

**An exploration of the resources and work areas in three
DIETs of Chhattisgarh**

A report

Vidya Bhawan Education Resource Centre

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1. Introduction

Chhattisgarh was carved out of the state of Madhya Pradesh in the year 2000. Vidya Bhawan Society (VBS), Udaipur has been working closely with the Chhattisgarh SCERT since the inception of the state. The work with the State has involved developing with them policy statements, curriculum documents, syllabi, textbooks and other materials. The development and training of the State Resource Group (SRG) and the District Resource Groups (DRGs) which consisted largely of faculty members from the DIETs was conceptualized with the VBS and Eklavya team. The subsequent development of the transformed alternative pre-service (D.Ed.) program, its implementation and its subsequent conversion to the ODL mode saw VBS engaging with the DIETs and the SCERT and help in anchoring this effort. The effort was supported by many other organizations including Eklavya, Digantar and later also some persons from the Azim Premji Foundation. In this sense, VBS has been a part of the process of vision as well as capacity building of institutions such as the SCERT.

The spirit and focus of VBS's work in Chhattisgarh has been to understand the schools, the DIETs and the SCERT and work towards empowering the SCERT and DIETs to build their capacity to take up improvement in the educational processes. Within Chhattisgarh, we have established credibility with the Government as a committed and capable technical resource institution which works to strengthen the quality of education for children from disadvantaged communities.

In continuation of the effort to strengthen teacher education, VBS will partner UNICEF in an in-depth intervention in three DIETs of the state - DIETs Korea, Jashpur and Khairagarh (Rajnandgaon). The guidelines related to functioning of the DIETs were recently revised (2012) and these will be the basis of our work. Even before the revision of the guidelines it was apparent that the DIETs have not been successful in establishing an institutional identity or in functioning autonomously. Therefore, to plan a long-term intervention, it became necessary to understand the current situation of the DIETs and assess their needs as well as potential. A period of 3-5 months was earmarked for DIET exploration. The initial visits took place in the first week of May. The objectives of the visit were:

1. To understand how the DIET faculty interprets the role of the DIETs in the district.
2. To assess the available resources in each of the three DIETs.
3. To review the use of academic resources like library, lab, textbooks, TLM, computers etc.
4. To identify other resources needed for smooth functioning of the DIETs
5. To start identifying the capacity building needs of the DIET faculty.

Each DIET was visited by a different team, each having 2-3 members. During the visit the teams interacted with the faculty, carrying out semi-structured interviews. The teams also looked at different (available) documents related to the DIET work such as annual plans and activities undertaken in the current academic session, modules used in DIET trainings, DIET calendar etc. The infrastructure and resources of the DIET were also seen. The attempt was to understand which areas of work are considered significant by the DIET faculty and how the DIET is positioned in the district.

2. About the three DIETs

The districts of Korea and Jashpur lie in the north region – one in the west and the other in east – while Rajnandgaon is in the central part of Chhattisgarh. Korea and Rajnandgaon border Madhya Pradesh. Jashpur has Orissa and Jharkhand as its neighbours and this could be significant in terms of the languages used in the area. From Raipur, an overnight train journey brings us to DIET Korea. There is no train from Raipur to Jashpur; the nearest stations are Raigarh or Ambikapur and then onwards by road. To reach DIET Khairagarh, a train can be taken to the district Rajnandgaon, from where it is a two hour journey to the DIET.

DIET Khairagarh was originally established as a BTI (Basic Training Institute) in 1956 and upgraded to a DIET in 1990. DIET Jashpur is also an upgraded BTI whereas DIET Korea is a new set-up.

3. Resources in the DIETs – Human and Physical

3.1 Human Resources: The number and qualifications of the DIET faculty and other staff has been given in the blue book but even before the visit we were aware that the actual numbers were far short of those suggested. We therefore tried to see the effect of this on the DIETs work.

Leadership: For the implementation of any program/activity in the DIET, it is crucial to have the faculty on board and in agreement. The principal plays a vital role in swaying and persuading the faculty. For ensuring continuity in planning, program design and implementation, it becomes necessary that a stable leadership is in place and is not changed frequently. The document DIETs: Potential and Possibilities (2007) mentions,

“In each case where DIETs have been known to be more functional and even relevant, the role of the principal, quality of academic leadership, vision and organisational management have been crucial.”

It describes how a strong leader works:

“Focussing DIET faculty and DIET activities around meaningful and achievable goals. Acting in more autonomous ways by taking advantage of opportunities at the state level and also locally. Motivating staff to maximize individual initiative as well as to work in teams.” (Page 15)

The rank of the DIET principal is in many cases (for example, in Korea) equivalent to that of the DEO, however the extent of involvement of the two in the district elementary education scene is very different. The DIET principals seem to concentrate on their institution unlike the DEO who is able to reach the schools through the CRCs and BRCs.

	Jashpur	Korea	Khairagarh
	Principal		
<i>in current DIET since</i>	30 Sept. 2014	Dec. 2012	Not reported
<i>Qualifications</i>	M.A.; B.Ed.	M.A.; M.Ed.	
<i>involved in pre-service</i>	occasionally	occasionally	No
	Vice Principal		
<i>in current DIET since</i>	Not appointed	2007	1 July 2014
<i>Qualifications</i>		MSc.; B.Ed.	MSc.; MA. MEd
<i>involved in pre-service</i>		Yes	No

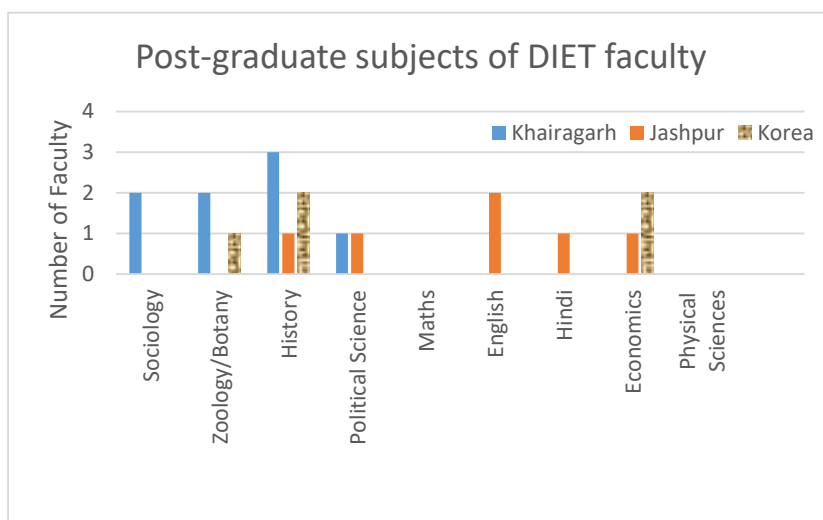
In the Khairagarh DIET, both the principal and vice principal are new with no prior experience of working in DIETs. They consult some of the faculty to take major decisions. The faculty reported that the former principal motivated them in material development and this aspect has been neglected since he left. Although recent entrants in their respective DIETs, the principals of DIETs Korea and Jashpur are more experienced leaders. The SCERT organizes trainings for the DIET

principals from time to time according to Mr. S.K. Prasad, principal DIET Korea who was formerly principal of DIET Korba. He mentioned attending an orientation training, Jeevan Vidya trainings, leadership trainings in IIM Kozikodhe, in Hyderabad etc. He had various ideas for involving the BRC and CRC in trainings and follow-up.

Teaching/ Academic Staff: The recommended number of faculty members (including the principal) is 26 for a DIET. All three DIETs visited by us have a severe shortage of teaching faculty. DIET Khairagarh has an academic staff of seven (including two on deputation), Jashpur too has seven while Korea has five. Till recently, some school *Shikshakarmis* had been deputed to the DIET but they were transferred back to their original departments before the start of the last academic session. In spite of the deputations, the DIETs have never enjoyed full academic staff strength but this is not a new finding. The faculty belongs to the respective districts although the principals sometimes are from different districts.

Qualifications: Only one of the lecturers in the three DIETs has an M.Ed. degree; but most of them do have some diploma or certificate in teacher education or a B.Ed. We looked at the post-graduation subjects of the faculty members teaching pre-service courses. In some cases, the faculty has a degree in more than one subject and all subjects were taken into consideration. The subjects in pre-service can be divided into foundational or pedagogical areas. We were especially interested in the pedagogy areas of maths and language, the two most crucial subjects at the primary level.

DIET Jashpur has three teachers who have a degree in language (English or Hindi) but none of the other DIETs have a language specialist. We also found that there none of the DIETs have a maths specialist. Only one person has a degree in physical sciences - the vice principal Khairagarh is post graduate in chemistry - but he is not involved in teaching. We will explore more deeply the challenges, if any, faced by the faculty in teaching of subjects which are not their domain in our next visit when we look at the status of the pre-service courses.



The faculty in the DIETs are not recruited directly; they are either promoted from schools or are on deputations. Currently, the SCERT is in the process of selecting school teachers for deputation to DIETs and it is suggested that they look not just at numbers but also at the needs of the DIET. The people who were formerly on deputation are unwilling to apply this time due to uncertainty in duration of appointment. We were told that it is difficult to find candidates in certain areas such as maths; it might be helpful to select candidates who are interested in the subject and develop their capacities through orientations and trainings.

While the guidelines recommend that the faculty should have some experience of teaching in elementary classes, it is difficult to find candidates who simultaneously fulfill this criteria and

educational qualifications criteria simultaneously. However, most lecturers did have some experience of teaching in schools and are fairly senior in age.

Apart from the post of lecturers, other positions such as that of Librarian, Laboratory Assistant, Work Experience/Education teachers, ICT Support Staff are also lying vacant.

Opportunities for interactions and capacity building: Within a DIET, the faculty meets only when the principal calls a meeting otherwise there is no forum for interaction. Each DIET has a certain amount set aside in their budget for exposure visits; usually the SCERT decides and organizes these exposure visits and DIETs in Punjab, an organization in Kerala have been visited as part of this program.

Currently the faculty visits the schools rarely; mostly in monitoring capacity and sometimes during the School Experience Program (SEP). The teacher educators preparing primary school teachers are, thus, themselves out of touch with the primary grades/situations. Structured opportunities, overcoming time constraints, need to be created where they get this experience.

Since most of the DIET faculty are engaged in pre-service or in-service programs we tried to find out if they had prepared any material for this part of their work. One faculty had prepared a manual on RTE guidelines; others have also tried to prepare modules but lack of time and guidance hampers their efforts. They usually use the modules provided by the SCERT in their trainings. Seminars have been organized in the past through funds and on topics provided by the European commission.

Administrative Human Resources: The extent varies in different DIETs but all are understaffed. In DIET Korea, the principal has appointed a daily wagger for cleaning, serving etc. and wages are paid from the contingency fund. Similar arrangements have been worked out in other DIETs too. The principal DIET Korea felt that the administrative staff should be trained regarding DIET regulations, finances, utilization etc.

3.2 Physical Resources - Infrastructure

Of the three DIETs visited, two (Jashpur and Khairagarh) were formerly BTIs. Jashpur was upgraded in 2008, Khairagarh in 1990 and the third, Korea was set up in 2007. Overall, the three DIETs seem to have sufficient infrastructure for their current engagements in terms of classrooms, staffrooms, labs etc; however, the conditions and maintenance vary from DIET to DIET. The DIETs that were upgraded also built additional buildings/ sections upon upgradation.

There are issues of maintenance. Lights, fans, window panes and shutters in the classrooms, library need to be repaired in Khairagarh. In Jashpur, the new building is already showing deep cracks, less than ten years after construction. The reasons for poor upkeep could be many including lack of manpower or as in the case of Korea, distance of the DIET from the main city which makes it difficult to get problems fixed. Proper utilization of the resources already in place is also an issue. For example, a DG has been provided to Korea and Jashpur has solar panels. But the solar panels are not working and similarly the DG is not used due to the noise. Now, DIET Korea is planning to get solar panels as well.

Drinking water is made available in *matkas* and DIET Khairagarh has a water-cooler. DIETs Korea and Jashpur have tube-wells for water supply. In spite of this, water is not available in the taps in the toilets or in the hostels. In many places, flushes are broken and the toilets are dirty. The toilets are separate for men and women but common for the staff and students.

Campus at a glance

	Jashpur	Korea	Khairagarh
<i>Area Boundary</i>	Campus		
	Not reported	11.4 acres	6.5 acres
	Yes; no gate	To be constructed this year; funds have been sanctioned.	Barbed wire, broken in places
<i>Number Year of construction Condition</i>	Main Building(s)		
	2 (New & old)	1	1 (2 sections: old & new)
	New in 2008	2005-2007	New: 2004
	Deep cracks in new building. Old building: the roof is made of corrugated iron sheets covered with tiles which could get quite hot.	The construction is of high quality and the structure is in good repair.	Plans to renovate the old section of the DIET building especially its metal roof which gets extremely hot in the summer.
<i>Playground Sports material</i>	Games and Sports		
	A big ground, flattened, located between the two buildings.	Big field between the hostels	Grassy patch of plain land where the students play.
	Very little.	Very little; some volleyballs	Volleyballs
There does not appear to be a games/ sports period			

Residential Facilities for students: While hostels are available in the three DIETs, we found that the hostels were primarily meant to house participants of in-service trainings rather than pre-service students. The DIETs let them stay in the hostels in some cases. Many students stay in rented places outside the campus.

Hostels in the DIETs

	Jashpur	Korea	Khairagarh
<i>Women (W) Men (M)</i>	Availability and Capacity		
	✓ 12 dorms/rooms	✓ Single storied, a dorm and 12/13 rooms	X
	X	✓ Single storied, a dorm and 12/13 rooms	✓ 2 storied with 58 rooms in all.
<i>Mess Toilets Usage Condition</i>	Condition		
	Not functional	Not functional	Not functional
	Dirty.	No water so smelly but fairly clean.	(M) Only 2 out of 10 working, but these too very dirty.
	6 rooms given to the sports department. The remaining six occupied by 66 girls.	Not used by D.Ed. students	Rooms allotted to D.Ed. students
<i>Condition</i>	The roof leaks in places. Stagnant water has caused growth of algae in several areas.	The building appears in good condition	This is part of the old construction so it is not very good.

The hostels were minimally furnished. In some places racks on walls have been provided. During trainings, we were told in Khairagarh, bedding is rented from a local caterer. The mess too are not functional in any of the DIETs. Cooking equipment was seen in the hallway where probably the

students prepare their meals. A room has been allocated in Khairagarh as common room but this is defunct and we could see broken windows and a broken table tennis board in it. Other hostels also do not have any common room, entertainment facilities, books, sports material, medical aid etc.

The hostels in Korea are used during in-service trainings but D.Ed. students do not stay there. Since some of the staff quarters here were vacant, students are allowed to use them. For residential teacher trainings in Jashpur, a hall in the new building is used to accommodate women trainees and the seminar hall for men. They do not have additional guest houses.

Facilities for Staff: (Including staff quarters and faculty rooms)

Principal's Room: All three DIETs have a room for the principal (Jashpur, in fact, has two although he uses only one and the other is used to store old files). The rooms are better furnished compared to the staff-rooms as they also serve as visitors' room. For example, in Korea DIET, the room is air-conditioned and has a TV with cable connection. In Jashpur, the photocopier is in the principal's room.

Rooms for Faculty: The Vice principals too have been given a separate room. In Khairagarh, the 4 lecturers have their own individual offices while the Physical Instructor uses the games room as her office. Faculty in other DIETs also have either individual or shared rooms although they might face a problem if all vacancies are filled.

Staff Quarters: Since most of the faculty in each DIET is from the same districts, the staff rarely needs quarters. In any case, given the current strength there is little demand for residential accommodation. In DIET Korea, which is best among the three in terms of infrastructure, there are numerous quarters for both academic and administrative staff but only the principal uses one. The remaining have been given to D.Ed. students. The faculty all travel to the DIET from their residences. In Khairagarh, there are 2 staff quarters for the faculty. The Principal and Vice Principal stay in one. Similarly, in Jashpur, only the principal stays on campus and the remaining staff stays off-campus.

Other Facilities: The DIETs have been provided sufficient resources although facilities like internet are accessible only to the staff and are not yet being used optimally. For example, SCERT notifications can be faxed or emailed.

	Jashpur	Korea	Khairagarh
Telephone	✓	x	✓
Fax Machine	✓	✓*	✓
Printer(s)	✓	✓	✓
Computers	✓	✓	✓
Vehicle	x	X	x
Internet	✓	✓	✓

Korea DIET, is located a little far from the main city and does not have a landline so the fax-machine is redundant. They have managed to obtain internet connectivity recently by installing a tower on their own expense.

District Resource Unit: We were interested in DRU setup and functioning as it is one of the major areas of DIET work. DIET Jashpur has dedicated a room for DRU in its main building. A faculty member has been made in-charge but he also has additional responsibility of research, planning, administration and management and is not able to do much related to DRU. The last meeting to discuss DRU work took place in 2010. In Khairagarh, a shed marked as DRU is present. This is locked and according to the faculty dysfunctional. Korea has no such room. The concept of DRU has not taken off in the DIETs and we need to think of ways to build the understanding of the faculty on its utility, difference between DRU and TLM room, how to involve students etc.

ICT: ICT is part of the pre-service syllabus and also a frequent topic of in-service trainings. There are computer labs in the DIETs but the number of working computers and access of students to the lab is limited. Students also do not have access to the DIET internet facility. Given the mismatch between the number of students (200) and the number on computers (between 10-15), providing computer time to each student is a logistical issue. The question of how they should utilize this time also needs to be answered.

The Library: A functioning library as part of DRU is mentioned in the DIET guidelines. It is difficult to visualize a vibrant academic institution without a library. The new D.Ed. course in Chhattisgarh assumes and expects the students to refer to readings outside their course material and therefore, the DIET library should have these.

Status of the library

	Jashpur	Korea	Khairagarh
Librarian	No permanent librarian		
<i>In-charge</i>	Hostel warden	Assistant grade 3 employee	Physical instructor (who also teaches EVS)
<i>In-charge since Training</i>	Past one year	Past 18 months	Since 2012
	No degree or training in library management		
Books	Well-stocked		
<i>Number</i>	~6000	~9000	~9900 books.
<i>Type</i>	Hindi literature, Science books, other subjects		Pedagogy, religion, GK, History, Social issues, Hindi novels
<i>Magazines/ Newspapers</i>	None	<i>Chakmak</i> and <i>Srot</i> ; no newspapers	<i>Chakmak</i> Dailies - Navbharat Times, Dainik Bhashkar Weekly - Employment News and Rozgar
<i>Children's Literature</i>	Very little	Good collection of Hindi, abridged editions of classics such as Black tulip; three little kittens, NBT/CBT books.	In-charge said it was not needed as the library is for adults
Use	Barely utilized		
<i>Used by</i>	Mostly by students; faculty uses it rarely		
<i>Accessibility</i>	In all three DIETs, the library is opened when students ask the in-charge but not otherwise; the almirahs are open and easily accessible.		
<i>Sitting Arrangement</i>	unattractive	Cramped; centre table with a few chairs	Centre table(s) with about 15 chairs
<i>Books commonly issued</i>	Fiction, Hindi Literature, General Knowledge, Course related but mainly educational psychology	Fiction, Course related	Fiction; Policy related documents How children learn

While all three DIETs visited had well-stocked libraries, these are not being fully utilized. We saw books by Michael Apple, Gijubhai, Krishna Kumar among others in Korea. The timings of the DIET are 10:00 am – 4:00 pm but the libraries do not have any fixed or regular hours. There are no permanent librarians but in-charges have been appointed. They have no training in library management and find it difficult to catalog books, maintain issue records and are unable to help students locate books.

In Korea, the library was once housed in a big hall but it has now been moved to a much smaller room with very little reading/ sitting space. Lack of space for students to sit and browse was also seen in the other DIETs. Very few books have been purchased in the recent past and there is no system for deciding which books are needed. Again in Korea, we were told that the books had once been sorted and listed on the computer but it crashed and the list is no longer accessible. There is no way to easily find out if a book is available or not. The books themselves while neatly arranged are not listed by any topic, they are arranged as per the dates of purchase.

The library needs to be revitalized and made a part of regular DIET culture. There are issues of both management and use which can be easily resolved. While ideally the library should be open for the duration of the institution timings, even opening it regularly for a couple of hours or making it part of the time-table or designing assignments around it can be a good beginning.

4. Work areas

The DIETs at the time of their inception were envisioned as strong district based institutions for teacher education at the elementary level. While the context of each district and therefore each DIET is different, there does exist a collective understanding of their institutional identity which defines their key activities and programs. The work areas as suggested in the revised guidelines (2012) for DIETs are pre-service teacher education; in-service teacher education; direct field interventions and school improvement; studies on education; annual academic planning and reviews (for the district); and resource center/material development.

When exploring the work areas of the DIET, we first tried to ascertain awareness of these roles among the faculty. Subsequently, we tried to see how these are interpreted, the extent of engagement on these, challenges faced, crucial issues that the faculty feels are missing in the guidelines etc. The DIET structure has also been defined in terms of seven wings or branches; the eligibility criteria for faculty selection mentioned in the blue book uses these as work areas.

A related, perspective for exploring functioning of the DIET is to look at their autonomy and agency. While the vision for all DIETs is essentially the same, it was recognized that the needs of the district in which they were based could vary. There is a need for each DIET to have a vision, distinct from other DIETs and other academic institutions, based on where they are located and the challenges arising from the same. During our visit we also tried to examine this aspect.

4.1 Pre-service teacher education: All three DIETs are engaged in running the D.Ed. program and faculty considers this their primary responsibility. The condition of the program, in all three DIETs is quite similar. There are 200 seats (100 each in 1st and 2nd year). The students have to wear a uniform. The DIET students vary greatly in age from fresh class 12th pass-outs to quite older. Interviews with the faculty and a few students indicated that as classes are not being held as regularly as desired and sections are being combined in cramped rooms due to lack of faculty. SEP is also effected by lack of faculty. Moreover our interviews (and a study of the faculty profile) indicated the lack of subject specialists; however, the students and faculty said that they are happy with the D.Ed. course material.

Various strategies have been devised to overcome teacher shortage. Till last year, some deputed faculty were teaching pre-service courses. Although they were sent back to their respective departments, on request they come back and take some special classes. In Jashpur, the teachers give

project-work to each student. This in itself is not a bad strategy but the implementation is unplanned and therefore ineffective. The students are not able to do these assignment because of lack of guidance. Similarly, a lot of emphasis is given to group-learning and self-learning but the role of teachers in this has to be better defined. Through proper planning, - a year-wise vision, tasks meaningfully selected - this can be a good way to engage students. Reference books are not used and only D.Ed. material provided is used. The students thought that the course was quite easy.

Pre-service students are also exhorted by their teachers to be out-going, vocal, take on responsibility and initiate dialogues. All this is considered to be part of the training to be an ideal teacher as is enforcing discipline.

4.2 In-service trainings: These rank second on the faculty's list of priorities. Several in-service trainings take place in the DIET in a year. These are of two types: 1. Those that are part of the DIET's annual work plan and 2. Those that are planned by the SCERT and the DIET is the means of taking it to the district level. In the second type, mostly modules made by the SCERT are used, which they get when they attend trainings.

Those trainings that the DIET plans in its AWP are the best they can do given their resources. For example, the last time DIET Khairagarh made modules which were used in an in-service training was in in 2013. We also saw two modules made in 2010-2011 (on Chhattisgarhi language teaching). The selection of candidates for these trainings and lack of proper monitoring worries the faculty. Candidates are chosen from different blocks and randomly rather than on merit and many a time the same candidate comes to different in-service trainings again and again. There is no useful process feedback and to track the impact of trainings. Couple of teachers said that questions, such as "do you like the training?", asked in the feedback form are of no use. The faculty pointed to the lack of enough school visits due to faculty shortage and no vehicle. This hampers monitoring the effects of these trainings in the classroom processes.

In Jashpur, six trainings were planned and six were done but the faculty said that the trainings are poorly attended. The faculty does not feel confident about transacting the content of subject-based trainings so they have developed a pool of Master Trainers and use them in all trainings (this is true for all DIETs).

Details of Pre- and In-Service trainings of all the DIETs will be studied in greater detail in future visits.

4.3 Direct Field Interventions and school improvement: According to the GoI Guidelines of Implementation June 2012, "Monitoring of the quality of schools particularly in the light of the RTE Act would be an important function of DIETs. School visits of faculty should be carried out within some academic framework and the data maintained so that over the year, various visits to schools contribute to the formation of a ground level understanding of schools to complement the statistics. Such information should also be analyzed and shared with concerned block and district functionaries." (4.7.12, Page 33)

Even with full faculty strength, it will be difficult for the DIETs to monitor all schools under their purview. Given the extreme shortage of faculty, this becomes next to impossible. This is not to say that DIETs should not interact with the schools, rather the nature of interactions needs to be thought out.

In effect, there were next to no school visits. We found that in all three DIETs for the purpose of monitoring, the existing faculty is allocated different blocks of the district. The faculty said that the purpose of the visits is to help them understand the efficacy of the in-service trainings conducted and

how the teachers implement the trainings in their classrooms. To do so they observe classrooms and talk to children. They also said that the purpose of the monitoring is to help them in research and in understanding learning levels in the school. In spite of this awareness, they do not visit schools because of other work which they give priority to.

No days have been decided for monitoring. They say that they visit schools on days when they have less work – which means that the visits are not very well planned. Most faculty had no fixed schedule and visited no more than 10–15 schools in a year and in many cases, the interval between two visits to a school was as much as 2–3 years. The time they spent these schools varied from ½ hour to 4–5 hours. What they did in the schools was also not clear as one faculty said that they observe any on-going activity such as mid-day meal, classrooms; another said that she spends most of her time in the classroom and another said ideally a class should be observed, students in it should be spoken to and then the teacher given a proper feedback which according to him never happens. We did not observe any records of school visits made. The DIETs do not seem to have any strong linkage with the district schools, or even those in their lab area and even the interactions during SEP are minimal.

4.4 Resource Centre/ Material Development: Material development and preparation as per the district needs is an important aspect of the DIET. The district resource unit is also supposed to be involved in this. Very little of this has been done in the last couple of years. For trainings mostly SCERT modules are used with minor modifications. The faculty members are involved in textbook writing or module development work being done in the SCERT but not on in their own DIETs.

In Khairagarh, under material development the DIET faculty listed the following: Seminar proceedings – *Saikshik vikaas mein bal sahitya ki bhumika* (2013, funded by the European Commission), *Shikshako ki academic samasyayo ki prapti aur unhe dur karne ke upay* (2011–12, centrally funded); Trimonthly Newspaper – “Sangbad patra” (January and March, 2010) and; module of workshop – *Adhikariyon evam karmachariyon ka kshamta Vikash Karyakram* (2011 – 2012).

Jashpur DIET had prepared a collection of stories in the local language in 2011-12 but this was not completed and no other efforts have taken place. They said that localization of material and providing it to school teachers is necessary especially in areas such as Jashpur which is backward and multilingual. But no significant or relevant efforts have been made for this.

The material development room in the DIET had old charts stuck on thermocol and is covered with dust. These were prepared by the student- teachers. We found two modules related to teaching-aids but their quality was not very good, the language was complex and it also lacked clarity on how it could be used. Computers and softwares are not being used in material development. We were not able to discuss this very deeply with student-teachers or teacher educators in this round of visits but we plan to probe the design and use more deeply later.

The DIET is not functioning as a resource centre for the district. There is no arrangement of readings material, specialists etc. A lot of this has to do with the lack of man-power. But, a lot of time is spent by the student-teachers in making TLM and doing project-work. This effort if properly directed can be used in setting up the DRU. However, first a vision for the DRU has to be developed and the faculty convinced of its place in their work.

4.5 Research/Studies on education: Research, another important activity in the DIET is minimal. DIET faculty acknowledged that research is part of their work but they did not do any academic research in the last year. In the name of research they do surveys and studies, that too when ordered by DEO and collector and not on their own initiative. For example, rating schools on the basis of results, reasons for dropout from eight to ninth etc. have all been directed by external authority.

Between 2012- 2014, the DIETs got some school teachers to carry out action research. They acknowledged they need support for doing research and lack capacity and need mentoring. They believe that research increases their knowledge and want to learn the finer nuances of research.

In Khairagarh, the faculty members pointed out lack of encouragement and freedom from the administration as a cause of little research. However, we saw in a few faculty members an eagerness to research and make modules.

4.6 District Planning: The DIET does appear to be involved in planning the district activities – neither on its own nor with the DEO or the SCERT or the SSA. Its own workplan concentrates on the pre-service and in-service activities. All district level interventions/assessments/ surveys were externally directed.

This is not to say that the DIETs are not aware of the status of education in their districts – they knew about the ASER report and also the results of the learning level assessment carried out by the SCERT. But they did not have any action-plan regarding improvement, or any study to discover the problems inherent to their district. Only the principal, DIET Korea, in his interview mentioned a district level plan – a strategy for connecting the BRCs and CRCs via ICT. Perhaps, given the faculty constraints it is not feasible to expect too much but a mechanism needs to be worked out to get the DIETs’ inputs in district level plans made by the DEO.

5. The seven wings

In all DIETs seven wings or departments have been constituted on paper. But the reality is that the DIET lacks sufficient faculty members to even head the departments let alone have them functional. Each faculty heads one or more wings. The guidelines given in the blue book (Page 38, 4.9) mention that the wings are non-functional because some have out-lived their utility. Therefore, each DIET should be free to decide which departments it wants to continue with and which should be discontinued formally.

6. Autonomy of the DIET

The issues of decentralization and autonomy are crucial to the DIETs identity. This autonomy can be terms of financial autonomy or autonomy in their work. This is also linked to the question of whether the DIET has the capability currently to handle the responsibility that comes with autonomy.

In terms of work, while the pre-service course has been designed at the SCERT level – given current situation it is unlikely that the DIETs can come with their own curriculum – the faculty can supplement it with their own readings. But they do not have complete freedom in student assessment. We plan to explore the faculty’s view about the pre-service course more. In other areas such as in-service trainings, they are free to identify teacher needs, design modules and conduct trainings. They can also carry out research if they wish. But ultimately they are limited by their motivation and capability.

Development of the annual work plan and budget also gives the DIET an opportunity to exercise some autonomy. AWP&B reflects how the DIET integrates its own activities and programs, those designed by other agencies, and utilizes all its available sources of funds to achieve its institutional goals. Preparation of AWP according to the *Blue Book* should involve all district and sub

district institutions concerned with education in the district particularly the BRCs and CRCs and NGOs working on education in the district concerned. The entire DIET faculty should also be a part of the process. In Khairagarh, no faculty member was aware of this process. The team visiting Jashpur did not get the AWP, only a calendar.

Ultimately it seems that the AWP is prepared by one or two individuals, and is approved by the PAC. But the PAC does not give any inputs on the plan. The topics included in the AWP are from a list of programs received from SCERT, agencies like European Commission, UNICEF, budgets are made and dates and supervisors assigned for each of this. Most of the activities from previous years are repeated in new plan. AWP's are seen as resource utilizations rather than work planning. They are not able to complete even what they plan which reflects quality of planning. Often, the budgeted amount is left unspent.

But the DIETs also have to undertake a lot of activities on direction of the DEO, the collector, the SCERT. These are not reflected in the AWP as the DIET does not receive prior information about them. While some activities are seen as capacity building opportunities most are seen as nuisances that take them away from their DIET work and disrupt classes.


7. Image of the DIET

The DIET is meant to be the center of academic activities in the district. During interactions with the DEO Korea the aspect of the image of the DIET in the district came up. She was unhappy that the DIET receives little notice in the local news but felt that the DIET itself made little effort to project itself to teachers or administrators. We also saw that the DIET was functioning in isolation. While it is involved in some district activities - for example, the Jashpur DEO uses the DIET to set question papers for class 9th, 10th and coach children for IIT - it is not part of the larger district plans. The DIET needs to probe its role in the SCERT's goals for the state as well as the district. Within the DIET, the role of each individual has to be defined so that it contributes to one integral whole.

8. Overall

	(3) बाल दिवस का आयोजन। (4) केन्द्र प्रवर्तित योजना द्वारा विभिन्न विषयों का प्रशिक्षण।	14 नवम्बर
6 दिसम्बर	(1) डी.एड. के छात्राध्यापकों का पाठ्यक्रम का अध्यापन। (2) अपने प्रमार में आर्बिटल ब्लॉक के शालाओं का अकादमिक मानीटरिंग। (3) केन्द्र प्रवर्तित योजना द्वारा निर्धारित विभिन्न प्रशिक्षण।	
7 जनवरी	(1) डी.एड. के पाठ्यक्रम के तहत अध्यापन। (2) निकेतनवार वार्षिक खेल कूद एवं सांस्कृतिक कार्यक्रम का आयोजन। (3) B.R.C. B.E.O. का आईट में गुणवत्ता संबंधी बैठक। (4) गुणवत्ता दिवस की तैयारी। (5) गुणवत्ता दिवस समारोह का आयोजन। (6) अकादमिक सदस्यों द्वारा शालाओं की मानीटरिंग।	26 जनवरी
8 फरवरी	(1) डी.एड. छात्राध्यापकों का सामुदायिक शैक्षिक भ्रमण। (2) क्षेत्रिय खेल कूद एवं सांस्कृतिक कार्यक्रम की तैयारी। (3) डी.एड. पाठ्यक्रम के तहत छात्राध्यापकों का अध्यापन। (4) अकादमिक सदस्यों द्वारा मानीटरिंग। (5) बसंत प्रथमी पुरब सरस्वती पूजन।	12 फरवरी
9 मार्च	(1) डी.एड. पाठ्यक्रम के अन्तर्गत छात्राध्यापकों का अध्यापन। (2) डी.एड. के छात्राध्यापकों को सभी विषयों का सत्रगत एवं प्रोजेक्ट कार्य पर मार्गदर्शन एवं कार्य प्रारंभ कराना। (3) अकादमिक सदस्यों द्वारा शालाओं की मानीटरिंग।	
10 अप्रैल	(1) अध्यापन कार्य। (2) अभ्यास परीक्षा का आयोजन। (3) शालाओं की मानीटरिंग एवं गुणवत्ता परीक्षण। (4) किये गये कार्यों का समिति के माध्यम से मूल्यांकन।	
11 मई	(1) अध्यापन एवं पाठ्यक्रम की पुनरावृत्ति। (2) डी.एड. वार्षिक परीक्षा की तैयारी करवाना।	
12 जून	(1) डी.एड. वार्षिक परीक्षा की तैयारी। (2) सत्रगत एवं परियोजना कार्य का संकलन एवं मूल्यांकन। (3) मुख्य वार्षिक परीक्षा का आयोजन।	

नोट:- समय सारणी आवश्यकतानुसार परिवर्तनशील है।


 प्राचार्य
 डी.एड. जशपुर (छोगो)

Unlike private teacher education colleges, the DIET has to seek quality not only in its own pre-service education program but in the district elementary education as well. So far, they have not been able to do so due to various reasons. These are several and include:

- Lack of Human resources (in terms of numbers and qualifications) to carry out the defined work;
- Haphazard provision of material/physical resources which are ill-maintained and lack of clarity as to how a resource can and should be utilized for more than one purpose
- Lack of understanding of their district and its specific needs
- Lack of clarity about the role of DIETs.

The last perhaps is the most crucial and not unique to just the three DIETs visited. It has been pointed out in the past too that the DIETs are not sure whether the focus of their work should be the school (and by implication, direct school interventions) or whether they should concentrate more on teacher education. The guidelines too, mention both areas but the feasibility has not been investigated. The DIET faculty too appears divided on this issue. In an effort to cover all areas the work becomes diffused and lacks focus.

This is a real dichotomy which has been resolved inadvertently by the lack of faculty. Less by design and more by circumstances, the DIETs have been forced to concentrate on teacher education in the district. But here too, the work being done by DIETs is mechanical, unfocused and unchanged. We heard that the same trainings are conducted year in and out, without assessing teacher interest, needs or effectiveness. This is partly because the DIETs cannot bring in external resource persons who in turn will bring in fresh ideas.

It should also be noted that there is a structure in the district that can reach all elementary schools. These are the BRCs and CRCs under the DEO. Given the size of the districts, the number of schools and current faculty restraints it becomes a challenge for the DIET to reach all school children in the district. On the other hand, it might be possible to touch all teachers especially if proper linkages are forged with the BRC and CRC. Even currently, the DIET work is primarily focused on teachers and a strategy flowing from their work would be more welcome than a completely new approach.

Research and material development also needs encouragement. These are some of the areas where all three DIETs can develop a common understanding and approach.