high quality distance and blended learning programmes of teacher development which is particularly needed in states where there is need for qualified teachers as mandated by RtE.
- Provide different types of fora for interaction and resource support to teachers and teacher educators.
- Provide school leadership training and for a for school leadership.
- Provide quality in-service programmes for teachers and also coordinate the requirements of in-service training for teachers to be provided by the DIET itself and a net work of other institutions, including the BRCs. These in particular

would be linked to and in response to the school improvement requirements of the district.

- A teacher professional development focus for the DIET would give it sufficient independent activity. While its TPD work would benefit enormously with good linkages with the BRC-CRC, it would not be dependent on or conditional on it. By enhancing school heads and teacher capacity and autonomy, it would contribute to enhancing school improvement.

2.7.2 **School improvement** could also provide the necessary overall institutional focus and direction. In such an approach, the DIET may address itself to both mapping and assessing school quality and form a part of overall strategies for school improvement. DIETs could play multiple roles in this, including development assessment, the use of monitoring tools, needs assessment analysis, delivery of training and followup for purposes of support and impact assessment. Such an approach and role for the DIET would require tight coupling with the BRCs and CRCs. It would also require a well coordinated role for DIETs within District plans for school improvement. Additional concerns would be that of over burden,, of duplication of mandates (with other institutions), or becoming a line function of the department, and of losing focus on teacher education, especially preservice teacher education.

2.7.3 With RMSA also acquiring importance, Teacher education will and should be an important facet of school improvement, but it would seek its design and justification with respect to the larger agenda of school improvement. Indeed, if teacher education in the form of trainings is not felt to be necessary, and instead a school based mentoring and a teacher professional network is felt more relevant, then the in-service teacher education programmes could be discontinued.

2.8 It is essential that DIETs retain and strengthen their focus on elementary education. In addition, DIETs need to develop ways of strengthening their contribution to RMSA related in-service trainings for the secondary schools of the district. This may be especially necessary where there are insufficient university Departments/IASEs/CTEs. However, such an expansion of role needs to be supported with sufficient faculty and should not be at the expense of the focus on elementary education.

2.9 There is need to extend teacher education work into special education as well and this can be built into the DIETs wherever it is being considered.

2.10 The inclusion of pre-school education is important and the professional development of teachers for anganwadis/balwadis should be integrated into the DIET so that there is more optimal use of institutional facilities and expertise and these programmes get a much needed educational focus. The Anganwadi Training Centres

which are being proposed for the district could be incorporated into DIETs.

2.11 The structure of the DIET should flow out of its vision and mandate and reflect the most optimal organization of its faculty and tasks that it is expected to perform. It could have some permanent structures of faculty affiliation which are based on faculty expertise areas—e.g. language group, mathematics and science group, social science group, arts and physical education group. Activities and programmes, e.g. PSTE, quality assessment and monitoring, designing a special intervention for particular schools, etc could be the responsibility of coordination groups or working groups who are constituted by the DIET Principal, on an annual basis or as and when new tasks emerge, rather than being permanent groups. These groups of one, two or three members (depending on the size of the responsibility) who are given the responsibility, could draw expertise from across the DIET and other institutions for the purpose of executing these tasks. Each such working group would have administrative support.

2.12 Flexibility of the institutional structure is important so that the internal organization of the DIET could follow from (a) the concerns of personnel and their qualifications/areas of expertise, and (b) the activities that derive from the specific DIET's mandate as an autonomous institutional body. Focus on district specific needs and issues would also be possible with such flexibility. E.g. a Wing/Group/Centre to focus on education of children whose parents migrate seasonally or to focus on concerns of educating children from tribal communities. A more detailed discussion regarding possible organizational structures is taken up in a later section.

2.13 Many States have not made alterations in the DIET structure on the grounds that this is (a) not permissible by the MHRD or (b) it would not work as the financial norms and guidelines are based on the 1989 guidelines or (c) not necessary as you can have any structure and still manage to do the work as desired with cooperation across wings. This inertia may be done away with. The current structure of seven permanent wings may not lead to optimal organization and deployment of faculty. Some of the wings functions are also not carried out in the DIET (e.g. curriculum, etc.) and some such as ET cannot be coordinated by a few as this would be used by all groups.

2.14 There is no need to take a 'one size/one model should work for all'. **States are expected to propose a model that would suit the state and district specificities and requirements.** It is emphasized here that all states need to appraise the Centre on the plan(s) they propose for DIETS along with its rationale at the time of submitting proposals, whether they decide to change the model or keep it to the current one, there must be a clear rationale on how the model and structure enables it to meet the organizations role most effectively.

A more detailed discussion of the types of activities that a DIET could carry out are discussed in the next chapter. These activities could be chosen so that the mandate of the DIET is unique, giving the institution its focus and identity, setting up clearly the tasks for which it is responsible and hence also accountable and complementing work carried out in other institutions of the state,

DIETs too should present their visions towards which they will work for the next five years to the Academic Council. They could make a Perspective Plan which covers with goals and milestones for the next five years and a physical and financial AWP.

2.15 Each DIET requires an independent '**institutional**' identity and character with a focus on academic excellence. Each DIET must be treated as a unique, independent institution, and not as one among many implementing arms of the State at the District level. For this, there is need for

- (i) Agreement on and long term commitment to the role that DIET is expected to play within the State Education Department.
- (ii) Providing adequate foundation for the development of an Institution including:
  - infrastructure suitable to the scope of the institution as a District Training and Resource Center.
  - appointment of the Principal through selection with adequate tenure and autonomy to develop the institution.
  - recruitment of dedicated faculty of requisite/desired areas of expertise and to the full complement..
  - recruitment of field support faculty and administrative staff of requisite/desired numbers.
- (iii) Enabling each DIET to develop its own character and focus areas through support for an environment of autonomy in academic areas, financial areas, and personnel policy.
- (iv) Permitting and even encouraging institutional variation among DIETs and with only a few large-scale centrally designed programmes to be monitored
- (v) Encouraging Alumni Support for providing a sense of direction, guidance and feedback.
- (vi) Developing indicators for effectiveness of PSTE and ISTE programs conducted by the DIET
- (vii) Developing guidelines based on which the DIET can establish cooperation and collaboration with other institutions both government, non government and the university.
- (viii) Empowering the principal of the DIET to take initiative in ensuring that it is able to meet its mandate.



### **3. KEY ACTIVITIES AND PROGRAMMES**

3.1 The role of the DIET within the State education system could be built around a set of core academic activities..

- Pre-Service Teacher Education (Elementary).
- In-Service Teacher Education (Elementary and Secondary)
- Designing interventions for direct support to schools and work with special groups in the District;
- Studies on status of education, education assessment, and documentation.
- Annual academic plan and periodic reviews, for the district, in consultation with various related organizations and stakeholders.
- Running an effective Resource Centre with outreach, in conjunction with BRCs and CRCs. (GoI, 2011)

3.1.1 Building on this framework, the wide range of DIET activities can be categorized into the following types:

**(A) Continuous teacher professional development**

**(B) Strengthening teacher education**

**(C) Resource centre**

**(D) Research and development/action research**

**(E) Supervision, monitoring and support**

**(F) Administration and Governance**

**3.2 In the sections below, each of these six broad areas of activities are broken up into more detail. This is followed by a detailed description of some of the activities. This section provides a visualization of the scope of work under each of these broad heads.**

#### **(A) Continuous Teacher Professional Development**

- a) Conducting high quality PSTE programmes for the education of elementary teachers.
- b) Organising and supporting the organisation of effective professional fora for teachers at the District and block and cluster levels
- c) Developing modules for ISTE to be conducted at BRCs and whetting, reviewing and approving modules developed by other agencies to be offered to teachers of the district.

#### **(B) Strengthening Teacher Education in the District**

- a) Conducting ISTE programmes for teacher educators, master resource persons and teachers

- b) Monitoring the quality of ISTE for teacher and its contribution to TPD and school improvement through quantitative and qualitative studies.
- c) Monitoring the ISTE system through the use of training management systems and the empanelment of MRPs
- d) Establishing a forum for teacher educators of the District.
- e) Establishing a forum for student teachers of the District TEIs.

**(C) Resource Center**

- a) Providing an effective education resource centre for the District and the Blocks, with relevant materials (print, audio, video) and access to information through Internet and network with experts.
- b) Integrating learning and innovation in local contexts
- c) Encouraging reading and discussion within diets

**(D) Research and Development**

- a) Designing and implementing district specific intervention programmes for specific groups of schools/for specific children groups in action research modes, with effective documentation and analysis.
- b) Systematic examination of innovations- one model can not be replicated- eg abl
- c) Research and development via SCERT and university
- d) Systematic assessment of SSA programs – (more detail than teacher attendance)
- e) Peer feedback for research in faculty seminars
- f) Menu of theme based research plans offered by state and subsequently selected by DIETs

**(E) Supervision and Support**

- a) Overseeing the academic review of schools for quality under the Right to Education, and extending to preschool and secondary education
- b) Supporting the development of the academic component of district education plans
- c) Supporting and monitoring the conduct of PSTE programmes offered by other institutions in the district.
- d) Modeling and Overseeing the conduct of high quality ISTE programmes and school leadership programmes

**(F) Administration and Governance**

- a) Conducting or being involved in programmes that lead to the qualifications of all teachers as per the RtE requirements of professional training and eligibility.
- b) Generating Annual Work Plans and District Annual Reports
- c) Collecting and Analysing data about school functioning

3.2.1 These activities have been visualised based on NCF 2005, NCFTE-2009, The Reflective Teacher (a manual for inservice training), the operational guidelines for BRC-CRCs and other such recent documents that have been providing ideas regarding the directions for teacher professional development work. The expectation is not that a DIET should undertake all of these activities. Nor is it suggested that the DIET be organized and structured with these activities/categorizations as wings. Rather the activities may be visualized as programmes of the DIET, and a rotating co-ordinatorship for these activities may be organized. What follows is a

### **Detailed Discussion of Some of the activities:**

### **3.3 Continuous Teacher Professional Development**

As suggested in the NCFTE 2009, all programmes involving teacher education need to be tailored and connected to realize the goal of continuous professional development. These programmes would include pre and in-service education, trainings, workshops, professional fora as well as programmes at the Block and Cluster levels.

#### ***3.3.1 Conducting and supporting Pre-service teacher education (PSTE)***

DIETs can revitalize PSTE through their DEd program by applying quality standards in all respects, including rigorous admission procedures, preference wherever applicable to students from SC, ST and minority groups, recruiting qualified faculty, having full number of teacher days, and suitable infrastructure. An annual educational visit (generally outside the state) will be an integral part of the programme along with multiple field visits close by. Individuals would gain field experience of how an academic institution, NGO or an Institute/University addresses some of the concerns in education. Apart from the terminal examinations conducted by the State Board, continuous and comprehensive internal evaluation will be done by the DIET.

The DIETs can also use the PSTE programs and the young student teachers to carry out documentation with respect to local knowledge resources such as local histories, geographies, biologies, anthropologies such as documenting flora, fauna, soil, water, terrain; folk lore, toys, games, puzzles, food types, measurements, indigenous practices and so on. This could offer rich opportunities in teaching learning materials and classroom pedagogies.

DIETs must be supported with finances, personnel and autonomy needed to innovate and provide high quality elementary teacher pre-service education programmes. Certain DIETs may also be chosen to provide the four-year B.El.Ed programme. In states where there is a backlog of untrained teachers in the school system, DIETs have a crucial role to play in supporting programmes for the training of such teachers.

BITEs are the Block institutions for Teacher Education which will carry out PSTE at the block level, in blocks with higher percentages of underprivileged communities. These BITEs can be expected to have larger percentages of students from these communities, who are training to be teachers. The BITEs will have additional responsibility for a high

quality programme of PSTE in these blocks and faculty will need to be well qualified to provide such inputs. BITEs will need additional resources such as an effective resource centre. They will also need to be empowered to innovate in the curriculum so that the PSTE empowers student-teachers. Where Sub-DIETs are functional they could be upgraded to serve as BITEs.

DIETs and BITEs together may also have to innovate to support the training of untrained teachers in schools, through various blended learning programmes, in order to enable states to fulfil the requirement of trained teachers in schools as per the RtE.

States need to initiate review and revision of Teacher Education curriculum. DIETs must play a leading role in implementing curricula reformed in the light of NCFTE 2009. The inclusion of the following kinds of learning opportunities for student-teachers would be the mark of such a revised curriculum:

- Observe and engage with children, communicate with and relate to children.
- Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
- Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.
- Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

The faculty of the DIET, SCERT, local university and the State Board could form a Working Group and discuss the model presented in NCFTE and modify it in light of the focus areas of teacher preparation for the districts.

Over time, DIETs may get involved in devising and conducting more qualitative Teacher Eligibility Tests which include a practical component.

### ***3.3.2 Conducting and supporting In-service teacher education (ISTE)***

ISTE is in urgent need of quality improvement, so that teachers find the content of training useful, motivating and relevant to their work. DIETs must lead in this mission.

DIETs can design and offer high quality inservice education for teachers and thus set up models of good practice. They can also support the development of quality teacher educators and MRPs by offering ISTE for teacher educators. Courses of short and long

duration designed to develop either specific skills or areas of interest could be offered to teachers over a year. For example, a DIET could design and offer courses on topics such as 'teaching fractions', 'developing secular attitudes among children', 'AIDS education', or on *pedagogical strategies* such as using theatre in the classroom, organizing and managing group activities and so on. Some of these could be of a short duration, say 4 to 5 days, while others may even be for a longer period, ranging from 1 to 3 months to enable teachers to develop a specific core area in which they need to strengthen their knowledge-base and professional skills. Enrichment of content and acquaintance with newer pedagogical approaches will add to improving the performance level of teachers.

The organization of ISTE needs to be overhauled. Time should be provided to MRPs before training, to meet and plan their roles. Schedules for such courses along with their content areas should be announced well in advance, teachers could sign up and take these courses as and when they wish to. There must be innovation in the design of the courses in terms of their length and periodicity. Some of these courses may be designed as continuous periods while others may be designed with gaps in between, during which teachers could practice and come back to share experiences. Such courses could also award certificates.

This space can also be utilized to introduce the documentation, research and experimentations being undertaken in DIETs to the schools. Further, as in PSTE, the DIETs could engage the trainee teachers to document data pertaining to local knowledge for generating innovative pedagogical practices.

DIETs could use Training Management Systems which are linked to the BRCs to identify which teachers may benefit most from training and also to manage the entire process more effectively.

### **Design and conduct of trainings should respond to the following concerns**

- (1) *Trainings must be designed and delivered locally* to the extent possible, rather than routinised implementation of trainings received from above in the cascade system. The *Master Resource Persons'* involvement in training objectives, leading to training design would lead to better quality trainings for teachers, 'live' and non-routine.
- (2) *Cascade' training* models need to be used for specific skill and information related areas where, there is less likelihood of dilution across levels. Cascade designs could also have elements for local alternation based on assessing the situation.
- (3) Trainings must be closely carried out based on the *cluster person's assessment of needs of teachers in their clusters and linked to a process of school follow-up and mentoring in which the CRPs participate*. For this trainings need to be carried out at the cluster level. CRPs need to have information regarding who

needs what training, based on which teachers are called. After training of the teachers, the training needs to include debriefing of CRPs in terms of how to carry out the school based support.

- (4) For training to be more effective, *trainers need to meet with the same group of teachers again*, after they have had some opportunity to practice, so that they can discuss what worked, what did not and also address the issues that teacher's experience. For this 'split model' is better than one off trainings. In such a model, sessions would be of say 2 days followed by a month or two of practice followed by again meeting (of the same group with the same trainers) for two or three days to reflect and to learn, etc.
- (5) Small groups for training (i.e. about 25 to 30) and resource and ideas enrichment trainings would lead to more impact and make trainings more interesting and relevant for teachers.
- (6) Teacher trainings, if it is viewed holistically within the perspective of the whole school's institutional development, including its ethos and support for teacher's practice is more likely to cumulatively result in practical changes that can have a curriculum impact.
- (7) The development of attitudes of teachers seems to be a major concern today. This is often approached as a problem of developing the affect. However, attitudes, involve the intellect and our perspective on things. In the context of UEE, teachers need better perspective and understanding of the issues concerning children of the poor, children of 'low' castes, girls, and children with learning and various other kinds of disabilities. Through understanding and developing perspective that the development of empathetic attitudes and motivation to work with underprivileged groups can be nurtured.

### **3.3.3 DIET-BRC-CRC linkage for strengthening ISTE and School improvement.**

A detailed discussion of various possible ways in which BRCs and CRCs can function, and the role that DIETs can play in this process is outlined in the draft operational guidelines for revitalizing and strengthening the Block and Cluster level Institutions (MHRD, 2011).

Given the block-cluster structure, DIETs could focus efforts to strengthen the quality of teacher education and school based support. For this it would focus on the design of relevant training, organization of training to respond to school and teacher requirements, and the **development of Master Resource Persons at the District and Block levels**. Master Resource Persons (MRPs) are visualized as a resource pool at the block level, which understands the nature of teachers' needs and design or creatively adapt an existing training to meet these needs locally. This is in contrast to the cascade approach where the module is a standard one, created at the State level, and resource persons are trained in limited ways to conduct this training repeatedly for

various groups of teachers. Even if a training designed in a cascade mode were to be conducted, an MRP group appointed for the delivery of a training, would focus on the training 'aims', revisit and adapt its contents and deliver it, making alterations as and where necessary. Thus, they would take responsibility for ensuring the achievement of the training aims.

A Master Resource Person would:

- Have in-depth subject knowledge and related pedagogic knowledge and experience.
- Have knowledge of children's learning and also of teaching learning materials.
- Be able to understand teachers' needs and adapt or design workshops/training modules and interactions with them to address their professional development.
- Be able to communicate effectively and convincingly.
- Be able to visualize the nature of school support and mentoring required by teachers.
- Be able to respect teachers as adult professionals and thus create within the training process the space for their reflection and contribution.

The availability of pools of master resource persons in all the curriculum areas (academic subjects as well as music, theatre, art and craft) would directly contribute to enriching the quality of teacher interactions in for a such as monthly meetings, during trainings and workshops and school based mentoring. The development of MRPs requires higher levels of investment (higher unit costs) in training, as well as support from well-equipped resource centers. The financial and academic assistance in nurturing this idea will be facilitated by the Program Advisory Committee of the DIET.

DIETs could support the delivery of high quality ISTE at the blocks. The focus areas for the DIET could be to :

1. Develop BRC into a training facility—with training management system, infrastructure and resource centre.
2. Develop local subject resource pools (around 15 persons for each subject area) who can design and conduct teacher training
3. Plan and oversee the workshops for teachers to include plan for follow up by CRPs.
4. Use school and cluster level data for planning and management of workshops and monitoring school quality.

Processes:

1. MRPs for each subject area selected by BRC team including BRPs, CRPs and Teachers based on basic knowledge of subject area and reputation as teachers.
2. Training would include subject knowledge, pedagogic related and education related knowledge, use of TLMs and training of trainers related skills, Design of training modules. Followed by implementation of training along with feedback on training aspects. Self-evaluation, peer evaluation and expert evaluation and feedback.

3. CRP led school follow-up planned post training's.

Features of teacher training designs:

1. School follow-up visualized as a part of training process itself (Workshop+ School Follow-up)
2. The split design provides spaces and time for same training group of teachers to meet again and reflect on the classroom practices in relation to the training provided.
3. The CRPs, BRPs become oriented on the importance of school follow-up and its linkages with planning.
2. Respecting the profession of teachers requires timely communications and attention to quality.
3. Financial norms need to support additional days for planning meetings and for advance purchase of materials and storage of materials etc.

School follow-up of specific trainings is difficult to realize, and every training need not require this. School followup is intensive and could be kept for specific trainings or groups of schools. In general, split site training models would be more effective in achieving necessary reflections on classroom transfer/relevance of training.

Models of inservice training followed by school based mentoring require high quality teacher educator capability as well as investment of time and difficult to sustain over long period of time. It is ideal for work which requires high impact and where collaboratiion with a HEI/University and research support is accessible.

### **3.3.4 School Improvement: SMCs and field interaction**

An important dimension of school improvement which requires academic strengthening activities is the capacity building of SMCs to be able to play effective role in schools. DIETs could develop modules for this training, especially to enhance the SMCs ability to contribute to school development plans. They could also monitor the efficacy of SMCs in the District through studies, and plan for further inputs.

It is only by entering into a vibrant and meaningful relationship with the field, and in particular schools, teachers and children, that DIETs will find their 'raison d'etre'. Ultimately any activity of the DIET requires this relationship and can creatively define and review its role in the light of the significance it has in the lives of schools and teachers.

Frequently these days one hears demands that DIET faculty should visit schools. Unfocussed visits without any sense of how this is expected to contribute to the academic development of schools, is arbitrary activity, and apart from educating the DIET faculty can contribute very little to academic needs of schools themselves. When



carried out as one-off visits, they only serve as 'inspection visits'. However, if carried out with a plan and scope for subsequent regular visits these interactions can lead to teacher mentoring.

Many DIETs, in order to promote field interaction have encouraged faculty to adopt mandals and work in them regularly. Such arrangements need to be supported with adequate TA for faculty, and also mechanisms through which such school visits can feed into a regularly maintained data base reflecting various aspects of the academic quality of school activities.

### **3.3.5 Professional forums**

All professionals seek to develop and meet professional standards. Forums are key spaces for the strengthening of reflective practice throughout the education system. Forums also serve as a motivational environment of interaction with people and ideas and provide opportunities for exposure, learning and discussion of different perspectives, experiences, and experiments of teaching-learning processes, material development and of training.

- DIET could support the organization of school quality review meetings.
- Subject forum meetings of teachers and/or teacher educators (from TEIs and MRPs as a group)
- Seminars for teacher educators with opportunities for presentation of internal work and invited speakers.

The core forum at the DIET level could take the form of a weekly academic seminar in which faculty present their academic work along with invited speakers from other groups. Quarterly and yearly reviews of schools, programme evaluations and proposals for new interventions, etc. could also be presented in such forums. These academic seminars could be a fixed feature of the institution and be open to all teacher educators and education NGOs in the district. A culture of faculty and institution head attending these academic meetings is important to create and sustain an academic peer group.

Congress of DIETs could be held twice a year. It could become a platform for sharing research undertaken, innovative pedagogies and generating a community of teachers and teachers educators. A virtual forum could be created and sustained which could be linked to the national website on teacher education (<http://www.teindia.nic.in>).

Wherever sub-DIETs are functional, they could be strengthened and be asked to bring in their local perspectives on issues relating to tribal communities, language and learning, pedagogies of marginalized sections of the society. BITEs could also serve this purpose.

### 3.4 Resource Centre/ Teacher Learning Center

Each DIET can develop and run Educational Resource Centers for the District. A Resource Centre is an enhanced library created specifically to make available to teachers, teacher educators and district education planners, the range of materials and resources they require for their professional practice.

#### 3.4.1 A resource centre would include:

- A functioning library of reference books, children's books teaching learning materials, textbooks, maps and other resource materials, including access to Internet and computer enabled resources.
- Local materials of relevance to education (teaching and planning) such as studies of education in the district and education statistics, a collection of local experiments and innovative efforts related to education, etc.
- Tools and materials for replication of teaching aids, etc.
- Sets of materials that teachers can borrow and take into classroom for direct use (multiple kits for demonstrations and organizing activities for whole class).
- Updated database on resource persons/groups, resource organizations/agencies and research institutes working in education and make it available at district level for academic purposes.

3.4.2 DIET can emerge as a hub of educational value by realizing itself as a resource centre and a centre for teacher learning at the district level. It could bring to use the local knowledge, build on its competencies and integrate the use of educational technologies to facilitate processes of maintaining and disseminating knowledge and skills. The resource center works to nurture a professional community of users by:

- Promoting an interest in and a culture of using the library as a support for teaching and training, for ideas and for materials.
- Developing a culture of sharing ideas and experiences by contributing materials developed by teachers, etc. to the resource center.
- Networking the district, block, cluster and school resource centers for effective exchange of ideas, information and resources.
- Providing academic help and support to resource groups working at different levels (district, block and cluster levels) in the district.
- Facilitating teachers in developing and using low cost, locally available educational resources.
- Providing a forum for interactions with educationists, intellectuals, artists, creative teachers, resource persons and resource group to the district functionaries,

including CRPs, BRPs, DIET faculty, D.Ed and B.Ed students.

- Forging links between pre and in-service teacher education as envisaged in the NCFTE 2009.

3.4.3 The use of resource centres and educational technologies needs to be integrated within the curriculum. Instead of providing a separate course on teaching applications for editing texts or spreadsheets, students could be exposed to pedagogical applications like GeoGebra (Mathematics) and Marble (Geography). Such applications are not proprietary, maintained by a community of like-minded professionals (open source) and require no additional funding. Also, student teachers could be encouraged to prepare documents digitally which could be used for formative and summative assessments. Appropriate training needs to be provided to the faculty in use of such applications before they can be integrated into the curriculum. Such resources are equally important for ISTE. DIETs can contribute to building a cadre of teachers with computer competence through organizing regular workshops on Educational Technology. Information and Communications Technology including TV, radio, telephony and internet are useful resources that provide access to ideas and enable wider dissemination of information. Distance media can effectively be used to keep teachers connected with professionals in academic and applied disciplines. Rather than being the work of an education technology wing, technology needs to become an integral part of the knowledge and practice of all teacher educators.

3.4.4 Organising such a resource centre and ensuring it has adequate personnel to maintain it and keep it open for long hours. Locating it in a place which is accessible and visible are some essential requirements. Budgeting for such resource centers could be drawn from various sources including SSA projects, Teacher Education schemes and community funds. The running of a RC could be a good site for effective collaboration with a NGO or a PPP model to be effected.

### **3.5 Research and Development**

**3.5.1** DIET as an institution and DIET faculty as individuals should be encouraged and required to take up studies of the education of the district. For this DIET faculty would need to have capacity for research and documentation, as well as research funds and infrastructure to support this work. Research should be able to contribute to the process of understanding the issues that face the District teachers and children and focus on district specific issues. A basket of potential research projects with research design and methodology built in could be made available and DIETs could choose from this basket. DIETs may also take part in Research that is designed at the State level and contribute the data and analysis of the district. Both quantitative and qualitative research studies need to be encouraged.

3.5.2 Designing intervention programmes/action research programmes for special groups especially to broaden the understanding of and interests in education, to support the development of sports, arts, theatre for children, need to receive special support through the DIETs activities.

3.5.3 Even if not initially, overtime more district specific materials and resources could be developed for use in schools. The use of

Children's own drawings and artwork are a rich resource that can be creatively used in such local materials. In addition, with the advancement of technology, digital photographs and desk top publishing can lead to the production of attractive locally produced materials. There are possibilities that in due course, faculty, local resource persons and experts, teachers and even children themselves can produce and publish materials not only for their own use but also for exchanging the resources with other schools. Local materials can be produced on a variety of themes, which may include, materials on local historical monuments; Flora and fauna; Mapping 'Problems' (Ecological, Economic, Health, Social, etc.) of the district; Festivals and cultural events; Songs, poems, and riddles; Folk tales; Tracing historical events of significance in the area; Stories of people in the district; The material life of people; The crafts traditions of the area; etc. The PSTE and ISTE initiatives of the DIET can work in coordination with schools to develop this kind of material.

### **3.6 Supervision and Support**

3.6.1 of PSTE In matters of teacher education both pre and inservice, DIETs need to play a supervision and support role. They could play a role in monitoring and strengthening TEIs in the Dist. Activities discussed above such as resource centres, capacity building of TEs,organizing professional fora and strengthening PSTE are all part of this role.

3.6.2 of School Improvement: Being located at the District level, DIETs could evolve capacity for basic research and documentation methods, effective ways of handling data pertaining to various aspects of academic achievement and provisioning and also relating to teachers and their practice. DIETs can actively engage in the academic review of preschool and secondary schools for addressing 'quality' issues at the District level. DIET could do the following:

- Conduct regular monitoring of school quality through school visits and assessment of children (quality of learning, teacher practice, institutional development, etc.). They could produce **district level reports on quality parameters** pertaining to the schools, including the status of schools and schooling in the district.

- Carry out consolidation and analysis of information on status of schools and status of learning to provide feedback to BRCs and CRCs for school visits and institutional support. Besides, understanding the status of schools will help plan with BRCs the types of trainings and activities to be conducted for the district.
- With a robust understanding of status and needs, contribute to developing the plans for SSA through this process.
- Focus on regular documentation of special academic programmes for special groups, special forms of interventions etc, developed for the district, e.g. for tribal children, for girl children, etc. and NOT merely oversee implementation
- Provide regular documentation of state led interventions for school academic quality improvement, e.g. Mahiti Sindhu, KSQAO, reading programme, etc.

What is key is not only to enable DIETs to produce such reports, but more importantly, to use these reports for the purposes of review and planning at their own level and also at the levels below them: block and cluster, and to develop quality improvement programmes and activities based on such reports.

### **3.7 Administrative and Governance**

3.7.1 The office of the Deputy Project Officer for academic planning needs to be located within the DIET so that the DIET becomes the seat for academic planning of the District. The overall thrust on teacher education (except for large scale training) needs to be made more central in the SSA approach and for this DIETs need to be more systematically integrated into and also made an object and instrument of quality improvement. For the Institution, this would provide a much needed opportunity to become 'relevant' and to find focus in its activities. For SSA, DIET needs to be viewed as a key institution to be developed towards ensuring long-term sustainability and systemic integration of its key efforts.

3.7.2 Through a training management system, DIETs could maintain records of teacher education programmes received by teachers. This coordinating role would not only make the current arrangements of teacher education programmes more efficient, but would significantly contribute to a more rational and transparent system of training.

Training Management System and Professional Development Record for Teachers is required at every district to be able to consolidate and track various professional development activities across the cluster, block and district and even State and national levels, provided by different agencies, all directed at teachers. Currently the information on training are kept in hard copy form and capture data relating more to financial

accounting rather than training management. The system would permit various querying: How many days of training did teachers undergo between two specified dates?, To what extent have teachers of English been covered by English training?, Who are the teacher who have had about 50 days of Maths related training who can now be considered for MRP selection? And so on.

The training management system could be built on the information available in the EMIS to address planning issues pertaining to in- service teacher training. This system manages and tracks the trainings for which teachers are deputed, i.e. the management of a training delivery system to ensure that there is a rational, efficient way to allocate/call the right teachers for the right training and to track the trainings received.

Trainings are provided by various agencies and aim at different aspects of their practice, ranging from personality development to specific grade and subject related inputs. Currently, the information on training are kept in hard copy and capture data relating more to financial accounting rather than training management. The TMS can operate at the block level and assist in aspects relating to planning, reviews and reporting of trainings.

Using information from the EMIS pertaining to teachers and their school locations, the TMS captures additional information using two masters. The training master captures training description, including main features of training design, content and agency. Training delivery master captures details of the delivery of a particular training, teacher names, training dates, attendance etc. The system permits various querying. (NIAS, 2007; a gdocument providing guidelines on a TMS can be accessed from the MHRD TE website).

3.7.3 Any new quality intervention in the district, whether in the form of a study by a Higher Education Institutes or an input by an NGO or national or state programme, would need to have the clearance of the DIET. It should feature in the DIETs 'knowledge' of the academic work and inputs of the district. Relevant documentation of such programmes including the proposal, six monthly progress reports, evaluation studies, outputs and final reports of such interventions need to be systematically logged into the DIET.

3.7.4 The DIET should be able to produce an annual report of all the academic work being carried out in the district and a review of the academic progress of the district. This report should be able to reflect the work of the DIET, the work of the BRCs and CRCs and additional work carried out by various other groups working in the District for school quality.

3.7.5 The DIET's annual report would also include a section on school quality in the light of Right to Education. This would need to cover all dimensions of the quality issues of RtE, including a special focus on the academic achievements of children from marginalized communities, children in government and private schools.

## 4. STRUCTURE AND FUNCTIONING

4.1 The overall Institutional focus of DIETs needs to be located within, and complement the focus and function of other institutions of the state education system. At the district level it needs to work with the other district institutions within the framework of a **District Education Plan** and a district wide data-base (Education Management Information System and GIS).

4.2 DIETs need to be empowered to exercise **autonomy to be able to discharge their own functions and activities** and to evolve district focus in design of programmes.

4.2.1 Empowering DIETs to exercise such autonomy would involve :

Enabling DIETs to take considered decisions on matters of programmes and activities, funding and staffing. Appropriate councils and advisory committees could ensure the quality of decision making, giving the principal adequate freedom and yet not allowing the system to become too person centric.

A larger advisory body could function as a sounding board for the purpose of annual review of work, in setting up new annual work for the DIET.

A smaller body could have a more executive role and meet more frequently to advise and ratify decisions. Both these bodies could be guided by

- indicators indicated in this document (Chapter 8),
- Self appraisal by the DIET and
- Appraisals carried out by complementing institutions—such as the district administrative wings, BRCs and CRCs and CTEs/IASEs with whom the DIET is expected to coordinate for the Districts educational requirements.

4.3 The **Programme Advisory Committee (PAC)** would serve to advise and guide the Institute in planning and conducting of its programme and activities. The Committee requires the different kinds of members to achieve autonomy to make programmatic and financial decisions and enable it to achieve coordination and congruence with other programmes and institutions. However, to achieve quick decision making, the PAC could have a **smaller subset forming the Executive Committee (EC)** which could be headed by the Zilla Parishad Head or the District Magistrate. While the PAC would have the all the following members, the EC members have been marked separately. :

1. Principal, DIET: Convener (EC)
2. Zilla Parishad Standing Committee on Education representative -Head-(EC)
3. District Magistrate (EC)
4. District Collector
5. District Education Administration Officer (EC)
6. SSA/RMSA DyPC (EC)
7. 2 senior faculty ( 1 of these senior faculty would be in EC)

8. 2 junior faculty
9. Teacher representative (high school and elementary school)
10. HM representative (high school and elementary school)
11. SMC representative
12. 'Other category schools': Navodaya, etc.
13. Tribal welfare department, social welfare department, minorities department  
(EC<sup>1</sup>)
14. Woman and child welfare
15. Labour department
16. BRC
17. CRP
18. Two education experts
19. One principal from private aided/unaided teacher education college (DEd and B.Ed) (EC)
20. IASEs (EC)
21. CTEs
22. SCERT
23. One representative from performing arts
24. One representative from physical education
25. One media person
26. One local artisan
27. One anganwadi worker (ECCE person) or from the AWTC
28. Two student from PSTE (seniors and junior)

This committee would oversee the academic programmes of the DIET and its associated finances.

- a) Making structural provisions in the system to accept DIETs as independent planning units. State plans need to become a part of the DIET's Annual Work Plan (AWP).
- b) DIETs should be free to exercise and implement their strategies in collaboration with other functionaries and experts without requiring state clearances .

4.3.1 The funds from the center or state would be managed by the PAC with significant autonomy to the DIET based on the AWP (Section 4.4). The AWP is presented to the PAC is discussed, modified(if required) and approved. The PAC meets once at the beginning of the financial year to approve the AWP and then six months later to do a half yearly review of the progress of activities of the DIET.

4.3.2 The EC meets once every quarter to review the activities of the DIET, guide it and also approve any decisions for funding any proposals not originally under the AWP but

<sup>1</sup> This EC position could be on rotation and occupied by the Tribal Welfare department, Woman and Child welfare and the Labour Department in succeeding years.



which might have become necessary based on local conditions and DIET's roadmap.

4.3.3 For this, the PAC can devolve certain financial and operating powers to the EC to take decisions quickly . The EC could also hold Emergency meetings for any urgent issues arising out of local conditions which either require funding at short notice or immediate action. For instance, there could be the possibility of political agitation in the near future and the EC could meet to take decisions about providing increase security to the college and hostel or take decisions on closure. If the training room at the DIET requires urgent repairs to the roof, then such decisions could be put forward to the EC. Alternatively, if there is a sudden opportunity to send faculty members from the district for an exposure visit to a well-known Teacher Education college in another state, then such a visit could be approved by the EC.

4.3.4 The DIET needs to maintain minutes of all such meetings for history. Preferably such documentation can be recorded digitally and shared with all the participants so that there is clarity on what was discussed and agreed to. Each meeting could begin with a review of minutes from the previous meeting which need to be passed by the group.

#### **4.4 *Perspective Plan and Annual Work Plan(AWP)***

DIETs all require a Perspective plan—a long term plan which would provide a vision and build on it to develop a roadmap for the next 5 years. Such a perspective plan which would be developed fro each individual DIET through a consultative process of all internal faculty and stakeholders, would be developed based on the States on perspective plan for DIETs.

The Plan would provide a sense of direction to the DIET. It would reflect an understanding of teacher professional development status in the district, the District schools' educational requirements, and the state's overall plans and directions for both teacher professional development and school improvement. AWP would be developed within this overall five year perspective plan.

4.4.1 The Perspective Plan may be revised every year based on the performance of the DIET and the happenings in the district. Being a 5 year plan, it is quite likely that certain assumptions on which the plan is based, change. Hence, deviations from the Perspective Plan are allowed but might need to be approved by the EC. The Perspective Plan should not be seen as a limit to the DIET to take advantage of any good educational opportunities which unexpectedly arise within the year.

4.4.2 The **Annual Work Plan (AWP)** of the DIET needs to emerge as an activity

signifying the autonomous character of the Institution and also providing it with focus for the year. In most states, the AWP is a routinised activity based on mechanical allocation of equal amounts to all wings, which are then allocated to various teacher-training programmes. Instead the AWP could serve to integrate and focus the DIET on District requirements and reflect its own special role and how it visualizes making a difference to schools, teachers and children.

4.4.3 The AWP needs to reflect how the DIET utilizes multiple sources of funding to achieve its institutional objectives within the overall context of the Perspective Plan. For this the AWP process needs to:

- Involve all District and sub district institutions concerned with education, in particular the BRCs and CRCs, and within the framework of an educational plan for the district.
- Be participatory in its approach, involving all DIET faculty.
- Be based on review of the previous year AWP and reflection on achievements in relation to that.
- Plan in advance for various State programmes impacting on DIET faculty time and resources.
- Consider the parallel efforts of other agencies at the District level, including Non Government Organisations and other departments.
- Focus on and reflect district needs and district specific concerns, setting realistic goals
- Visualize relationship of DIET activities with schools, BRCs, CRCs and other District institutions.
- Have a mix of both training and capacity building related workshops and activities as well as research, studies and material development.
- Include the faculties' own capacity building and reflective review, planning and meeting requirements.

4.4.4 A good AWP and Perspective planning exercise would enable DIETs to revisit activities and requirements, based on the overall sense of significance of various activities in relation to each other and the desired outcomes. It would provide focus and directly lead to the definition of roles as well as inter institutional relationships. It would serve as the basis for the institution's own reflective audit..

The AWP and Perspective Plan process must take an integrated whole institution approach to planning, where funds can be seen as different sources of support towards activities that are decided upon and prioritized at the institutional level. Financial autonomy must lie within the institution, rather than the entire accountability being directed to the organizations from which the grants are received.

A key purpose of these guidelines is to assist the states in preparation of the AWP and the Perspective Plan.

#### **4.5 DIET Faculty forum:**

A weekly academic faculty forum must be instituted where on a weekly basis, either DIET faculty or other invited experts make presentation of ongoing research and discuss academic matters. At this forum, any proposal for research must be presented and peer group feedback invited before it is finalized for inclusion in the AWP.

Similarly the findings of any research funded by the DIET should be presented at this faculty forum.

Faculty meeting may take place once a month and would involve among other topics, approving research projects internally for inclusion in the AWP.

#### **Finances:**

4.6 DIETs require much higher investments in their infrastructure and facilities for faculty and students in order to emerge as strong centers for teacher professional development and school improvement. The lack of even minimum facilities, dilapidated buildings and inadequate space is demoralizing and conveys the lack of worth and neglect to faculty and students. Expecting the Institution to deliver needs improvement of the ambience and facilities of this institution through much higher investment in infrastructure. Towards this, the limited Central funding for this institution needs to be enhanced and States also need to begin to invest. Rather than be seen as excessive spending on assets and capital expenditure, this needs to be understood as a much-needed investment for a more long-term institutional development.

- Adequate provisioning of space, including building additional classrooms, training and meeting rooms, faculty rooms and play facilities
- Library needs to be enhanced in order to function as a Resource Center for the district.
- Full-fledged computer center with internet for faculty and students
- Individual work spaces with computers for all faculty
- Multimedia presentation capabilities- TV, DVD player and projectors. Recent innovations in pico-projectors have substantially reduced their costs.
- Hostel facilities for students of the pre-service training programmes.
- Vehicle for visiting as well as bringing people from BRCs, CRCs, schools and district level institutions.
- Power backups and Fire safety equipment
- A conference Hall
- Outsourcing some responsibilities like security, peons, cosmetic staff, canteen and staff needed for upkeep of the campus

All funding support should include an aspect of Maintenance grants at 2-3 year intervals to refurbish the DIETs. Principals need to have the authority to dispose off unwanted and obsolete infrastructure. The funds generated could be used in developing the Resource Center.

4.7 Institutional autonomy and growth requires financial autonomy. Principals need to have freedom to evolve and work towards an institutional plan, and to make financial decisions that will support the institutional objectives. They need to be able to take decisions instead of (a) referring matters to the SCERT (b) being constrained by inflexible norms. Devolving financial autonomy to DIET Principals is necessary. Norm-driven and centrally controlled financial systems may be easier to manage, but these inflexibilities lead to inefficiencies in the design and implementation of activities.

4.7.1 **Timely flow of funds is crucial** to restoring a basic functionality to the DIETs. This would support DIETs in discharging their routine activities in a reasonable fashion rather than resorting to inefficient overwork in efforts to 'complete budgets' before March, the accounting year deadline. Yet in most parts of the country this has been a major reason why DIETs have not been able to do even the little that they can do, which is within their own hands to achieve. As the funding is central and linked to the plan, it is necessary for States to evolve ways of facilitating smooth flow of funds to DIETs and evolving appropriate financial department structures so that this flow of funds is not impeded.

An overall State structure for fiscal governance is required to ensure timely release of funds through disaggregated tranches. Structures created for projects such as SSA do not facilitate the over-hauling of the larger system, but create a small niche for different practices. Post project, the system may become less vibrant as these systems created for the project close with it.

4.7.2 The EC and PAC can provide higher autonomy, easier access to funds and increased accountability to the DIETs. The SSA project funds shall be disbursed to DIETs once the PAC approves the AWP. The EC can be given powers to disburse contingency funds not covered under the AWP. DIETs can offer training and orientation workshops for private institutions and the fund generated can be used by the DIETs to cater to the administrative and functional needs.

4.7.3 When the DIET is required to take up additional programmes over and above those in the AWP, the institution should receive overhead costs of at least 10 to 15% of the budget as well as support for additional personnel. Trainings such as RMSA and SSA which are routed through the DIET should be supported with a management cost which accrues to the DIET.

4.7.4 Budget heads of the AWP;

The AWP needs to be approved by the PAC and could comprise the following sections :

Infrastructure and maintenance- Physical and IT

Capacity building (Faculty, Teacher Educators and other staff)

Research: for all types of research and documentation activities. This would include costs of data processing, field work, and research assistants etc.

Administration: this would include all overhead costs

Maintenance Grants..which would cover support for the development and maintenance of the resource centre

Programmes: this would include all requirements of the teaching programmes and development activities of the DIETs. Curriculum renewal etc, would come under this head.

## **Organisational Structure**

4.8 The Memorandum for the Expenditure Finance Committee or revision of the Centrally-Sponsored Scheme (CSS) of Restructuring and Reorganization of Teacher Education (EFC Memo) has highlighted the need to reorganize the DIET structure. Section 2.43 (v) mentions that “In order to allow DIETs to have flexibility in utilizing its human resources in an optimal and efficient manner, it would be desirable to specify the various programmes and activities that they are expected to perform and allow each DIET to reorganize its resources depending on the importance of one or more programme/activities for each of them.”(Gol, 2011)

Personnel is discussed in more detail in section 6 of this document. Here what is suggested is an overall organizational structure that will facilitate the DIETs functioning. The suggested structure needs to be discussed and approved by appropriate state bodies. The EFC Memo mentions that “A Committee consisting of a representative of the SCERT, Principal and Senior lecturers of the DIET and the District Education Officer (Elementary and Secondary Education) should recommend a re-organized structure of the DIET, to the Secretary Education/Director, SCERT. Alternatively, the Secretary Education of the State Government should, in consultation with academic bodies such as SCERT, prepare alternate models of the DIET structure which would then be adopted by the DIETs in the State. The Teacher Education Approval Board will be the final authority to approve changes in the organizational structure and all proposals should be brought before it for approval.”(Gol, 2011)

4.8.1 As part of these guidelines, the following DIET structure is suggested:

- Principal supported by the PAC and EC
- Internal Coordinating Administrative Body comprising Principal and Vice Principal
- Faculty: Team of Senior Lecturers and Lecturers who represent various areas of expertise required by the DIET.(see section on personnel for more details)
- These faculty members will additionally be organized into groups with the responsibility to coordinate various activities of the DIET. Each group may be led

by a group convener.

- Additional Academic persons from teacher fellowships and research/projects
- Administrative Staff:
- Infrastructure and Maintenance, Programme management, Accounts and Finance.

#### 4.8.2

Model A:

	Principal	1	
	Vice Principal	1	
	Department of foundations in education	3	
	Department of maths and science education		
	Department of languages	2+1+1	
	Department of social science education	2	
	Department of arts, physical education and performing arts	2 or 3	
	Resource Centre	1 librarian + 2 assistant librarians	
	Statistical Staff and data entry		
	Administrative Staff		

Key Coordination Committees:

1. Board of Research Studies: DIET faculty + 2 experts
2. PSTE
3. INSET
4. TEI monitoring and curriculum
5. MRP and TE capacity building
6. School Quality monitoring
7. Resource Centres

These committees could be reformulated and additional committees may be formed based on the requirements of the institution and the activities it is expected to carry out.

## Model B

The programmes of the DIET and its structure may be re-organized around the following academic wings/units.

- The Pre-Service Teacher Education Programme would provide high quality curriculum for the Education of Elementary School Teachers, with a special focus on understanding childhood, community, and child development, emergent literacy and numeracy and the inclusion of physical education and creative and performing arts. Understanding school curriculum and educational aims would enable student teachers to learn to make sound educational judgments aims of education.

- The in-service teacher education programmes would work for the development of Master Resource Persons (especially for training at the block level) as well as direct work with teachers with a view to continuously enhance understanding of and better quality of planning and implementation of all parts of the curriculum. An effective system of split-design trainings and school follow-up will be put in place. Specific areas for attention include early literacy, numeracy and inclusive education, and science, mathematics and social sciences education for classes V-VIII and secondary school. This work will be carried out in close coordination with BRCs and CRCs, and the use of a training management system. Information Technology (IT) would be effectively used for various outreach and extension programmes. In respect of in-service training of secondary school teachers, DIETs would undertake this function only if (a) there is no CTE to cater for the district; or (b) the jurisdictional CTE of the area is unable to fulfill this requirement, either because of its inadequate institutional capacity or because of the large number of teachers to be trained necessitating the DIET to supplement the function of the CTE.

- Leadership and Management education for Heads and Senior teachers of schools and school development and monitoring groups (including members of community) would be provided on a continuous basis to strengthening the academic functioning of schools. School and teacher supervision conducted by Block and Cluster personnel would also be strengthened through such trainings.

- Inclusive Education and Special Focus Groups Programme would focus specially on the needs of groups identified in the district as requiring special efforts to achieve educational standards, including SC, ST, girls, minorities (including linguistic minorities), children with special needs, etc.

- Academic Planning and Review group would be responsible for gathering and maintaining data relevant to developing an understanding of the status of quality of schools in the district and the effective achievement of the vision of the RTE Act. The group would also coordinate efforts of other institutions working in the district in the area of school and teacher development towards strengthening the public education system. This group would be supported by trained statistician as well as data entry operators.

- The Education Resource and Documentation Centre would provide a rich

range of resources and ideas for the use of teacher educators, teachers, student teachers and various education functionaries in the district. It would also oversee the effective use of ET, IT and ICT in schools as well as in teacher education. This Programme will be supported by a fully qualified Librarian and Assistant Librarians with an understanding of educational materials. Labs (Science, computer, work, art/craft) where they are present, would be integrated into this Wing of the DIET.



## 5. Systemic linkages

5.1 DIETs have tended to remain insular and insulated from key sites of education decision-making and activity at the district level. Partly, this is a problem of all teacher education institutions where the level of entry-points create isolation from larger academia. But this is also on account of the perception of 'dysfunctionality' of the DIET and its peripheral location within the Education system.

It is necessary for DIETs to break this insularity and enter into active relationships with other district level institutions and fora that are contributing to and shaping elementary education and children's all round development. The Zilla Parishad (ZP) has a direct interest in elementary education and the DIETs need to begin to interact formally with ZP on matters of education and quality. Issues of elementary education require an inter-departmental approach. The Departments of Social Welfare, Tribal Welfare, Minority Education, Women and Child, Health, Sports and Youth are relevant Government Departments with whom DIET interaction is necessary. DIETs could have members ( by rotation) on different advisory committees.

5.2 Formal linkages with district teacher associations and other centers for teacher development such as B.Ed and D.Ed colleges and University Department of Education would be necessary for DIETs. Coming into active collaborative linkages with District Institutions of Higher education would also enhance the academic aspects of DIET work. These collaborative linkages could lead to the development and implementation of programmes together, undertaking action research or interventions and so on.

5.3 DIETs are directly administered by the SCERTs. To promote institutional autonomy at the level of the DIET itself, the SCERTs will need to move away from a hierarchical relationship to nurture DIETs. While state level priorities may well be envisaged at SCERT, they must necessarily be informed by the work of DIETs. The SCERT could provide a professional forum for DIET principals to interact with each other to share knowledge and experience. The SCERTs provide guidance and support to the various academic activities of the DIET, in particular research, designing special interventions, developing locally relevant materials, and reflexive in-service teacher professional development programmes. The SCERTs could establish a cell which would focus on supporting the development of DIETs. DIETs could have a similar relationship with SIEMATs. Further, DIET personnel can be permanent members to various committees under the SCERT (eg Program Advisory Committee, Policy Research Committee and the TE Pre-Service curriculum Committee)

5.4 State programmes can be made functional across DIETs by (a) coordination between state and District planning processes (b) having a few, limited programmes for state wide implementation and organizing regular interaction meetings between SCERT and all the DIETs.

5.5 Several other National and sometimes also International agencies, and Non Government Organisations working on issues such as 'Child Labour', 'Children's

rights', disabilities, and so on also increasingly have a District presence and the formal interaction of these institutions and agencies at the District level would mutually benefit organizations and work, and also avoid unnecessary duplication or working at cross purposes. Such institutions need to inform the DIET of their current and proposed activities through frequent presentations. The DIET could evolve formal affiliations/certifications necessary for any educational interventions by international or national organisations. Such certificates could be reviewed periodically with the onus on the organisation.

5.6 Linkages with the Block Resource Centres and the Cluster Resource Centres are important to conceptualise. BRCs and CRCs have tended to be vehicles for the programmes and data requirements of the SSA. However, given that their core mandate is ISTE, school followup and support and resource support, their activities are integrally linked to and in alignment with the DIETs. Currently the bulk of SSA training funding is routed to these institutions through the DIETs. In addition, inter-institutional linkages need to be forged formally, so that eventually these institutions come under the DIETs similar to how the DIETs come under the SCERT.

The role of the DIET is not only important to the functioning of the CRC-BRC but is also influenced by them. Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Re-organisation of Teacher Education recognises that "...with the creation of BRCs and CRCs the scope of activities of DIETs has substantially changed which places new demands on the knowledge and skills of the professionals working in DIETs/CTEs and IASEs" (MHRD, 2009)..."The upgraded DIETs should be expected to provide leadership both to the BRCs and CRCs..." (MHRD, 2009). In addition, NCF for Teacher Education also indicates that "it would be necessary for training schedules to be announced well in advance" and "processes for field support for training would need to be worked out by agencies providing training and need not fall as mass responsibility of the CRP" (NCTE, 2009).

The BRC is visualized as the place which:

1. Provides co-ordination and oversight of CRPs for school improvement and support
2. Coordinates and Conducts Trainings
3. Manages education data within the block
4. Acts as a Repository of Knowledge Resources

The DIET could oversee these functions of the BRC and provide support through establishing a Block Support Cell which would frequently plan visits to the BRCs.

The DIET, would therefore support BRCs through:

1. Overview and Coordination of School Improvement Plan – The DIET would

supervise the performance of the block and cluster personnel and guide the specific approach(es) chosen in their district. They would support the BRC to overcome challenges that come in implementing programs for school improvement in accordance with the chosen approach.

2. Design and Delivery of Training – DIETs would be linked closely to the BRC-CRC so that the design and delivery of training is what the teachers require and need. This requirement can be collaboratively defined by the DIET, the BRC training co-ordination unit, the CRPs, expert groups and the teachers. The BRC Coordinator and CRP can help identify training needs and schedule the sessions along with the Master Resource Persons and other experts. Further, the training sites might be varied and take place at the DIET or the Block or the Cluster or within a school. This will forge stronger links between the DIET and the Block and also ensure a two way communication.

3. Database of Experts – The DIET may become the nodal centre that maintains a data base of experts available at the District, Block or Cluster level who can be called on from time to time. Therefore, there is a need for an administrative coordinator at the DIET level who will work with the BRC to help co-ordinate and conduct the trainings at various sites and also network with experts from the field.

4. Development of MRP Pool – MRP pools need to be nurtured through developing subject expertise, pedagogic ideas and training of trainer related skills. DIETs could play a role in strengthening such MRP pools at the district level.

5. Head Teacher Training – DIET could provide trainings designed for Head Teachers. These trainings would be different from those given to teachers and focus on themes like school leadership and teacher motivation.

5.7 The DIET also needs to interact closely with IASE and CTEs within the district. It could provide guidance, conduct training programs. They could provide support in the area of elementary teacher education and develop quality models in collaboration with them.

5.8 DIETs are also expected to have interactions with Universities, institutes of higher education and specialized NGOs, working in the area of education. These departments could offer programmes of study, short and long courses which could be taken up by DIET faculty as a part of their capacity building. Funds in each annual budget of the DIET should be earmarked to support DIET faculty to take up such programmes. University faculty could be drawn into various activities of DIETs as experts to be consulted and to review proposals and reports produced by the DIET. Collaborative research to be undertaken along with university faculty should be encouraged so that DIET faculty capacity is also built in the process.

5.9 A **scheme of interactions** between the DIET and various other institutions/agencies has been suggested below:

<b>DIET Meeting With</b>	<b>Frequency</b>	<b>Purpose</b>	<b>Indicative Agenda Items</b>
Program Advisory Committee—	Once in six months.	Guidance of DIET work, Approval of plans and budget, performance Reviews	a) Review of school internship planning b) Approval of AWP c) Review of key AWP activities d) DIET requests for community involvement in teacher education activities e) Hiring of independent consultants/MRPs
EC	Once every quarter	Guidance of DIET work, Ratification of decisions	a) Quarterly review of DIET work b) Requests for approval of activities/initiatives not under AWP.
DIET faculty meeting	Once a month	Internal coordination and pooling of information on various activities. Working groups could present updates	
Sub-district level Resource centers (BRCs/CRCs)	Once a month/once a quarter?	Updates on school quality, Training needs of schools, Community feedback	a) Issues of school teachers b) Social equity educational issues which came up during community interaction c) Report of CRC work..
NGOs/International agencies	Once a month/once a quarter	Synergize NGO educational work	a) Update on kind of work being done by different NGOs b) Schools Impacted

SCERT/IASE/CTE	Once a month/ once a quarter	Synergize state education work, clarity on administration issues	a) Recent central and state directives b) Issues in PSTE across institutions c) Curricular changes to PSTE d) Inservice training agenda
----------------	---------------------------------	--	--

## 6. Personnel

6.1 Effectiveness of the DIETs hinges on the personnel policies being followed. It is imperative for state to evolve ways through which women and men of aptitude, merit, enthusiasm and dedication are inducted into them, and are provided opportunities of professional growth, creative work and career advancement in academics. However, current routes through which faculty are inducted into DIETs is one area in which most States have not been able to achieve significant reform. This is an area requiring urgent action.

6.1.1 At present, DIETs do not have expertise in elementary education through DED Certification or primary school teaching experience. The DIET faculty need to develop appropriate expertise—in subject areas and in research and practice. It is crucial to have clarity on whether *we visualize DIET faculty DOING academic work themselves or being administrators of academic work*. The design and approach to capacity building also requires this basic clarity of faculty roles vis-à-vis academic work.

6.2 Educational reforms could insist on opening up new routes for people to join DIETs, including **direct recruitment and visiting positions**. BRPs, CRPs and Teachers could come to the DIET. Visiting positions where university persons can spend time in DIETs, as faculty would be useful. It would also break the isolation of universities from the larger governmental schooling system. Similarly DIETs could also host artists or theatre people or University people from different disciplines who could work with teachers and children for short durations. The DIETs could also hire faculty from outside the system against posts of lecturers and senior lecturers.

6.2.1 Besides faculty, DIETs could also allow good teachers to spend time in the DIETs as teacher fellows. They could assist the DIET faculty in research projects, unit and lesson planning and provide student teachers a more tangible experience of teaching in schools. The DIET could also offer fellowships to people from NGOs to spend time at the DIETs.

6.3 A basic institutional instability is created because people constantly move in and out of DIET. The various posts of DIET staff have been linked to administrative ranks of the State Education Department. For instance, the Principal of DIET is equivalent to the rank of Dy. Director in the State Education Department. However, DIETs should be recognized as academic bodies, independent of the rank and duties of administrative personnel of the State Education Department. Over the years, a situation has arisen wherein there has been frequent movement of personnel from State Education Departments and schools to DIETs and vice-versa (Sec 2.43(v)). People move between administrative and academic positions and the former being more attractive (powerful and lucrative) as compared to the latter. Establishing a cadre of teacher educators could

help in resolving this. The cadre would provide its own career and remuneration progression. DIET postings could become more attractive and lose their tag of “punishment postings”. The EFC Memo goes on to highlight a revision in the designation, rank and pay of DIET personnel (see table below) applicable once they have acquired the necessary professional qualifications and experience.

S. No.	Post	No.	Re-designated	Equivalent Level	
				Present Level	Proposed level/scale
1	Principal	1	No change	Dy Director of State Education Department	Scale of Reader/ Associate Professor of State Government
2	Vice Principal	1	No change	Appropriate level b/w 1 and 3	Scale of Reader/ Associate Professor of State Government
3	Senior Lecturer	6	Asst. Professor Grade I	Principal of Higher Secondary School	Scale of Asst. Professor (Senior Scale) I, of the State Government
4	Lecturer	17	Asst. Professor Grade II	Lecturer/PG Teacher of Senior Secondary School	Scale of Asst. Professor of State Government

(Gol, 2011)

6.3.1 A group of people dedicated to services in the DIETs and other teacher education/academic institutions including IASEs, CTEs and the SCERTs could be developed. With this, the system would have access to a pool with relevant qualifications and expertise, based on entrance and selection to the cadre. As they are in this cadre, they would not seek postings out to other non-academic posts. Capacity building of people within the cadre would be able to contribute directly to the work related to the DIETs, as these enhanced capacities would continue to be available to the DIET.

6.3.2 In some states, where there is a precedent of direct recruitment and autonomy to DIETs, cadre for teacher educators have emerged and contributed to strengthening the DIETs. This has led to more DIET-specific activity as well as stronger professional identity among DIET faculty. DIETs could also undertake self-assessment studies and for this to involve local university education departments and personnel

The state could alternatively choose a system of direct selection for each post. All interested with relevant academic and experience profiles could apply for a vacant post and be selected for this through open competition. This would be the way through which a faculty from DIET ‘A’ could seek a new posting in DIET ‘B’, or professionally move upward from post of lecturer to Senior lecturer or Vice Principal, etc. This would ensure that people apply for and are chosen for specific job descriptions in DIET. This system could be ‘closed’ to only government employees who are already within the system, or be kept ‘semi-open’ permitting a mix of government and open selection

candidates, or be made 'open' for all. A 'semi-open' or 'open' recruitment system would make possible entry of persons from University or other organizations for a limited period of time within the DIET, on lien arrangements. The organizational affinity, institutional and professional character of DIET faculty would be enhanced by such a system.

6.3.3 The DIET faculty posts could have a minimum tenure of 3 years and no more than 1/3<sup>rd</sup> of faculty can be transferred so that there is a richer understanding of the local educational issues and deeper institutional memory. The faculty could be allowed to re-apply for the same position.

6.4 DIETS also have an additional problem of being chronically understaffed. In most DIETs about 50% of the posts are often unfilled. Added to this is the problem that existing faculty are frequently drawn upon by the State institutions for their own training, textbook writing and coordination requirements. As a result there are not enough people to accomplish the DIET's work. State and Central programmes are also given to the DIETs to be administered and implemented. All such additional programmes should come along with funding for additional personnel. The Principal of a DIET should also be empowered to appoint ad-hoc faculty and guest faculty to meet the institute's personnel requirements.

6.5. The Principal and the quality of academic plays an important role in making DIETs more effective. The leadership in such DIETs have worked towards:

1. Linking DIET to larger educational concerns, community and educational activities at the District level and State level, thus addressing the problem of insularity.
2. Focussing DIET faculty and DIET activities around meaningful and achievable goals. They can be empanelled and ask to customise course design.
3. Exercising their autonomy to use opportunities of research and development at different levels.
4. Motivating staff to maximize individual initiative as well as to work in teams.
5. Organising people and taking initiative, even with respect to financial allocations, to enable staff to undertake their activities.
6. Enabling institution and faculty to relate to each other through non-hierarchical ways.
7. Providing regular monitoring and supervision of various delegated tasks.
8. Sharing credit and sense of achievement with all faculties.
9. Bringing about educational change and thinking through systemic effects.

The Academic leader must be provided with adequate tenure to articulate and realise an institutional vision. She/He must also be provided with adequate freedom and support in the selection of faculty as well as in the organisation of the institution, setting



its goals and formulating its activities.

#### 6.6 Proposed posts and recommended qualifications for personnel in DIET

No.	Post	Recommended Qualifications and Experience
1	Principal	MA (edu) or MEd/ M. Phil (Ed) or PhD (Ed) Experience : Elementary/Higher Secondary school/ College principal (min experience 5 years) or Dy Director in a State Education Dept experience ( at least 1 year) or CEO of a NGO in education of more than 30 people ( at least 5 years)
2	Vice Principal	Between (1) and (3)
3	Sr Lecturer	MA (edu) or MEd/ M. Phil (Ed) or PhD (Ed) with a teaching experience of at least 5 years
4	Lecturer	MA (edu) or MEd/ M. Phil (Ed) or PhD (Ed) Experience for at least two years in teaching at school or teacher education nstitutions
5	Admin staff-	Level as per similar posts in comparable govt. organizations
6	Librarian	Library Sciences graduate; preferably teaching experience of 2 years

For various pedagogy streams, faculty should have at least an under graduate degree in the disciplinary area and relevant specialization at the masters level in the disciplinary area (e.g. for being a science education expert they must have science education as an area of specialization as evident in BSc/BEIEd (with science subject), and MEdu/MAEdu with science education as an optional for specialization.

For foundation areas they must have the relevant foundation area as a specialization in their Med onwards. MA Sociology/Philosophy/psychology and Med or an PG Diploma composed of the following set of courses

- (1&2) Sociology of Education 1&2/Child Development Cognition and Learning 1&2/ philosophy of education and education thinkers
- (3) curriculum and school
- (4) research methods in education +
- (5) teacher education/teacher professional development

The existing course structure at MA(Ele) Education program at TISS can be drawn upon to design such a program.

Recognising the fact that almost all teacher educators are likely to have a basic disciplinary subject area and additional specialisation, the appointment of faculty should be made so that first of all, all the necessary pedagogic and founcaional areas relevant for PSTE are reflected in the qualifications of faculty.

The following areas of expertise must be reflected in the DIET faculty

- Language education, with faculty knowledgeable in all the languages which are relevant for the district: regional languages, and English.
- Mathematics and science education
- Social sciences education
- Creative and performing arts and physical education

These faculty would be knowledgeable in pedagogy of the subject area, curriculum and assesment. They would be able to contribute to inservice and preservice teacher education, in material development, in the design of assessment.

In addition there would be faculty with expertise in

- Child development and psychology of education, guidance and counseling
- Sociology of education'
- Philosophy of education and education policy
- Planning and management and school leadership
- Community work
- Special education/inclusive education

In Districts where there are larger numbers of children from tribal communities or SC or other under privileged groups and issues concerning education of girls, these areas may also be specified and sought as additional specialisation in faculty.

<i>Basic Subject specialization</i>	<i>Number proposed</i>	<i>Additional Professional specialisation/Work Exp.</i>
<b>Principal</b>	1	By selection
<b>Faculty</b>		
Language		Education Technology; Teacher Education , Curriculum and Textbook production/writing, Evaluation, Multigrade teaching, Special Education, Planning and Mgt, Tribal Education/Anthropology, Child Psycholgy, Sociology of education, Community Work, Learning and Cognition
English	2	
Hindi	1 (if relevant)	
Vernacular Languages	3 (if there are multiple languages then they should all be reflected)	
Mathematics	3	
Science	2	
Social Studies	1	

Creative Arts	1	
Theatre in Education	1	
Physical Education	1	
Total	16	

6.7 In terms of structuring, another option could involve forming a few core departments like PSTE and ISTE and ensuring that the functions like Evaluation, Research, Quality are performed by all the core departments instead of being separate departments themselves.

6.8 In addition expertise within the DIET and the requirements of wing activities could be enhanced by including fellowships and visiting positions.

- 3 teacher fellowships open to BRPs, CRPs and other school teachers to come to DIET for a period of one or two years.
- 2 visiting positions (term up to one year or two years) from other education institutions or NGOs to bring with them specific types of expertise.

All DIET faculty could be organized either along the areas of their basic specializations, or into working groups around one of these 'wings' (i.e. based on area of expertise or based on activities; if it is the latter organizational principal, then the groups required and the group composition and strength could vary from time to time depending on the nature of work).

6.9 Capacity building can address 'deficit in expertise' as well as the need for an overall 'professional development' in DIET faculty. There is need to move away from a 'training for the job' or a 'deficit' approach to capacity building, which seems to arise from a misplaced notion that a generalist can be turned into a teacher educator through some training module. Such an approach of 'fitting' people for their job by putting them through training goes against the professionalisation.

Capacity building of DIET faculty needs to be built essentially on the imagination of those working in the field, nurturing autonomy and search for betterment and growth. Capacity building must therefore focus on providing various relevant opportunities for development. A general orientation to DIET can be carried out for new entrants, to nurture the development of the institutional identity and focus of work. Inter-DIET collaborations, study tours and Congress would also provide opportunities for capacity building. Action research projects can enable DIET faculty to engage in direct field interaction to understand and develop capacities through direct engagement. There is no substitute for this kind of experiential learning.

6.10 A DIET congress could be held every 2 years. Faculty from DIET all across the country could meet together to exchange ideas on pedagogy, curriculum, student internships and teaching-learning resources. The congress could also have workshops with academicians and practitioners to get a deeper insight into developments and innovations in teacher education. This idea could also be implemented more frequently on a smaller scale – eg state-wise or region-wise DIET Congress.

6.11 In addition there needs to be opportunities for enabling faculty to acquire specialized expertise/capabilities by taking courses of study offered in institutions of higher education. States could also continue to encourage DIET faculty to upgrade their knowledge and expertise by enrolling in programmes of study and acquiring higher qualifications. DIET faculty would have option to take sabbatical - a year off (paid or unpaid) to pursue a course or spend time at another school, university or NGO for professional development. DIET faculty could take courses for credit at universities or Institutes of higher education. The 12<sup>th</sup> plan provides funding for such courses to be developed and offered/taken by DIET faculty. Study leaves could be made a part of the job description. An annual grant can also be given to faculty who are willing to register for short/long-term courses. DIET faculty also be encouraged to attend national and international Conferences and Seminars and help in networking with other professionals. Additional capacity building ideally would take place through more open-ended personal initiatives.

6.12 Additional programmes brought into the DIET must also bring with them overheads for additional administrative costs. Also, having inservice-training coordinator, data entry persons and adequate dedicated secretarial and administrative staff for various programmes are necessary.

6.13 The Institutional work culture needs to nurture creative professional practices. Standards for work need to be arrived at consensually rather than being driven by external monitoring. The self-assessment, performance appraisals and peer reviews would be able to nurture the professional culture. The only 'incentive' to innovate in this system can be recognition of work, not monetary benefits; hence the importance of a supportive and encouraging environment. Both empowerment and a need for mobility are consequences of professional development and capacity building. Currently the institutional culture is negatively affected by a hierarchical modus of operation, which stifles agency. Empowerment leads to a situation where these hierarchical modes of functioning are called into question and opportunities to innovate and take initiative are sought by faculty.

- 1 If any layer of the hierarchy becomes empowered, it would also become more capacitated than the higher layer, then there is bound to be a situation of conflict. Rather than avoid or merely survive conflict, it is possible to view conflict as a positive outcome.

- 2 If through empowerment, people begin to act in more autonomous ways and make decisions, then it is necessary that the 'work-site' supports this and not 'works against' those who are taking initiative and exercising freedom. Bringing more autonomy to the DIET implies that the system needs to evolve to respond positively to autonomous initiative taking and give time and support to being to realize results.

6.14 The need for movement and mobility and the problems arising from this for institution's personnel needs can be approached and managed either administratively or academically. An administrative solution would manage this by setting norms on transfers, with requirements such as minimum two years service prior to transfer and so on. But these administrative measures are prone to political interference and misuse. Academic solutions include providing teacher fellowships, faculty exchange and attachments with other institutions within or outside the District provide a way of bringing in movement of people and ideas. There is immense possibility for DIETs to form such linkages with other institutions. Permanent moves could be through selection for posts in other institutions.

## 7 Getting There

7.1 Having set out these guidelines, a key issue is how can states plan and strategise so that they are able to get all their DIETs to function as effective institutions. Given the large number of such institutions in each state and that the range and scope of reforms required is ambitious, states will need to approach this with determination and perhaps in a phased manner.

7.2 After a review of all resource institutions, each state can choose to develop a minimum number of DIETs throughout the state as model DIETs so that the full range of ideal structure, infrastructure and functioning is realized by placing relatively senior persons in charge as principle and giving them additional autonomy to arrive at the desirable structure and functions. This may be necessary as the academic vision which is being proposed will need to be nurtured and spread through demonstration.

7.3 These DIETs could then play a nodal function and enable others also to realize institutional vision, structure and functioning in a time bound way. Having working model institutions will enable new ones to understand and enter into these roles more effectively. New faculty could also be attached to such nodal institutions for a few months in order to orient them to the functions expected. Such nodal institutions would effectively become training sites for DIETs.

7.4 The SCERT could establish a DIET cell internally, or it could mandate a University/universities in different regions to play a role in supporting a group of DIETs to develop their academic capabilities.

7.5 Universities and other HEIs could be invited to design short term courses for capacity building of DIET faculty and DIET faculty could be encouraged to take up these courses of study.

7.6 The State could set up a high powered committee to oversee the realization of DIET vision over a period of say 5 years.

7.7 The Guidelines on how the DIETs could collaborate with other state and district level institutions need to be developed further.

7.8 The guidelines could also include ways and focus areas where corporates could partner with the government as part of their Corporate Social Responsibility initiatives. (Infrastructure development, Developing and stocking Resource Centers, Providing software support, Payroll Processing, Process Re-engineering and so on)

## 8. Indicators for Monitoring and Strengthening DIETs

How could we quickly assess if a DIET is indeed doing what it should be doing? Indicators which summarise and simplify the complex work and impact of the DIET could help in assessing its performance and its processes.

The EFC Memo (Section 2.71) mentions developing a set of performance indicators of DIETs, CTEs and IASEs for assessing their quality and for suggesting improvements.

These indicators are expected to help the DIET and various state/local bodies to allow comparison with other DIETs and identify areas of improvement. The PAC could use the indicators and set them as milestones or compare their change over the previous reviews to assess DIET performance. The SSA could use them to compare DIETs across and within states and direct funding to suggest areas where the DIETs could focus. Independent and well reputed institutions (Universities, etc) engaged in teacher education could use these indicators and support the DIET in capacity building.

It would also be useful for states to discuss with DIETs the number and frequency of the indicators mentioned and also to guide decisions on autonomy. A strong well-performing DIET, could measure and report all the indicators, use them to draw up the AWP and be allowed greater autonomy while weaker DIETs could measure fewer key indicators and be provided more directional support.

However, these indicators must be used with other performance reports to get a more complete picture of DIET performance.

### 8.1 Process Indicators

- Number of documented faculty reflection meetings every month
- Number of visitors to the DIET Resource Center every month ( this excludes student visits during the library period)
- Number of DIET faculty visits to schools in a quarter ( each visit to be at least 4 hours of interaction)
- Quarterly feedback on the in-service education(Positive Feedback refers to anonymous response which rates the program > 7 on a 10 point scale)
- Number of student applications with more than 2 years of teaching experience for a B.Ed/M.Ed course
- Feedback on the PSTE by student teachers
- Number of proposals approved by the PAC – measured every quarter
- Kind of proposals approved by the PAC – measured every quarter (eg. projects on elementary education, infrastructure projects, pedagogical interventions)
- Number of research proposals (submitted, accepted, completed)

- Number of teacher workshops and programs
- Areas of inquiry in a year ( depth of the inquiry rather than number or diversity should be the focus)
- Number of times the funds were released on time to the DIETs – measured every quarter based on DIET Principal's feedback.
- Number of internal DIET meetings
- The most talked-about process improvement in the year
- Key challenges in conducting teacher workshops
- Improvements in systemic interactions ( engagement with other institutions)

## 8.2 Performance Indicators

- Teacher:Student Ratio (each DIET) [Teacher includes both lecturer, Sr lecturers]
- Teacher:Student Ratio (each Private college offering D.Ed/B.Ed) [Teacher includes both lecturer and Senior lecturers]
- Composite Teacher: Student Ratio ( for the state)
- Percentage of DIETs and IASEs using a Training Management System
- Percentage of DIETs, IASE, CTEs with technology enabled infrastructure (functioning computers, internet connection, email id and multi-media facilities)
- Average duration of Principalship in the last 5 years ( by institution type)
- Percentage of faculty positions filled ( by institution type)
- Average age and dispersion of faculty
- Percentage of new books (< 3 years old) in the institution library
- Percentage of D.Ed, B.Ed, B.El.Ed graduates who continue to teach after 1 year of graduation ( this could be based on a sample)
- Percentage of faculty who went on a study leave/sabbatical for more than 1 month in the last one year
- Percentage of graduates who clear the TET
- Publications ( Academic/popular), Reports, Presentations
- Document which attracted the most attention in the year
- Key initiatives conducted jointly with other organisations
- The most issued library books and periodicals- by students, by faculty



## Annexure A: References

District Quality Education Project/NIAS, Bangalore and E Governance Unit (Karnataka). Department of Education, Government of Karnataka (2007): Training Management System retrieved <http://59.90.235.217/site/html/docs/10-Training%20management%20system.pdf>

Government of India (2011). Memorandum for the Expenditure Finance Committee (EFC) for revision of the Centrally-Sponsored Scheme (CSS) of Restructuring and Reorganization of Teacher Education

Government of India (n.d.) Report of the 11th Plan. (2007 – 2012) Retrieved March 31, 2011 from [http://www.education.nic.in/elementary/main\\_final.pdf](http://www.education.nic.in/elementary/main_final.pdf)

Government of India (1989). DIET Guidelines.

Government of India. Right to Education. (2009). Retrieved Feb 21, 2011 from <http://www.educationforallindia.com/RighttoEducationBill2005.html>

Government of India, RTE Report by Anil Bordia Committee (May, 2010). Retrieved March 31, 2011 from <http://ssa.nic.in/quality-of-education/rte-reporting-by-anil-bodia-committee>

MHRD. (n.d.). Revised SSA Framework with New Norms Retrieved March 31, 2011 from <http://ssa.nic.in/ssa-framework/Appendix%201.pdf>

MHRD. (2010). Report Of The Committee On Implementation Of The Right Of Children To Free & Compulsory Education Act, 2009 And The Resultant Revamp Of Sarva Shiksha Abhiyan April 2010.

MHRD and UNICEF (2011) ADEPTS Note- a brief outline (January, 2011). Retrieved March 31, 2011 from <http://ssa.nic.in/pedagogy/5.%20Adepts%20note%20-%20a%20brief%20outline.pdf/view?searchterm=ADEPTS>

MHRD (2011). Approaches to School Support and Improvement – Draft Report for Discussion. The Committee to suggest Indicative Operational Guidelines for Sub-District Level Resource Centers.

National Council for Teacher Education. (2009). Continuing Professional Development and Support for In-Service Teachers. In National Curriculum Framework for Teacher Education. (pp 63-74). New Delhi.

National Institute for Advanced Studies and Government of India. (2007). DIETs: Potential and Possibilities. NIAS: Bangalore.

Nayantara, S. Ramaswamy, S. & Kumar, N.S.S. (2010), Study of effectiveness of BRCs & CRCs in providing academic support to elementary schools. EDCIL.

NCERT. (2005) National Curriculum Framework. (2005). Retrieved Feb 21, 2011 from [www.ncert.nic.in/rightside/links/pdf/framework/prelims.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/prelims.pdf)

NCERT. (2006). The Reflective Teacher: Organisation of in-service Training of the teachers of Elementary Schools under SSA. New Delhi.

NCERT. (2009) Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education: A Report. Retrieved February 21, 2011 from [www.education.nic.in/Elementary/mhrd\\_report\\_27.8.09.pdf](http://www.education.nic.in/Elementary/mhrd_report_27.8.09.pdf)

RMSA(n.d.), RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN: A SCHEME FOR UNIVERSALISATION OF ACCESS TO AND IMPROVEMENT OF QUALITY AT THE SECONDARY AND HIGHER SECONDARY STAGE. Retrieved December 30, 2011 from [http://planipolis.iiep.unesco.org/upload/India/India\\_Scheme\\_secondary\\_education.pdf](http://planipolis.iiep.unesco.org/upload/India/India_Scheme_secondary_education.pdf)

## Annexure B: Education Resource Center at the DIET

The DIET must develop as a repository of resources and would also assist in adapting curricula at local level. The Resource Center could contain a range of materials for teachers, teacher educators, students, Resource Persons and resource groups. They would also be a place where people could come and share ideas about education. It could include:

1. Materials and Equipments. A variety of material, e.g. books, teaching - learning material, tools for developing materials and computers and internet may be kept in the resource centre. This material could be used to prepare unit and lesson plans, do research on subject areas and teaching methods and provide ways to self-study. Examples would be:

- Reference books and encyclopedia in regional Language and also in English. Resource books and reference books with up to date information on various academic subjects and areas such as art, theatre and creative work.
- Source books of ideas on teaching learning and discussing aspects of children and childhood.
- Textbooks of all levels and especially from other states to provide alternative ideas to teacher on content.
- Locally relevant materials for easy access to teachers. Studies done by NGOs and universities on the status of education in the district. For e.g. in Chamrajanagar District Resource Centre, there are textbooks and learning materials such as the soliga siddhi, the kannada kalika kosha and vana sanjeevana which have been developed specifically for the district. In Orissa, local stories are collected for use in language education and to promote the use of dialect in multi-lingual classroom.
- Books and displays of the local culture, history, flora and fauna and local resource persons who are knowledgeable about the local ecology.
- Teaching learning materials that can be used to demonstrate ideas.
- Sets of kits so that a whole activity based class can be organized.
- Charts for wall display.
- Children's story books from which may be read out or provide to students or teachers for reference in their project work
- Raw materials and tools needed to replicate teaching learning materials that teachers could use in their classrooms.
- Computers with internet facility and audio-video resources like CD/DVDs.

The Education Resource Center is also a space for holding discussions and sharing ideas. The Resource Center space has to be conducive for holding discussions. A well- ventilated room with basic furniture is essential. A black-board(s), white board and markers, post-it notes, charts so that ideas can also be visually captured is useful.

All materials may be catalogued in both the local language and English. A description of materials in terms of their usage, subject area, class/grade level and concepts described will help the users to find and search materials.

It might be useful to keep the record of usage and access of the material. Using a simple computer based worksheet which captures data about who was issued the material, when and their remarks when returning the material could help discover interesting uses to which the material is being put.