

State Council of Educational Research and Training and District Institutes of Education and Training-Guidelines.

Introduction:

Education under British rule in India, **Hunter Commission of 1882** was the first Education Commission, constituted by Lord Ripon in 1882, to examine the country's educational situation at that time and make recommendations for reforms.

The Hunter Commission was implemented to improve the quality of primary school education.

Major Recommendations of Hunter Education Commission

- The responsibility of providing primary education and management of elementary schools should be given to local bodies like district boards and municipal councils.
- Suggested that mother tongue or vernacular language should be the medium of instruction at primary levels.
- Suggested that the primary curriculum should be based on local needs, that is Indianization of education.
- The curriculum should include useful subjects like agriculture, arithmetics, geography, etc. should be simplified as far as possible.
- Supported the expansion of primary schools in backward areas, especially places dominated by aboriginal races.
- Normal schools should be established for the training of teachers.
- Separate dedicated funds for urban and rural primary education should be used for only one purpose.
- The curriculum is branched into two types at the secondary stage.
 - 'A' type to be pursued till university levels with more literature characteristics
 - 'B' type for providing vocational training with more practical characteristics

- Suggested that secondary schools should be handed over to private enterprises and the government should withdraw gradually by encouraging their work in the form of grant-in aids.
- Recommended establishing a model government school in every district.
- Special emphasis is made on diversifying courses into different walks of life.
- Unlike primary education, the medium of instruction is not mentioned and is left to the discretion of management to decide.
- The provision of grant-in aids to colleges should be based on the necessity and capacity of the institution and the strength of students and staff. The provided grant utilization should be well monitored.
- Sufficient grants to be provided to higher institutions to develop well-equipped infrastructures like science labs, libraries, study halls, research equipment, etc.
- During the appointment of teachers, Indians with European education should be given preference.
- Government educational institutions should be banned from imparting religious education to maintain the policy of religious neutrality.
- Special curriculum for women's education differentiating from the general stream.
- Special mention on education for Muslims.
- Government should be made responsible for educating the backward classes.

The Hunter Commission was implemented to improve the quality of primary school education.

Local bodies are to be given the responsibility of providing primary education, Indianization of education, establishing schools for providing training to the teachers, the establishment of a model government school in

every district, and inclusion of subjects such as agriculture, arithmetic, etc were some of the recommendations of the Hunter Education Commission.

Based on these recommendation teacher training institutes were started to train the primary school teachers in the year 1894.

Secondary Education Commission (1952)

The Secondary Education Commission was set up under the chairmanship of Dr. A. Lakshmanaswami Mudaliar in 1952. The Commission submitted its report to the Government in 1953. The report gave a broader view about the educational problems of Indians and proposed to increase efficiency of production. The report of the Commission suggested diversification of high school courses and the establishment of multipurpose high schools. Another proposal was that of introducing a uniform pattern of education throughout India. Further, it also recommended the setting up of technical schools.

The recommendations of Mudaliar Commission occupy a very significant place in the development of secondary education in independent India. Most of the educationists have praised its recommendations for providing very practical and useful suggestions. However, there are a few who have pointed out the limitations of this report. They opined that the Commission's recommendations lacked freshness, were a replication of old policies and gave imperfect and distorted suggestions that could not really be implemented. The Commission's report also did not provide framework for promotion of women's education.

Basic Teacher Training Institutes were started in the year 1955. They were the Government Teacher Training Institutes, in Coimbatore, Thanjavur, Smugarengapuram, Johilpatti, Dharapuram, Gangavalli, Ranipet and Thayarsahip-Rayapet. These institutes provided teacher training for elementary level.

History of TNSCERT

The State Institute of Education (SIE) was established in 1965 to undertake a systematic study of problems related to School Education, under the administration of Directorate of School Education. In 1970, SIE was upgraded as the State Council of Educational Research and Training (SCERT). Tamil Nadu State Council of Educational Research and Training (SCERT) has the responsibility of not just designing and executing the training programmes but of revising the curriculum and syllabus of School Education and Elementary Teacher Education as well.

The Power of Attorney, 1986 envisaged setting up District Institutes of Education and Training (DIETs) to provide quality pre-service and in-service education to teachers and Adult Education (AE)/Non- Formal Education (NFE) personnel, to provide academic and resource support to the elementary and adult education systems and to engage in action research and innovation in these areas. DIETs have created across the country.

As per the G.O. (Ms.) No.1799, Education Department, dated.07.12.1988, the following seven DIETs were started in Phase-I.

1. Thirur
2. Vadalur
3. Namakkal
4. Thirumoothynagar
5. Mayanur
6. T.Kallupatti
7. Theroor

After the bifurcation of some revenue districts, DIETs were created for the new Districts. In the Phase- II Seven DIETs were started as per the G.O.(Ms.) No.1828, Education (U1) Department, dated.30.12.1989. These 7 DIETs were

1. Kotagiri
2. Munanjipatti
3. Palayampatti
4. Ranipet
5. Aduthurai
6. Triplicane
7. Krishnagiri

In Phase-III, 7 DIETs were established as per the G.O.(Ms.) No.237, Education (U1) Department, and dated.05.03.1993. These 7 DIETs were

1. Perundurai
2. Oddanchatram
3. Pudukottai
4. Kalayarkoil
5. Manjur
6. Vanaramutti
7. Kilpennathur

In 1990, the Government of Tamil Nadu established the Directorate of Teacher Education, Research and Training (DTERT) by order vide G.O.(Ms.)No.748, Education (F2) Department, dated 04.06.1990. The SCERT was renamed as DTERT. All Teacher Training Institutions including Government, Government Aided as well as self-financed Institutions were brought under its control.

DTERT supports to School Education by providing training to teachers and developing the Curriculum, Syllabus and Text books for classes 1 to 12. In Phase-IV, 8 DIETs were established as per the G.O.(Ms.) No.41, School Education (U1) Department, dated.16.02.1999. The 8 DIETs were

1. Kurukkathi
2. G.Ariyalur
3. Kumulur
4. Uthamcholapuram
5. Mannargudi
6. Uthamapalayam
7. Kaliyampoondi
8. Keelapazhur

DTERT became a separate unit in the year 1999. The entire academic faculty of DIETs and DTERT became a separate cadre from the Directorate of School Education and inducted into DTERT's service vide G.O.(Ms.) No.106, School Education Department, dated 11.03.97.

In September 2000, Senior Lecturers and Lecturers were recruited to SCERT and DIETs.

In Phase-V, Dharmapuri DIET was established as per the G.O.(Ms.) No.145, School Education (U1) Department, dated.27.06.2007.

As per the direction given by the Government of Tamil Nadu, this Directorate undertook the academic task of comparing the syllabus of the State Board, Matriculation Board, Anglo Indian and Oriental school board. Finally, a common syllabus was arrived at for classes I to X, which was christened as Equitable Education System. Based on this common syllabus, the text books were developed and implemented from 2010-11 onwards.

As a radical step, to achieve the various educational reforms envisaged by the Government, the DTERT was upgraded into “State Council of Educational Research and Training” (SCERT) by the Hon’ble Chief Minister of Tamil Nadu during the financial year 2011-12 vide G.O.(Ms.) No.83. School Education Department, dated 26.03.2012.

In Phase-VI, two more districts, namely Perambalur and Coimbatore got DIETs by the G.O.(Ms.) No.38 School Education (ERT) Department, dated.26.02.2015. Besides, seven Block Institutes of Teacher Education (BITE) were established in 7 Districts namely Cuddalore, Kancheepuram, Nagappattinam, Perambalur, The Nilgiris, Tiruvarur and Villuppuram.

SCERT has developed a curriculum for classes 1 to 12. Based on the curriculum the syllabus for classes 1 to 12 was developed by comparing National and International syllabi. Text books were developed in Tamil, English, Malayalam, Urdu, Telugu and Kannada Mediums for all subjects.

Further, based on the recommendation of the Ministry of Education, Tamil Nadu Government has issued G.Os. for restructuring of SCERT and DIETs, vide G.O.(Ms.)No.91, School Education (ERT) Department, dated.09.05.2018, G.O.(Ms.) No.92, School Education (ERT) Department, dated.09.05.2018 and G.O.(Ms.)No.94, School Education (ERT) Department, dated.09.05.2018.

The above G.Os. got amended and G.Os such as G.O.(Ms.) No.175, School Education (ERT) Department, dated.09.10.2023 and G.O.(Ms.)No.176, School Education (ERT) Department, dated.09.10.2023, issued by the Tamil Nadu Government, came into action.

Vision of SCERT

Ensuring free, universal, equitable, quality education and achieving higher cognitive levels of learning among students through digital interventions by making a paradigm shift from rote memorisation to competency-based learning.

Ensuring free, universal, equitable, quality primary and secondary education for all children, by driving continuous improvement of teachers' and other education functionaries' capability, curriculum, pedagogy and materials informed by research and well-informed perspectives.

Ensuring free, universal, equitable quality education for all students through focused, age-appropriate educational initiatives, evidence-based decision making, and capacity building of all stakeholders.

Preamble:

As the Academic Authority under the School Education Department, the State Council of Educational Research and Training (SCERT) designs and oversees numerous quality-based initiatives in collaboration with the District Institutes of Education and Training (DIETs), Directorate of Elementary Education, Directorate of School Education, Directorate of Private Schools, and Samagra Shiksha. SCERT plays a pivotal role in curriculum development, teacher education and professional development, assessment, and research aimed at educational improvement. SCERT also maintains academic linkages with premier educational institutions and constitutes expert groups to gather educational inputs.

While SCERT operates at the state level, its reach to school is facilitated through the DIETs, which ensure the implementation of SCERT's initiatives while addressing district-specific needs. Their proximity to schools enables better understanding and support, making them instrumental in maintaining educational standards within their respective districts. Although their roles may appear overlapping, SCERT focuses on state-wide quality assurance, while DIETs cater to district-level educational excellence.

Need for redefining the roles and responsibilities of SCERT and DIETs

The evolving landscape of education necessitates a fundamental restructuring of State Council of Educational Research and Training (SCERT) and District Institutes of Education and Training (DIET). The primary focus of the SCERT and DIETs are to improve the learning of students. With this goal in mind, SCERT and DIETs must effectively respond to the changes in school education. This requires SCERT and DIETs to work towards enhancing the quality of school education through capacity building, effectively designed educational materials, educational interventions and on-site support. At the same time, evidence-based decision making (both at the level of policy and programmes) must be enabled by systematic research. All stakeholders must be involved through relevant extension activities. Additionally, strengthening the monitoring mechanisms is crucial to uphold the desired quality of education. Through these structural reforms, SCERT and DIETs can better adapt to the evolving educational landscape and effectively contribute to the enhancement of educational quality at all levels.

Based on the need for redefining the role and responsibilities, SCERT Tamil Nadu has put forth a proposal for the restructuring of SCERT and DIETs comprising of five divisions as follows,

- I. Division of Curriculum Studies
- II. Division of Educational Survey, Research and Assessment
- III. Division of Teacher Education
- IV. Division of ICT
- V. Division of Programme and Monitoring

SCERT proposes to ensure that all the five divisions are functional and vibrant in both at SCERT and DIETs with appointed academic persons fulfilling their roles and responsibilities in each division. These five divisions need to function both independently and collaboratively with each other based on the emerging needs, as they are not isolated entities.

Based on the G.O.(Ms.) No.91, School Education (ERT) Department, dated.09.05.2018 and G.O.(Ms.)No.176, School Education (ERT)

Department, dated.09.10.2023, after Restructuring, the approved posts in State Council of Educational Research and Training (SCERT) are shown below.

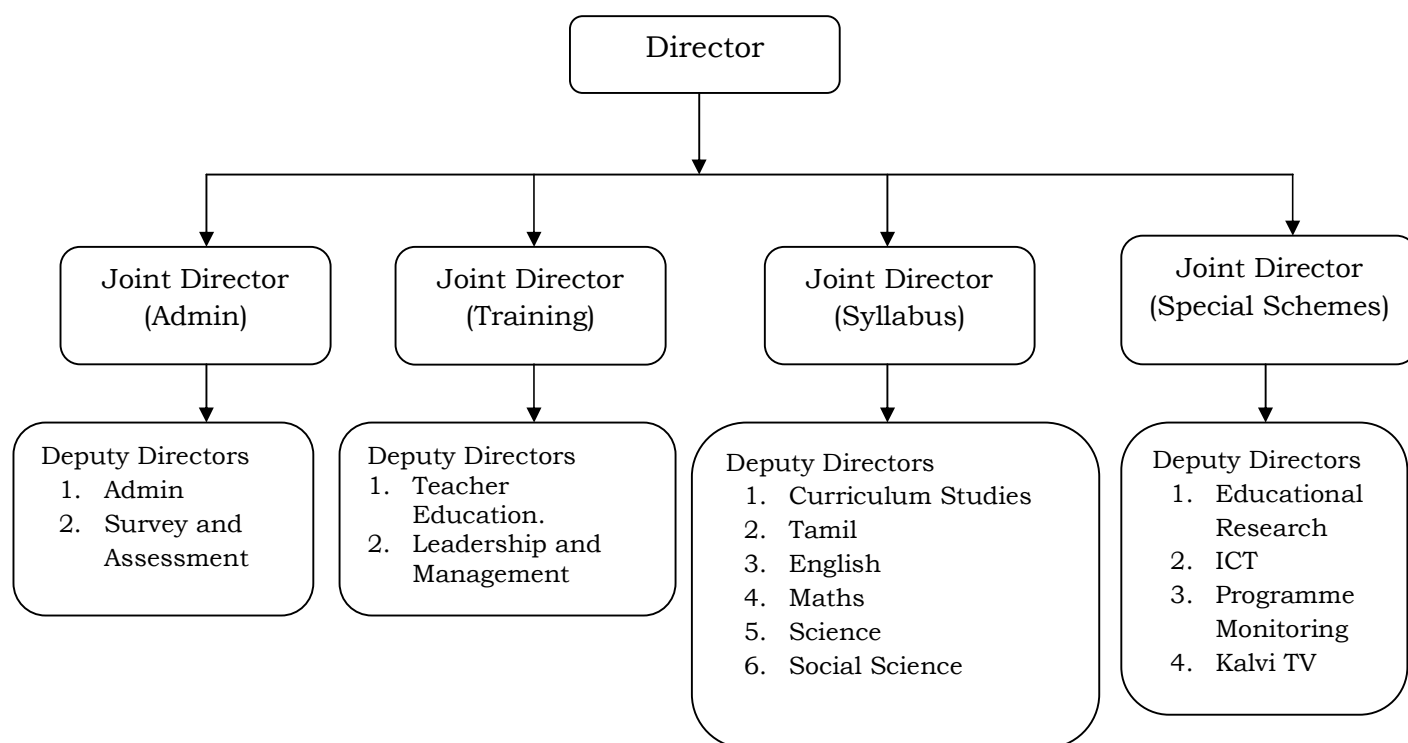
S. No.	Category	Cadre Strength	No. of Posts to be diverted to SCERT from DIETs/BITEs/GTTIs	Revised Cadre Strength	Remarks
1.	Director	1		1	
2.	Joint Director	4		4	
3.	Professor	1		1	1 Professor post is downgraded as Deputy Director (CEO Cadre)
4.	Deputy Directors	13		13	
5.	Senior Lecturer (HSS HM/DEO Cadre)	18	15	33	14 from DIETs and 1 post (SL Cadre) from BITE
6.	Lecturer (PG Teacher / High school HM cadre)	27	47	74	40 from DIETs, 6 from BITE and 1 from GTTI
7.	Junior Lecturer	0	9	9	4 from DIETs and 5 from GTTI
8.	B.T. Assistant	3		3	Retained in SCERT
9.	Librarian	1		1	Retained in SCERT
10.	Film Operator	1		1	Vanishing Post
	Total	69	71	140	

Structure of SCERT, Tamil Nadu

S.No.	Designation	Name of the Department	Total No. of Faculty members	Designation
1	Director	SCERT	1	Director (State Cadre)
2	Joint Director	SCERT (In-charge of DIETs in addition to other normal works of SCERT)	4	Joint Director (State Cadre)
3	Deputy Director	SCERT -Administration	1	Deputy Director
4	I. Division of Curriculum Studies	i) Dept. of Science & Mathematics	16	Head of Department (Deputy Director) -2 Senior Lecturer -4 Lecturer – 8 Junior Lecturer – 2
		ii) Dept. of Social Sciences	8	Head of Department (Deputy Director) -1 Senior Lecturer - 2 Lecturer – 4 Junior Lecturer – 1
		iii) Dept. of Languages	16	Head of Department (Deputy Director) - 2 Senior Lecturer - 4 Lecturer – 8 Junior Lecturer – 2
		iv) Dept. of Commerce Studies	3	Head of Department (Deputy Director) -1 Senior Lecturer – 1 Lecturer-2
		v) Dept. of Art Education	2	Lecturer -2
		vi) Dept. of Work Experience and Vocational Education	3	Senior Lecturer - 1 Lecturer - 2
		vii) Dept. of Health & Physical Education	3	Lecturer -2 Junior Lecturer – 1
		viii) Dept. of Inclusive and Special Education	4	Senior Lecturer -1 Lecturer -3
		ix) Dept. of Pre-primary Education	4	Senior Lecturer - 1 Lecturer - 3
5	II. Division of Educational Research, Survey and Assessment		20	Head of Department (Deputy Director) - 2 Senior Lecturer - 5 Lecturer – 11 Junior Lecturer – 1 B.T - 1
6	III. Division of Teacher Education		19	Head of Department (Deputy Director) - 1 Senior Lecturer - 5 Lecturer – 10 Junior Lecturer – 1 B.T – 1

	Dept. of Leadership and Management		7	Head Department (Deputy Director) - 1 Senior Lecturer – 2 Lecturer - 4
7	IV. Division of ICT	(i) ICT (ii) Kalvi TV	20	Head of Department (Deputy Director) -2 Senior Lecturer – 5 Lecturer – 11 Junior Lecturer – 1 B.T - 1
8	V. Division of Programme and Monitoring		8	Head of Department (Deputy Director) -1 Senior Lecturer -2 Lecturer -4 Librarian-1*
Total			139	

SCERT - Organogram



Roles and Responsibilities of SCERT

SCERT has been mandated to perform a variety of functions, the following main functions of the SCERT have been envisaged in the Centrally Sponsored Schemes on Teacher Education in States/UTs (CSSTE) Guideline (2012):

1. Helps to formulate norms, policies and programmes by taking over the role of State Board of Teacher Education
2. Develops and revises the State School Education Curriculum Framework, Syllabus and School Textbooks for classes I to XII
3. Prepares other teaching-learning materials including ICT for school education
4. Designs in-service training programmes for teacher educators
5. Offers in-service training to practising teachers
6. Undertakes research activities to promote Quality Teacher Education and School Education
7. Collates and disseminates available research to practising teachers
8. Develop Digital contents like videos, power points and other material for classes 1 to 12
9. Develops the Assessment items for classes 1 to 12
10. Conducts the NAS and State Assessment Survey
11. Coordinates with DIETs
12. Regulates admission process for Diploma in Elementary Education (D.El.Ed) course
13. Conducts Pre-service Elementary Teacher Education programmes
14. Creates and revises Teacher Education Curriculum and Source Books for D.El.Ed
15. Translations of curricular materials in local languages
16. Develops Curriculum Framework for ECCE
17. Develops models and demonstrates school improvement practices
18. Provides academic support to overseeing quality of school education
19. Develops database of teachers and teacher educators
20. Prepares and implements state perspective plan for Teacher Education

Roles of State level officers

Joint Director (Admin)

1. Appointment of Lecturers in SCERT, DIETs and BITEs and appointment of Junior Lecturers in GTTIs.
2. Appointment of Physical Education Teachers in DIETs.
3. Promotion, sanction of increment, selection grade, special grade and other service matters of the employees working in SCERT.
4. Approval of all kinds of leave sought by the employees of SCERT.
5. Maintenance of Service Register, Fixation of Salary, approval of leave, sanction of increment, GPF and other matters related to Principals of DIETs.
6. Sanctioning Retirement benefits of staff of SCERT and the Principals of DIETs.
7. Taking Disciplinary proceedings against employees of SCERT.
8. Taking Disciplinary Proceedings against Junior Lecturer and other staff of GTTIs Lecturers of the DIETs and BITEs.
9. Establishment of new DIETs in the State after the formation of new revenue districts.
10. Undertaking the admission process of Diploma in Elementary Education students in coordination with EMIS. Approval of students admission in Diploma courses in DIETs, BITEs, GTTIs, Aided TTIs and Self-financed TTIs.
11. Evaluation of Diploma Certificates, obtained from other States.
12. Purchase of Library Books.
13. Preparation of Policy note, Budget speech and Governor Speech.
14. Preparation of Budget and Expenditure.
15. Preparation of Budget Estimation and Revised Estimation.
16. Part II schemes
17. Matters pertaining to State Finance Commission and State Planning Commission.
18. Public Accounts Committee (PAC) and other inspection related tasks.

19. Government Vehicle Maintenance
20. State auditing and PAO South Expenditure Verification
21. Inspection of all DIETs
22. Website updation
23. DIETs of Excellence
24. Reviewing the status of Audit paras in SCERT and DIETs
25. Reviewing the Court Cases in SCERT and DIETs
26. NAS /SLAS/SEAS and Assessment cell related works.
27. RTI Act, RTE Act 2009 and Disaster Management related activities.
28. Integrated Child Development Schemes (ICDS) Training.
29. Blended Training to Educationally Backward Block – State Planning Commission.

Joint Director (Training)

1. Imparting all trainings based on the needs of the teachers.
2. In-service Training Content and pedagogy Training to all teachers.
3. Induction Training to teachers
4. Refresher training on new Textbooks for classes I to XII after revision of text books.
5. Training on developing Scientific Attitude.
6. Training on Assessment techniques.
7. Geographical skill development Training and Archaeological Training.
8. Training on new approaches for Teaching of Tamil
9. Training on Information and Communication Technology (ICT)
10. Skill development Training for Physical Education Teachers.
11. Refresher Training to Drawing, Crafts and Music Teachers
12. Capacity Building Training to all officials (CEOs, DEOs and BEOs including HMs).
13. Training on HMs on School quality improvement.

14. Capacity Building Training to DIET faculty and BRTEs.
15. Ennum Ezhuthum Training.
16. Pre-school Teachers Training.
17. CRC Training and Training of Trainers (TOT) Training.
18. Teacher Professional Development Training.
19. Refresher Training on Innovations.
20. Lab Assistant Training.
21. Training announced by State Government for Teachers and Administrators.
22. Organizing general training such as Adolescence Education, Health and well being, safety and security, child rights and protection, etc.
23. Coordination with Samagra Shiksha.
24. Implementation of National Population Education Programme activities in collaboration with NCERT.
25. Documentation of all Training.
26. EMIS Activities – Data on Trained Teachers particulars.

Joint Director (Curriculum and Syllabus)

1. Curriculum Framework, Syllabus, Textbook development for classes 1 to 12.
2. Preparation of Teachers' Hand Books (THB) for classes 1 to 12.
3. Preparation of Training Module for all Training Programmes organised by SCERT.
4. Development of Curriculum, Syllabus and Textbooks for Diploma in Elementary Education.
5. Curriculum, Syllabus and Textbooks development for Physical Education.
6. Approval of curriculum and syllabus for Differently abled.
7. Development of Students Work Book (SWB).
8. Development of Text book for Vocational Education for classes 9 to 12.

9. Preparation of Curriculum, Syllabus and Text book development for Pre-school Education.
10. Development of Evaluation framework.
11. Module preparation for General topics.
12. Preparation of Experts list and updation every year in coordination with Higher Education Department/other Department.
13. Works related to Grant of Equivalency of Other State and International Education Syllabi.
14. Court cases related to textbooks.

Joint Director (Special Schemes)

1. State Resource Centre related works.
2. Spoken English skill, Language Lab and Dictionary related works.
3. Research related activities.
4. Activities related to usage of High tech lab, Smart board and Smart classes.
5. Health and Wellness Related Activities.
6. Child Rights and Protection.
7. Drug abuse awareness activities.
8. Development of Magazine for Teachers and Students.
9. Announcement made by Legislative Assembly.
10. NCERT, NIEPA, RIE (Mysuru), etc., related activities.
11. Teachers Award related works.
12. Higher Education and job opportunities, Career Guidance related works.
13. Kalvi Television related work.
14. Development of ICT - Materials.
15. Digital Content Development.
16. UNICEF/UNESCO – related activities.
17. Other works allotted by the Director.

ROLES OF DIVISIONS IN SCERT

1) Division of Curriculum Studies:

The Division of Curriculum Studies is primarily responsible for the revision of curriculum and syllabus, the development of textbooks and related materials, and implementation of the curriculum. Once the revised curriculum, syllabus, and textbooks are finalized, this division will prioritize orientation of education functionaries and building capacity among teachers on using the new materials. Following teacher capacity building, it will evaluate the appropriateness of the curriculum and materials as well as curriculum implementation to make necessary improvement and plan further capacity building programmes. Based on school visits and feedback received, the division will then develop supplementary learning materials for students and teacher support materials.

Curriculum studies focuses to:

- i) Develop curriculum, syllabus and textbooks based on the Curriculum Frameworks for all the stages (including pre-primary, elementary, secondary and higher secondary) of school education and across the subject areas.
- ii) Provide core subject matter-related assistance for material development and teacher training (pre-service and in-service) for all school education initiatives in the State including pre-primary, elementary, secondary and higher secondary education (including vocational stream).
- iii) Design and deliver all state-wide in-service teacher training programmes, in coordination with Directorate of School Education, Samagra Shiksha, DIETs, etc. Local need-based in-service teacher training can be planned and delivered by DIETs.
- iv) Constantly strive for pedagogical excellence by innovating, as well as adapting from national and international experiences, effective approaches for teacher education and school education.

- v) Provide support for effective mainstreaming of children with special needs and support inclusive pedagogies in schools through the Department of Inclusive Education.
- vi) Review and analyse of curriculum of various States and educationally advanced Countries worldwide and keep abreast of advancements related to curriculum and materials, including digital materials, regularly and periodically.
- vii) Plan and draft the budget for the entire process of curriculum and syllabus revision and development of text books and get the approval for the same from the government.
- viii) After the release of the textbooks, develop the teacher support materials like teacher handbooks involving textbook authors and experts for each subject and grade.
- ix) Ensure all stakeholders of school education department at the district level to attain curricular literacy.
- x) Collaborate with other divisions of the organisation for curricular development, modification and updation.

II) Division of Educational Survey, Research & Assessment

The Educational Survey, Research and Assessment Division in Teacher Education is the heart of educational excellence and innovation, focusing on the comprehensive development of learners and teachers. This division is dedicated to advancing the quality of education in the State through rigorous research, comprehensive surveys and effective assessments. The findings and suggestions of research would lead to policy decision of the Government.

- i) Lead and coordinate all national and state-level surveys on learning outcomes in the State (e.g. NAS, SLAS).
- ii) Conduct, co-ordinate and provide administrative and field support for all policy-research projects through activities such as research

instrument/survey design, training and supervision for field data collection, data cleaning, data analysis, etc.

- iii) Facilitate collaboration with local, national and international universities/institutions on educational research activities in the State.
- iv) Undertake capacity building activities, either directly or in collaboration with national/international agencies and universities, for on-going improvement in research skills of SCERT and DIET faculty.
- v) Organise seminars and roundtables to discuss the evolving state of evidence in various issues related to school education, especially in the context of the State.

Establishment of State Research Committee (SRC):

- vi) This Committee in the State Council of Educational Research and Training (SCERT) is pivotal in advancing educational practices through rigorous research and analysis. This Committee will be headed by the Deputy Director of the Research Division. This Head will be assisted by Senior Lecturers and Lecturers. They frame the yearly timetable for research activities at the beginning of each academic year and the detailed guidelines and procedures to implement research programmes. They shall publish the consolidated research documents every year.
- vii) Identify areas of research surveys, carryout relevant research studies, findings through workshops and publications.
- viii) Disseminate the research outcomes at the academic forum.

Assessment cell:

- ix) Assessment is a critical component of the teaching and learning process, providing valuable feedback on student progress and informing instructional decisions. The Assessment component of this Division focuses on designing fair and reliable assessment tools, analysing assessment data, and using assessment results to improve teaching and learning. Key responsibilities include:
 - a. *Assessment Literacy: Provide training and resources for teachers to enhance their assessment literacy.*
 - b. *Develop and standardize assessment tools.*

c. Conduct assessment, analyse and interpret the data to identify the patterns, trends and areas of improvement in Learning and Instructions.

- x) Conduct status and need based surveys to strengthen the quality of education.
- xi) Provide necessary data for trainings and other academic works.
- xii) Develop quality indicators for Performance Assessment.
- xiii) Collect and communicate all information from MoE regarding survey, Research and Assessment to DIETs.
- xiv) Provide training and technical assistance to staff members on data management systems, survey software, assessment platforms, and data visualization tools.

III) Division of Teacher Education

The Division of Teacher Education aims to build high quality Pre-Service Teacher Education (PSTE), facilitate In-Service Teacher Education (ISTE) and provide professional development and capacity building opportunities to aid continuous learning throughout the professional journey of important stakeholders such as Headmasters/Headmistress (HMs), teacher educators and education functionaries.

- i) Lead curriculum development for Pre-Service Teacher Education courses at the elementary stage in the state focussing on pedagogical aspects. Provide core subject-related assistance for material development and academic support to DIET faculty for Foundation courses of Pre-Service Teacher Education - philosophy, sociology, psychology.
- ii) Develop and coordinate the implementation of the annual work plan for all in-service teacher trainings in the State in collaboration with Directorate of School Education, Samagra Shiksha, DIETs, etc.
- iii) Determine training needs of Heads of the Schools and other Education Administrators across the state and prepare relevant content (in

collaboration with DIETs) and facilitate trainings through national and international partner institutions.

- iv) In consultation with Directorate of School Education and DIETs, determine training needs and support content creation and training for all stakeholders involved in school management, including cluster and block officers, teacher development coordinators in schools, School Management Committees, etc.
- v) Roll out and monitor all national programmes related to comprehensive school management and evaluation.
- vi) Carry out action-research/projects in the field of school leadership, middle management education and school system management.
- vii) Ensure continuous monitoring and evaluation of School Leadership training programmes.
- viii) Maintain the data base of training resources.
- ix) Conduct training need analysis and prioritize the training needs.
- x) Develop training resource materials in collaboration with other Divisions.
- xi) Conduct training to all stakeholders.
- xii) Organise induction training programmes for new entrants.
- xiii) Obtain feedback on Training.

IV) Division of ICT

The Division of ICT aims to encourage and promote technological skill among the teachers. Accordingly techno-based activities will be designed by SCERT in association with appropriate agencies. Repository of digital resources is to be maintained. All these initiatives will pave the way to align with the latest trends in technology.

- i) Determine training needs for computer/ICT education and support content creation and training for all stakeholders involved in school system and Teacher Education Institutions (TEIs) (e.g. Teachers, Heads of School, Teacher Educators, BRCs, CRCs.)
- ii) Assist in creating a variety of technological aids and digital learning resources to aid the teaching-learning process of different subjects for teachers and students-through web, as well as mobile platforms.
- iii) Constantly innovate and adapt global and national innovations in digital learning as relevant for the needs of the State, working in collaboration with other faculty from Division of Curriculum Studies.
- iv) Carry out action-research/projects of ICT innovations with a particular emphasis on determining, the impact of new ICT interventions on quality of students' learning-outcomes or teacher-education outcomes.
- v) Maintain SCERTs website.
- vi) Publish digital resources of research and innovations.
- vii) Produce digital learning materials.
- viii) Produce online Assessment Tool.
- ix) Create a data base of e-resource group.
- x) Organise ICT Training for various stakeholders of Education.
- xi) Extend technological support to other divisions of the organization.

V) Division of Programme and Monitoring

This Division is created with the purpose of coordinating the process of programme formulation, monitoring, evaluation and submitting periodic reports. It has the responsibility of designing pertinent strategies of the programme evaluation and issue proper guidelines to the DIETs for the implementation and monitoring. To achieve its objectives, it should undertake the following activities.

- i) Responsible for coordinating with the divisions and departments of the SCERT and also with all the concerned state and national-level agencies in designing and implementing various programmes.

- ii) Preparation of Annual work plan of the SCERT in coordination with all the divisions and departments of SCERT, Samagra Shiksha and DIETs.
- iii) Building capacity of the faculty members and providing continuous support on programme planning and implementation aspects.
- iv) Monitoring all kinds of Assessments in collaboration with Division of Educational Survey, Research and Assessment.
- v) Responsible for monitoring of all the programmes conducted by the SCERT.
- vi) Carryout feedback analysis for implementing appropriate remedial measures.
- vii) Suggest constructive feedback for further improvement.
- viii) Monitor the effectiveness of programmes and training at the beneficiary level and suggesting areas of concern to Division of Survey, Research and Assessment to conduct impact study.
- ix) Provide state-of-the-art library services including reading/discussion room facility to faculty and staff at SCERT. Apart from a well-stocked book collection, the library shall have an exhaustive set of national and international journals in the field of education research and teacher education (physical and internet access), and access to a wide variety of e-learning resources.
- x) SCERT's library will also support the needs of faculty from all DIETs, as well as all teachers in the State to act as a true state-level resource centre.
- xi) The documentation centre will house relevant publications from Central and State Governments, such as census reports, statistical surveys, economic surveys, state educational policies, five-year plans, research studies by faculty and staff published by NCERT, NIEPA, SCERT and DIETs.
- xii) Develop and maintain Electronic Records Management System, used by all librarians at SCERT as well as DIETs. This database shall be linked to external database (e.g. DELNET - Developing Library

Network) to promote sharing of resources at national and international level.

xiii) Document all programmes implemented by SCERT.

xiv) Set performance indicators for various functionaries.

xv) Provide Extension and Resource support to DIETs to conduct Experimentation, Innovation in school education. Rewards and certificates shall be given to teachers for their commitment and industry and to celebrate their unique contribution in the State by acknowledging their classroom innovations and experiments.

&*&

Roles and Functions of DIETs

District Institutes of Education and Training (DIETs) are the district level academic units of SCERT for ensuring and sustaining quality of school education. These DIETs are responsible for developing professional skills of teachers and provide them handholding for adopting appropriate pedagogy, based on prescribed curriculum, syllabus and textbooks. DIETs have the additional responsibility of encouraging the teachers to move beyond the textbooks and promote the learning of students based on the learning outcomes. The DIETs are to take the lead role in empowering the teachers to adopt appropriate assessment techniques and tools for reviewing the learning of students and adopt remedial activities based on the continuous and comprehensive evaluation.

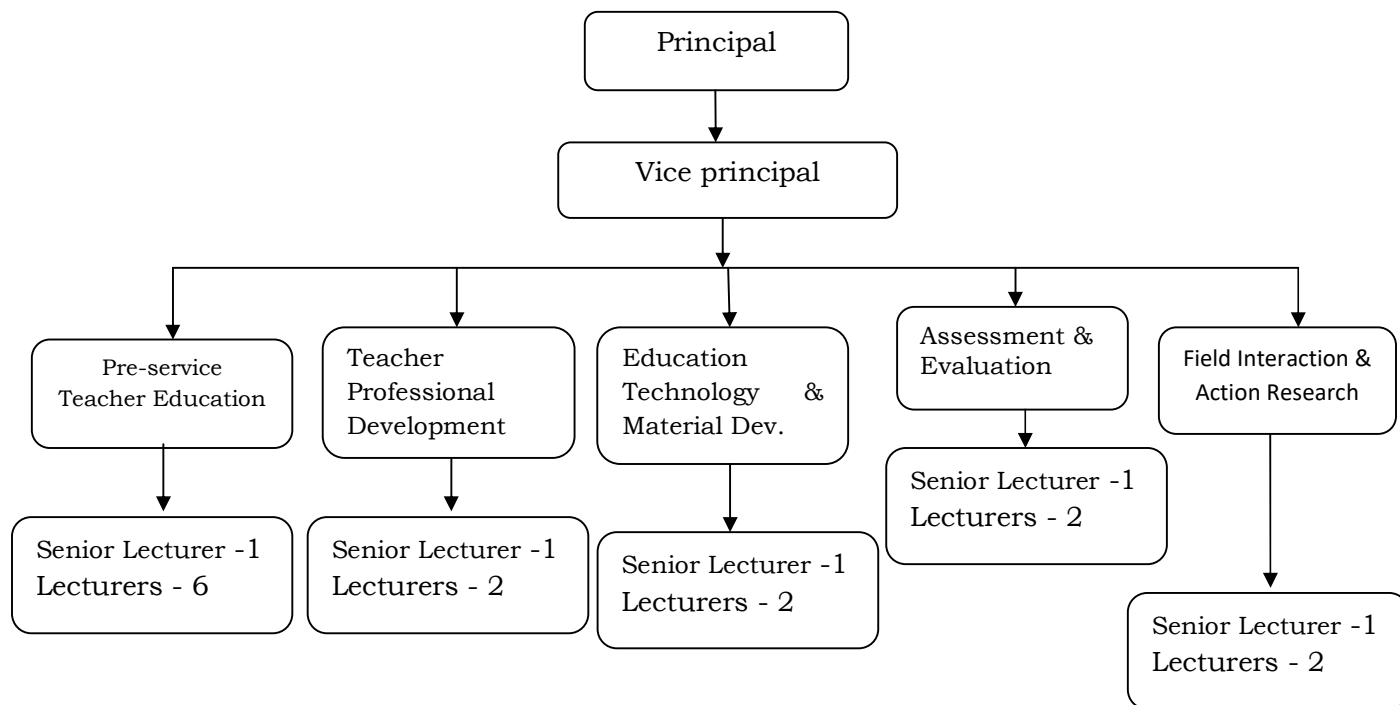
In Tamil Nadu, 32 DIETs are functioning under SCERT to ensure the quality of schools in 38 districts. Among them, 12 DIETs (Model I) are conducting pre-service programme (Diploma in Elementary Education – D.El.Ed.) in addition to carrying out all the training and other quality improvement programmes in the district. The remaining 20 DIETs (Model II) do not have pre-service but they are organising training and other quality improvement programmes in the district. Based on the above activities, DIETs have been categorised as Model I and Model II DIETs.

Based on the G.O.(Ms.)No.92, School Education (ERT) Department, dated.09.05.2018, after Restructuring, the approved posts in District Institutes of Education and Training (DIETs) with Pre-service are shown below.

Model – 1 DIETs staff pattern

Sl.No.	Designation	Number of Faculty Per DIET	Total Number of Faculty
1.	Principal	1	12
2.	Vice-principal	1	12
3.	Senior Lecturer	5	60
4.	Lecturer	14	168
5.	Librarian	1	12
	TOTAL	22	264

Organogram of DIETs with Pre-service (Model I)



Structure of DIETs with Pre-service Teacher Education

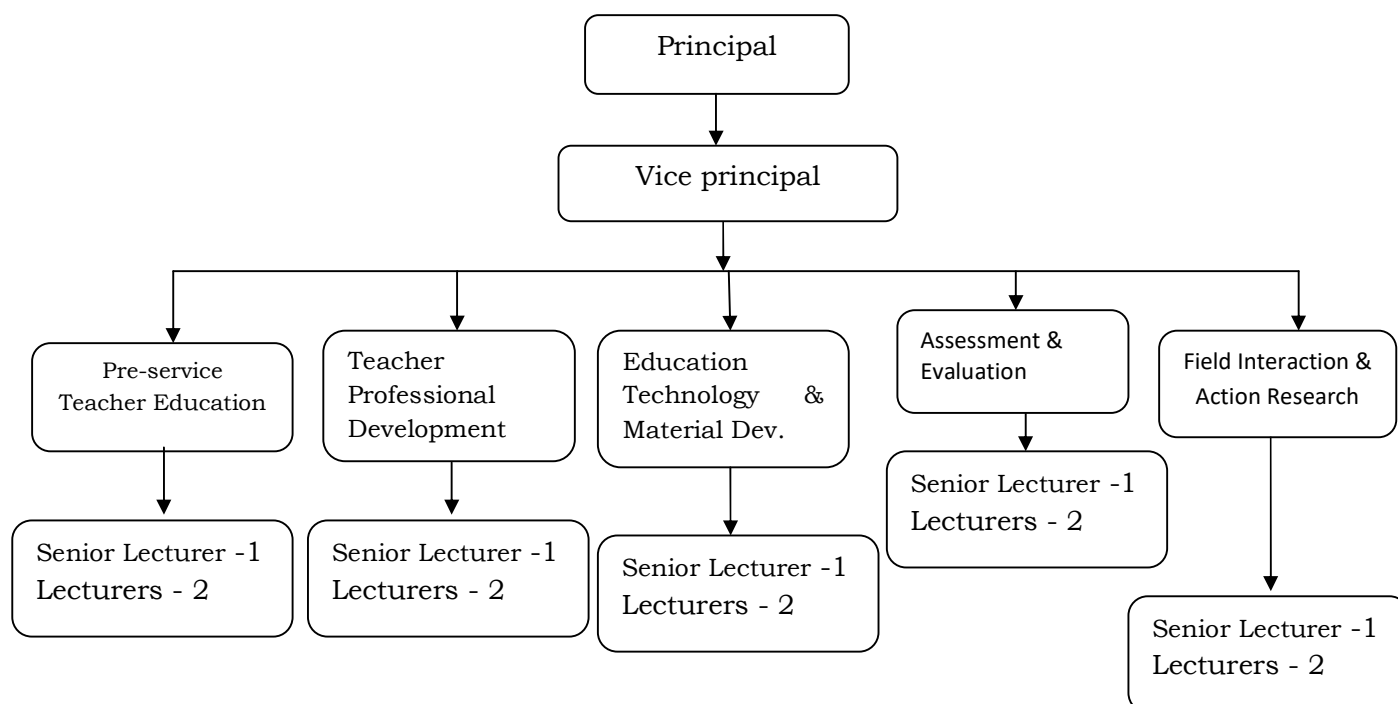
S.No.	Designation	Name of the Department	Total No. of Faculty	Details
1	Principal	DIET	1	Principal (Deputy Director)
2	Vice-principal	DIET	1	Vice-Principal (Senior Lecturer/ DEO Cadre)
3	Department - I	Pre-service Teacher Education	7	Head – Senior Lecturer 1 Faculty – 1. Lecturer – Tamil 2. Lecturer – English 3. Lecturer – Maths 4. Lecturer – Physics 5. Lecturer – History 6. Lecturer – PET
4	Department - II	Teacher Professional Development	3	Head – Senior Lecturer 1 Faculty – 1. Lecturer – Tamil 2. Lecturer – Botany
5	Department - III	Education Technology & Material Development	3	Head – Senior Lecturer 1 Faculty – 1. Lecturer – Physics 2. Lecturer – Chemistry
5	Department - IV	Assessment & Evaluation	3	Head – Senior Lecturer 1 Faculty – 1. Lecturer – English 2. Lecturer – Maths
6	Department - V	Field Interaction & Action Research	4	Head – Senior Lecturer 1 Faculty – 1. Lecturer – Geography 2. Lecturer – Zoology 3. Librarian

Based on the G.O.(Ms.)No.92, School Education (ERT) Department, sated.09.05.2018 G.O.(Ms.)No.175, School Education (ERT) Department, dated.09.10.2023, after Restructuring, the approved posts in District Institutes of Education and Training (DIETs) without Pre-service Teacher Education are shown below.

Model – II DIETs staff pattern

Sl.No.	Designation	Number of Faculty Per DIET	Total Number of Faculty
1.	Principal	1	20
2.	Vice principal	1	20
3.	Senior Lecturer	5	100
4.	Lecturer	10	200
5.	Librarian	1	20
	TOTAL	18	360

Organogram of DIETs without Pre-service (Model II)



Structure of DIETs without Pre-service

S.No.	Designation	Name of the Department	Total No. of Faculty	Details
1	Principal	DIET	1	Principal (Deputy Director)
2	Vice-principal	DIET	1	Vice-Principal (Senior Lecturer/ DEO Cadre)
3	Department - I	Pre-service Teacher Education	3	Head – Senior Lecturer 1 Faculty – 1. Lecturer – Physics 2. Lecturer – History
4	Department - II	Teacher Professional Development	3	Head – Senior Lecturer 1 Faculty – 1. Lecturer – Tamil 2. Lecturer – Botony
5	Department - III	Education Technology & Material Development	3	Head – Senior Lecturer 1 Faculty – 1. Lecturer – Physics 2. Lecturer – Chemistry
5	Department - IV	Assessment & Evaluation	3	Head – Senior Lecturer 1 Faculty – 1. Lecturer – English 2. Lecturer – Maths
6	Department - V	Field Interaction & Action Research	4	Head – Senior Lecturer 1 Faculty – 1. Lecturer – Zoology 2. Lecturer – Geography 3. Librarian

ROLES OF PRINCIPAL:

Being the district academic head, the Principal has the following roles to perform:

1. Execute the activities of the 5 divisions of SCERT at the district level.
2. Manage Human, Material and Financial resources at the district level.
3. Plan and execute the District Level Programmes by assigning duties to department heads.
4. Distribute staff to the Departments of DIET, based on the guidelines.
5. Involve all the faculty members for training and other major activities in the DIET.
6. Motivate the faculty members to carryout innovative practices, extension services, initiatives, innovations, collaborations, experiments need based programmes, development of training modules, news letters, journals, etc.
7. Initiate the annual budget preparation by involving all the staff members.
8. Execute the administrative works by allotting duties for the office staff.

9. Convene co-ordination meeting with BEOs, DEOs, CEOs and Samagra Shiksha for discussing educational issues in the district.
10. Outsource daily wages and consolidated pay workers on temporary basis by fixing the wage as per the District Gazette published by District Collector concerned.
11. Procure Books, Journals, Magazines, Newspapers, Electronic gadgets, Softwares, Equipment, etc., for the use of institute.
12. Form various committees at the DIET level for the effective functioning of the Institute.
13. Vehicle maintenance with log book entry.

THE ROLES AND REPOSIBILITIES OF VICE-PRINCIPAL:

Based on the G.O.(Ms.)No.92, School Education (ERT) Department, dated.09.05.2018 and G.O.(Ms.)No.176 dated.9.10.2023 issued in the context of restructuring of SCERT and DIETs, a post of Vice-principal is approved for the DIETs. Hence, it becomes mandatory to assign the roles and demark the responsibilities of Vice-principal.

The Vice-principal is expected to discharge the following duties and responsibilities with utmost care and dedication both in letter and in spirit.

1. Be Principal-in-charge in the absence of the Principal.
2. Assist Principal in all matters pertaining to academics.
3. Act as public relation officer and public information officer of the DIET.
4. Participate in the review meeting of Higher officials (State level & District level) along with Principal.
5. Look after the matters such as Court-cases, petitions received under RTI, CM cell grievances, Public grievances and maintaining Institute's log book.
6. Assist and plan all the trainings, workshops, research and extension activities in DIET.
7. Supervise various maintenance works carried out at DIET from time to time.
8. Scrutinize and finalise all the necessary communications before submitting to the Principal for approval.

Roles and Responsibilities of Departments in DIET:

Introduction:

As per the Ministry of Education (MoE) guidelines 5 departments are provided for each DIET. They are

1. Pre-Service Teacher Education
2. Teacher Professional Development
3. Education Technology and Material Development
4. Assessment & Evaluation
5. Field Interaction & Action Research

1. DEPARTMENT OF PRE-SERVICE TEACHER EDUCATION:

Teacher plays a pivotal role in the Education system. Providing Quality pre-service and in-service Teacher Education is essential to create holistic future generation. Department of Pre-Service Teacher Education caters the Prerequisite programmes for ensuring Quality Education in the District. This department would render the following services (or) activities.

- i) Conduct pre-service Teacher education Course in the district.
- ii) Execute admission process and approval of Students in stipulated time every academic year.
- iii) Prepare Calendar of activities and orient the trainees on Learner Centred pedagogical processes, multigrade Teaching, Self Learning methods, Activity based Learning and Class wise Learning outcomes, joyful Learning and Similar new strategies introduced by the Government from time to time.
- iv) Provide Training in Educational Psychology, educational management and classroom procedures to pre-service Trainees.
- v) Train the Prospective teachers in the approaches to address the needs of gifted children, Late Bloomers and Children with Special Needs (CWSN).
- vi) Render opportunities to the trainees to develop all round personality through various co-curricular and Extra-curricular activities.
- vii) Educate the trainees to prepare relevant Lesson plans, Notes of Lesson, Suitable Teaching Learning materials and Assessment Strategies including Continuous and comprehensive Evaluation (CCE).

- viii) Give Hands on Training on Lab-Equipments in Science Lab, Psychology, Lab ICT Labs and Language Labs.
- ix) Publish Student monthly magazines and Annual Reports pertaining to Pre-Service students.
- x) Provide academic support to the other TTIs running in the district such as GTTIs, BITEs, Government aided TTIs and Self-financed TTIs.
- xi) Sensitize the trainees in Scientific and Child centric approaches.
- xii) Conduct Internal Assessments to Pre-service in DIETs as well as in other TTIs in the Districts.
- xiii) Provide Feedback and suggestions for Restructuring the curriculum and Syllabus of Pre-service Course as and when required.
- xiv) Extend Faculty support to Teacher Development Programmes.
- xv) Monitor the Internship of Pre-service Trainees of all kinds of TTIs in District.

Implementation of In-Service Teacher Education

- a) This department will assist educational authorities in planning and coordination of in-service education programmes at all levels in the district.
- b) It will draft annual training calendars and schedules for their respective institutes during April, aligning them with the SCERT's annual calendar. These schedules will be published on the institute's website and communicated to all teachers across all levels. Adherence to the training calendar is mandatory and will be strictly enforced.
- c) It will be involved in registration work (which can be online), organizing logistics and resources, preparation of training design, active role in the development of training material viz., modules, handouts, training packages, kit manuals, and resource materials among the trainees for better understanding of the content of the programmes and involvement of experts.
- d) Monitor and guide BRCs and CRCs to execute in-service training. Interdepartmental and inter-institutional planning for the training programmes will be done.

- e) Appropriate Resource Persons for training programmes will be selected based on their expertise in the specific area and contemporary training methodologies with a participatory, interactive, and responsive approach, aimed at stimulating critical thinking by posing questions rather than simply offering pre-packaged solutions.
- f) Programs will prioritize providing hands-on experiences to participants, ensuring ample opportunities for active engagement. Key capacities such as activity-based teaching, managing large classes, multi-grade teaching, team teaching, and fostering cooperative and collaborative learning will be emphasized.
- g) Modalities such as participatory lectures, projects, group work, among others, will be employed as transactional methods to effectively achieve program objectives.
- h) organize induction programmes for newly appointed teachers and HMs, as well as education functionaries at the block and cluster levels. Besides inducting them into service rules and regulations, these induction programmes will prepare them for their academic role. It will be organized for newly recruited faculty of teacher education institutes also.

2. DEPARTMENT OF TEACHER PROFESSIONAL DEVELOPMENT:

Teacher Professional Development involves a continuous process of reflection, learning and action to further teacher's knowledge and skills, leading to enhanced teaching practices that positively impact on students' learning. "Professional Development of teachers is not an event, rather it is a continuous process". Teacher Professional Development aims to improve teachers and their practice by adopting a holistic approach to developing the teacher as a professional practitioner.

The broad aims of Teacher Professional Development programmes for teachers are to:

- i) Explore , Reflect on and Develop one's own practices.
- ii) Deepen one's knowledge and update oneself about ones academic discipline or other areas of school curriculum.
- iii) Research and Reflect on learners and their education.

- iv) Understand and update oneself on educational and social issues.
- v) Provides teacher training on new strategies, techniques, resources, latest knowledge and skills, new technologies, teaching methodologies for improving teaching practice and enhancing student outcomes.
- vi) Organise workshops, seminars, short-term focused sessions, conferences, face to face trainings, online trainings, Webinars, Mentoring and coaching, virtual and hybrid workshops, AI Powered personalized learning etc., to teachers for equipping themselves.

Developing Master Trainers for Teacher Professional Development:

Master trainers play a pivotal role in disseminating knowledge and skills within educational systems. They are responsible for training and mentoring other educators, ensuring consistent delivery of quality instruction in the following ways:

- Content expertise with strong pedagogical skills
- Effective communication with leadership qualities.
- Openness to learning: A willingness to continuously learn and adapt is crucial.

Teacher Professional Development in Content and Pedagogy:

Training teacher trainers in content and pedagogy involves equipping them with the knowledge, skills, and strategies to effectively impart subject matter knowledge to teachers. This is crucial for ensuring that teachers are well-prepared to deliver high-quality instruction to their students. The Core Content areas are:

- a) Subject-Specific Knowledge: Deep understanding of the subject matter and
- b) Ability to break down complex concepts into simpler.
- c) Pedagogical Content Knowledge (PCK): Understanding of how to teach specific content effectively.
- d) Instructional Strategies: Direct instruction, Inquiry – Based Learning, co-operative learning and Problem – Based Learning
- e) Assessment and Evaluation: Developing formative and summative assessments.
- f) Differentiated Instruction: Adapting instruction to meet the diverse needs of learners. Using a variety of instructional strategies to engage all students.
- g) Technology Integration: Using technology tools to enhance teaching and learning.

Teacher Professional Development for Elementary and Secondary Teachers:

In-service teacher training is essential for the ongoing professional development of elementary teachers. It provides opportunities to update their knowledge and skills, improve their teaching practices, and stay abreast of educational trends.

The Key Areas of Focus for Teacher Professional Development to Elementary and Secondary teachers are:

- Pedagogical Skills & Effective Teaching Strategies
- Differentiated Instruction
- Assessment and Evaluation
- Classroom Management
- Technology Integration
- Digital Literacy and Online learning
- Special Education and Inclusion
- Social-Emotional Learning, etc.,

Planning and Management in Teacher Professional Development :

In-service teacher training is a crucial aspect of professional development, ensuring that educators stay updated with the latest pedagogical strategies, curriculum developments, and technological advancements.

The Key Steps in Planning and Management for Teacher Professional Development are:

- (a) Need Assessment
- (b) Identify Gaps: Conduct surveys, interviews, or focus group discussions to identify the specific training needs of teachers.
- (c) Content Selection: Choose relevant topics based on the identified needs and the overall goals of the training.
- (d) Delivery Methods: Decide on the most appropriate delivery methods, such as face-to-face workshops, online courses, or blended learning.
- (e) Materials Development: Create high-quality training materials, including handouts, presentations, and online resources.
- (f) Engaging Activities: Use a variety of teaching methods to keep participants engaged, such as lectures, discussions, group work, hands-on activities, field trips and industrial visits.
- (g) Evaluation and Feedback.
- (h) Pre- and Post-Training Assessments: Measure participants' knowledge and skills before and after the training.

- (i) Feedback Forms: Collect feedback from participants to identify areas for improvement.
- (j) Follow-up: Monitor the implementation of new skills and knowledge in the classroom.

3. DEPARTMENT OF EDUCATION TECHNOLOGY AND MATERIAL DEVELOPMENT:

The Department of Education Technology and Material Development aims to encourage and promote technological skill among the teachers in the district. Digital materials provided by SCERT will be disseminate in the district. The best performing teachers video contents are identified and sent to SCERT to keep in the digital library.

- i) Organise technology based training for all stakeholders involved in school system and TEIs (e.g. Teachers, Heads of School, Teacher Educators, BRCs, CRCs.)
- ii) Assist in creating a variety of technological aids and digital learning resources to aid the teaching-learning process of different subjects for teachers and students-through web, as well as mobile platforms.
- iii) Constantly innovate and adapt global and national innovations in digital learning as relevant for the needs of the State, working in collaboration with other faculty from Division of Curriculum Studies.
- iv) Carry out action-research/projects of ICT innovations with a particular emphasis on determining, the impact of new ICT interventions on quality of students' learning-outcomes or teacher-education outcomes.
- v) Maintain DIET's website.
- vi) Produce digital learning materials.
- vii) Conduct online or offline Assessment in the district.
- viii) Create a data base of e-resource group in the district.
- ix) Extend technological support to other department of the DIET.

4. DEPARTMENT OF ASSESSMENT AND EVALUATION:

The Assessment and Evaluation Department in DIET is focusing on assessment of the comprehensive development of learners and teachers. This department is dedicated to advancing the quality of education in the district through assessments. The findings of assessment would lead to change the pedagogical process in the classroom.

- i) The academic personnel in this department at the DIET level shall maintain a close rapport with SCERT for assessment.
- ii) The qualitative analysis of the answer scripts and question papers for board examinations (X, XI and XII) at the district level.
- iii) Explore, implement, and evaluate the use of educational technologies and digital tools to enhance teaching effectiveness, student engagement, and learning outcomes.
- iv) Develop and implement assessment strategies to evaluate student learning outcomes, instructional effectiveness, and quality of PSTE and ISTE programmes.

5. DEPARTMENT OF FIELD INTERACTION AND ACTION RESEARCH:

The Major purpose of this department is to identify the problems for research in the districts, doing action research supervision and feeding into TPD, PSTE, etc.

To achieve its objectives, it should undertake the following activities.

- i) Formulate the district research committee (DRC) at the district level consisting of the Principal as the head and Vice principal, two experts from colleges of Education/ department of universities and the research coordinator, as the members of the DRC. The committee shall evaluate and approve the research proposals for Action research and for District-specific research projects.
- ii) Frame the yearly timetable for research activities at the beginning of each academic year and the detailed guidelines and procedures to implement research programmes.

- iii) Identify areas/problems for action research, surveys, carryout relevant research studies, and disseminate the findings through workshops and publications.
- iv) Feed the findings of the action research into other departments like TPD, and PSTE
- v) Publish the consolidated research documents every year.
- vi) Undertake yearly school-based projects so as to give attention to thrust areas of school education so as to gain valuable insights which can be utilized for pinpointing and framing training needs.
- vii) Monitor and supervise all programmes implemented by SCERT and gather relevant data that can be used for improving the In-service programmes.
- viii) Establish feedback mechanisms and analysis for evaluating the effectiveness and appropriateness of trainings so as to make changes if required. This can be based on the performance of the school students in various board examinations (X, XI and XII), NAS and SEAS.
- ix) Assort data from various stakeholders of school education so that SCERT can design and implement relevant trainings, workshops and refresher courses that need based and feasible.
- x) Collect data periodically to ascertain various aspects of Teachers Professional Development (TPD) and report them to government from time to time for policy input.

&*&

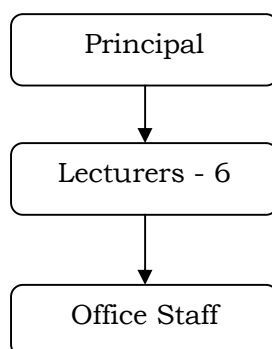
Roles and Functions of BITEs

Block Institutes of Teacher Education (BITEs) are the Block level academic units of SCERT for providing primary teacher education programme. There are six BITEs are functioning in the State. They situated in the following six districts. Cuddalore, Kanchipuram, Nagappattinam, Perambalur, Tiruvarur and Villupuram. These BITEs are responsible for developing professional skills of teacher trainees and provide them handholding for adopting appropriate pedagogy, based on prescribed curriculum, syllabus and textbooks.

BITEs – Strength (6 BITEs)

Sl.No.	Designation	Number of Faculty	Total Number of Faculty
1.	Principal	1	6
2.	Lecturers	6	36
Total			42

Organogram of BITEs



Detailed posts in BITEs

Sl.No.	Designation	Number of Faculty	Details
1.	Principal	1	Principal (Senior Lecturer cadre)
2.	Lecturers	6	1. Tamil – 1 2. English – 1 3. Maths -1 4. Science – 1 5. Social Science – 1 6. Physical Education - 1

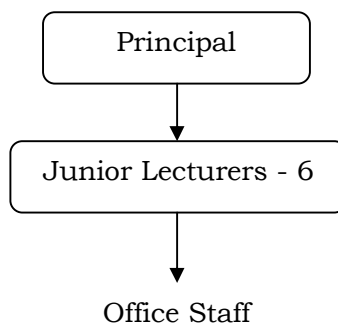
Roles and Functions of GTTIs

Government Teacher Training Institutes (GTTIs) are the Basic academic units of SCERT for providing primary teacher education programme. There are eight GTTIs are functioning in the State. They situated in the following eight districts. Chennai, Coimbatore, Karur, Ranipet, Salem, Thanjavur, Tirunelveli and Virudhunagar. These GTTIs are responsible for developing professional skills of teacher trainees and provide them handholding for adopting appropriate pedagogy, based on prescribed curriculum, syllabus and textbooks.

GTTIs – Strength (8 GTTIs)

Sl.No.	Designation	Number of Faculty	Total Number of Faculty
1.	Principal	1	8
2.	Junior Lecturers	8	63
Total			71

Organogram of GTTIs



Detailed posts in GTTIs (40 Strength)

Sl.No.	Designation	Number of Faculty	Details
1.	Principal	1	Principal (Lecturer cadre)
2.	Junior Lecturers	6	1. Tamil – 1 2. English – 1 3. Maths -1 4. Science – 1 5. Social Science – 1 6. Physical Education - 1

Detailed posts in GTTIs (80 Strength)

Sl.No.	Designation	Number of Faculty	Details
1.	Principal	1	Principal (Lecturer cadre)
2.	Junior Lecturers	11	1. Tamil – 1 2. English – 1 3. Maths -1 4. Science – 1 5. Social Science – 1 6. Physical Education – 1 7. Language – 1 8. English – 1 9. Maths Language – 1 10. Science Language – 1 11. Social Science Language - 1

Language : Urdu and Telegu

Annexure I
Training Calendar

S.No	Month	Activities	Experts / RPs/Target group
1.	April - May	Finalisation of Training Materials	Experts / Resource Persons
2.	June	State level Training District level Training	KRPS RPs
3.	July	State level Training, District and Block level Training Programmes	KRPs, RPs and Teachers
4.	August	Do	Do
5.	October	Do	Do
6.	November and December	Need Analysis For next academic year	Experts / DIET faculty
7.	December	Collection of Data and Analysis	Experts / DIET faculty
8.	January	Finalisation of List of Trainings	SCERT / Experts
9.	February - March	Development of Training Materials	Experts / Resource Persons

Annexure II

Training Need Analysis

The following steps have to be followed for the identification of Training needs of Teachers, Heads and administrators.

1. Block level discussion among the teachers in CRC will be used to identify the subjects, topics and areas for training to teachers.
2. District level meeting or conference may be organised to collect the training needs of teachers.
3. A questionnaire may be developed for identifying the Training Needs of various subject areas and general themes. This questionnaire has to be administered to teachers with the help of DIET faculty and BRTEs.
4. An observation schedule has to be developed for various subjects and general themes. This may be administrated by DIET faculty and BRTEs while visiting the school.
5. A Google form has to be developed for various standard, subjects and general themes. Teachers shall be asked to fill this form through online.

Annexure III

Programme Advisory Committee (PAC) for SCERT

SCERT has a Programme Advisory Committee (PAC) with representatives from the State Universities, the DIETs, the IASEs and CTEs, teachers, from national institutions and from NGOs and institutions with experience of supporting work in education at various levels. The committee shall meet at least once a year for drawing up the programme for the next year and review of the progress of work. The pool from which PAC members can be drawn is suggested as below:

Table- : PAC Structure

Sl. No	Category	Member	Designation
1 .	Secretary, School Education Department	1	Chairperson
2.	Director, SCERT	1	Member-Secretary
3.	State Project Director - SS	1	Member
4.	Director of School Education	1	Member
5.	Director of Elementary Education	1	Member
6.	Director of Matriculation Schools	1	Member
7.	Director of Government Examinations	1	Member
8.	Principals of DIETs	1	1 Member drawn by rotation
9.	Department Heads	2	2 Members drawn by rotation
10.	Head, Tamil Nadu Teacher Education University	1	Member
11.	Head, Institute of Advanced Studies in Education (IASE)	1	Member
12.	Head, College of Teacher Education (CTE)	1	1 Member drawn by rotation
14.	Academicians	1	1 Member nominated by Director
16.	NGO Representatives	1	1 Member nominated by Director
26.	Student Teachers (Teacher Trainees from TEIs)	1	Member
27.	Teacher Representatives	1	Member
28.	School Principals / HM	1	Member
29.	State Knowledge or Innovation Commission	1	Member
30.	Representatives from IITs/ITI/ environment	1	Member
	Total	20	

District Level Programme Advisory Committee (PAC) for DIETs

Sl. No	Details	Members	Designation
1.	District Collector	1	Chairperson
2.	Principal, DIET	1	Member-Secretary & Convener
3.	Chief Educational Officer	1	Member
4.	District Educational Officer (Secondary)	1	Member
5.	District Educational Officer (Elementary)	1	Member
6.	District Adi Dravidar Welfare and Tribal Welfare Officers	1	Member
7.	District Educational Officer (Private schools)	1	Member
8.	District Assistant Project Coordinator of SS	1	Member
9.	One senior faculty of DIET	1	Member
10.	School Headmasters (Each one from Higher Secondary School, High School, Middle School and Primary School)	4	Members selected by Principal
11.	One BRC Coordinator	1	Member
12.	One NGO working in the field of education	1	Member
	Total	15	

Research Committee – SCERT

S.No.	Details	Designation	No.
1.	Director	Chairperson	1
2.	Joint Director	Secretary	1
3.	Head, Division of Educational Research	Member	1
4.	Heads of all the Divisions of SCERT	Members	4
5.	Samagra Shiksha Academic Officer	Member	1
6.	Principals of DIETs (1 Member per 10 DIETs) nominated by Director, SCERT	Members	3
7.	Faculty from Universities, Colleges of Teacher Education and other colleges. (Nominated by Director, SCERT)	Members	2
Total			13

Research Committee – DIETs

S.No.	Details	Designation	No.
1.	Principal	Chairperson	1
2.	Vice-Principal	Secretary	1
3.	Head, Department of Educational Research	Member	1
4.	Heads of all the Department of DIETs	Members	4
5.	Samagra Shiksha District Academic Officer	Member	1
6.	Senior Lecturers of DIET nominated by Principal of DIET	Members	1
7.	Faculty from Universities, Colleges of Teacher Education and other colleges. (Nominated by Principal of DIET)	Members	1
Total			10

Pre-Service calendar for D.El.Ed

Sl.No.	MONTH	ACTIVITIES	I & II YEAR STUDENTS
1.	June	II year classes commences	II year
2.	July	Observation 10 days	II year
3.	July	I year classes commences	I year
4.	August	I year admission Approval	I year
5.	August	Observation 10 days	I year
6.	September	Tree plantation	II and I year
7.	September	Health awareness week (POCSO)	II and I year
8.	September	Field trip	II and I year
9.	September	Preparation for Teaching Practice	I year
10.	September	Medical Camp	II & I year
11.	October	Teaching Practice - 15 days	II year
12.	November	Teaching Practice - 15 days	I year
13.	November	Arts and crafts - 2 days	II and I year
14.	December	I Term exam	II & I year
15.	January	Teaching practice - 15 days	II year
16.	January	Cultural Programme	II and I year
17.	February	Teaching practice - 15 days	I year
18.	February	Digital content preparation	II and I year
19.	February	Science week - 5 days	II and I year
20.	March	Project work - 8 days	II and I year
21.	March	Annual and Sports day	II and I year
22.	May	II Term exam	II and I year
23.	May	Internal Exam	II and I year
24.	May	Model exam	II and I year
25.	June	Diploma exam	II and I year

School visit format – DIET Faculty

NAME OF THE SCHOOL: _____

NAME OF THE HEADMASTER:

CONTACT NO:

1. Observation of morning Prayer: (Note the Events Observed)

1. _____
2. _____
3. _____
4. _____

2. Physical Learning Environment/Basic Infrastructure requirements

- Drinking water facility
- Toilet facility
- Seating arrangement:
- Display of teaching-learning materials:
- Lighting and ventilation:
- Cleanliness and organization:
- Technology resources availability:

3. Classroom Observation

a) Lesson Structure

Teacher		Subject	
Class		Date & Time	
Roll		Present	

(If it's a co-education school mention the number of boys and girls separately)

b) Opening (First 5-10 minutes)

- How does the teacher start the class?
- Are objectives clearly stated?

- Connection to previous learning:

C) Main Lesson

- Teaching methods used: (*Lecture/Lecture cum demo/ICT based instruction/Hands on Experience.....*) _____
- Learning activities:
- Student engagement techniques:
- Use of TLM/resources:
- Learning outcomes explored during teaching learning activities:

d) Conclusion

- Summary/reflection activities:
- Assessment of learning:
- Assignment/homework given:

e) Teacher Performance

- Clarity of instructions:
- Voice modulation:
- Use of language:
- Non-verbal communication:
- Question techniques:
- Response to student answers:

f) Student Engagement

- Level of participation:
- Student behaviour:
- Student-teacher interaction:

g) Summary of classroom observation.

h) Additional Notes

i) Strengths Observed

- 1.
- 2.
- 3.

j) Areas suggested by the DIET faculty for improvement

- 1.
- 2.
- 3.

Observer's Name & Designation: _____

Signature: _____ Date: _____

Note:

- 1. Minimum four classes should be observed in a day.*
- 2. Any comments or suggestions may be given at the end of the period.*
- 3. Discussion with all teachers may be arranged at the end of school ours.*

&*&

**State Council of Educational Research and Training,
Chennai 600006**

**TEMPLATE -I
RESEARCH PROJECT PROPOSAL**

1. Title
2. Introduction
3. Need and significance of the study
4. Objectives of the study
5. Hypotheses
6. Review of related literature
7. Methodology
(It includes research design, Sampling method, Size of the sample, Research tools, Data collection and Data analysis)
8. Educational implications
9. References
10. Budget
(Time and cost budgets separately)

State Council of Educational Research and Training,

Chennai 600006

TEMPLATE -II

RESEARCH PROJECT REPORT

1. Declaration

2. Certificate

3. Acknowledgement

4. Index

(It includes contents, list of tables and list of figures)

I. INTRODUCTION

- Introduction
- Need and significance of the study
- Objectives of the study hypothesis
- Limitation of the study

II. REVIEW OF RELATED LITERATURE

- Introduction
- Studies related to international national and local
- Conclusion

III. METHODOLOGY

- Introduction
- Research design
- Sample
- Sampling method
- Size and distribution of the sample
- Research tools
- Description of the tools
- Scoring of the research tools

- Pilot study
- Standardization of the tool
- Validity and reliability
- Statistical techniques
- Conclusion

IV. ANALYSIS AND INTERPRETATION

- Introduction
- Analysis and interpretation
- Conclusion

V. FINDINGS AND CONCLUSION

- Introduction
- Major findings of the study
- Discussion of the study
- Recommendations
- Suggestions for further researches
- Conclusion

BIBLIOGRAPHY

APPENDICES

- Personal blank of the respondent's
- Research tools
- Intervention materials
- Photo gallery

**State Council of Educational Research and Training,
Chennai 600006**

**TEMPLATE -III
RESEARCH ABSTRACT**

(Template for Research Project in DIETs - Not more than two
pages – Font – Times Roman – Size 12)

Name of the DIET:

Name of the Principal Researcher:

Name/s of the Co-researchers:

1. Title of the Research Project:
2. Need for the Study
3. Objectives
4. Methodology
5. Sample
6. Tool
7. Statistical Technique Used
8. Findings and Implications
9. Recommendations
10. Conclusion

**State Council of Educational Research and Training,
Chennai 600006**

TEMPLATE-IV

ACTION RESEARCH PROPOSAL

1. Title
2. Introduction
3. Identification of the problem
4. Need and significance for the action research
5. Objectives of the Action research
6. Probable causes for the problem
7. Interventions
8. Hypotheses
9. Methodology
(It includes design sample research tools interventional strategies and statistical techniques used)
10. Budget
Time and cost budget separately

State Council of Educational Research and Training,

Chennai 600006

TEMPLATE-V

ACTION RESEARCH REPORT

I. Declarations

ii Certificate

iii. Acknowledgement

iv Index

1. Introduction

2. Identification of the problem

3. Need for action research

4. Statement of the problem

5. Objectives of the action research

6. Probable causes of the problem

7. Hypothesis

8. Interventions

9. Methodology

(It includes sample, research design, research tool, processes.
data collection, intervention and data analysis)

10. Analysis and interpretation

11. Findings

12. Conclusion

13. Bibliography

14. Research tool

15. Photos

State Council of Educational Research and Training,

Chennai 600006

TEMPLATE -VI

ACTION RESEARCH ABSTRACT-I

(Template for Action Research Project in DIETs - Not more than
two pages – Font – Times Roman – Size 12)

Name of the DIET:

Name of the Action Researcher:

1. Title of the Action Research:
2. Need for the Study
3. Objectives
4. Methodology
5. Sample
6. Tool
7. Statistical Technique Used
8. Findings and Implications
9. Recommendations
10. Conclusion

**State Council of Educational Research and Training,
Chennai 600006**

TEMPLATE-VII

TRAINING / ACTIVITIES DOCUMENT

1. Introduction
2. Training objectives
3. Target of audience / Participants
4. Training content
5. Training methodology
6. Training schedule
 - Time table
 - Day wise and session wise report with Photos
7. Evaluation and assessment
 - Feed back
 - Evaluation questions
8. Conclusion
9. Consolidated Training Programme Table

S.No	Name of the District/block	Venue	Co-Ordinator /Resource Person	Target	Present

10. Appendices
 - List of resource persons and Participants
 - Resources materials
 - Paper News

&*&