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DIETS : ACADEMIC BRANCHES - FUNCTIONS AND STRUCTURE

BRANCH	FUNCTIONS	STAFFING PATTERN
1. Pre-service Teacher Education (PSTE) Branch	<p>1. To serve as the nodal branch for the following;</p> <p>1) Organising Pre-Service course for Elementary school teachers (including admissions, instruction and evaluation) and to provide academic inputs into such course/ is the subjects represented in the Branch (as given in col.3).</p> <p>11) Propagation of (a) learner centred education and (b) education for personality development (including value and culture education) through training, extension, preparation of suitable teaching aids, action research etc.</p> <p>111) All general matters concerning teaching methodology (e.g. multi grade teaching, peer group tutoring etc.) and specific matters concerning teaching methodology of the school/ NFE subjects represented in the Branch</p> <p>1iv) Provision of psychological Counselling and guidance services to schools and NFE/AE Centres of the district.</p> <p>v) All matters relating to learning by Children of Disadvantaged Groups (e.g. special remedial instruction for first generation learners).</p> <p>vi) Education of children with major handicaps and other mild (physical and mental) handicaps.</p> <p>vii) Education of the Child.</p>	<p>Sr.Lecturer 1 (will have a specialisation in child psychology)</p> <p>Lecturers 8 (No. 1s subject to the remark against 'Languages' below)</p> <p>Subject-wise break-up of Lecturers would be as follows:</p> <p>Languages 2 (The No. may be 3 or 4 depending on the circumstances of the State/Distt. as mentioned in para 2.2(2) above).</p> <p>Education 1</p> <p>Maths 1</p> <p>Science 1</p> <p>Social Science/ Studies 1</p>

1.

2.

3.

2. To conduct such in-service programmes (for elementary teachers) whose content relates exclusively or predominantly to the subjects represented in the Branch, or to its other areas of nodal responsibility listed at (11)-(v11) under (1) above.

3. To provide inputs into programmes / activities of all other Branches of the Institute, to the extent of subjects/areas represented handled in the Branch. Such programmes would include;

- 1) In-service programmes for elementary teachers
- 11) Training programmes for NFE and AE personnel.

111) Development of locally relevant curricula, teaching learning material, low-cost teaching aids, testing and evaluation tools/techniques, etc.

1v) Field Interaction (including extension) activities (Please see section 3.4 for details).

v) Action research, especially in ways to improve learning by children of disadvantaged groups, and in education of the gifted.

4. Maintenance of Science Lab., Psychology equipment Resource Room for Education of Disabled Children, Rooms for Art Education, and of equipment and facilities for Sports and Physical Education.

5. Promotion of and support to co-curricular activities in areas related to the substantive work of the Branch, e.g. debates and election, literature, Science Fairs, Visual and Performing Arts, Sports and Physical Education competitions, Yoga, Hobbies etc.

2. Work 1. To identify locally relevant WE areas, and in cooperation with Experience concerned nodal branches, to develop sample curricular units, (WE) teaching-learning material, low-cost teaching aids and evaluation tools/techniques in such areas (Examples locally relevant areas would be spinning/weaving/dying/bamboo work, bee-keeping-chatai-making, etc.)

2. To help educational authorities and ele.schools/NFE/AE Centres in planned introduction of Work Experience activities in such schools/centres.

Art Education 1
Phy. Education 1
Lab. Asst. 1
Notes: In the area of Art Edn. the DIET will need faculty strength in visual as well as performing arts. If the lect. in Art Education has expertise in only one of the two areas, a resource person may be engaged in the other area, on part-time basis (See para 2.4.3).

Sr. Lecturer 1
Lecturer 1
WE Teacher/Draft Instructor (for a specialised craft/trade/horticulture etc.) 1

1.

2.

3.

Service of crafts men, gardener etc. may be engaged on part-time basis.

3. As back-up to (2) above, to conduct appropriate inservice programmes for teachers in the areas of W.E.

4. To provide WE-related inputs into all other programmes and activities of the Institute e.g. pre-serviced and inservice programmes for teachers, training programmes for NFE/AE personnel, Field Interaction (including extension) activities, Action Research, etc.

5. To organise activities for cleanliness, upkeep and development of the Institute campus-roads, playgrounds, lawns, gardens, etc. and its surroundings, and for basic maintenance of Institute furniture and other properties.

6. To organise community service activities and study-visits to work centres as part of training programmes, and to promote such activities on extra-curricular basis.

7. To maintain Workshop/Park/Garden for WE activities.

8. To promote work-related hobbies among trainees of the Institute.

3. Dist. 1. To assist educational authorities in planning and coordination of Resource training programmes for AE/NFE personnel throughout the dist., and Unit(DRU) to provide necessary support to such programmes organised outside for AE/ the DIET. NFE.

2. To serve as the nodal branch for organising:

1. Programmes of induction training and continuing education for instructors and supervisors/preraks of NFE/AE to be organised in the DIET (programmes for preraks of AE will be done in conjunction with the SRC).

11. Orientation programmes for resource persons of the following kinds;

a. Those who would conduct programmes mentioned in (1) at other centres in the district (i.e. outside the DIET) e.g. personnel from NYK/NFE/AE projects, NGOs, etc. and

Vice Principal (or) 1
Senior Lecturer
(depending on whether both, or for only one of them IP. See para 2.6.2.)

Lecturer NFE	2	(Pl. see para
Lecturer AE	2	2.6.2. for alter-
Clerks	2	native scenarios)

If DRU has 2 clerks, one of them will be a stenographer typist attached to the Vice-principal.

1.

2.

3.

11.b) resource persons for the successful implementation of AE/NFE programmes as a whole e.g. extension functionaries of Development Depts., community leaders, retired teachers, Ex-servicemen, NSS Volunteers, ICDS functionaries, other involved in Mass Programme of Functional Literacy (MPFL), etc.

The DRU will draw liberally on the support of all functionaries of Development Depts., educational activists etc., as resource persons, for conducting its programmes.

3. To provide instructional inputs into (i) core areas of the above programmes e.g. need philosophy, objectives, methodology, evaluation, problems, etc. in NFE/AE, and (ii) teaching of such individual subjects/areas as the staff may have necessary background in, especially teaching of language, arithmetic and functional skills.
4. To evaluate and monitor the quality and efficacy of training programmes for NFE/AE personnel held in and outside the DIET., and to strive for their continuous improvement.
5. To maintain a data-base on all NFE/AE personnel who undergo training at the Institute, and to organise follow up activities pursuant to such training.
6. To undertake with the help of other concerned branches the following activities vis-a-vis curriculum, basic and post-literacy teaching-learning material, low cost teaching and evaluation tools for AE/NFE:
 - 1) Adaptation of existing curricular units, teaching-learning materials etc. to suit local requirements.
 - 11) Development of new locally relevant items including in widely spoken dialects of the distt.
7. To undertake field interaction (including extension) work vis-a-vis the AE/NFE projects and centres in the district, and to act as the referral unit for academic problems thrown up by the field in the areas of AE/NFE.
8. To help the DBS and AE/NFE authorities in organising media support for the AE/NFE programmes (including by harnessing traditional media).

1.

2.

3.

9. To undertake action research in all areas relevant for making NFE/AE more effective - in collaboration with other branches, to the extent necessary.

10. To provide AE/NFE related inputs into all programmes of the Institute not listed above, especially pre-service and inservice education programmes for teachers.

4. In-Service Programmes, Field Inter-action and Innovation Coordination (IFIC) Branch.

1. To assist educational authorities $\frac{1}{2}$ in planning and coordination of inservice education programmes for elementary teachers throughout the district, and to plan and coordinate such programmes held in the DIET. Pursuant to this, the Branch would-

1) identify training needs of elementary teachers in the district and prepare a perspective plan for meeting such needs.

11) prepare an annual calendar of all programmes to be held in the DIET, and 111) help concerned authorities in preparing an annual calendar of interview programme to be held outside the DIET.

2. To serve as the nodal branch for organising-

1) all those in-service education programme for teachers and Headmasters, at the Institute, whose content does not relate exclusively or pre-dominantly to any one Branch i.e. programmes of a relatively general/omnibus nature (e.g. the 'main' programmes referred to in para 3.3.3).

11) orientation programmes for resource persons who would conduct in-service programmes for teachers at other centres in the district (i.e. outside the DIET).

111) in-service education programmes for teachers in the distance/distance-cum-contract-modes (A part from programmer that the DIET may organise in these modes, on its own, it may also serve as a districtlevel study centre for such programmes which may be organised, say, at the state level. IFIC Branch will serve as the nodal Branch for this purpose as well).

Sr. Lecturer - 1
Lecturer - 1
Clerk - 1

1.

2.

3.

3. To evaluate and monitor the quality and efficacy of inservice programmes held in and outside the DIET, and to strive for their continuous improvement.

4. To maintain a data-base on all persons, except NFE/AE personnel, who undergo training at the Institute, and to organise follow-up, activities pursuant to such training, through correspondence, visits, transmission of printed material, etc.

5. To serve as a reference and resource centres for teachers who wish to continue their education.

6. To act as ~~advisers/and/responses/clients/for/teachers/who/wish/to/continue/~~ the nodal branch for all action research, and field interaction (including extension) activities of the Institute which would include, inter alia:-

1. Coordination of in-house action research activities and dissemination of its results

11. Acting as a clearing house for information on results of all studies, research, innovation, etc. in the area of Elementary Education - wherever undertaken

111. Publication of a periodic newsletter and an institute journal to be sent to every elementary school/NFE/AE centre in the district.

5. Curriculum, 1. To adopt existing items and develop new items of the following kinds so that they suit local circumstances, and can be used in elementary education and elementary teacher education programmes;
Material Development and Extension
Evaluation (CMDE) Branch.

1)Curricular unit - New, locally relevant units could be developed for the distt. in various subjects to supplement the generally prescribed curricula. Such units may pertain to topics like local geography, folklore, legend, customs, forests, flora and fauna, fairs and festivals, demography, geology, minerals, agriculture, industry, service occupation, folk art, handicrafts, communities and tribes, institutions etc.

11) Teaching learning for general as well as locally developed curricular units- specially primers for classes I and II in tribal languages in districts having substantial tribal population-

Sr. Lecturer - 1
Lecturer - 141
Of the two staff members one should have background in Science/Mathematics and, the other in Social Science/Humanities.

1.

2.

3.

11) Techniques and guidelines for continuous and summative learner-evaluation.

iv) Tests, question/items banks, rating scales, observation schedules, guidelines for diagnostic testing/remedial programmes talent identification procedures etc.

Most of the adaptation/development work as above would be done through workshops involving other concerned faculty, institutions, experts, teachers and instructors.

2. To help the DRU in development work as above for Adult and Non-Formal Education.

3. To undertake testing on sample basis to assess achievement levels among learners, especially with reference to Min. levels prescribed for the primary and upper stage and for adult learners under NIM.

4. To help educational authorities and elementary school/ NFE/AE Centres in implementing a reliable and valid system of learner evaluation.

5. To conduct ~~by~~ workshops for the adaptation/development work mentioned in (1) above, as also in-service programmes relating to CMDS.

6. To provide CMDE -r related inputs into all other programmes/activities of the institute, e.g. pre-service and in-service programmes for teachers, training programmes for NFE/AE personnel, Field Inter-action (including extension) activities, Action, Research, etc.

6. Educational Technology Branch.

1. To develop in collaboration with concerned staff of the - DIET and other resource persons, simple, effective and low-cost teaching aids for various subjects/areas relevant to elementary education and elementary teacher education - charts diagrams, models, photographs, slides, audio tapes, play-scripts, songs, etc.

2. To help the DRU in developing low cost teaching aids as above, for Adult and Non-formal Education.

Sr. Lecturer - 1
Lecturer - 1
Technician - 1

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1.

2.

3.

3. To maintain the following:

- i. All A.V. equipment of the Institute,
 - ii. Computer Lab.
 - iii. A display area for good, low cost teaching aids developed in house as well as elsewhere, and
 - iv. A library of educational video/audio cassettes and, if the Institute has a film projector of films.
4. To lend slides, cassettes and films to Institutions having playing/projection facilities, and to borrow them from others Resource Centres.
 5. To liase with nearby Radio station for arranging educational broadcasts suitable for elementary school children AE/NFE learners, teachers/instructors etc. of the district.
 6. To conduct appropriate in-service programmes for teachers in the area of ET., with special emphasis on:
 - i. Effective utilisation of educational broadcasts, telecasts, cassettes and aids, and
 - ii. Development of simple, low cost teaching aids.
 8. To conduct workshops for the development work mentioned in (1) above.
 8. To provide ET-related inputs into all other programmes/activities of the Institute e.g. pre-service and in-service programmes for teachers, training programmes for NFE/AE personnel, Field Interaction (including Extension) activities, Material Development, Action Research etc.

1.	2.	3.
<p>7. Planning and Management Branch.</p> <p>1. To maintain an appropriate data-base for the district which may be required for various planning exercises aimed at the UPE/UEE/NIM goals and for monitoring progress towards these goals.</p> <p>2. To conduct studies with a view to given policy advice to educational planners/administrators/DBE regarding UEE/NIM. Some of the important areas for such studies would be:</p> <p>1. Enrolment, retention and regularity of attendance of children and adult learners (especially females, SC/ST, minorities, handicapped, slum-dwellers and other disadvantaged groups) - various factors affecting these.</p> <p>11. Effect of various interventions (including incentive) on the above.</p> <p>111. Community's perception of and participation in the process of basic education.</p> <p>1V. Development of norms, criteria and techniques for evaluation of Institutions (Schools and AE/NFE Centres) of the district.</p> <p>One or two educationally backward pockets of the district, which may be with-in-research from the District will be specially chosen for conducting above studies as well as a lot of action research activities. These may be called the 'Lab. area' of the DIET. However, while a lot of studies and action research will be concentrated in the lab. area, they would not be necessarily confined to this area, and other suitable areas would also be chosen depending on the nature of work involved.</p> <p>3. To provide technical assistance to educational authorities in (1) school mapping, (11) Micro-planning for UPE/AUEE in an area specific and target group specific manner, (111) formation and activation of school complexes, (1V) institutional planning for school complexes, schools etc., and (V) Institutional evaluation.</p> <p>4. To serve as the nodal branch in relation to all programmes of community involvement in basic education, and in particular, to conduct orientation programmes for members of DBE, VECs, community leaders, Youth and other voluntary educational workers.</p>		<p>Sr. Lecturer - 1 Lecturer - 1 Statistician - 1</p>

1.

2.

3.

5. To conduct appropriate programmes for Headmasters, Heads of School Complexes and Block level educational functionaries in P & M. covering areas like leadership, motivation, involving the community, educational administration, finance and accounting, office procedure, planning for UPE/UEE, institutional planning etc.
6. To appraise the efficacy of various programmes of educational development implemented in the district especially vis-a-vis the objectives of UPE/UEE and NIM.
7. To act as the nodal branch for preparing quinquennial and annual institutional plans and annual self evaluation reports for the DIET, and for liaising with the DIET.
8. To provide P & M related inputs into all other programmes/activities of the Institute e.g. pre-service and in-service programmes for teacher, training programmes for NFE/AE personnel, Field Interaction (including Extension) activities, Action Research etc. with special reference to the areas listed under (3) above.

2. SALARY EXPENDITURE DETAILS

DETAILS	1988-89	1989-90	1990-91	1991-92	1992-93 Expenditure upto 31.12.92.
	Rs.	Rs.	Rs.	Rs.	Rs.
1. Pay	101300/-	759300/-	913500/-	977400/-	811463/-
2. Dearness Allowance	39400/-	294600/-	392200/-	561400/-	643689/-
3. Other Allowances	17400/-	52600/-	57200/-	63500/-	35923/-
4. Medical Charges	..	3000/-	4760/-	4500/-	..

INSERVICE PROGRAMMES - I.F.I.C. BRANCH

No. of Courses designed.) 33.

1989 - 90

No. of Courses conducted.) 33.

S.I. No.	Type of Programme.	No. of Courses designed.	No. of Courses conducted.	Total No. of participants.
1.	2.	3.	4.	5.
1.	Comprehensive Inservice Courses (28 days).	2	2	200
2.	Short Theme Specific Inservice Course (5 day)	15	15	289
3.	Workshop Inservice Course (4 day)	10	10	100
4.	Seminars of Community Leaders & Youth (3 day).	4	4	114
5.	Course for Heads of Ele. School & School Complexes (21 day).	2	2	60

Totals:

33

33

763

1990-91

1.	Short Theme Specific Inservice Courses (5 day)	8	8	150
2.	Workshop Inservice Course (4 day)	6	6	60
3.	Heads of Ele. School & School Complexes (21 day)	1	1	30
4.	Seminars of Community Leaders & Youth (3 day)	4	4	98

Totals:

19

19

338

--2--

1991-92

1.	2.	3.	4.	5.
1. Comprehensive Inservice Course (13 day)	12	12	443	
2. Short Theme Specific Inservice Course (5 day)	15	15	287	
3. Workshop Inservice Courses (4 day).	10	10	99	
4. Seminars of Community Leaders & Youth (3 day).	4	--	--	
Total:	41	37	829	

1992-93

No. of Courses designed :: COURSES ARE GOING ON

	No.	Participant per Course.	Total.
1. Comprehensive Inservice Course (28 day).	4	100	400
2. Short Theme Specific Inservice Course (5 day).	30	20	600
3. Workshop Inservice Course (4 day).	20	10	200
4. Seminars of Community Leaders & Youth (3 day)	8	30	240
5. Course for Heads of Hle. School & School Complexes (21 day).	4	30	120
Total:	66		1560

Total No. of Courses to be conducted :: 66

Total No. of participants were :: 1560 benefited.

பதிவுகடப் பதிவிலி - மிதி - ஒதுக்கீடு - செலவினம் - நிவ்வலத் தொகை - பதிவிய - தகவல்.

நிதிபாங்கு தொகைக்கப் பட்ட தொகை.	நிதி ஒதுக்கீடு.	பெறப்பட்ட செலவினம்.	நிவ்வலத் தொகை.	குறிப்பு.
1989-90:	ரூ.	ரூ.	ரூ.	
22.12.89	3,00,000/-	2,07,489/-	92,511/-
நிவ்வலத் தொகை	92,511/-	66,270/-	26,241/-	வசூலி வட்டி வரவு ரூ. வசூலி இலாபி இலாபி ரூ.
1990-91:				
28,03,91.	3,00,000/-	..	3,26,246/-
1991-92:				
நிவ்வலத் தொகை	3,26,246.60	1,83,163/-	1,43,083.60	வசூலி வட்டி வரவு ரூ.10,531/- - வசூலி இலாபி இலாபி வட்டி தொகை ரூ.1,53,614.60 ஐ 1992-93 இல் செலவினம் மேற்கொள்ள அரசியல் சமூகி அபிவிருத்தி உருத்திரகிதன் 09.11. '92ல் பதிவியைப்பெட்டுள்ளத.

பலியடைப் பற்றிக் நிதி ஒதுக்கீடு செலவினம் சார்பான தகவல் பழுவம்.

நிதியாண்டு & காசாக்கப்பட்ட நாள்.	நிதி ஒதுக்கீடு.	செய்யப்பட்ட செலவினம்.	நினைவத் தொகை.	குறிப்பு.
1992-1993.	ரூ.	ரூ.	ரூ.	
12.02.1993.	5,21,000/-	..	5,21,000/-	01.02.1993 முதல் 28 நாட்கள் விரிவாக பலியடைப் பற்றிக் நடவடிக்கைகளுக்கிடையே. இதேபோலக் குகறவே 03.02.1993, 08.02.1993 & 15.02.1993 ஆகிய தேதிகளில் சுமார் 100 ஆயிரங்கள் வீதம் பற்றிக் தொட்டிகப் பெற்றவருகிறன.

மாஸ்டர்-ஆசிரியர் பதவிகளை ஏற்றி நியமனம் - நாமக்கல் - 637-002.

உட்குடிவசதி - சார்பாள அறிக்கை.

இந்நிலைவகையில் மாணவர்களுக்கு தனியாகவும், மாணவர்களுக்குத் தனியாகவும் விடுதிக் கட்டடம் அமைக்கப்பட்டுள்ளது. மேலும் கணினித் திட்டத்தில் அளவளவும், உணிப்பொற் அறை, முகல்வர் அறை ஆகியவை அமைத்து பயன்படுத்தப்பட்டுவருகிறது. இந்நிலைவகைகளில் மேலே கீழ்க்கண்ட கட்டுக்கள் கட்டிட வசதி தேவைப்படுகிறது.

1. பஸ்ஸுப் பதவிகளை இது வகுப்புகளாக.
 2. பஸ்ஸுப் பதவிகளாக இது வகுப்புகளாக.
 3. கணினி அறையம்
 4. ஆசிரியர்களை அறை (Staff Room)
 5. விவசாயிகள் ஆசிரியர் அறை.
 6. ஸ்ரவணம்
 7. ஆய்வுக் கட்டிடம்.
- Classrooms for Services &
" " " Pre Service 2.
Auditorium
Staff Room
Grames Room
Library
Laboratory.

மேற் குறிப்பிட்ட உபயோகத்திற்காக இந்நிலைவகைகளில் கட்டிட வசதி அத்தியாவசியமானதாக இருக்கிறது. இந்நிலைவகைகளில் வகுப்புகள் கட்டிடம் இல்லாததால் தற்போது நாமக்கல் அரசு மகலிங் மேல்நிலைப் பள்ளி, அரசு மேல்நிலைப் பள்ளி, நாமக்கல் (வடக்கு) ஆகிய பள்ளிகளில் சார்ந்த வகுப்புகளில் பஸ்ஸுப் பதவிக் நடத்தப்பட்டுவருகிறது. மாணவர்களுக்காக விடுதிக் கட்டிடத்தில் பஸ்ஸுப் பதவிக் வகுப்புகள் ஆசிரியர் அறை ஆகியவை அமைக்கப்பட்டு செயல்படுகிறது. ஆகையால் மேற்குறிப்பிட்ட கட்டிடங்கள் இந்நிலைவகைகளில் உடனடித் தேவைவாக இருப்பதால் அவற்றை மிகவும் விரைவில் அமைக்கத்தக்க ஏவல் செய்ய பஸ்ஸுப் மேல்நிலைப்பள்ளி.

STATEMENT SHOWING THE ADMISSIONS - PRE-SERVICE

	O.C.		B.C.		M.B.C.		S.C.		S.T.		Total		Total
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
1988-90	-	3	-	29	-	2	-	5	-	-	-	39	39
1989-91	-	2	15	14	6	6	4	5	-	-	25	27	52
1990-92	7	8	7	8	5	5	6	3	-	1	25	25	50
1991-93	8	7	8	7	5	5	4	5	-	1	25	25	50
1992-94	7	8	8	7	5	5	4	5	1	-	25	25	50

கலிங்கம் - உயர்வு - பட்டியல் - தேர்வு - தேர்வு - பெற்றவர்கள் - விபரம் -

கூடு	-- தேர்வு - எழுதியவர்கள் --				-- தேர்ச்சி - பெற்றவர்கள் --				-- தேர்ச்சி - பெற்றவர்கள் --				குறிப்பு
	க. பெ. மொத்தம்	க. பெ. மொத்தம்	க. பெ. மொத்தம்	க. பெ. மொத்தம்	க. பெ. மொத்தம்	க. பெ. மொத்தம்	க. பெ. மொத்தம்	க. பெ. மொத்தம்	க. பெ. மொத்தம்	க. பெ. மொத்தம்	க. பெ. மொத்தம்	க. பெ. மொத்தம்	
1987-89) தேர்வு '89.)	20	18	38	20	14	34	20	14	100%	89%
1988-90) தேர்வு '90.)	25	25	50	23	21	44	2	4	21	17	23	21	92% 84% 88%
1989-91) தேர்வு '91.)	25	27	52	25	22	52	6	14	19	8	25	27	100% 89% 90%
1990-92) தேர்வு '92.)	20	25	45	20	25	45	8	16	12	9	20	25	100% 100% 100%

Principal

District Institute of
Education and Training
Namakkal-637 002, Salem District