DIETs,

- Expectation: 1989 & 2012

- Organogram standard Vs. actual : some narratives

- Vacancy

Table: Academic and non-academic posts vacant as of August/Sept 2017:

| **Type of Post**  | **% vacancy across DIETs** |
| --- | --- |
| Academic |   |
| Non-academic |   |

- Infrastructure-

Table 1: Status of Infrastructure

| **Infrastructure** | **% DIETs reporting 'Yes'** |
| --- | --- |
| Room for head/principal |   |
| Staff room |   |
| Classrooms |   |
| Multipurpose hall |   |
| Library |   |
| Resource room |   |
| Labs |   |
| Storerooms |   |
| Seminar Rooms |   |
| Auditorium (if separate from multipurpose hall) |   |
| ICT lab |   |
| Separate toilets for men and women (staff) |   |
| Separate toilets for me and women (students) |   |
| Auditorium |   |
| Hostels for men |   |
| Hostel for women |   |
| Drinking water facility |   |
| Canteen |   |
| Staff Quarters |   |
| Office administration room |   |
| Electricity (on day of Visit) |   |
| Generator Backup |   |
| Internet Connection |   |
| Website |   |
| Boundary Wall |   |
| Playground |   |

Table 2: Status of Equipment and Resources

| **Equipments and Resources** | **% Diets Reporting 'Yes'** |
| --- | --- |
| AV Equipment |   |
| Computer Equipment in lab for students |   |
| ICT in principal room |   |
| ICT in staff room |   |
| ICT for administration room |   |
| Recreational equipment |   |
| Resources and TLMs |   |
| Lab equipment |   |
| Library books |   |

- Fund flow

- Function & activities

- Innovations

* Linkage and Network

- Identified Challenge

- Vision & alternatives from Fields

# DIET Puducherry (28/8/2017): Broad comments (Nishevita)

The DIET in Lawspet, Puducherry is a cheerful, though small building that offers a DEd program. It was established in 1994 and has seen no upgradation subsequently. The principal was deputed to the DIET 6 months earlier. The current faculty is well qualified with a definitive leaning towards research and varied experience in teaching in schools. Some of them have published articles in journals including Elsevier. One of them is nearing completion of his PhD. They are motivated teachers and take the initiative of researching and providing additional information to students that goes beyond the regular textbooks.

A few observations:

* The DIET follows the Tamil Nadu curriculum for its DEd course that has not been revised for a while. The textbooks are in Tamil medium and the contents not directly relevant to the Puducherry students. The faculty, on their own initiative, have translated the textbooks into English for their students. This is in-house and is not circulated outside the DIET. Reason: there are no takers for it.
* Only government body offering D.Ed. in Puducherry. All other colleges are private where fees are inflated and classes are not regular.
* DIET faculty do primarily pre-service D.Ed course. No time or energy for anything else.
* Do in-service training on a variety of topics from communication skills to yoga, personality development, subject knowledge. Most resource persons are sourced from outside. These trainings are generally scheduled during vacations. They claim to work round the clock and year.
* Fund allocation process is problematic and confusing. First it was 100% government funding, now it is 60%-40%. The money from government comes to the RMSA and part of it is allocated to the DIET. The principal and the officials were noncommittal on who does the allocation and decides the amount. General statement is the DIET never gets what it asks for, though their projections are based on their AWPs. It’s always lesser than their requested amount.
* Difficult to plan activities because funds are late in coming (around September/October) and the amount is sometimes as less as 3 lakhs. Since these do not get utilised because they are insufficient to even conduct a 3 day seminar, fund flow for the next year gets affected and they are not allotted anything.
* Role allocation is also problematic. What is the function of different officials at the top are not clear. They have an RMSA and an SSA but no SCERT. They want their own SCERT to bring more clarity to academic and financial matters.
* All faculty at the DIET are on deputation. Difference though is they chose to come here. There is an application for the position on deputation for 5 years. They apply and are chosen on merit. They are still associated with the parent institution and have to go back there. This is not like a promotion. But the choice element seems to keep them motivated as teachers. They go that extra mile to do projects, research, teach, to build on their knowledge. Current team seems stable, but won’t know about the next group.
* Infrastructure at the DIET: computers available and in use. Some have internet. Others are used by students and teachers to prepare for lessons etc. There is internet in the computer in the Principal’s office and it is used by faculty members.
* All classrooms are equipped with a projector, a smartboard and a CPU. These are used actively by students and teachers, apart from the blackboard, to teach, discuss and present.
* Classroom observation: interactive and dynamic. The students were participating in discussions and debates. They were answering questions, though none of them actually asked anything to the teacher. The teacher was well prepared and able to handle the class. They were doing the 5 Es on the day of the visit.
* Internet and library is used for making lesson plans. Students make multiple lesson plans. These are converted to portfolios that are evaluated and given back to them with detailed feedback. We couldn’t see any sample plans made by the students.
* Students are highly motivated. Some have come to do a DEd after having done BA, BTech etc. They say it will give them a foothold to support themselves financially as they work towards PhDs and other higher degrees and qualifications (we spoke to 6 girl students in their second year). They also take pride in the job because they are treated like adults in public transport (buses) when they climb in wearing saris. One girl said she liked being called “Ma’am” instead of ‘papa’ (child in Tamil). Favourite subject is child psychology.
* They like the longer duration of internship. Say it gives them more exposure and confidence. The biggest advantage are the tips given by teachers through years of experience and observation.
* They all prefer scrapping the no-detention policy. Children must not be allowed to pass without any evaluation. Faculty said the same. They said it affects the quality of students and education.
* Primarily Tamil medium students, so they don’t know the English words and terminology though they are aware of concepts like constructivism, cognitivism, behaviourism etc.
* Azim Premji Foundation has some presence in Puducherry.

Challenges:

* Change DEd syllabus - make it more relevant to the students. Tamil thaivazhthu (Tamilnadu state song that is sung at every assembly and special occasion) is not relevant in Puducherry.
* Need own SCERT
* Lack of opportunities to participate in professional development programs: some teachers’ papers had been accepted for a presentation organised by NUEPA in Mizoram but they couldn’t go because they didn’t have the funds. They are not eligible for plane travel and don’t have leave either. They want more opportunities but don’t find any.
* CTET is a huge challenge. Students are from Tamil medium. CTET is in English or Hindi. They cannot compete. Also a problem is that those who have already cleared the CTET now have to take it again if they had initially taken it in Tamil. Their earlier certificate is invalid. So it poses a problem for all students getting placed in government jobs.
* Decreasing number of schools is causing a paucity of jobs. Smaller schools are being combined so new students have no place to go or get placed.

Thoughts on how to improve DIETs: the Principal speaks

* Coordination with all the DIETs across the states at least through websites
* Best practices should be shared
* Exchange of students across DIETs would be a good idea
* Separate SCERT for Pondicherry necessary
* DIETs are benefitting due to encadrement
* Children should have access to e-learning. Now coordination is a problem. We need an e-learning centre, a DIET portal
* Students find it difficult to handle English medium. The classes are in English. Tamil is used mainly for instructions and explaining concepts.
* There is no process improvement plan right now. There should be periodic appraisals asking for opinions at least.

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Interim Summary of Findings

Surbhi & Ankit
27.08.17

# Udaipur, Rajasthan

Institutions covered: SIERT, DIET (Udaipur), DIET (Nathwara), CTE (Dabok)

1. Heads of institutions in the two DIET’s and CTE were aware of CSSTE at superficial level and were not able to provide details regarding the scheme, its features and how it has influenced teacher training and structuring of their organization. Also, in SIERT and DIETs (unlike CTE), we found that most of heads and faculties were only recently appointed and were unaware of TE developments. Only few faculty members (in all three institutions) were well aware of the scheme and its specific guidelines and pointed out the benefits and loopholes.

Eg. a faculty in CTE reported that while there is a provision of 15 lakh Rs to be spent on travel and contingency each for a period of five years, the budget allocation and disbursement has been Nil in these cost categories for the last five years.
2. Attendance in in-service training has increased tremendously post biometric monitoring. The preservice institutions continue to have high demand and admission process has been streamlined by state through common entrance and counseling. However, they face challenge from private institutions which provide relaxation of attendance to students, who pay donations and prioritise preparing for comepetitive exams instead.
3. There is an acute shortage of faculty and administrative staff in all institutions of preserivce training which is affecting the academic work. Only a third or a fourth of academic staff is appointed and even they are burdened by administrative and monitoring tasks. Eg. In DIET, Nathwara, only 1 senior lecturer (Art subject) is appointed where 17 posts are sanctioned. Regular classes are being taken by students themselves.

It was reported that unlike older times when M.Ed had an increment benefit and was preferred by faculty members, now very few people are opting for M.Ed, which is made a qualification for recruitment in DIET’s. This has been reported as a reason for high rates of vacancy.
4. The physical infrastructure is available in most institutions including ICT equipments. However, a large part of them are either dysfunctional or not utilized. Eg. No faculty or teacher reported using ICT for teaching in DIET or CTE. They do however use internet on mobile and sometimes in labs to search for dictionary, definitions, G.K and filling up forms online. Students use ICT more than teachers.
5. Recreational activities, sports, music and art sessions were being conducted occasionally. But there was a serious lack of diversity in these events.
6. NCF, 2005 and NCFTE, 2009 were described by faculties around terms like ‘child centered education’ and ‘activity based learning’. Most students had heard of them but never read or were not taught.
7. Delay in funds was only reported by CTE. Demand for more fund was universal.
8. Annual plans, calendars and training schedules were only being prepared at state level with little or no modification at institute level.
9. Most of academic authorities including SIERT director reported that there seems to be an uncoordinated overdose of training where many training programs for teachers gets overlapped between institutions like RMSA or CTE. There were though few evidences of joint and coordinated training programs and module development between various institutions.

SIERT Director reported that the 3-tier training (SIERT-KRP-MT-Teachers) has been reduced to 2-tiers to reduce transmission loss. She emphasized that NCERT should not just provide guidelines, but also demonstrate teacher training at state level on rotation basis.

1. Discucssion on Participation of NGO’s and their role in TE in DIET or CTE was not substantiated by examples or evidences. They have played a significant role in Udaipur SIERT in funding (UNIECEF, ICICI), curriculum making (Bodh) and tech monitoring services (Godrej).
2. Use of TLM is reported and some models were available in all the institutions visited. Art and craft based models were present in high numbers that students claimed were used for workshops and teaching.
3. 2 year B.Ed programme was largely not appreciated. Faculties and students felt that a valuable internship (5 months) has been added, but course work has been only stretched without significant value addition. Educational psychology and pedagogy were their fav subjects.
4. Many cluster level teacher forums were reported to be functional. Teachers showed how whatsapp groups are being used for official communication or organizing activities. Very few example of knowledge or practice sharing was shared.
5. Over cross questioning, it was found that faculties in DIET’s or CTE’s were not visiting lab areas. They reported lack of vehicle as primary constraint.
6. Remuneration for resource persons was reported to be very low which force faculties to only approach people through personal connections.
7. A tussel was witnessed between SIERT officials and those in TE institutions. While many in CTE and DIET wanted autonomy and conversion into SCERT, those working in SIERT were skeptical. All the faculties in SIERT were appointed through promotions and were mostly approaching retirements. In informal discussions, atleast three of them reported how they have found ways to get into SIERT through personal connections and made sure they don’t go back to field.
8. Many faculties who shared their commitment and innovative approaches (making TLM’s or attempting to repair ICT or trying to utilize funds for repairs or resource persons) reported that heads of institutions are people who are in their last year of service, so they are hardly present or willing to take decisions of fund utilization at institutional level for which there is provision. The autonomy of Development and management committees at Diet levels (DMDC) are undermined and unutilized due to lack of willpower and initiative from heads.

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**DIETs in Assam - Some reflections**

**Shinjini**

The DIETs are the nodal institutions for teacher training and academic support at the district level. There are about 23 recognized DIETs in Assam, and more new ones are to come up soon, given that new districts have been formed in the state. We visited 4 DIETs (Mirza, Goalpara, Nagaon and Morigaon) as a team, and I personally visited 2 (Nagaon and Morigaon). What I understood was that DIETs vary in their levels of functionality and proactiveness, depending on the nature of the faculty, the amount of support they get from the state level, etc. The two DIETs that I visited were not the so-called ‘good’ ones, but you could still sense from the visits that they were thriving institutions in their own right. The students that we talked with maintained that the DIET was the most preferred institution for teacher training in the locality, and they also seemed quite invested in their course.

***Functions and activities***

From the overall visit it gave a sense that these institutions were primarily teacher training colleges whose main task was to conduct the D El Ed classes to ensure that the state’s need for trained teachers are met. Even though the faculty is engaged from time to time in school visits for academic support, in curriculum development programmes/workshops or invited as resource persons – these duties are additional, and do not seem consistent enough. There are a lot of examples and anecdotes from the interviews (head and faculty) that seem to indicate that the school visits for support are sporadic and happen according to logistical convenience rather than urgent need. There are grievances of the faculty regarding how they are not reimbursed for conveyance to these schools in the more remote areas, and on the fact that they are overburdened with too many responsibilities.

***Major challenges: inadequate support from state level, lack of funding, poor infrastructure***

Another aspect that our visits seemed to hint was the fact that the linkages between the state and district level were not very strong or well established. The academic support from SCERT was apparently not adequate. Both the heads that I interviewed shared how the SCERT members have hardly visited their institution for academic support, or to lend an ear to the challenges that they are facing. Mostly the visits are to accompany visitors (e.g. from MHRD, or when they initially accompanied us) or to complete official formalities like entrance examinations. There have been hardly any visits by officials from SSA, RMSA or from the education secretariat as such to their institution.

They shared that capacity building of the faculty and continued support was a need, and that often there is an ad hoc basis in which this happens. E.g. there are lecturers who have gone to SCERT for numerous capacity building programmes and some who have never met anyone from SCERT. As for an understanding of the CSSTE scheme, many of the faculty members were unaware of such a scheme. The heads shared that no perspective plan based on the scheme had been shared with their DIETs. They had perhaps heard of a centrally sponsored scheme, but were unable to throw light on the many nuances of the scheme that were asked by the tools.

There is no follow up mechanism for the in-service trainings they provide – they have limited scope to go to the school and provide onsite support (also many are reluctant because they will have to spend from their own pocket as they are not reimbursed with TA/DA), and no such mechanism to identify teachers that need continued handholding or refresher training. The lack of funding is another major concern, because there are institutions who have not received any funding since 2012-13, and their programme activities suffer as a result. They often become tick mark activities to be hurriedly completed once the funds are released (e.g. research) rather than an invested effort. There are vacancies in both academic and non academic posts that have not been filled for years (details in fact sheet). The heads also cautioned that these positions sometimes seem to be apparently filled, but in reality many are deputed for other work for prolonged periods, so the institutions are perpetually short staffed. Many subject specialists are not available for teaching, and the faculty has to somehow manage by all of them taking up two to three courses or more. They claim to have become experts for all courses since they all have to manage them on their own anyway. DIET Nagaon (need to confirm from fact sheet) also does not have any group D staff for a long time.

Infrastructure is a major cause of concern. DIET Morigaon for example, is right on the highway, which is being extended to be a 4 lane expressway. The boundary wall of the institution was broken down to make way for this extension, and apparently there is no funding for repair, rebuilding or maintenance. The empty space (ground) in the institutional premises is dense with weed and shrubs growing. It cannot be used as a playground, or for any other assembly purpose. There are hardly any computers to teach ICT other than theoretically. Even DIET Nagaon seemed to be facing a similar issue. Heads from both institutions shared the same thing – they conduct ODL classes for D El. Ed under the KK Handique Open University. It is KKH that has given them a few computers to use for their classes, and to bear the cost for conducting classes on their premises (e.g. electricity charges, etc.). The remainder of this fund is something they call the DIET Development Fund which they use to spend for minor repairs, maintenance, etc. There has been no proper funding from the state or centre apart from salaries to carry out any of the programme activities. The infrastructure at DIET Nagaon seems to be even worse as there are inadequate rooms (both for classes and for teachers) and the premises, though apparently big, are occupied by two other entities – by the SSA for the residential bridge course, and also serves as a headquarter for the police forces (more precise details in the observation sheet). The hostels attached to all these institutes are barely functional – with lack of drinking water and other amenities. There is no such hostel operational for girls. Both male and female students that we talked to said that they and their friends stay in rented rooms rather than in the hostel.

**DIET Nagaon (30/8/2017): Broad observation on Infrastructure (Vijay)**

* Institution is an old one building without a boundary wall. Three sides of the institution are surrounded by locality and one side is a highway which goes to Guwahati
* Institution has a hostel facility for boys and girls but it is not in functional condition as the hostels do not have drinking water facility, toilets are unclean and these hostels are near highways and there is no security for them, especially for girl hostel.
* Institution territory is unclean and covered by forest grass which provides scope to the domestic cattle for rearing.
* On the visit day, we had to walk through the institution and we observed that the toilet and urinal facility of boys and girls are in pathetic condition and it is unclean and unhygienic.
* The institution has ICT lab but we have observed that the lab does not have sufficient chairs for students to practice on computers and it has 5 computers out of which 4 computers are functional. And, strength of students in D.El.Ed. is 170, Open and distance learning students are 400 under SCERT and 160 under KKHSOU. After having interaction with the students, we felt that most of them do not access the ICT lab on regular basis due to adequate infrastructure in ICT lab.
* DIET has kept science, mathematics and language lab’s equipment in one lab i.e. science lab. After observation of these equipment and lab it seems like the students do not access the lab on regular basis.
* Most of the students commute from their home as they have houses in this area but we observed and discussed with students that around 25% students have taken the room on rent as the institution hostel is not in functional condition.
* As per the National Curriculum Framework for Teacher Education 2009, the new reference books are not available either library of institution or in Nagaon district. As per students’ opinion, they have to go Guwahati to buy these books. Also, library does not have required textbooks and not a single magazine.
* Institution has only one drinking water facility for staff and students.

# DIET- VAIJAPUR,

Observations for report

Shrikant

 In Maharashtra DIET has the upgraded into District Institute of Education for Continuous Professional Development (DIECPD), It has made confusion in the duties of faculties. They have completely focused on the in service teacher training and complete negligence has seen towards the preservice students, although there are 35 boys and girls.

 Principal of DIET holds another position of the head of the regional academic authority which has recently established to change the scenario of school education in Maharashtra. Effects of CSSTE have not seen into the picture. There are two wings in in-service teacher education at elementary level, one is administration and other is academic, the superiority complex is there in the administrator wing because of intervention power in professional issues which leads to the hierarchical mind-set against the academic wing of DIET faculty and principal. Academic wing has no intervention power in this culture, therefore head of the District Academic Authority receives less respect and appreciation from teachers than that of cluster level administrative officer.

 The head of the DIECPD, Dr. Subhash Kamble is well-known among all heads in Maharashtra for his work for in in-service teachers. His work has been appreciated by Mr. Nandkumar , Chief education secretary of Maharashtra. Aiming at, every child deserve ‘A’ grade school, mastery in the skills and competencies of the corresponding class and 100 % techno savvy teachers, to minimize the dropout rate less than 5%, especially for girls; Dr. Kamble and his team is working hard . Researcher has been able to attend a full day ‘Inspiration Workshop’, which was arranged by DIECPD to share the experiences of innovative, competent teachers. It was a very good learning experience for him too. DIECPD head is admin of 40 what’s app groups, he claims to run the biggest what app group of teachers in the state. Some groups are for officers, teachers, techno savvy teachers , English teachers Math , Social , movement , subject wise teachers etc. Teachers share email, what app, and have started the work on the google drive. They have prepared modules, planning and they on the videos on the website. They have blogs, websites which is linked too You tube, Mitra apps. They use Mitra app effectively, there are 15 blogger teachers,

They have been able to increase public private participation has increased, merit has increased because that. Society is supporting to that. Last year DIET has found out the schools in which enrolment is increasing, and they have arranged event to share their experience as best practices to others. DIET has identified 345 schools where enrolment has increased; there are some schools where enrolment has increased from 30 to 150. DIET faculties are happy with this achievement. After RTE responsibility has increased. The enrolment awareness has increased after the RTE. According to Principal, only ICT could make the things successful in the area of education. There should not be the gap in the training and it should not stop at any point just because of use of ICT. In his opinion 100 percent centrally governed budget allocation should be there. Making of policies should be done at the ground level and state should do only monitoring.

The other side of the coin -

In last three four years there has been the major gap in the field of the D.El.Ed. Perception of parents and students has changed since last few years because of no recruitment by government in this field. The declining number of enrolment in D.El Ed. courses has changed the focuce of DIET faculties totally from pre- service to in-service teacher training. As a result of that there has been complete negligence by the Principal and DIET faculties towards the D.El. Ed. college. As Vaijapur is at 80 Km distance from Aurangabad, it is hard task for them to come to teach D.El.Ed students. Principal Dr. Subhash Kamble has never visited college in two years, although he has well equipped cabin; second year students have never seen him in last two years. DIET faculty work for in-service training and D.El Ed student are taught by deputed primary teachers.

 NO working lab, students have never seen the lab. Students cleaned all area, cut grass, cleaned spider nets before the day of visit of researcher. No toilets, No Library, No Fan is available in working condition, it is scary to go to toilet for girls. They have to ask in the neighbourhood for their toilet needs. DIET has large enough infrastructure of staff quarters, hostels, toilets Bathrooms, ICT lab , library, playground, boundary wall etc. However huge asset has been out of use since decades. Second year students have never visited ICT lab, Library, Laboratory in two years.

 Teachers are not available on daily basis. Students were argued that our parents expects us to work in farm or to earn for the family but we come here optimistically but it is nothing but wastage of few of our days in a week without learning anything .Often times we don’t get a single lecture in a day. Teachers always excuse us by saying other reasons like DIECPD training work. Sometimes they come once in a week and engage us throughout the day. No library is available, peon and non academic class does not work, computers are not is not available,No teaching with ICT, no visit to the library, students never seen the lab.

 Boys and girls both need hostel but it is neither available for girls nor for boys.Last year DIET faculty had forced students to change their admissions in the nearby private D. Ed college, however after parents protest they agreed to start it again with temporary teachers allotted from outside.

#  DIET-KARNATAKA

DSERT:

DSERT has started guru spandana program under SSA. BRC coordinator, DIET senior lecturers, principal have joined together for GURU SPANDANA program. Earlier difficulties of the teacher was Now we try to find hotspots at teacher level

Teacher Education Institutions visited @ Karnataka:

* DIET Mysore
* DIET Chamarajanagar
* DIET Yadgiri
* DIET Rural Bangalore

Overall observation from all the DIETs.

CSSTE scheme.: All the DIETs were making sincere attempts in making TE PLAN since 2013. The money was sanctioned in 2016-17 was used in Teachers salary. All the DIETs have been sanctioned Rs. 17.5 lakh\_TE Plan DIET Rural and DIET Mysore have already started working on the plan .Mysore DIET already had a discussion with VIDWAT orgasnisation were working on elibrary.Rural DIET Banglaore also hd clarity on the utilisation of fund\_TE plan. But Chamarajanagar DIET and Yadgir DIET were still in planning process. Under TE plan Research and studies have been given a common importance so that they can do a comparative study across karnataka . English training is common across all districts Extension of digital library and upgrading of labs -English lab or maths lab. Genreal instructions for certain element and flexibility is also given for upgrading of labs. 70% TE plan is as per the district needs. Under TE \_Plan, every month report has to be submitted by the DIETS to the DSERT and DIETs needs to take permission if any need procurement arises and DIETs can avail extra funds if they define purpose with proper justifications other than for infrastructure. Now funds are released to local wing to fulfill district specific need.

There is no fund allotted for SDMC training

PSTE:

D.Ed has been now labelled as DEl.Ed Recent changes were Wings are converted to Department. PSTE has to observe field work and also classroom interaction and fill up the gaps in training teachers . So Root level plannings are coming out. Six months internship has been reduced 3 months. practice teaching to One and half month in two sessions. DEl.Ed stuents have action research in which they will know what is action research and how it is done. Students will apply it when they go for internship. Orientation and workshops are being conducted at the DIETs to enrich students and faculties.

 Rural Bangalore and DIET Mysore are associated with PSTE wing ,former has 7 students in one unit [D.Ed I yr.] Both the DIETs have adequate faculties DIET yadgir has been merged with Teacher teacher training institute and yet to start the process.

ISTE:

Inservice trianning is provided to all the teachers and HMs including High school teachers and PUC lectureres through SSA and RMSA fund.Cluster level meetings are organised once in a month

Action Research :

Action research activtiy was conducted in all the DIETs through REMS( Resource Education Management system) Under SSA. All the DIETs are hoping to continue through TE Plan.

Admin task

All the DIET faculties need to engage with departmental exams like Music, dane, shorthand, typing, commerce, paper evaulations

Education Technology:

* Subject forum is working well, teachers keep exchanging ideas through whatsapp.
* Biometric has been introduced which will be very successful in making teachers to attend the schools.
* Teleconfrencing has been used to share discuss and conduct traiings and also VIdeo confrencing to share text book topics has been used effectively

*Professional Devlopment for DIET faculties :*

*Under RMSA faculties will have Subject based trainings for 5 days , 3 days are involved modules for the state and another 2 days are involved in Modules based on district specific need.NGO s+ ATI ,RIE, SSA state offcoe- will strength DIET faculties .*

*Faculties are also trained through Teleconfrencing program which is organised on need basis.*

**Key Activities of DIETS**

Bangalore Rural DIET:

* Under local wing , following activities are conducted:
* To promote culture in classroom activity, DIET is sending specified number of teachers from each taluk to CCERT-[ Centre for Cultural resource and Training] and also monitoring the statistics on number of teachers sent.
* Working on stress management module for teachers [SANMARGA DARSHANA]
* All the SDMC members are given awareness and aslo their roles and responsibilities are assigned by the school HM during SDMC meeting through ‘SAMAGRA’ magazine[ which covers roles and responsibilities of SDMC members ] which is distributed to all the schcools.
* DIET also facilitates Inspiring award, NTSC, NMMS( National MeansMerit scholoarship] for the students through MHRD.( earlier this activity was manged by Admin wing. Since 6 years DIET is managing this activity)
* Under TPD , two two programs arebeing conducted “ Educational perspective” and “Science Program”
* Provision has been given to volunteers to teach on the weekends at rural school by registering online specifying the school and subject they are teaching or we can introduce about our skill with onr- two hour.
* Under TE Plan Planning to bring about a magazine to exhibit the cultural aspect of Bangalore rural area and also exhibiting unique activity of teachers.

DIET YADGIR

DIET has been merged with TTI two years back. As there was no principal DIET was not associated with PSTE wing. New principal has been posted since 15 days back and he has suggested all the faculties to take the classes for PSTE wing. Faculties had opined that they cannot handle PSTE wing as they have tied up with trainings and coordination. DIET doesn’t have its own building and its merged with teacher education Institute. There is no staff toilets and student toilets are not in usable condition. All the DIET faculties