

DIET ROLES AND FUNCTIONS

- I. Prepare a list of agencies involved in the promotion of primary education in your district

Following are the agencies, which work in co-ordination with SSA during 2008-09 for UEE.

- 1) Mukta Trust Honnavar, Uttar Kannada
- 2) Asha Kiran Development Society, Chikkamagduru
- 3) Parisar & Sanskratik Jagrati Vahini "Ri" Shree Durga 2nd Cross Road, Sangameshwar Nagar, Sirsi. --
- 4) Sanskratik Jagrati Vahini "Ri" Shree Durga 2nd Cross Road, Sangameshwar Nagar, Sirsi.
- 5) Janapar Seva Sansthe "Ri" Mandihal, Dharwad-580007.
- 6) Karwar Rural Women & Children Development Society, Develmakki, Karwar
- 7) Jnyan Jyoti Associations, C.P. Centre, Sirsi (U.K)
- 8) Pragati Vanita Samaj (Ri) Hadav, Ankola, Uttara Kannada.
- 9) Navachaitanya Angavikalar Abhivruddhi Sansthe, Aanegundi Plat, Haliyal (U.K).
- 10) Siddaram Education Society, K.H.B. Coloni, Karwar.
- 11) Bandhavya Environment & Rural Development Society "Ri" BERDS Devanhalli, Sirsi.
- 12) Nischay(Ri) Samajik, Aarthik, Shaikshanik Sansthe, Janardhan Acharya, Yadalli, Ta: Sirsi
- 13) Arpana Seva Sansthe, Post Binaga, Karwar.
- 14) Malenadu & Grameen Abhivruddhi Sansthe (Ri) Sirsi.

**AREA 1.1 FUNCTIONS OF D.I.E.T.
Assignment No.1.**

**List of agencies involved in promoting Primary Education in
UTTARA KANNADA DISTRICT.:**

In Uttara Kannada district, “**Prajayatna Karnataka** ” is the main agency involved in promoting primary education with the help of community and SDMC in all talukas.

Taluka wise list of other agencies:

1) ANKOLA TALUK:

- a) Pragati vanita samaj, Hadav, Ankola.
- b) Guddagaadu janara vikasa sangha, Kuntakani, Ankola.
- c) Green India.
- d) Sahana rural development society

2) BHATKAL TALUK.:

- a) Janapara Seva Samsthe.

3) HALIYAL TALUK:

- a) Ashakiran
- b) Nava Chaitanya angavikalara Abhivraddi samste.(for physically challenging children.)
- c) Parisara & samskratika jagruthi vahini, Belgavi.(for girl education.)

4) HONNAVAR TALUK:

- a) Mukta Trust.
- b) St. Ignisious Health and education centre, Prabhatnagar, Honnavar.

5) JOIDA TALUK:

- a) Divya jyothi mahila mandal, Joida.
- b) Milan mahila mandal, Kumbarwada.
- c) Jai Santhoshimata mahila mandal, Joida.
- d) Stri Shakti sangha, Joida.
- (All the above agencies help in promoting Home-Based Education.)
- e) Ashakiran Development Society of Chickmagalur.

6) KARWAR TALUK:

- a) Siddarameshwar Education Society.
- b) Ashakiran.

c) Karwar rural women and children development society Devalmakki

7) KUMTA TALUK:

- a) Nishchaya Samajika arthika Kendra.
- b) Namma Shaale Yojane, Mirjan, Kumta.

8) MUNDGOD TALUK:

- a) Loyola Vikas Kendra
- b) Aparna seva samsthe.Binaga.
- c) Ashakiran.

9) SIDDAPUR TALUK:

- a) Jyana Jyothi Associations.

10) SIRSI TALUK:

- b) Akshara Foundation.
- c) Green India.
- d) Malenaadu & Gramabhivruddi Samsthe.

11) YELLAPUR TALUK:

- e) Vikas seva samsthe, Manchikeri.
- f) Bhandhavya Samsthe(Environment &Devt. Society, Sirsi)

ASSIGNMENT 2A) Interlink of all wings of DIET for qualitative purpose

DIET is a centre which provides educational services,resources and advice to elementary schools and adult education centers in the district level by

- a) Training and orientation.
- b) Academic and resource support .
- c) Research and experimentation. (Now mainly under REMS of SSA)

To carryout these functions smoothly,**all the wings must work in co-ordination** and consider DIET as one unit.

Table below shows how the wings can be interlinked.

Wing	Link to pre service training	Link to in-service training
IFIC	1Gives information about new innovations , schemes, methodologies and action research. 2. Encourage D.Ed. students to write articles	1.Conduct survey and identify training needs and trainer identified needs and prepare perspective plan and training module with the help of other Wings. Action Research. 2. By analysis of KSQA result , can

	for periodicals published by the Institution.	identify difficult area of the subject to the teachers and can give content enrichment training to those teachers.
ET	Training of use of Audio-Visual aids and computers to students.	1.Teleconference. 2.Training of use of Audio-Visual aids and computers to in-service teachers.
WE	Guide students to prepare low cost-no cost materials and various teaching aids.	1,Guide in service teachers to prepare low cost-no cost materials and various teaching aids. 2.To develop skill of SUPW.
DRU	1. Give information about AE/NFE.to students. 2. As a resource unit, gives list of all material and human resources in the district.	1.Consolidation of district literacy statistics.To provide AE/NFE related inputs to all programmes of the DIET. 2.Work as RP for AE/NFE in the district. 3.Help P&M and IFIC wings in planning and co-ordination of training programme for in-service teachers and AE/NFE personal throughout the district.
CMDE	Guide students about preparation of curriculum materials according to local needs and development & usage of evaluation tools. Review and analysis of text books in all subjects in primary education.	1.Take help of all wings to adopt existing items and develop new items to suit local circumstances in curricular units and to use techniques and guidelines for continuous and summative learner evaluation. 2. Conduct workshop for development of curriculae, teaching-learning materials, and evaluation tools.
P&M	Guide in annual planning.	1. Use resources and prepare annual plan.Select labarea for action research.. and field visit. 2. Collection of data base. Institutional planning. 3. Plan for implementation of schemes and programmes.
PSTE		1. Supply of science lab and other material resources for inservice training. 2. Resource persons.

Assignment no 2B

Contributions of each wing in identifying teachers needs.

One of the functions of DIET is Developing ,organising ,Managing and Supervision of Trainings.Before implementing the training, teacher needs are to be identified by all wings.

Below table shows how they can work together to identify teacher needs.

Sl.no	Teachers needs	wing
1	Content Enrichment	IFIC
2	Competency in teaching	IFIC
3	Resources	DRU
4	Methodology	PSTE
5	Evaluation tools	ET
6	Use of AV aids	ET
7	Preparation of teaching aids and extra curricular activities.	WE
8	Institutional plan & Academic Planning	P&M

Assignment no 3

Merits & Shortfalls of our institutions As compared to private institutions
Private institution visited: LOYOLA TEACHERA TRAINING Institute,
Mundgod.(Uttara kannada)

DIET – Merits & Short falls. Comparison with Loyola Teacher
Traning Institution Mundagod.

Loyola Teacher Training Institution Mundagod is a private institution established in 2004. When DIET Kumta is compared with this institution, the following merites and short falls are observed.

We find that DIET Kumta is well advanced academically compared to Loyola TTI.

Sl. No.	Facilities	Merits	Short falls
1	INFRASTRUC-TURE	Good Building with sufficient class rooms & place for play ground	1.Lack of psycholab. 2.No proper toilet facility in old building. 2. 3.No hostel facility for women.(students.) 3. 4.Limited staff quarters. 4. 5.Boys hostel is to be repaired. 5. 6.No mess.(All the above are the short falls when compared to Loyola TTI) 6.
2	Equipments	Well equipped library, computer lab, science lab & AV aids.	
3	ACADEMIC	1.Highly qualified staff and have undergone necessary trainings. 2.Institutional periodicals published every year. 3. Lecturer undertake Action research. 4. Workshops are conducted on preparation of teaching aids. 5. Lecturers use OHP , projector & other AV aids while teaching. 6.Guest lectures are conducted. 7.D.Ed. result is always with more than 80% distinction.	No teaching staff for Urdu medium.

IV. Read the following titles and reflect on incorporating the training design, the techniques in your training programmes.

Divya Swapna - by Geeju Bai Badekha-Published by National Book Trust,Bangalore.

“Divya Swapna” is translated to Kannada as “Hagaluganasu”. It is a book written by the author nearly 80 years back. We must appreciate

Experiments done by Geeju Bai Badekha. We have adopted these methodologies of teaching only few years back.

“Hagaluganasu” is a book which is to be read by all our teachers.

. He thought that traditional method was monotonous & thus he gave variety of learning experience to the children. He did not want the children to be passive listeners. He did not limit his teachings within the four walls of the class room. He gave lot of opportunities to children to exhibit their talents by adopting story method, dramatization, discussion, activity based teaching etc.

Below is the table showing how we can incorporate the Training design techniques in our training programmes

Sl no	Training Design	Techniques applied by Geejubai	Incorporating in our training programmes
1	Objectives of the training	His main objective was to teach the students without text books	Trainer should have the objectives in mind
2	Preparation of the module	Every night he used to sit for planning for the next day. He would write the main Sketch or programmes for the next day.	Prepare an action plan for the training programme & prepare the module.
3	Sequencing the content	He proceeded From simple to complex	Even in training programmes we have to start with simple.
4	Methodology	He started from story telling, Singing, playing the games, & dramatisation.	Instead of using only lecture method, other attractive methods like activity should be used during training
7	Necessary resources	Developed material resources for teaching	Decide on support materials, facilities & equipments & Collect all types of (material & Human) resources before hand.
8	Implementation & Monitoring	He used to implement his plan & monitor.	Implementation of the training programme

			according to the action plan .
10	Evaluation	Continuous & comprehensive Evaluation. No fear of exams.	Here also there will be continuous evaluation through out the training programme.

“ *Thaare Zameen Par*” – *Feeling about the film.*

It is a Film on a boy who is facing disorder of Dyslexia. The movie has lots of feelings and we learn a lot from it.

At home

Parents should spare time with children and try to know what are the problems faced by children.

Should not compare children. Every child has his own talent.

Both parents should discuss about the welfare of the child. Father/mother should not act as dictator.

At School:

Should not be forced discipline in the school.

Head of the Institution and the teachers should be aware of child psychology. (Should not abuse the child in front of others, Treat all students equally.)

- 1) Feeling of isolation – in boarding (hostel) Remembers mother & cries.
- 2) Father busy in his own work & is very strict. (So he becomes arrogant)
- 3) English Teacher can't understand his problem ex. When he says letters are dancing on the board.
- 4) Same way drawing sir beats him when he couldn't identify a dot on the board.
- 5) When he gets daily punishment & all boys laugh at him.

All the above are sad feelings faced by the boy Ishant.

Feel happy when his disease 'Dylaxia' is identified by his teacher (Ameer Khan) & how he helps the boy to overcome the problem.

Assignment By

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ASSIGNMENT 2 –(DIET ROLES AND FUNCTIONS)

COMPETENCIES

1)Two programmes conducted by DIET Kumta are

- a)Training in multi grade and multi level teaching(Nali-Kali)
- b)Training in preparation of Question Paper and Evaluation

a)Training in multi grade and multi level teaching(Nali-Kali)

This is the recent (during March, April, May 08) training conducted by State level (in Yellapur, Uttara Kannada) and at district level in all districts.

In DIET Kumta also Nali-Kali training is given to nearly 700 teachers of the district. The main philosophy of this training is to train teachers to use different teaching learning materials to develop competency in students and allow them to learn on their own pace. (So we find multigrade)

The competencies needed in a DIET faculty in implementation of Nali-Kali Training are:

1. Competency based teaching:

- Formation of learning experience.
- Formation of activity centered learning.
- Use different teaching learning materials
- Determining the value of pupil achievement.

2. Competency of preparing teaching aids:

- Identification of local materials
- Preparation of low cost materials.

3. Competency of designing training programme.

4. Competency of transaction.

- Child centered teaching.
- Multi-grade teaching.
- Activity based teaching.
- Joyful learning.
- Meeting needs of students under special circumstances.

Conduct of activities for children / designing programmes for different groups.

b) Training in preparation of Question Paper and Evaluation

The competencies needed in a DIET faculty in implementation of ABOVE Training are:

1. Competency of designing training programmes.

Identification of needs of training programme.

Preparation of training materials.

Organisation of follow-up activities after the training.

2. Competency of transaction.

Meeting needs of students under special circumstances.

3 Evaluation competency.

Preparation and use of Evaluation tools.

Preparation of Evaluation Blue-print.

Preparation of test items for achievement tests.

Conduct of evaluation.(Class room & schemes.)

Analysing the results of the evaluation.

Others.

Thorough **knowledge of all the contents in the text books** and knowledge of curriculum of the subject to prepare Question Paper.

Ability to **frame higher order thinking questions**, evaluation of **analytical skills** etc.

2) Are all these programmes conducted in your DIET in the last 2 years. Write your observations.

Most of the programmes in the list are conducted. But in the last two years, more stress is given on recent schemes and programmes of the dept.and training is conducted on them.

Ex: 1. Training on **School-Based Training** to retired high School teachers and B.ed.unemployees to guide teachers in schools on the difficulty area in the subjects.

2. **Home-based education** training for IERTs.

3. **SDMC** training.

4. **School Academic Plan(SAP)** training by SWOT Analysis for primary Head Teachers of schools whose KSQA result (2007-08) was below competency level.

Along with the above trainings, conducted **seminars, workshops** on developing 5th std. **Mathematics activity book**, various **research studies** and evaluation **studies,survey reports , institution magazines** etc.are published under REMS of SSA.

Assignment submitted by

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ASSIGNMENT 3 –(DIET ROLES AND FUNCTIONS)

LIKAGES –ACADEMIC.

I. Discuss with your colleagues and write how a BRC should act in co-ordination with DIET.

The programmes designed on primary Education at district level by DIEI are implemented at block level through BRC. So they have to work in co-ordination.

1. BRC carries out its academic programmes under the **guidance and supervision** of DIET.
2. BRC prepares **action plan** as per guidelines issued by DIET and other concerned officers about trainings to be provided.
3. **Submit the budget** required to carry out training programmes to the DIET.

4. It **implements training** at block level.
5. Send **report of progress** of academic activities and trainings to the DIET every month.
6. **Attend monthly meeting** held during first week of the month in DIET and discuss about progress of academic activities and trainings and get feedback.
7. **Analysis of KSQA result** at block level and to prepare Block Academic Plan (BAP).
8. **To prepare study materials** like work- books and curriculum materials according to local area.
9. Help in **AE/NFE field interaction**.
- 10 As **resource persons**.
- 11.To identify **teacher needs** in promoting quality Primary education.
- 12.To make DIET & BRC as **resource centers**. And creative corners.
13. In fulfilling the **aims of UEE**.
14. To conduct **action research**.
15. To organize the REMS programmes of SSA at Block level and District level with the help of DRAC and BRAC (Committees)
- 16.To carry out **evaluation study** of programmes and schemes of SSA and Dept. (Ex.Double-enrolment, Remedial Education (Kalika Andolana.)
17. Conduct workshops on TLM preparation, models of teaching, textbook analysis, training skills,

Thus we find that DIET and BRC should work in co-ordination to find out teachers needs and conduct trainings to them for quality education.

II. Assume that you are a co-ordinator of BRC . Write down how would you expect the guidance and support from DIET related with the functions of BRC.

BRC naturally needs guidance and support from DIET as it is district level Institution.

- 1 .Guidance to prepare consolidated action plan for in-service teachers training under SSA & DIET.
2. Monitoring, supervision and guidance during training.
3. Training in School Academic Plan.(SAP) ,Cluster Academic Plan (CAP) and Block Academic Plan (BAP).
4. Seek help and guidance to increase teacher empowerment and their professional growth by organizing programmes like seminars, debates,and to give **information about new trends and innovations in teaching-learning process.**

III.) How would you expect a CRP to discharge academic activities?

1. First of all he/she must **discharge UEE related duties.** (Universal access, enrolment, retention.and achievement)with the help of community and see that all children in the cluster are enrolled.
2. To **implement the programmes** designed at block level in cluster level.
3. To help and **guide teachers** to implement the programmes designed by SSA, DIET.and other considered officers with the help of CAEO.
4. To have **records of list of teachers trained in different areas** in the cluster.
5. See that all teachers participate in **monthly experience sharing meeting,** give opportunity for open discussion and guidance about academic progress and problems faced by teachers during teaching-learning process.
Prepare list of teachers training needs and to make report.
6. Consider School as a unit and help teachers to **prepare SAP** by stressing on academic, co-curricular ,sports, and cultural areas.Also see that these activities are conducted in Schools .

7. Visit at least 10 Schools in a month evaluate the progress of students on subjects taught and also on Part-B subjects and give suggestions to teachers about the improvement of students.

8. Conduct community mobilization trainings at cluster level.

9. To make CRC a resource centre with teacher's guide, books published by the Dept. and other reference books, CDs, teaching aids, circulars and notices of the Dept. and have record of list of teachers trained in different areas.

IV. What are the academic requisities you think essential for a CRP?

1. According to me, a CRP must be atleast B.Ed. graduate, so that he/she can guide teachers in difficult areas of the subjects (Esp. Maths, Science and English) .
2. CRP should have clear concept about school curriculum, text books, teachers guides, teaching-learning materials supplied to schools, various programmes and schemes of SSA and Dept. for UEE. and quality education and guide teachers in this regard.
3. CRP should be able to guide teachers in solving the problems faced by teachers during teaching-learning process.
4. Give demonstration lesson and also give demonstration on new type of teaching aids prepared by him.
5. Have knowledge of various tools of evaluation and evaluate the students during school visits.

V. Describe who are the persons best suited to work as CRP.

The persons best suited to work as CRP are:

1. Educational Qualification---- B.Ed.
2. Atleast 10 years of teaching experience in Higher primary school.

3. Young, Enthusiastic, energetic ,creative and interested in this profession.
4. Knowledge about **new trends and innovations in teaching-learning process along with the knowledge of present programmes and schemes of SSA and Dept. for UEE.and quality education**
- 5.Interested to carry out **research work and evaluation of programmes** of education.
- 6.Capable of **organizing** any academic activity like seminars, debates, workshops, field work ,meetings etc.at cluster level.
7. Work as **resource person.**
8. Knowledge of child psychology and also co-operative nature to work in co-ordination with CAEO, Head Teachers and teachers.
9. CRP should have **Competency** of preparing teaching aids by using local materials, competency of transaction, action research, evaluation, and using AV aids.

Assignment IV) LINKAGES –ADMINISTRATIVE:

1. Write down your experiences while carrying out CAC work.

From last 4 years I am assigned CAC work.(Admission process of DEd. Course.) in DIET.

While issuing and Collecting application forms, experiences are:

1. Found many candidates who scored well in PUC(Sc) and had aim to join medical course, apply for D.Ed. admission because of poverty.
2. Most of the candidates send the filled application forms through parents or others as they enter unwillingly to this course.(By the force of parents.

3. Along with CAC work, sometimes we have to work as guide and counsellor to the candidates when they want to seek our help for more information.
4. Feel that 15 Days duration to issue and collect admission forms is too long period, because starting one week we open the counter and sit simply to issue 20to 30 application forms.Last few days there will be too rush.

**2. Did you face any problem/difficulties in carrying out this work?
How did you overcome them?**

Problems are:

- 1.Few candidates do not read the Brochure completely and make mistakes while filling the form.
2. Sometimes candidates fold the OMR sheets.
3. Incomplete application forms.
4. Incomplete informations.
- 5.Incorrect informations are filled(Esp. PUC Regd.No.)

We scrutinise the forms in front of the candidates or parents who bring them and give suggestions for corrections.Some times if illiterate come, we only do the corrections.

The procedure of admission process is too long period . We receive lots of Phone calls from candidates asking about the display of selection list and final list.

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Assignment V) LIKAGES –NON GOVERNMENTAL ORGANISATIONS

The two Non Governmental Organisations concerned with orienting teachers are

1. Educational International.

It is a NGO of USA.

Educational International is the global voice of education workers. Educational International is the global union federation of organizations representing 30 million teachers and the other education workers, through 394 member organizations in 171 countries and territories.

In education field it helps in

- 1) Education for all.
- 2) Higher education
- 3) Status of Teachers
- 4) School leadership

2. Azim Premji Foundation of Karnataka

- a. Many number of teachers have got training in ICT through Azim Premji Foundation. This NGO has launched the Computer Aided Learning in most of the Govt. Schools.
- b. Teachers & students are benefited with many educational CD's provided by this foundation.
- c. Most of the schools are provided (even in rural areas) with computers.
- d. Wipro teachers programme has been conducted to empower teacher.

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