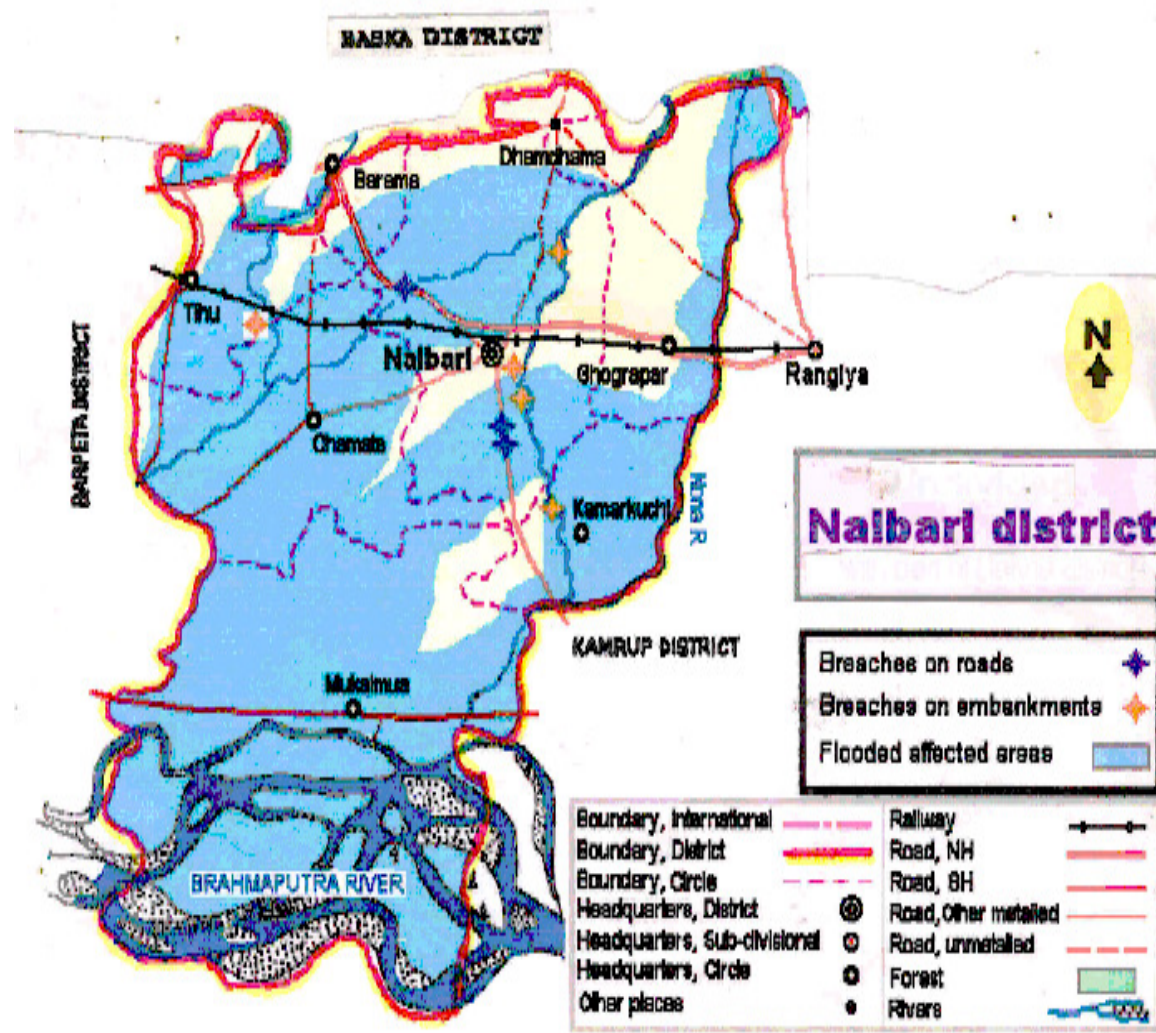


**AWP & B, 2014-15 OF DIET, NALBARI PREPARED ON THE BASIS OF
PERSPECTIVE PLAN (2012-17)**

**ANNUAL WORK PLAN,
2014 - 15
OF DIET, NALBARI.**

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**GOVERNMENT OF ASSAM
ELEMENTARY EDUCATION DEPARTMENT
DISPUR, GUWAHATI - 6**

ORDER BY THE GOVERNOR OF ASSAM

N O T I F I C A T I O N

No. PMA 332/2012/331

Dated Dispur, the 24th July, 2012

The Governor of Assam is pleased to constitute the Programme Advisory Committee (PAC) to advise, guide and review the institute's Plans, Programme and Activities of District Institute of Education and Training (DIET) in Nalbari with following members

Sl. No.	Name of the Member	Designation	Designation of PAC
1	Sri Lalit Ch. Gogoi	Deputy Commissioner, Nalbari	Chairman
2	Sri Phulendra Kalita	DEEC, Nalbari	Member
3	Sri Nagen Ch. Boro	District Project Coordinator, RMSA, Nalbari	Member
4	Sri Kuldip Mazumdar	Lecturer, DIET, Nalbari	Member
5	Sri Jiten Sarma	Lecturer, DIET, Nalbari	Member
6	Sri Niva Das	Social Welfare Department	Member
7	Sri Subodh Ch. Deka	Headmaster, Sandha ME School	Member
8	Sri Biren Barua	Headmaster, Bhadra L.P. School	Member
9	Sri Ajoy Mazumdar	CRCC, Under Pub Nalbari Education Block	Member
10	Dr. Krishna Chauda Goudo	Principal, MNC Balika Mahavidyalaya, Nalbari	Member
11	Dr. Mizo Prova Borah	Lecturer, SCERT, Assam	Member
12	Sri Mahendra Baishya	Secretary General, "Pancharaina" NGO	Member
13	Sri Gaima Deka	PSTE, Senior Student, DIET, Nalbari	Member
14	Sri Popi Malakar	PSTE, Junior Student, DIET, Nalbari	Member
15	Sri Munindra Barman	Principal i/c, DIET, Nalbari	Convener

The PAC would meet at least twice in a year for approval of Perspective Plan (2012-17) and Annual Work Plan and Budget (2012-13) of the institutes and monitor their functioning as per Guideline issued from the Ministry of Human Resource Development, Department of School Education and Literacy, Govt. of India in June, 2012. The PAC would ensure:

- District focus in programmes and activities relating to empowerment of Teacher Education
- Coordination among institutions
- Promoting innovation in the field of Education
- Ensuring that the States Education Plans are adequately reflected within the district plans
- Efficient use of resources and personnel to address education, quality and teacher education requirements of the District.

Sd/- (L. S. Changsan, IAS)
Commissioner & Secretary to the Govt. of Assam
Elementary Education Department
Dated, Dispur the 24th July, 2012

Memo No. PMA 332/2012/331-A

Copy for information to:

- The PPS to the Chief Minister, Assam for kind perusal of the hon'ble Chief Minister
- The PS to the Minister of Education, Assam for appraisal of the hon'ble Minister
- Dr. Amarjit Singh, Joint Secretary to the Govt. of India, MHRD, Department of School Education and Literacy, Shastri Bhavan, New Delhi - 110 115 with reference to DO No. F.43-10/2012-EE.9 dtd. 12-07-2012 and DO No. 44-2/2012-EE.9 dtd. 08-06-2012
- The Staff Officer to the Chief Secretary, Assam for appraisal of Chief Secretary
- The Mission Director, Aom Sarva Siksha Abhijan Mission, Kahilipara, Guwahati-19
- The Commissioner & Secretary to the Govt. of Assam, Education (Secondary & Higher) Department, Dispur, Guwahati-6
- The Commissioner & Secretary to the Govt. of Assam, Finance Department, Dispur, Guwahati-6
- The Executive Director, Aom Sarva Siksha Abhijan Mission, Kahilipara, Guwahati-19
- The Director, Secondary Education, Assam, Kahilipara, Guwahati-19
- The Director, Elementary Education, Assam, Kahilipara, Guwahati-19
- The Director, SCERT, Assam, Kahilipara, Guwahati-19
- The Financial Adviser of the Education Department, Dispur, Guwahati-6
- The Principal i/c, DIET, Nalbari

By order etc.,

(P. Lahon, ACS)
Deputy Secretary to the Govt. of Assam
Elementary Education Department

MINUTES OF THE PROGRAMME ADVISORY COMMITTEE (PAC)

Venue : Deputy Commissioner Office, Conference Hall Nalbari.

Date: 26-04-2013

Time : 11:00 a.m.

Under the chairmanship of Sri Dipak Kr. Handique, Additional Deputy Commissioner, Nalbari, Programme Advisory Committee (PAC) meeting was held for approval of AWP & B. 2013-14 of DIET, Nalbari of the above mentioned date and venue.

Mr. M. Barman, Principal, DIET, Nalbari explained the objectives of the Programme Advisory Committee (PAC) meeting for AWP & Budget of 2013-14.

After explaining the objectives of the Programme Advisory Committee (PAC), the honourable chairperson advised to explain in detail about the AWP & Budget for 2013-14.

Principal, DIET, Nalbari, explained the plan and its expenditure under different heads which was designed according to the central guideline. He also explained that the civil works of the plan which was designed by P.W.D. The estimate for civil works was prepared as per APWD schedule of rates for building (civil, sanitary & electrical works) for the year 2010-11.


Inspector of Schools of Nalbari district, Sri Nagen Baro, also spoke about the plan in brief and wanted to implement all the plans and activities if fund is granted. Secretary General of an N.G.O. offered valuable suggestion regarding AWP & Budget. Members of Programme Advisory Committee (PAC) and also lecturers of DIET, Nalbari took part on the discussion and explained the plans and activities and wished a tremendous changes in the educational scenario of the district if the plan is properly executed.

Other members of the Programme Advisory Committee (PAC) also gave valuable suggestion regarding the plan.

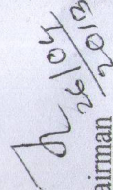
After threadbare discussion of the plan and budget the Programme Advisory Committee (PAC) approved the AWP & Budget for the year 2013-14 for DIET, Nalbari with consensus.

At the end of the meeting the Principal, DIET, Nalbari thanked all the members for their co-operation and suggestion.

The meeting ended with a vote of thanks from the chair.


Principal 26.04.2013
DIET, Nalbari

Principal
DIET Nalbari


Chairman 26/04/2013

Programme Advisory Committee (PAC)
DIET, Nalbari,

**Addl. Deputy Commissioner,
Nalbari**

The District (Nalbari) Scenario::

The Historical background of the Nalbari District is well known to the people all over the States. Nalbari it has developed into a multi-lingual settlement ideal for administration, educational and ecclesiastical expansion. In this brief paper , I have tried to identify firstly the process of urbanization that took place over the last hundred years, which gave the town a cosmopolitan outlook. Secondly, I have mapped out a brief sketch of the town of Nalbari, with various social groups whose languages play an important role in the lives of the town. Thirdly I have found that urban ethnic groups have their distinct settlements in different parts of the town, which adds to the mosaic of this social fabric. At the end of this paper reports on the ethnic and linguistic complexity of this town, which gives in a dist character. Urbanization refers to the movement of population that resides in urban areas, and the resulting increase in population from rural areas. Urbanization means the movement of people from village to town and the effect of this movement upon the migrants and their families and upon their fellowmen in the villages. Urbanization may be defined, as a process of concentration of non-agricultural occupations and land uses around a single nucleus or multiple nuclei.

The settlements thus, emerging create a distinctive physical and social environment different from the adjoining regions. It provides contrasts in terms of occupations, socio-economic value systems, way of life, degrees of social-economic awakening and level of social and economic interaction. The study of the processes of urbanization and urban growth thus, is primarily concerned with the recognition and analysis of the basis economic and sociological factors that are responsible for the physical growth of settlement to an urban centre. The dynamics of urbanization, however, is complex one. The natural increase of existing urban population add to total number of people on one hand and the people from adjoining regions tend to concrete to already crowded clusters , on the other hand, the concentration of population in such clusters is guided both by push factors in the adjoining regions and pull factors operating in the urban centers. Thus, urbanization refers to the movement of people from the rural areas leading to the process of change in values, attitudes and styles of those people, who migrate to cities and towns from villages.

Ethnic composition:

Nalbari is a district where different religious people mainly Hindus, Muslim, Christians, Jains and Animistic (tribal religion) . The different ethnic groups have been practicing their own religious activities peacefully . The concept of ethnicity helps in understanding the heterogeneity of population. If ethnic loyalties are acquired by birth, they are called primordial. Punekar thinks that ethnicity is “ the sense of people hood or we feeling shared by members of a group. It is in the town that we find various groups based on ethnicity.

Ethnic Settlements:

The population composition of Nalbari town is ethnically dominated by the Assamese , Bodo, Bengali, Nepali, Hindustani (people outside Assam). Linguistic uniformity brought greater harmony amongst the different ethnic groups who used to differ not only in their spoken languages, but also in their administrative organizations, customary laws, and social and societal institutions. Such harmony as is expected, has been at work positively in the growth of Nalbari despite the fact, that different group maintains their identities . Inter-ethnic relationship within the town generally appears to be harmonious not only in the economic field, but also in social context. Various ethnic groups are almost equally important as a business communities in matters of business dealings. Any such apprehension is further thwarted by the fact that social interaction between different ethnic groups with regard especially to marriage is very common.

INTRODUCTION:

Nalbari District is situated in between Kamrup and Barpeta District. For better administration, old Kamrup District has been divided into three Districts. Nalbari was declared a sub division of undivided Kamrup District in 1967. Rajendra Mohan Goswami, ACS was first Sub Divisional Officer in Nalbari. Nalbari Sub Division is formally declared as a District in 14th August, 1985. Shri V.K. Pipersenia, IAS, was first Deputy Commissioner in Nalbari.

A. GENERAL INFORMATION:

1. Geographical Location:

The Nalbari District is situated in between 26°N and 27° N latitude and 91° E and 97° E longitude . The northern side of the district is bounded by the Indo-Bhutan International boundary and the southern side by the mighty Brahmaputra. The Darrang and the Kamrup District falls in the east and the Barpeta District in the west.

2. Area and Administrative Division:

The Nalbari District stands covering an area of 999.90 sq.km. consisting of 1(one) Civil Sub-Division, 8 no.Revenue Circle, 8no. Community Development Blocks, 6no. Police Stations, 7no. Anchalik Panchayats and 65 no. Gaon Panchayats covering 471 villages

3. Physical features

The entire area of the District is situated at the plains of the Brahmaputra Valley. The tributaries of the Brahmaputra, Nona, Buradia, Pagaldia, Borolia and Tihu which are originated from the foothills of the Himalayan Range are wild in nature and have enormous contribution towards the agrarian economy of the district.

4. Soil

The Soil condition of District is a heterogeneous one. The Soil of the northern part of the district is clayey and loamy where as middle part is loamy and sandy. The Soil of the southern part of the district is composed of sandy soil.

5. Climate & Rainfall

The District has a sub-tropical climate with semi – dry hot summer and cold winter. During summer, generally during the months from May to August, heavy rainfall occurs for which the district experiences flood. The District experiences annual (average) rainfall and humidity @ 1500 mm and @ 80 % respectively.

B. POPULATION (As per Census of undivided Nalbari):

1. Population :

Accordingly to 2001 census, the populations of the District is 1138184. Again, according to size of population, the rank of the District stands at 10th (2001 census) as against 9th in 1991.

2. Child population:

As per 2001 Census, out of the total population of the district (1138184), 161616 are children belongs to the age group 0-6 years and accounts for 14.20% of the total population of the district. According to the size of children population, the rank of the district degraded to the 12th position among the 23 civil district of the State as against the 8th position in 1991 with 189113 children. Thus, the percentage trend in 2001 (-14.54) over the child population figure of 1991.

3. Density :

The District with 2.88% area of the State shelters about 4.27 % of the States total population as per 2001 census. The density per sq. km. In the District is 504 persons an against 340 persons per sq. km. For the whole State. The density per sq. km. In the district , as per 1991 census was 450 as against 286 persons for the State as a whole.

The density per sq. km. For urban area is calculated as 1977 an for rural area as 495 as per 2001 census as against 1689 and 443 persons in respect of rural areas and 1689 persons in urban areas.

4. Rural and Urban composition:

The district has a total of 1110706 rural and 27478 urban population as per 2001 census. Thus, nearly 97.59% of the total populations of the district live in villages. As per 1991 census, the figure of rural and urban populations of the district were 992915 and 23475 respectively. Thus, the percentage of decadal growth (1991-2001) of rural and urban population of the district are calculated as (+) 36.24 of the State as a whole.

In respect of child population (0-6) years age group), 98.19 % live in rural area and 1.81 in urban area as per 2001 census.

5. Population of SCs & STs :

The Scheduled Castes and Scheduled Tribes population details has not been published by the Census Authority till preparation of this report . However, as per 1991 census, the Scheduled Castes and Scheduled Tribe population of the Nalbari District was 89194 and 179641 respectively constitution of 8.78% and 17.67% of the total population of the District. The Scheduled Caste and Scheduled Tribe population together account for 26.45 % of the District's total population which was much higher than that of state figure of 20.23 %.

6. Literacy :

As per 2001 census, out of the total population (1138184).664886 persons are declared literate. In 1991, the figure of literate was 463162 and as such percentage of literates increased by 43.55 in 2001 over 1991.

The rate of total literacy of Nalbari District, according to 2001 census, is 68.08 as against 33.99 in 1991. Thus, the decadal (1991-2001) progress of literacy rate is calculated as (+) 12.09. The total literacy rate of the State as a whole (64.28 : 2001 census).

As per 2001 census, the rate of literacy in rural area of the district in rural area is 67.55 and in urban area is 88.61 as against 55.38 and 80.62 respectively in 1991.

7 No. of Occupied Residential Houses:

As per 1991 census, the rural areas of the District have a total of 160803 occupied residential houses with 160804 households. In respect of the urban area of the District, there are 4138 residential houses and 4138 households.

How to reach :

Road links to Nalbari is through National Highway 31 and Broadgauge Line. Nalbari town is 2 Km away from the National Highway 31. Nearest Railway Junction is Rangia. Nalbari Town is 60 Km away from Guwahati Bus Stand.

By Bus

1. From **Guwahati** : Avail any delux bus or auto to Adabari Public Bus Stand and from there take any Nalbari Bounded Bus and get down in Nalbari Town.

2. From **L.G.B. Airport, Borjhar Guwahati**: Avail a taxi to Adabari Bus Stand from there take any Nalbari Bounded Bus.

By Train

From Paltan Bazar Railway Station avail any Train and get down in Nalbari Railway Station. Major Trains are Kamrup Express (Starts at 7 am), Brahmaputra Mail(Starts at 12-30 am), Inter-city Bongaigaon Express (Starts at 5-15 pm) Chifung Mail (Starts at 3-15 pm) . Train takes maximum 2 hours to reach Nalbari.

Occupational Pattern :

The occupational distribution of the people in the district is not satisfactory. About 62.99% of the rural populations are cultivators and about 75.26 of the rural people depend on agriculture.

Out of total population about 7% are landless, 4% re marginal landholder, 31% are small land holders and 21% are big land holder.

Live Stock ::

Forest / Fisheries	1.57%
Mining & Queering	.006%
Household industries	2.01%
Manufacturing	2.91%
Construction	1.25%
Trade & Commerce	5.52%
Transport & Communication	1.09%
Other services	10.35%

Industry :

Nalbari District is industrially very backward. There is no heavy industry. There are only three medium size industries. One Polyester Fabric production industry at present sick. Small industries like Handloom are found mainly in rural areas, specially in tribal areas. Sericulture is also an important subsidiary occupation of the tribal . There are some weaving enters also. Nalbari is famous for cane and bamboo product. These products are exported all over the state as well as outside that state also.

Nalbari District at a Glance (After Division)

Basic Information	
Area in Sq Km.	999.90
Latitude	26°N and 27° N
Longitude	91° E and 97° E
Total Population(Census 2001) Divided	6,71,940
Length of National High Way	38 Km
Length of PWD Roads	1582 km
Length of Gravel Road	1041.12 km
No of Sub Division	1
No of Revenue Circle	8
No of CD Block	8
No of Education Block	5
No of CIC	12
No of Town	2
No of Gaon Panchayat	65
No of Zila Parishad Constituency	23
No of Anchalik Panchayat Constituency	7
No of LAC	3
No of HPC	4
No of BSS	37
No of K. Oil Depot	16
No of Villages (Divided)	471
No of Police Station	6
No of Police outpost	10
No of Tea Garden	3
No of Commercial Bank	25
No of Rural Bank	24
No of Cooperative Bank	5
No of Head post Office	1
No of Post Office	37
No of Sub Post Office	204
No of Fire Station	3

Occupational Profile	
State Govt Employee	16,160
Central Govt Employee	1,423
State Semi Govt Employee	771
Central Semi Govt Employee	609
Local bodies Employee	140
Cultivators	1,34,043
Agri Labour	49,552
Other Industries	12,350
Trade & Commerce	17,659
Others	1,05,723
Total Main Workers	3,19,327
No of Unemployed Youth registered (As on 31-12-2000)	78,790

Health	
Civil Hospital	1
Block Public Health Center	7
Mini Public Health Center	30
Community Health Center	5
State Dispensaries	14
Health Sub Center	217

Major Rivers	
1. Brahmaputra	
2. Mara Pagaldia	
3. Burhadia	
4. Nona	
5. Tihu River	

Local Newspaper Published From Nalbari	
1) Louit Jyoti (Weekly) Ajanta Offset Printers, Pin-781335 Phone-(03624)-220569	

Hotel for Accommodation
1.Hotel Premoda Gopal Bazar, Nalbari Phone: (03624)-220588
2.Hotel Gayatri Near Hari Mandir, Nalbari Phone:(03624)- 220543
3.Hotel Bardoishila Near SP Office, Nalbari Phone: (03624)-220973
4.Abhilash Lodge, College Road, Nalbari

Yoga and Meditation Centre
1.Rajyoga Education Centre (Brahma Kumaris) Hajo Road, Nalbari, Assam-781335 Phone-(03624)-220845 Email: mailto:bkjonali@rediffmail.com , bkjayanta@rediffmail.com

2. Anandapuram Yoga Institute C/o Vivekananda Vidyalaya, Nalbari, Phone-(03624)-221020
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EDUCATION:**Number of primary and middle schools, enrolment and teachers, 2010-11:**

Particulars			Nalbari	Assam
No. of Primary School			884	35065
No. of Middle School	Govt./Provincialized	Primary with UP	39	941
		Upper Primary	115	4908
		Composite	73	1462
	Recognized	Upper Primary	131	5397
		Composite	6	277
Total			364	12985
Primary	Enrolment	Female	77874	1279368
		Total	153639	2655582
	Teachers	Female	902	30340
		Total	2607	81554
Middle	Enrolment	Female	69988	1110913
		Total	132280	2156110
	Teachers	Female	313	9675
		Total	3150	100477

Source: Statistical Handbook Assam 2009

Number of high, higher secondary schools and junior colleges, enrolment and teachers, 2010-11:

Particulars			Nalbari	Assam
High School	No. of Institutions		194	5714
	Enrolment	Female	10550	301754
		Total	27350	663722
	Teachers	Female	741	16809
		Total	1633	62175
Higher Secondary	No. of Institutions		46	933
	Enrolment	Female	12750	79143
		Total	29660	188309
	Teachers	Female	131	5481
		Total	305	16346
Junior College	No. of Institutions		21	218
	Enrolment	Female	6080	25447
		Total	15100	58855
	Teachers	Female	90	992
		Total	245	2913

Source: Statistical Handbook Assam 2009

Status of classrooms in Govt. / Provincialized primary and upper primary schools:

District / State	*No. of Primary Schools	No. of classrooms in Primary Schools	**No. of Upper Primary Schools	No. of classrooms in U.P.S.	Average Student Class-room ratio		Pupil Teacher ratio (PTR)	
					Primary	Upper Primary	Primary	Upper Primary
Nalbari	834	2622	154	702	16.94	25.01	18.6	13.1
Assam	30050	86150	5849	24412	25.09	37.15	30.7	21.3

* 5015 upgraded EGS to Primary Schools are not considered.

** Upper Primary Schools having primary classes are taken as Primary

Government and provincialized primary & upper primary schools having various facilities, 2010-11:

District / State	Primary School				Middle School			
	No. of Schools	Drinking Water	Common Toilet	Girls Toilet	No. of Schools	Drinking Water	Common Toilet	Girls Toilet
Nalbari	834	812	768	264	154	150	137	94
Assam	30050	27026	20953	15110	5849	5316	4298	4340

Source: DISE, 2011-12

DEMOGRAPHY:

Demographic profile, 2011 Census:

District	Area in Sq. Km.	Population	Male	Female	Rural	Urban	Population Density per Sq. Km.
Nalbari	1009.57	769919	395804	374115	687368	82551	763
Assam	78438.08	31169272	15954927	15214345	26780516	44388756	397

Comparative population statistics:

District	Population 2001			Population 2011			Sex Ratio		Decadal Growth Rate (%)	
	Total	Male	Female	Total	Male	Female	2001	2011	1991-01	2001-11
*Nalbari	689053	356730	332323	769919	395804	374115	932	945	14.21	11.74
Assam	26655528	13777037	12878491	31169272	15954927	15214345	935	954	18.92	16.93

Source: DISE, 2011-12

*Due to creation of new 4 districts the rates for 2001 have been affected in 12 districts

Literacy rate by sex:

District	Person		Male		Female	
	2001	2011	2001	2011	2001	2011
Nalbari	72.66	79.89	80.95	85.58	63.71	73.85
Assam	63.25	73.18	71.28	78.81	54.61	67.27

District Border:

East	Kamrup District
West	Barpeta District
North	Bhutan
South	River Bramhaputra

3. Annual Work Plan (2013 – 2014)

In view of the aforesaid broad frameworks, DIET, Nalbari has come up afresh with a perspective plan.

DIET, Nalbari has prepared the Perspective plan through a consultative process with all internal faculty and stakeholders, which would provide a vision and a roadmap for the next 5 years. The Plan would provide a sense of direction to the DIET. It would reflect an understanding of teacher's professional development status in the district, the District schools' educational requirements, and the state's overall plans and directions for both teacher's professional development and school improvement. AWP would be developed within this overall five year perspective plan.

The Annual Work Plan, 2013-14 of the DIET, Nalbari emerges as an activity signifying the autonomous character of the Institution and also providing it with focus for the year. The AWP & B preparation process has:-

- Involved of District with education, in particular the BRCs and CRCs, and within the framework of an educational plan for the district.
- been participatory in its approach, involving all DIET faculties.
- been based on review of the previous year's AWP and reflection on achievements in relation to that.
- Planned in advance for various State programmes impacting on DIET faculty, time and resources.
- considered the parallel efforts of other agencies at the District level, including Non-Government Organizations and other departments.
- focussed on and reflect district needs and district specific concerns, setting realistic goals
- Visualized relationship of DIET activities with schools, BRCs, CRCs and other District institutions.
- had a mix of both training and capacity building related workshops and activities as well as research, studies and material development.
- Included the faculties' own capacity building and reflective review, planning and meeting requirements.

The teacher professional development focus: a) DIET, Nalbari has a reasonable track record in continuous teacher professional development—in-service and pre-service (for 2 batches during 1999-2001). It would provide different types of forum for interaction and resource support to teachers and teacher educators.

- Provide school leadership.
- Provide quality in-service programmes for teachers and also coordinate the requirements of in-service training for teachers to be provided by a network of other institutions.
- Focus on teacher professional development (TDP) and contribute to school improvement efforts by enhancing school heads' and teachers' capacity and autonomy.

(b) DIET, Nalbari would initiate both mapping and assessing school quality and form a part of overall strategies for school improvement. It can play multiple roles in this, including development assessment, the use of monitoring tools, need assessment analysis, delivery of training and follow-up for purposes of support and impact assessment. Such an approach and role for the DIET would require tight coupling with the BRCs and CRCs. It would also require a well- coordinated role for DIET, Nalbari in formulation of district plans for school improvement.

(c) It is essential that DIET, Nalbari retains and strengthens its focus on elementary education. In addition, it needs to develop ways of strengthening its contribution to RMSA related in-service trainings for the secondary schools of the district. As there are only 10 CTEs operational in the state under the state govt. and as there does not exist any CTE in Nalbari district, DIET, Nalbari may ably come forward to shoulder the task of implementing interventions for secondary stage as well. However, such an expansion of role to cover secondary stage needs to be supported with sufficient faculty.

(d) There is need to extend teacher education work into special education as well and this can be built into DIET, Nalbari.

(e) DIET, Nalbari proposes to have permanent structures of faculty affiliation which are based on faculty expertise areas—e.g. language group, mathematics and science group, social science group, arts and physical education group. However, activities and programmes, e.g. PSTE, quality assessment and monitoring, designing a special intervention for particular schools, etc. would be the responsibility of coordination groups or working groups who are constituted by the Principal, on an annual basis or as and when new tasks emerge, rather than being permanent groups. These flexible groups of one, two or three members (depending on the size of the responsibility) can draw expertise from across the other faculties of the institute and other institutions for the purpose of executing these tasks. Each such working group would have administrative support. Flexibility of the institutional structure is important, as the focus on district specific needs and issues would also be possible with such flexibility. E.g. a Wing/Group/Centre to focus on education of children, whose parents migrate seasonally or to focus on concerns of educating children from tribal communities.

(f) DIET, Nalbari requires an independent ‘**institutional**’ identity and character with a focus on academic excellence. For this, there is need for-

(i) agreement on a long term commitment to the role that DIET, Nalbari is expected to play within the State Education Department.

(ii) providing adequate foundation for the development of an Institution including:

- infrastructure suitable to the scope of the institution as a District Training and Resource Center.
- appointment of the Principal through selection with adequate tenure and autonomy to develop the institution.
- recruitment of dedicated faculty of requisite/desired areas of expertise and to the full complement..
- recruitment of field support faculty and administrative staff of requisite/desired numbers.

(iii) Enabling it to develop its own character and focus areas through support for an environment of autonomy in academic areas, financial areas, and personnel policy.

(iv) Developing indicators for effectiveness of D.El.Ed. and ISTE programs conducted by it.

3.1 **KEY ACTIVITIES AND PROGRAMMES**

(A) DIET, Nalbari has envisioned a set of core academic activities.

- **Pre-Service Teacher Education (Elementary).**
- **In-Service Teacher Education (Elementary and Secondary)**
- **Designing interventions for direct support to schools and work with special groups in the District**
- **Studies on status of education, education assessment, and documentation.**
- **Annual academic plan and periodic reviews, for the district, in consultation with various related organizations and stakeholders.**
- **Running an effective Resource Centre without reach, in conjunction with BRCs and CRCs.**

B) Details of the key-activities:

Continuous Teacher Professional Development

As suggested in the NCFTE 2009, all programmes involving teacher education need to be tailored and connected to realize the goal of continuous professional development. These programmes would include pre and in-service education, trainings, workshops, professional forum as well as programmes at the Block and Cluster levels.

Conducting and supporting Pre-service teacher education (PSTE)

- (a) DIET, Nalbari proposes to enhance its intake capacity from 50 to 100 per batch of D.El.Ed. programme
- (b) DIET, Nalbari would revitalize D.El.Ed. through their D. El. Ed program by applying quality standards in all respects, including rigorous admission procedures, preference wherever applicable to students from SC, ST and minority groups, recruiting qualified faculty, having full number of teacher days, and suitable infrastructure.

It will use the PSTE programs and the young student teachers to carryout documentation with respect to local knowledge. Resources such as local histories, geographies, biologies, anthropologies such as documenting flora, fauna, soil, water, terrain; folk lore, toys, games, puzzles, food types, measurements, indigenous practices and so on. This could offer rich opportunities in teaching learning materials and classroom pedagogies.

It will implement the 2-yr D. El. Ed Teacher Education curriculum, 2012 developed in the light of NCFTE 2009 at the state level, where in its faculty participated. This curriculum includes the following kinds of learning opportunities for student-teachers:

- Observe and engage with children, communicate with and relate to children.
- Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
- Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.
- Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

DIET, Nalbari would constantly monitoring the implementation of the curriculum and will provide feedbacks to SCERT, Assam for any required revision, modification.

Strengthening Teacher Education in the District

Conducting and supporting In-service teacher education (ISTE)

ISTE is an urgent need of quality improvement, so that teachers find the content of training useful, motivating and relevant to their work. DIET, Nalbari would design and offer high quality in-service education for teachers and thus will set up models of good practice. It will also support the development of quality teacher educators and MRPs by offering ISTE for teacher educators. Courses of short and long duration designed to develop either specific skills or areas of interest would be offered to teachers over a year to enable teachers of the district to develop a specific core area in which they need to strengthen their knowledge-base and professional skills. Enrichment of content and acquaintance with newer pedagogical approaches will add to improving the performance level of teachers. It is proposed to award certificates against all these courses.

Design and conduct of trainings should respond to the following concerns

- (1) *Trainings would be designed and delivered locally* to the extent possible. The *Master Resource Persons'* involvement in training objectives, leading to training design would lead to better quality trainings for teachers.
- (2) *Cascade training* models would be used for specific skill and information related areas where, there is less likelihood of dilution across levels. Cascade designs could also have elements for local alternation based on assessing the situation.
- (3) Trainings will be carried out based on the *cluster/block person's assessment of needs of teachers in their clusters and linked to a process of school follow-up and mentoring in which the CRCCs/Resource Teachers(RT) participate*. For this, the trainings would be carried out at the cluster level. CRCCs/RTs need to have information regarding need based training. After training of the teachers, the training needs to include debriefing of CRCCs/RTs in terms of how to carry out the school based support.
- (4) For training to be more effective, *trainers need to meet with the same group of teachers*. For this 'split model' would be adopted for some programmes. In such a model, sessions would be of say 2 days followed by a month or two of practice followed by again meeting (of the same group with the same trainers) for two or three days to reflect and to learn, etc.

(5) Small groups for training (i.e. about 25 to 30) and resource and ideas enrichment trainings would lead to more impact and make trainings more interesting and relevant for teachers. Teacher trainings, if it is viewed holistically within the perspective of the whole school's institutional development, including its ethos and support for teacher's practice is more likely to cumulatively result in practical changes that can have a curriculum impact.

(6) The development of attitudes of teachers seems to be a major concern today. DIET, Nalbari would have a special focus on development of motivated, committed and performing teachers.

A Master Resource Person would:

- have in-depth subject knowledge and related pedagogic knowledge and experience.
- have knowledge of children's learning and also of teaching learning materials.
- be able to understand teachers' needs and adapt or design workshops/training modules and interactions with them to address their professional development.
- be able to communicate effectively and convincingly.
- be able to visualize the nature of school support and mentoring required by teachers.
- be able to respect teachers as adult professionals and thus create within the training process the space for their reflection and contribution.

The availability of pools of master resource persons in all the curriculum areas (academic subjects as well as music, theatre, art and craft) would also directly contribute to enrich the quality of teacher interactions in monthly meetings, during trainings and workshops and school based mentoring. The financial and academic assistance in nurturing this idea will be facilitated by the Program Advisory Committee of the DIET.

ISTE in blocks

DIET, Nalbari would support the delivery of high quality ISTE at the blocks. The focus areas for the DIET could be to :

1. Develop BRC into a training facility—with training management system, infrastructure and resource centre.
2. Plan and oversee the workshops for teachers to include plan for follow up by CRCCs/RTs.
3. Use school and cluster level data for planning and management of workshops and monitoring school quality.

Processes:

1. MRPs for each subject area would be selected by BRC team from working efficient Teachers/retired teacher-educators/college teachers and so on, based on basic knowledge of subject area and reputation as teachers.
2. Training would include subject knowledge, pedagogic related and education related knowledge, use of TLMs and training of trainers related skills, Design of training modules, implementation of training along with feedback on training aspects, Self-evaluation, peer evaluation and expert evaluation and feedback.
3. BACG- led school follow-up would be planned for post training period.

Features of teacher training designs:

1. School follow-up would be visualized as a part of training process itself.
 2. The split design provides spaces and time for same training group of teachers to meet again and reflect in the classroom practices in relation to the training provided.
 3. The CRCCs, BRCCs, RTs become oriented on the importance of school follow-up and its linkages with planning.
 2. Respecting the profession of teachers requires timely communications and attention to quality.
 3. Financial norms need to support additional days for planning meetings and for advance purchase of materials and storage of materials etc.
- This model of in-service training followed by school based mentoring requires high quality teacher educator capability as well as investment of time and money.

School Improvement: SMCs and field interaction

An important dimension of school improvement which requires academic strengthening activities is the capacity building of SMCs to be able to play effective role in schools. DIET, Nalbari would develop modules for this training, especially to enhance the SMCs ability to contribute to school development plans. It would also monitor the efficiency of SMCs in the District through studies, and plan for further inputs.

Professional forums

All professionals seek to develop and meet professional standards. Forums are key spaces for the strengthening of reflective practice throughout the education system. Forums also serve as a motivational environment of interaction with people and ideas and provide opportunities for exposure, learning and discussion of different perspectives, experiences, and experiments of teaching-learning processes, material development and of training. Thus, DIET, Nalbari would hold:

- Organization of school quality review meetings.
- Subject forum meetings of teachers and/or teacher educators.
- Seminars for teacher educators with opportunities for presentation of internet work .

Resource Centre

DIET, Nalbari would develop and run Educational Resource Center for the District. A Resource Centre would be created specifically to make available to teachers, teacher educators and district education planners, the range of materials and resources they require for their professional practice. The DIET, Nalbari will develop as a repository of resources and would also assist in adapting curricula at local level. The Resource Center could contain a range of materials for teachers, teacher educators, students, Resource Persons and resource groups. They would also be a place where people could come and share ideas about education.

The resource centre would include:

- A functioning library of reference books, children's books teaching learning materials, textbooks, maps and other resource materials, including access to Internet and computer enabled resources.
- Local materials of relevance to education (teaching and planning) such as studies of education in the district and education statistics, a collection of local experiments and innovative efforts related to education, etc.
- Tools and materials for replication of teaching aids, etc.
- Sets of materials that teachers can borrow and take into classroom for direct use(multiple kits for demonstrations and organizing activities for whole class).
- Updated database on resource persons/groups, resource organizations/agencies and research institutes working in education and make it available at district level for academic purposes.
- A variety of material, e.g. books, teaching - learning material, tools for developing materials and computers and internet may be kept in the resource centre. This material could be used to prepare unit and lesson plans, do research on subject areas and teaching methods and provide ways to self-study. Examples would be:
 - Reference books and encyclopedia in regional Language and also in English. Resource books and reference books with up to date information on various academic subjects and areas such as art, theatre and creative work.
 - Source books of ideas on teaching learning and discussing aspects of children and childhood.
 - Textbooks of all levels and especially from other states to provide alternative ideas to teacher on content.
 - Locally relevant materials for easy access to teachers. Studies done by NGOs and universities on the status of education in the district.
 - Books and displays of the local culture, history, flora and fauna and local resource persons who are knowledgeable about the local ecology.
 - Teaching learning materials that can be used to demonstrate ideas.
 - Sets of kits so that a whole activity based class can be organized.
 - Charts for wall display.
 - Children's story books from which may be read out or provide to students or teachers for reference in their project work
 - Raw materials and tools needed to replicate teaching learning materials that teachers could use in their classrooms.
 - Computers with internet facility and audio-video resources like CD/DVDs.

The Education Resource Center will be a space for holding discussions and sharing ideas. The Resource Center space has to be conducive for holding discussions. A well-ventilated room with basic furniture is essential. There would be a black-board(s), white board and markers, charts so that ideas can also be visually captured. All materials would be catalogued in both the local language and English. A description of materials in terms of their usage, subject area, class/grade level and concepts will be made available to help the users to find and search materials.

It would be useful to keep the record of usage and access of the material. Using a simple computer based worksheet which captures data, when and their remarks when returning the material could help discover interesting uses to which the material is being put.

DIET, Nalbari would like to avail the facilities of regular up-linking and down-linking (sub-hub) with other DIETs of the state and the SCERT through EDUSAT. The resource center will work to nurture a professional community of users by:

1. Promoting an interest and culture of using the library as a support for teaching and training, for ideas and for materials.
2. Developing a culture of sharing ideas and experiences by contributing materials developed by teachers, etc. to the resource center.
3. Networking the district, blocks, clusters and school resource centers for effective exchange of ideas, information and resources.
4. Providing academic help and support to resource groups working at different levels (district, block and cluster levels) in the district.
5. Facilitating teachers in developing and using low cost, locally available educational resources.
6. Providing a forum for interactions with educationists, intellectuals, artists, creative teachers, resource persons and resource group to the district functionaries, including CRCCs, BRCCs, RTs, DIET faculty, D. El. Ed and B. El. Ed students.

The use of Resource Centre (RC) and educational technologies would be integrated within the curriculum. Appropriate training would be provided to the faculty in use of such applications before they can be integrated into the curriculum. DIET, Nalbari would build a cadre of teachers with computer competence through organizing regular workshops on Educational Technology. Information and Communications Technology including TV, radio, telephony and internet would be used as useful resources to provide access to ideas and enable wider dissemination of information. Rather than being the work of an education technology wing, technology will be an integral part of the knowledge and practice of all teacher educators.

Organizing such a resource centre in a place which is accessible and visible, and ensuring its function would require adequate personnel to maintain it and keep it open for long hours. This would require additional budgeting. The running of a RC would be a good site for effective collaboration with a NGO or a Public-Private Partnership model to be effected.

Supervision and Support

1. In matters of teacher education both pre and in-service, DIETs need to play a supervision and support role. They could play a role in monitoring and strengthening TEIs in the Dist. Activities discussed above such as resource centres, capacity building of Teacher Educators, organizing professional fore and strengthening PSTE are all part of this role.

1. **School Improvement:** Being located at the District level, DIETs could evolve capacity for basic research and documentation methods, effective ways of handling data pertaining to various aspects of academic achievement and provisioning and also relating to teachers and their practice. DIETs can actively engage in the academic review of primary schools and secondary schools for addressing 'quality' issues at the District level. For this, DIET, Nalbari would do the following:

- Conduct regular monitoring of school quality through school visits and assessment of children (quality of learning, teacher practice, institutional development, etc.). They could produce district level reports on quality parameters pertaining to the schools, including the status of schools and schooling in the district.
- Carry out consolidation and analysis of information on status of schools and status of learning to provide feedback to BRCs and CRCs for school visits and institutional support. Besides, understanding the status of schools will help plan with BRCs the types of trainings and activities to be conducted for the district.
- With a robust understanding of status and needs, contribute to developing the plans for SSA through this process.
- Focus on regular documentation of special academic programmes for special groups, special forms of interventions etc, developed for the district. Provide regular documentation of state led interventions for school academic quality improvement, e.g. Science-mathematics exhibition, feedbacks on textbooks, reading programme, etc.

The focus would not only to enable DIETs to produce such reports, but more importantly, to use these reports for the purposes of review and planning at their own level and also at the levels below them: block and cluster, and to develop quality improvement programmes and activities based on such reports.

Empowering DIET, Nalbari to exercise such autonomy would involve:

To enable DIET, Nalbari to take considered decisions on matters of programmes and activities, funding and staffing, the PAC and the EC have to be made operational.

(a) The **Programme Advisory Committee (PAC)** would serve to advise and guide the Institute in planning and conducting of its programme and activities. The Committee requires the different kinds of members to achieve autonomy to make programmatic and financial decisions and enable it to achieve coordination and congruence with other programmes and institutions. However, to achieve quick decision making, the PAC could have a **smaller subset forming the Executive Committee (EC)** which could beheaded by the Zilla Parishad Head or the District Magistrate.

This committee would oversee the academic programmes of the DIET and its associated finances.

- (i) The funds from the center or state would be managed by the PAC with significant autonomy to the DIET based on the AWP. The AWP is presented to the PAC is discussed, modified(if required) and approved. The PAC meets once at the beginning of the financial year to approve the AWP and then six months later to do a half yearly review of the progress of activities of the DIET.
- (ii) The EC meets once every quarter to review the activities of the DIET, guide it and also approve any decisions for funding any proposals not originally under the AWP.
- (iii) For this, the PAC can devolve certain financial and operating powers to the EC to take decisions quickly. The EC could also hold Emergency meetings for any urgent issues arising out of local conditions which either requires funding at short notice or immediate action. For instance, there could be the possibility of political agitation in the near future and the EC could meet to take decisions about providing increase security to the college and hostel or take decisions on closure. If the training room at the DIET requires urgent repairs to the roof, then such decisions could be put forward to the EC. Alternatively, if there is a sudden opportunity to send faculty members from the district for an exposure visit to a well-known Teacher Education college in another state, then such a visit could be approved by the EC.
- (iv) The DIET needs to maintain minutes of all such meetings for history. Preferably such documentation can be recorded digitally and shared with all the participants so that there is clarity on what was discussed and agreed to. Each meeting could begin with a review of minutes from the previous meeting which need to be passed by the group.

Finances:

(a) DIET, Nalbari requires higher investments in its infrastructure and facilities for faculty and students in order to emerge as strong centers for teacher's professional development and school improvement. This needs to be understood as a much needed investment for a more long-term institutional development.

- Adequate provisioning of space, including building additional classrooms, training and meeting rooms, faculty rooms and play facilities
- Library needs to be enhanced in order to function as a Resource Center for the district.
- Full-fledged computer center with internet for faculty and students
- Individual work spaces with computers for all faculty
- Multimedia presentation capabilities- TV, DVD player and projectors. Recent innovations in pico-projectors have substantially reduced their costs.
- Hostel facilities for students of the pre-service training programmes and long term ISTE programmes.
- Vehicle for visiting BRCs, CRCs, schools and district level institutions.
- Power backups and Fire safety equipment
- A conference Hall
- Outsourcing some responsibilities like security, peons, cosmetic staff, canteen and staff needed for upkeep of the campus

The AWP needs to be approved by the PAC and could comprise the following sections:

1. Infrastructure and maintenance- Physical and IT Capacity building (Faculty, Teacher Educators and other staff)
2. Research - for all types of research and documentation activities. This would include costs of data processing, field work, and research assistants etc.
3. Administration - this would include all overhead costs
4. Maintenance Grants -which would cover support for the development and maintenance of the resource centre
5. Programmes - this would include all requirements of the teaching programmes and development activities of the DIETs. Curriculum renewal etc. would come under this head.

Systemic linkages

A. It is necessary for DIET, Nalbari to break the insularity from other institution and key sites of education decision-making bodies at district level and enter into active relationships with other district level institutions and forums that are contributing to and shaping elementary education and children's all round development.

B. The Zilla Parishad (ZP) has a direct interest in elementary education and the DIETs need to begin to interact formally with ZP on matters of education and quality. Issues of elementary education require an interdepartmental approach. The Departments of Social Welfare, Tribal Welfare, Minority Education, Women and Child, Health,

Sports and Youth are relevant Government Departments with whom DIET interaction is necessary. DIETs could have members (by rotation) on different advisory committees.

C. Formal linkages with district teacher associations and other centers for teacher development such as B.Ed and D.Ed colleges and University Department of Education would be necessary for DIET. Coming into active collaborative linkages with District Institutions of Higher education would also enhance the academic aspects of DIET work. These collaborative linkages could lead to the development and implementation of programmes together, undertaking action research or interventions and so on.

D. DIETs are directly administered by the SCERTs. To promote institutional autonomy at the level of the DIET itself, the SCERTs will need to move away from a hierarchical relationship to nurture DIETs. While state level priorities may well be envisaged at SCERT, they must necessarily be informed by the work of DIETs. The SCERT could provide a professional forum for DIET principals to interact with each other to share knowledge and experience particularly in research, designing special interventions, developing locally relevant materials, and reflexive in-service teacher professional development programmes. The SCERTs could establish a cell which would focus on supporting the development of DIETs. Further, DIET personnel can be permanent members to various committees under the SCERT (e.g. Program Advisory Committee, Policy Research Committee and the TE Pre-Service curriculum Committee)

E. State programmes can be made functional across DIETs by (a) coordination between state and District planning processes (b) having a few, limited programmes for state wide implementation and organizing regular interaction meetings between SCERT and all the DIETs.

6.6 Several other National and sometimes also International agencies, and Non-Government Organizations working on issues such as 'Child Labour', 'Children's rights', disabilities, and so on also increasingly have a District presence and the formal interaction of these institutions and agencies at the District level would mutually benefit organizations and work, and also avoid unnecessary duplication or working at cross purposes. Such institutions need to inform the DIET of their current and proposed activities through frequent presentations. The DIET could evolve formal affiliations/certifications necessary for any educational interventions by international or national organizations. Such certificates could be reviewed periodically with the onus on the organization.

F. Linkages with the Block Resource Centres and the Cluster Resource Centres are important to conceptualize. BRCs and CRCs have tended to be vehicles for the programmes and data requirements of the SSA. However, given that their core mandate is ISTE, school follow-up and support and resource support, their activities are integrally linked to and in alignment with the DIETs. Inter-institutional linkages need to be forged formally, so that eventually these institutions come under the DIETs similar to how the DIETs come under the SCERT.

The role of the DIET is not only important for the functioning of the CRC-BRC but is also influenced by them. Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Re-organization of Teacher Education recognizes that "...with the creation of BRCs and CRCs the scope of activities of DIETs has substantially changed which places new demands on the knowledge and skills of the professionals working in DIETs/CTEs and IASEs" (MHRD, 2009)..."The upgraded DIETs should be expected to provide leadership both to the BRCs and CRCs..." (MHRD, 2009). In addition, NCF for Teacher Education also indicates that "it would be necessary for training schedules to be announced well in advance" and "processes for field support for training would need to be worked out by agencies providing training and need not fall as mass responsibility of the CRP" (NCTE, 2009).

List of activities proposed for 2013-14;

1. Research and Action research

1. . Impact study on Language.
2. A study on the problem of Students' Absenteeism in Lower Primary Schools.
3. A study on the status of Continuous Comprehensive Evaluation (CCE) in Elementary stage.
4. A study on Aggressive behavior of the school going adolescents in Nalbari district of Assam.
5. Use of appropriate teaching learning materials for Art Education.
6. Involvement of community resources in the teaching learning process in the subject Environmental studies and Social Science.
7. Attitude of the teacher educator towards professional development.
8. Improving the efficiency of computer education in teacher educators

(B) Resource center and documentation

1. Library purpose (Planned for purchase of children books, reference books teaching materials, maps etc).
2. Equipments for Science Laboratory.
3. Quarterly publication and others (Booklet, Journal, Resource materials at DIET level).

(C) Training programme for teachers, BRCC, CRCC, SMC

1. Capacity Building program on 'Self Discovery and Self Empowerment' for the teachers of Elementary stage.
2. Capacity Building program on 'Developing the attitudes and skills of Facilitation and Mentoring' for the teachers of Elementary stage.
3. Capacity Building program on 'Growing as a professional Educator' for the teachers of Elementary stage.
4. Training program on "Adolescents' Problems" among upper primary school teachers.
5. Awareness programme among the parents of upper primary school students.
6. Exhibition / Competition on Art & Creative Education.
7. Workshop for Material development.
8. Orientation programme on Art & creative Edn.
9. Programme on physical and health Education.
10. Training Programme on English (L.P.).
11. Training Programme on social Science/EVS/(L.P. & U. P.).
12. Training Programme on Mathematics (L.P & U.P.).
13. Training Programme on English (U.P.).
14. Programme of H/T (Planning & Management).

- (D) **Programme conducted for DIET faculty**
1. Action research / study for the faculties, (the programme may be at DIET with the help of NCERT/SCERT experts)
 2. Exposure visit on educational purposes by DIET faculties outside of the state (every year).
 3. Workshop/Seminar at district level to be organized by DIET for its faculties and other educational functionaries on some latest issues on elementary education.
 4. Publication of News letter/Magazine etc.
 5. Two week (Three phases) capacity building of teachers on mentoring attitudes and skills for school teachers will be organised by DIET in collaboration with UNICEF (Assam chapter)
- (E) **Technology in teacher education**
1. Training programme on “ Development of ICT capacity among teachers”.
 2. “Training programme on Blending of ICT and Pedagogy”.
- (F) **Innovations**
1. AIL: Advocacy on Implementation of AIL in Lower primary schools of Nalbari district
 2. AIL: Workshop for Module preparation
- (G) **Content& Material development**
1. Development of audio-video CDs on story telling in English for LP schools.
 2. Preparation of science models relevant to textbook lessons.
 3. Preparation of mathematics kit-box.
 4. Preparation of Arts and creative Education Materials
- (H) **On-site support to teachers**
1. Visit to schools

ABOUT DIETs (to be filled up by the State Government)

No. of districts created up to March, 2011	27	No. of DIETs which submitted self-appraisal Report to NCTE for 2013-14	Applied for enhance the intake capacity upto 100
No. of districts created between April 2002 and March 2011	4	No. of DIETs which have submitted Annual Action Plan for 2013-14	18 Functional + 5 Non-functional + 4 proposed
No. of DIETs sanctioned (1) Upgraded (2) New	14 Nos. Upgraded 9 Nos. New	No. of DIETs functional Non functional	18 5
No. of DIETs with NCTE recognition for D.Ed course	18	No. of DRCs sanctioned and functioned and functional	Nil
Annual intake capacity in DIETs Actual no. of trainees admitted in 2011-12	50 Annual intake capacity in DIETs 100 nos.		
No. of DIETs having functional website	yes		

PROCESS AND PERFORMANCE INDICATORS (2013 – 14)

(a) Process indicators:

Process Indicators	Response/status
1. Does the DIET have a detailed database on the schools, teachers, BRCs and CRCs in the district that it serves?	Yes, DIET, Nalbari has a data base, which has been collected from DISE, SEMIS, Statistical handbook and other sources. On the basis of this data base, other data are generated, which are required programme wise.
2. Has the DIET conducted a training need analysis for teachers?	Yes, DIET, Nalbari had conducted a need analysis in the year 2010.
3. Does the DIET hold regular meetings with (a) SSA (b) RMSA (c) IASE (d) CTE (e) SCERT	DIET, Nalbari holds regular meetings with SSA, SCERT, Assam. This kind of activities is yet to be initiated with RMSA, IASE, CTE.
4. Has there been positive feedback on D. El. Ed programme by student teachers? Are there records of the same?	There has been positive feedback from the 2-yr PSTE programme which was initiated for two batches during 1999-2001. However, the institute also has positive feedback from the recently concluded D. El. Ed (ISTE) programme. Though these records are not structurally kept, yet the DIET journal indicates this aspect.
5. Has there been positive feedback on in-service programmes by elementary school teachers? Are there records of the same/	Yes, there are positive feedbacks from the in-service programme. But the system of keeping the records of it is yet to be implemented.
6. Does the DIET using a training management system?	Yes, DIET, Nalbari is having a training management system.
7. Does the DIET conduct research studies related to teachers in the area that it covers?	Yes, several action researches were conducted with the financial support from SSA.
8. What are the areas of research covered?	Methodology & practice in classroom, students' absenteeism, motivation, use of TLMS, students' assessment, students' dropout.
9. How many publications have been authored by Diet faculty – conference/seminar presentations, reports, newspaper/journal articles, books etc?	About 5 nos by different faculty.
10. Are there regular faculty development programme for DIET faculty?	Not regularly, yet it is being done now and off.

11. How many faculty members at the DIET were deputed for conferences, went on study leave and undertook exposure visits?	Faculty members have been deputed in different points of time to different state level conferences and also to few national level conferences.
12. What is the frequency of faculty meetings with in the DIET? Are there records of the same?	These meetings are held issue-wise. Though there is no specific dates for holding the meeting, yet on the average two meetings are held in every month.
13. What has been the most 'talked about' process improvement in the year with in the DIET?	School support

Performance Indicators	Response/status
<u>Input/activity measures:</u>	
1. Number of visitors to the DIET resource center every month (excluding students visits during the library period)	RC is yet to be established.
2. Number of DIET faculty visits to schools in a quarter (each visit is to be of 4 hours duration)	100 schools, each of 5 hours duration
3. Availability of technology enabled infrastructure (functioning computers, internet, e-mail id and multi-media facilities)	At present 3 computers are functioning without internet. E-mail id is available. 1 betacom set is available.
4. Average duration of principal-ship in the last 5 years	5 years
5. % of faculty positions filled	65%
6. % of new books (less than 3 years old)	35%
<u>Output/outcome measures:</u>	
1. Number of qualified teachers added to the system through DIETs	The PSTE students of 1999-2000, 2001-2002 batches have been engaged in various sectors of education system- as teacher in school, as SSA activist, as educational personnel of NGO. (This PSTE programme discontinued in 2002 by the govt. of Assam) The new 2-yr PSTE has been introduced in 2012 only.

2. % of DIET students who cleared TET	2-yr D.El.Ed. has been introduced afresh in 2012 only. However, out of the PSTE of 1999 – 2001 (conducted for 2 batches and then discontinued by state Govt), who were age-wise eligible, about 90% cleared TET.
3. Number of modules for training of teachers, etc. prepared by DIET faculty.	6 modules on the basis of teachers' needs.
4. Number of action research undertaken by the DIET faculty	5 action researches.
5. Number of resource materials developed by DIET faculty for school teachers.	
6. Number of faculty of DIET who underwent capacity development and training programmes	17 faculty members
7. Has the DIET prepared the Annual Action Plan, 2012 - 13	Yes.
8. How many publications have been authored by DIET faculty – conference / seminar presentations , reports, newspaper / journal articles, books etc. ?	4 (four) publication have been authored by the DIET faculty
9. Are there regular faculty development programme for DIET faculty ?	No
10. How many faculty members at the DIET were deputed for conferences, went on study leave and undertook exposure visits ?	Only 11 (Eleven) faculty member under took exposure visit.
11. What is the frequency of faculty meetings within the DIET ? Are there records of the same ?	Need based training and school visit, yes records are available.
12. What has been the most 'talked – about' process improvement in the year within the DIET?	School improvement programme.

INFRASTRUCTURAL PROPOSAL

Status of non-recurring central assistance received:

Name of DIET	Year in which central assistance received	Component	Installment No.	Amount	Amount of grant utilized	% of grant utilized	Remarks
DIET, NALBARI	1993-94	Equipment	1	7.20 lakh	7.20 lakh	Nil	
	1994-95	Civil Works	1	34.80 lakh	34.80 lakh	Nil	
	2005-06	Equipment	1	4.10 lakh	4.10 lakh	Nil	
	2005-06	Civil Works	2 nd	34.80 lakh	34.80 lakh	Nil	
	2006-07	One time grant Civil Works	one time grant	20.00 lakh	20.00 lakh		

Current Staff and Plan – 2013-2014

Sl. No.	Name of DIET	No. of posts sanctioned						Post Filled						Vacant posts						% of vacant posts					
		Academic		Non academic		Total		Academic		Non academic		Total		Academic		Non academic		Total		Academic		Non academic		Total	
		BU	AU	BU	AU	BU	AU	BU	AU	BU	AU	BU	AU	BU	AU	BU	AU	BU	AU	BU	AU	BU	AU	BU	AU
1	DIET, Nalbari		25		23		48		18		23		41		7		--		7		28%	--	0%		28%
Total			25		23		48		18		23		41		7		--		7		28%	--	0%		28%

B.U. – Before Up-gradation

A.U. – After Up-gradation

Function wise planning formats:

A Pre-service programme :

Goal : To introduce experiential learning and reflective practices in pre-service teacher – trainees.

Barriers : Lack of understanding of what is experiential / reflective learning ; mindsets of hierarchy and knowledge – transmission; Teacher Educators have never experienced such methods themselves.

Strategies :

1. Identity progressive schools in Assam (or near Assam) which practice experiential learning and reflective practices, identify a Team of Teachers Educators and Trainees to conduct a Learning Visit and workshop, by the staff of the school, to help Teachers Trainees understand how to implement this in their schools [costing: Learning Visits]
2. Ask Teachers Trainees to devise similar methodologies or strategies to implement these processes in their teaching practice.
3. Trainees to try it out for 4-6 weeks (for the duration of their Teaching Practices) and document their experiences and reflection.
4. Teachers Educators discuss and reflect together with trainees what were the insights gained through the experience.
5. Teachers Educators will draw up a plan for using reflective & experimental method for teaching their own papers, and will share that with Workshop RPs for feedback.

Curricular Areas: 2-yr. Diploma in Elementary Education (2-yr. D. El. Ed)

(A) Child studies: Two courses

1. Childhood and the Development of Children
2. Cognition Learning and the Socio-cultural context

(B) Educational studies: Four Courses

1. Educational Society, Curriculum and Learners
2. Towards understanding the self
3. Teacher identity and School Culture
4. School Culture, Leadership and Change

(C) Contemporary studies: Two Courses

1. Contemporary Indian Society with special reference to Assam
2. Diversity, Gender and Inclusive Education

(D) Curriculum and pedagogic studies: FIVE Courses

1. Understanding Languages and Early Literacy, 2. Proficiency in English 3. Pedagogy across the curriculum 4. Pedagogy of Environmental Studies 5. Mathematics education for the primary school child

(E) Optional Pedagogy Courses: TWO from FIVE Courses

[For LP: MIL & English and For UP: Either, Social Science & English OR, Science & Mathematics OR Social Science & MIL OR, English & MIL].

1. Social Science 2. Science 3. Mathematics 4. MIL 5. English

(F) Practicum

1. Creative Drama, Fine Arts and Education 2. Children's Physical and Emotional Health, School Health and Education 3. Work and Education

(G) School Internship of 12/15 days in every semester of the four semesters

DIET, Nalbari will implement the 2-yr D. El. Ed Teacher Education curriculum, 2012 developed in the light of NCFTE 2009 at the state level, where in its faculty also participated. This curriculum includes the following kinds of learning opportunities for student-teachers:

Table on D.El.Ed.

Name of the course	Intake approved by NCTE	Duration of programme	Actual number of trainees admitted in 2013-14	Achievements	Shortfalls if any with reasons	Expenditure incurred
D. El.Ed.	50 (Applied for 100)	2 yrs	100	D.El.Ed. course is going on, they have already completed 2 nd semester (for 1st Batch) and 1 st Semester (for 2 nd batch) Evaluation.	Equipment and material are not sufficient.	Nil

* 2-yr D. El. Ed. PSTE has been introduced only in June, 2012.

B. Research and Development

Research and Action Researches (2014/15)

Goal: Research is not only a search that yields infallible truth; it also provides knowledge for solution of problems in the field of education. It is the research and the action researches which can solve day to day classroom problems as well as will provide data and information about the existing situation in the field of education. Being the nodal institution of the district one of the major duties of DIET is to undertake different research works in the field of education in the district. DIET undertakes researches to collect necessary data and information of an existing as well as past situation along with experimentations and trace out solutions of the problems that are drawn out of the research works.

Barriers: The major barriers of Research and action researches are-

- Lack of sufficient training and workshops on research works, research methodology, action researches etc.
- Lack of sufficient locally made Assamese version tools available, hence training and workshops should be organised in developing different tools for data collection.
- Lack of sufficient fund for such researches
- Conveyance problem during field work.

Strategies

- The first and the foremost strategy of research and action research programme in DIET is to introduce the institution as the main research institute of the district.
- One of the major strategies would be empowerment of the teacher educator as researchers to undertake research in every aspect of education.
- Each teacher educator will be engaged in research work along with the allotted other activities of the DIET
- Research centres will be established in block and cluster level and the teachers from that blocks and clusters will be involved in research work without hampering their activities in their parent schools.
- Training programmes on research methodology, field survey, report writing etc will be conducted on district level where state level and national level resource persons will be invited
- Workshops and seminars are to be organised where progress of the research work, research reports, surveys etc. will be presented and discussed.

Table for programme of Research and Action researches

Function	During 2013/14					Plan for 2014/15				
Research Title	No. of research proposal as per AWP2013-14	Dissemination details (How would the research be used)	Achievements	Shortfalls if any with reasons	Expenditure incurred	Research Title	Planned No.	Dissemination details (How would the research be used)	Estimated expenditure	Expected outcome
1) Incorporating Art Activities in the process of Teaching and Learning: An empirical study in the Lower Primary Schools of Nalbari district	6	Six lecturers of the DIET was conducted this study. Necessary tools will be developed and standardized by themselves. This will be a study which will continue throughout the year. The detail is presented in the study.	6	≡	0.30 Lacs	1. Impact study on Language	1		0.05 lacs	

Function	During 2013/14					Plan for 2014/15				
Research Title	No. of research proposal as per AWP2013-14	Dissemination details (How would the research be used)	Achievements	Shortfalls if any with reasons	Expenditure incurred	Research Title	Planned No.	Dissemination details (How would the research be used)	Estimated expenditure	Expected outcome
						2. A study on the problem of Students' Absenteeism in Lower Primary Schools	1	This study will be conducted by a teacher educator. With the help of the self structured questionnaire the researcher will collect data and analyse accordingly	0.40 lacs	The suggestive measures may help in understanding the socio-economic status of the teacher trainees of the TTIs of Nalbari district.
						3.A study on the status of Continuous Comprehensive Evaluation (CCE) in Elementary stage	1	This study will be conducted by a teacher educator. With the help of the self structured questionnaire the researcher will collect data and analyse accordingly	0.40 lacs	The suggestive measures may help in understanding the socio-economic status of the teacher trainees of the TTIs of Nalbari district.

Table for programme of Research and Action researches

Function	During 2013/14					Plan for 2014/15				
Research Title	No. of research proposal as per AWP2013-14	Dissemination details (How would the research be used)	Achievements	Shortfalls if any with reasons	Expenditure incurred	Research Title	Planned No.	Dissemination details (How would the research be used)	Estimated expenditure	Expected outcome
2)A study on Aggressive behavior of the school going adolescents in Nalbari district of Assam	1	This study will be conducted by 2/3 teacher educator. With the help of the self structured questionnaire the researcher will collect data and analyse accordingly. After the reviewing the related studies the researchers will set the objectives and hypotheses.	≡	≡	Nil	4)A study on Aggressive behavior of the school going adolescents in Nalbari district of Assam	1	This study will be conducted by 2/3 teacher educator. With the help of the self structured questionnaire the researcher will collect data and analyse accordingly. After the reviewing the related studies the researchers will set the objectives and hypotheses.	0.10 lakh	The suggestive measures may help in understanding the socio-economic status of the teacher trainees of the TTIs of Nalbari district.

Table for Programme of Research and Action researches

Function		During 2013/14				Plan for 2014/15				
Research Title	No. of research proposal as per AWP2013 -14	Dissemination details (How would the research be used)	Achievements	Shortfalls if any with reasons	Expenditure incurred	Research Title	Planned No.	Dissemination details (How would the research be used)	Estimated expenditure	Expected outcome
3) Use of appropriate teaching learning materials for Art Education	1	It was an action research. The time frame for this action research was three months. Two teacher educators conducted this study. By Oct last week the final report was submitted to the Principal. With the help of self constructed tools the study was conducted	Nil	Nil	Nil	5) Use of appropriate teaching learning materials for Art Education	1	It was an action research. The time frame for this action research was three months. Two teacher educators conducted this study. By Oct last week the final report was submitted to the Principal. With the help of self constructed tools the study was conducted	0.10 lakh	With the help of the suggestions of this action research the necessary guidance and counseling will be provided to the mother group and better academic achievement can be brought.
4) Involvement of community resources in the teaching learning process in the subject Environmental studies and Social Science	1	It was an action research. The time frame for this action research was three months. One teacher educator conducted this study. With the help of self constructed tools the study was conducted	Nil	Nil	Nil	6) Involvement of community resources in the teaching learning process in the subject Environmental studies and Social Science	1	It was an action research. The time frame for this action research was three months. One teacher educator conducted this study. With the help of self constructed tools the study was conducted	0.10 lakh	This type of studies can develop innovative ideas in teaching learning process. It can also bring the community more closure to the school

Table for Programme of Research and Action researches

Function	During 2013/14					Plan for 2014/15				
Research Title	No. of research proposal as per AWP2013-14	Dissemination details (How would the research be used)	Achievements	Shortfalls if any with reasons	Expenditure incurred	Research Title	Planned No.	Dissemination details (How would the research be used)	Estimated expenditure	Expected outcome
5) Attitude of the teacher educator towards professional development	1	It will be an action research. The time frame for the Action Research is four months (Aug-Nov). By the end of Nov the report will be submitted to the Principal. With the help of the Self structured tools data collection of the A/R will be done.	Nil	Nil	Nil	7) Attitude of the teacher educator towards professional development	1	It will be an action research. The time frame for the Action Research is four months (Aug-Nov). By the end of Nov the report will be submitted to the Principal. With the help of the Self structured tools data collection of the A/R will be done.	0.10 lakh	This study will give knowledge about the attitude of the teacher educators towards the professional development
6) Improving the efficiency of computer education in teacher educators	1	It will be an action research. The time frame for the Action Research is four months (Dec-March). By the end of March the report will be submitted to the Principal. With the help of the Self structured tools data collection of the A/R will be done.	Nil	Nil	Nil	8) Improving the efficiency of computer education in teacher educators	1	It will be an action research. The time frame for the Action Research is four months (Dec-March). By the end of March the report will be submitted to the Principal. With the help of the Self structured tools data collection of the A/R will be done.	0.10 lakh	With the help of the suggestions of this action research, the teacher educators will learn the maximum use of computer, internets etc.

Total:: Rs. 1.35 lacs

C. RESOURCE CENTER AND DOCUMENTATION

- Goal:** To make available to teacher, teacher educators and district education planners the range of materials and resources they require for their professional growth and practices.
- To provide opportunities of self learning to teachers and teacher educators.
- To develop capacities for self directed learning and ability to think and to work in groups.
- Barriers :** Lack of proper infrastructure facilities in district level.
- Lack of resource centre, i.e. enriched library, lab. etc. for teachers, teacher educators, students and resource groups.
- Some teachers and teacher educators are not interested for using resource materials, as they are not motivated with the new trend of teaching learning process.
- Strategies :** There should be sufficient financial assistance as well as proper and adequate facilities at district level. Promoting interest and a culture of using library as a support for teaching and learning, for ideas and for materials.
- There should be network between district, blocks, clusters and school resource centers for effective exchange of ideas, information and resources.
- Providing academic help and support to resource groups at different levels (district, block and cluster) in the district. Facilitating teachers in developing and using low cost, locally available educational resources.
- Sets of kits so that a whole activity based class can be organized.
- Providing a functioning library of reference books, children's books, textbooks, maps and other resource materials including access to internet and computer enabled resources.
- Computers with internet facility and audio-video resources like CD/DVD's.

Table for programme of Resource Centre and Documentation

Function	During 2013-14					During 2014-15			
Resource support types	No. of documents /publications proposed to be released as per AWP 2013-14	No. of orientation held with teachers	Achievements	Shortfalls if any with reasons	Expenditure Incurred (in Rs)	Planned No. of document /publications releases	Planned No. of orientation held with teachers	Expenditure Incurred (in Rs)	Expected outcomes
Library purpose	Nil	Nil	Nil	Nil	Nil	--	Planned for purchase of children books, reference books teaching materials, maps etc.	3.00 lacs	Purchase of books helps teachers / faculty member in academic and professional development
Equipments for Science Laboratory	Nil	Nil	Nil	Nil	Nil	Nil	Nil	1.36 lacs	Nil
Quarterly publication and others	Nil	Nil	Nil	Nil	Nil	4	Booklet, Journal, Resource materials at DIET level	0.40 lacs	Teachers would be exposed new trends of education.
							TOTAL ::	4.76 lacs	

(D) TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRCC, VEC, SMC MEMBERS ETC.

Adoption of the national Policy on Education in 1986, a centrally sponsored scheme for restructuring and reorganisation of Teacher education is being implemented since October 1987. One of its components is establishment of District Institute of Education and Training (DIETs). DIETs are nodal institutions for improving the quality of elementary education in the district. DIET will also be responsible for in service training of elementary school teachers. The function of DIET is to prepare teachers for quality education which aims at universalisation of elementary education. It is the responsibility of DIETs to, prepare the teachers to meet the educational needs of the changing society, DIETs are model agencies in terms of efficient and effective planning and execution of creative climate, harmonic development of a clear and attractive campus etc. DIETs are a part of a large strategy to achieve national goals in the areas of elementary education.

DIET'S Mission is to provide academic and resource support at the grass root level for the success of the various strategies and programmes being undertaken in the areas of elementary education.

Continuous In service education of teachers is necessary to keep them abreast of the change taking place in their professional environment and to develop their professional environment and to develop skills and attitude in the light of their changing role. ISTE is the urgent need of quality improvement, so that teachers find the content of training useful, motivating and relevant to their work. DIET, Nalbari would design and offer high quality in service education for teachers and thus will set up models of good practice. Courses of short and long duration designed to develop their specific skills or areas of interest would be offered to teachers over a year to enable teachers of the district to develop a specific core area in which they need to strengthen their knowledge base and professional skills, Enrichment of content and acquaintance with newer pedagogically approaches will add to improving the performance level of teachers.

Design and conduct of trainings should respond to the following concerns :

- i) Training would be designed and delivered locally to the extent possible.
- ii) Cascade training models would be used.
- iii) Training will be carried out based on the cluster/block person's assessment on needs of teachers.
- iv) Training to be more effective if same group and small groups are given opportunity to practice again.

OBJECTIVES, can be summarized as follows :

- i) To develop teacher's knowledge, skills and attitudes which may be necessary for him to function as a competent professional and to implement the main components of educational policy.
- ii) To offer teachers with opportunities of professional growth suited to their individual background, aptitude, talent and choice.
- iii) To provide opportunities for teachers to self learning, reflection, assimilation and articulation of new ideas.
- iv) To develop capacities for self directed learning and ability to think, be critical and to work in groups.

Barriers for in-service prog : Following barriers create some problems in smooth functioning of in-service programme

- a) Lack of proper infrastructural facilities.
- b) Lack of proper up to date need based training module, Journal, Materials etc in the concerned field.
- c) Lack of proper electrification and electronics devices for dissemination of datas and information in due time and courses.
- d) Inadequate, Subject based experts/resource person.
- e) Insufficient funds for conducting programme
- f) Lack of interest and motivation of the participants.
- g) Lack of adequate incentive.
- h) Lack of proper initiative by the higher authority.

Strategies :

To overcome the barriers of in-service programme it is the first and foremost need to take the following strategies.

- 1) DIET should have a proper infrastructural facilities.
- ii) To facilitate the in-service training programme properly there should have related training modules, materials, latest journals and electronic devices.
- iii) DIET personal and resource persons should get suitable and need based orientation through concerned authority regarding courses and programme.
- iv) A fundamental policy may be evolved at all level to make adequate provision to involve every teachers in their professional growth.
- v) The programmes of in-service education should be very well planned and properly organised in due time.
- vi) Subject experts to be required at all level to provide guidance on the techniques of teaching in various subjects to educators and teachers.
- vii) There should be sufficient and proper financial assistance as well as adequate facilities at district level, DIET and block level for holding such programme, seminar and symposium etc.
- viii) Programme would be organized from the data pertaining to EMIS in respective district with good Co-ordial relation to S.S.A., BRC and CRC in faced manner.
- ix) Programme venues will be selected where deputed teachers have easy accessibility to the venues.

Table on Training programme of Teachers BRC, CRC, VEC, etc.

Function	During 2013-14					During 2014-15			
Nature of programme	No. of participants proposed to be covered as per AWP 2013-14	Average duration of programme	Achievements	Shortfalls if any with reasons	Expenditure Incurred (in Rs)	Planned No. of participants	Average duration of programme	Expenditure Incurred (in Rs)	Expected outcomes
Advocacy Meeting	Nil	1 day	Nil	Nil	Nil				
Advocacy Meeting	Nil	1 day	Nil	Nil	Nil				
Capacity Building program on ‘Self Discovery and Self Empowerment’ for the teachers of Elementary stage	Nil	Nil	Nil	Nil	Nil	100	3 days	0.75 Lacs	
Capacity Building program on ‘Developing the attitudes and skills of Facilitation and Mentoring’ for the teachers of Elementary stage	Nil	Nil	Nil	Nil	Nil	100	3 days	0.75 Lacs	
Capacity Building program on ‘Growing as a professional Educator’ for the teachers of Elementary stage	Nil	Nil	Nil	Nil	Nil	100	3 days	0.75 Lacs	
Training program on “Adolescents’ Problems” among upper primary school teachers	Nil	Nil	Nil	Nil	Nil	100	3 days	0.75 Lacs	
Awareness programme among the parents of upper primary school students	Nil	Nil	Nil	Nil	Nil	100	3 days	0.75 Lacs	

Table on Training programme of Teachers BRC, CRC, VEC, etc.

Function	During 2013-14					During 2014-15			
Nature of programme	No. of participants proposed to be covered as per AWP 2013-14	Average duration of programme	Achievements	Shortfalls if any with reasons	Expenditure Incurred (in Rs)	Planned No. of participants	Average duration of programme	Expenditure Incurred (in Rs)	Expected outcomes
Exhibition/ Competition on Art & Creative Education	Nil	1 day	Nil	Nil	Nil	100	1 day	0.25 lacs	Art temper would be developed in student and school
Workshop for Material development	100	4 day	Nil	Nil	Nil	100	4 day	0.90 lacs	1. Teachers would be equipped with the skill of preparing TLMs. 2. Teachers would make use of TLM in classroom.
Orientation programme on Art & creative Edn	150	3 day	Nil	Nil	Nil	200	3 day	1.20 lacs	The Teachers would develop their capacity
Programme on physical and health Education.	150	3 day	Nil	Nil	Nil	200	3 day	1.20 lacs	The Teachers would develop their capacity
Training Programme on English (L.P.)	200	3 day	Nil	Nil	Nil	400	3 day	2.40 lacs	do
Training Programme on social Science/EVS/(L.P.& U. P.)	300	3 day	Nil	Nil	Nil	100	3 day	0.65 lacs	do
Training Programme on Mathematics (L.P & U.P.)	200	3 day	complete	Nil	0.80 lacs	100	3 day	0.60 lacs	do

Table on Training programme of Teachers BRC, CRC, VEC, etc.

Function	During 2013-14					During 2014-15			
Nature of programme	No. of participants proposed to be covered as per AWP 2013-14	Average duration of programme	Achievements	Shortfalls if any with reasons	Expenditure Incurred (in Rs)	Planned No. of participants	Average duration of programme	Expenditure Incurred (in Rs)	Expected outcomes
Training Programme on English (U.P.)	100	4 days	Nil	Nil	Nil	200	4 days	1.50 lacs	do
Programme of H/T (Planning & Management)	200	3 day	Nil	Nil	Nil	300	3 day	1.80 lacs	The Teachers would develop their skill
				Total::	8.20 lacs		Total	14.35 Lacs	

E. PROGRAMME CONDUCTED FOR FACULTY OF DIET

DIETs were established as a decasualize using of state elementary education to strengthen the field level functionaries of elementary education specially the teachers of elementary level in the area of content and method in addition to the new trends of education. More particularly the function of DIET is to prepare teachers for quality education which aims at universalizing elementary education. It also work for the development of different field functionaries as well A as the functionaries working under S.S.A. The teachers working in elementary level institutions are to be trained in carrying on action researches based on class room problems and to develop measures for solving such problems in practical manner.

Moreover, many new concepts are daily emerging in the field of content and methodology and also use of TLM in arphicated manner. Electronic devices are there to help the teacher for class room transaction.

Right to Education act 2009 has laid down much responsibilities to the agencies working for the growth, development and proper intension of academic activities so that none is left untouched, who might be having even a little but of contribution for the betterment of education. It is needless to say that education means quality education.

Side by side, evaluation process is also going on, so that the pupil gets cent percent justice. It is a continuous and comprehensive evaluation which not only evaluates the pupils but also helps in building up them towards life long education aiming to whole man concept.

To fulfill the constitutional commitment no habitation is to be left without a school as such mapping of habitation are required, RTE has clearly advocated for providing residential school facilities where there is problems of walking to the school. No doubt DIET has little to do in this aspect, but to locate such disadvantageous groups is the duty of the DIET as an agent of elementary education.

DIET are also to identify the children with special needs in the adjoining areas and bring out plan for their education. The construction of resource rooms for such children are obligatory DIET faculties helps in this regards.

There is the question of special interventions to the children with special needs. BRC/CRC etc are to be trained by the DIET faculties. Fund will be provided by SSA, but the academic responsibility is between upon DIET faculties. Curricular and evaluation process are also to be adapted by DIETs. In this regard sensitization programme for the parents and communities are to be done by DIET.

DIET has a major role in importing training in short term and long term and also in in-service and pre service programme. School development plan preparation and supervision of school might be the re- possibilities of the DIET planning and management of curriculum and evaluation process is also another areas of work for such institution.

After training monitoring and feedback is utmost necessary. Hence it is necessary for arrangement of class room observation and monitoring after training programme by the faculties.

For the whole process of proper implementations of the programme a comprehensive and observe plan of action with the active involvement of the community is envisaged under the right to education Act 2009.

As per staffing pattern and organizational structure each DIET as many as 49 persons including in office staff. For academic purposes there are one Principal, one Vice Principal, 6 Senior Lecturer, 17 Lecturers, one work experience teacher, one Librarian though not included in the academic list yet this person are also responsible for some kind of academic activities specially in helping the readers to select books/materials for their pedagogic purposes.

Most of the DIETs of the state is without having a Vice Principal and the Vice-Principal working as the Principal in charges. This kind of lacuna in the state department is deplorable. However Principal needs to be trained in educational planning and administration, like wise other senior lecturers of different departments as well as the lecturers are to be trained in their respective fields. The office superintendent and accountant to needs proper training in office management and accounts keeping.

It is needless to say that at the initial stage of establishing the DIET, a lot of faculties work trained by the NCERT, in respect of pedagogic activities as well as in methods. A few faculties were sent to National Institute of Educational planning and administration, New Delhi (Now a Central University) for diploma course in management.

This practice is now closed, during DPEP there was a plan to start Institute of Educational Management Training (SIEMAT), It worked for about one year at state Institute of Education, Assam, Jorhat and close dright now. In the annual report of SSA, it is seen that a handsome amount is still there, but year after year this has not been utilized. It is perhaps quite deplorable to note that a large number of school heads and institutional heads are doing their planning and management without proper training, Nalbari DIET needs that for proper and substantial growth in the field of elementary education of the district and also to guide the entire system in proper perspective staff development is quite necessary including sending the faculties to different states for on the spot visit and acquiring knowledge of application and field based activities. State visit is quite necessary for the DIET faculties for exchange of views and positive thinking in pertaining academic guidance. It is doubtless that most of the southern state DIETs has done a lot in this area.

PROGRAMME CONDUCTED FOR FACULTY OF DIET

Function	During 2013-14					During 2014-15			
	Number of DIET faculty proposed to be covered as per AWP 2013-14	Brief nature of the programme	Achievements	Short falls if any reasons	Expenditure Incurred (Rs.)	Number of DIET faculty to be covered	Brief nature of the programme	Estimated expenditure	Expected outcomes
Action research / study for the faculties, (the programme may be at DIET with the help of NCERT/SCERT experts)	17	DIET Forum meeting	Sharing of ongoing research all over the country by invited educational experts on academic matter	--	0.30 lacs	17	Action research/ study for the faculties, (the programme may be at DIET with the help of NCERT/SCERT experts)	1.40 lacs	Able to select studies & action research faced by educational functionaries and helps in problems solution

PROGRAMME CONDUCTED FOR FACULTY OF DIET

Function	During 2013-14					During 2014-15			
	Number of DIET faculty proposed to be covered as per AWP 2013-14	Brief nature of the programme	Achievements	Short falls if any reasons	Expenditure Incurred (Rs.)	Number of DIET faculty to be covered	Brief nature of the programme	Estimated expenditure	Expected outcomes
1	2	3	4	5	6	7	8	9	10
Exposure visit on educational purposes by DIET faculties outside of the state (every year)	17	Exposure Visit	Create awareness among educational functionaries	Due to Unavailable of fund and all faculties not involved	0.30 lacs	17	Exposure visit on educational purposes by DIET faculties outside of the state (every year)	1.50 lacs	Visit places of historical importance/Botanical garden/Zoo/Science cities/Art and craft/ Architecture/TTI etc to gather first hand knowledge on social science/Science/Art & creative education etc.
Workshop/Seminar at district level to be organized by DIET for its faculties and other educational functionaries on some latest issues on elementary education.	17	Workshop / seminar at district level organized by DIET for Educational functionaries on some latest issues	Seminar helps faculties regarding new approach, new tense and its application in the field.	Nil	0.32 lacs	17	Workshop/Seminar at district level to be organized by DIET for its faculties and other educational functionaries on some latest issues on elementary education.	0.90 lacs	Create awareness among educational functionaries regarding latest development in educational policies/issue

PROGRAMME CONDUCTED FOR FACULTY OF DIET

Function	During 2013-14					During 2014-15			
	Number of DIET faculty proposed to be covered as per AWP 2013-14	Brief nature of the programme	Achievements	Short falls if any reasons	Expenditure Incurred (Rs.)	Number of DIET faculty to be covered	Brief nature of the programme	Estimated expenditure	Expected outcomes
1	2	3	4	5	6	7	8	9	10
Publication of News letter/Magazine etc.	17	Nil	Nil	Nil	Nil	17	Publication of News letter/Magazine etc.	0.20 lacs	For the development of creative thinking/imaginary thinking and other inner capacities of faculties
Two week (Three phases) capacity building of teachers on mentoring attitudes and skills for school teachers will be organised by DIET in collaboration with UNICEF (Assam chapter)	Nil	Nil	Nil	Nil	Nil	50 (participants of the District)	capacity building of teachers on mentoring attitudes and skills for school teachers will be organized by DIET in collaboration with UNICEF (Assam chapter)	1.00 lacs	It will helps in district to mentoring attitudes and skills of school teachers and able to spread the messages in the district as a whole.
							Total::	5.00 lacs	

F. TECHNOLOGY IN TEACHER EDUCATION

INFORMATION TECHNOLOGY IN TEACHER EDUCATION

Goal

An exchange of ideas , knowledge in the area of teacher education and communication and information technologies to promote international collaboration and networking in education and professional development is the ultimate goal of ICT in teacher education. Today, a variety of ICT can facilitate not only delivery of instruction, but also learning process itself. Moreover, ICT can promote international collaboration and networking in education and professional development. There's a range of ICT options – from videoconferencing through multimedia delivery to web sites - which can be used to meet the challenges teachers face today. In fact, there has been increasing evidence that ICT may be able to provide more flexible and effective ways for lifelong professional development for today's teachers. Because of rapid development in ICT, especially the Internet, traditional initial teacher training as well as in service continued training institutions worldwide are undergoing a rapid change in the structure and content of their training and delivery methods of their courses. However, combining new technologies with effective pedagogy has become a daunting task for both initial teacher training and in-service training institutions.

Barriers

- *Lack of in-service training.
- *Lack of appropriate software material.
- *Lack of basic knowledge / skills for ICT.
- *Lack of course content and instructional programmes.
- *Lack of technical and appropriate administrative support.

Strategies

- *To assist and support the students , faculty , and staff of the educational institution.
- *To conduct and support collaborative research and development Projects in the use of technology in educational settings.
- *To provide leadership in the educational applications of technology at district level.

For this purpose training programmes in the field of technology should be conducted, planned in such a way that the teacher trainees can incorporate the finest idea of technology of today's world.

To provide such training programmes certain requirements are necessary, physical as well as human resource. And to carry out such programmes a neat and acute Annual Action Plan should be prepared.

PHYSICAL RESOURCE/REQUIREMENTS/ELECTRONIC EQUIPMENTS WITH EXPENDITURE

Sl. No.	Particulars	Qty.	Rate (Rs.)	Amount (Rs.)
1.	Server Computer (Xeon processor/4GB RAM/250 GB HDD/ODD/18" Monitor/Keyboard/Mouse	1 No.	85000/-	85000.00
2.	Desktop Computer for Client (Intel Dual Core CPU/2 GB RAM/500 GB HDD/ODD/18" monitor/ Keyboard/Mouse	4 No.	30000/-	120000.00
3.	Laptop Computer (Intel Dual s Core CPU/2 GB RAM/500 GB HDD/ODD/14" Display/Wi-Fi/Web Cam/ Win7 HB)	3 No.	40000/-	120000.00
4.	3 KVA Online UPS with dry cell for 1 hr backup	1 No.	80000/-	80000.00
5.	Colour Laser printer (A4/18ppm/Hi-Speed USB/30000 page- month)	1 No.	33000/-	33000.00
6.	Print /Scan/Copy / Fax – all in one machine (A4/18 ppm/Network ready/ADF)	1 No.	30000/-	30000.00
7.	Photo copy machine (Photostat) with stabilizer	1 No.	55000/-	55000.00
8.	Hi-speed Internet connection from BSNL	1 No.	5000/-	5000.00
9.	HD Web Cam	5 No.	2000/-	10000.00
10.	LAN Installation and Configuration	---	---	5000.00
11.	Air Condition (1.5 ton split AC) with installation and stabilizer	5 No.	40000/-	200000.00
12.	Diesel Power Generator (DG) (15 KV, auto start)	1 No.	345000/-	345000.00
13.	False ceiling	400 sq. ft.	100/-	40000.00
14.	Vinyl carpeting	400 sq. ft.	120/-	48000.00
15.	LCD Projector and Screen	1 No.	70000/-	70000.00
16.	Table for office	25 No.	3500/-	87500.00

17	Chair office	30 No.	2500/-	75000.00
17.	Storage Almira	15 No.	10000/-	150000.00
18.	Operating system software for server computer (Win 7 pro)	1 No.	12000/-	12000.00
	Operating system software for client computer (Win 7 Pro)	5 no.	8000/-	40000.00
19.	Electricity Job in the room (Wiring /Light fitting/ MCB box fitting etc.)	---	---	70000.00
20.	Digital Camera (10 MP/Video recording/4x optical zoom)	1 No.	25000/-	25000.00
			Total	18,95,500.00

Programme of Technology for teachers Educators

During 2012-2013						Plan for 2014-15			
Function	No. of teacher educators to be covered as per AWP 2013-2014	Brief objectives	Achievement	Short fall if any	Expenditure	Planned no. of teacher educator / faculty covered	Brief objectives of the programme	Estimated expenditure	Expected outcomes
EDUSAT based training	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Training on MIS	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Computer literacy programme	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Training programme on “Development of ICT capacity among teachers”.	Nil	Nil	Nil	Nil	Nil	200	Capturing collecting generating data and their usage / computer literacyBasic	1.50 Lacs	The faculty would acquire the skill of conducting programme
“Training programme on Blending of ICT and Pedagogy”.	Nil	Nil	Nil	Nil	Nil	200	Acquired the skills of conducting programme	1.50 Lacs	Faculty would acquire the skills of capturing collecting analyzing and generating data.
							Total::	3.00 lacs	

G. INNOVATIONS

Under this section Nalbari DIET is going to introduce a new practice in lower primary schools of three educational blocks and that is Implementation of the Art Integrated Learning (AIL) practice. In the first stage ten schools from each block will be selected for this practice and three teachers from each school will be involved in this program.

GOALS

- Inclusion of Art Integrating Learning (AIL) in Lower Primary Schools of Nalbari district to make the Teaching Learning Process more fruitful
- Through arts it will be tried to reach students who are not otherwise being reached.
- Capacity building of the school teachers as the facilitators of Art Integrated Learning

BARRIERS

- Lack of awareness and improper attitude towards Art Integrated Learning
- Lack of training programs on Art Integrated Learning.

STRATEGIES

Innovation in classroom situation always breaks the monotony of the traditional classroom and gives fruitful effect of the teaching learning process. Inclusion of AIL in Lower primary schools of Nalbari District will help the teaching and the learners communities in large scale. The major strategies for this innovative practice will be

- Make the teachers of the lower primary schools aware of Art Integrated Learning and have positive attitude towards Art Integrated Learning.
- Advocacy programs on implementation of AIL in schools among the teachers.
- Training programs on Capacity building of the teachers on AIL

- Workshops on preparing teaching learning materials (TLMs) and their uses for AIL.

Programme on Innovation:

Function	During 2013/14					Plan for 2014-15				
Nature	No. of beneficiaries	Brief objectives	Achievements	Shortfalls if any with reasons	Expenditure incurred	Nature	No. of beneficiaries proposed to be covered as on AWP 2013-14	Brief objectives	Estimated expenditure	Expected outcome
1) <u>AIL</u> : Advocacy on Implementation of AIL in Lower primary schools of Nalbari district		10 schools from three educational blocks of the district as the pioneering schools, total 30 schools. All the teachers of these 30 schools will be included in the Advocacy program	Nil	Due to unavailability of fund	Nil	1) 3R's guarantee programme	For quality development in all the schools	To make the teachers aware of the AIL program	0.80 Lacs	
2) <u>AIL</u> : Workshop for Module preparation		Average three teachers from each school, total 90 teachers		Due to unavailability of fund		2) Integrated learning improvement programme (ILIP)	To preserve the reach traditional local resource for use in curriculum transaction and other general purposes.	To train the target teachers on preparation of module	0.35 lacs	Capacity building on module preparation
								Total::	1.15 lacs	

H. CONTENT & MATERIAL DEVELOPMENT

Academic support to the elementary level schools under jurisdiction of each DIET is mandatory. For performing the class room activities effectively, the tools necessary are not only the text books prescribed for the course, but some more reference materials are necessary. In our text books many concepts are given in lucid manner which needs explanation, demonstration and illustration. They should prepare himself/herself with a good lesson transaction plan for this purpose.

Good teaching should be result in good learning. There has to be a great deal of interaction between teacher and pupils. The interaction may be fruitful if pupils attentively participate in the teaching- learning process. The usual chalk-talk method has limited significance and may encourage rote-learning and it is not always possible for teachers to make things clear to the pupils. Hence there is a need to create an environment within the class-room which may be interesting to the learners. While teaching, a teacher has to cater to the needs and requirements of learners quite different from each other in their abilities, interest and motivations according to their levels of learning. So certain materials can effectively be used to seek the participation of the student and making their understand of difficult and abstract things in a much simpler way. The learning ensured through active participation of both the teachers and learners. Moreover the teaching-learning materials are the arms and ammunitions of the teachers. They can be used to deal with various types of challenges which they are supposed to face. Content based materials can make our teachers resourceful, so we will be ready for preparing or developing suitable types of materials and equipments

Goal : Improvement of quality education and empowerment of teachers in elementary schools DIET is the soul and supreme authority/ agency of the District. Academic support to the elementary level schools under the DIET is part and pared. In this content some appropriate and purposive materials are necessary in each of DIET for effectiveness of elementary education and also for understanding the actual picture of the content.

Barriers :

- i) Lack of insufficient stand as a barriers for preparation of need based materials.
- ii) Due to the lack of insufficient content based knowledge can stand as barriers in implementing or using materials.
- iii) Some teachers and teacher educators are not interested for using materials as they are not motivated with the activity-based method and new trend of teaching-learning process.
- iv) For sustaining materials lack of insufficient furniture, laboratories etc. can also stand as a barriers for each of the DIET and elementary schools.

Strategies :

- i) First, of all we should find out the areas where materials will be used.
- ii) Secondly, we should give attention about the quality of materials either it may be usable or not.

- iii) Thirdly, we give importance of the priority of the materials according to the level of learners.
- iv) Fourthly, Planning should be done for preparation and implementation of the materials.
- v) Lastly, attention should be given on achievement of the materials through observation, monitoring and supervision and also recorded the merit and demerit of the materials then follow-up measures to be taken.

Out Come : Content-based materials should be fruitful in purposive learning. It can help our teacher-educator, teachers and pupils in teaching-learning process. Preparation of materials can help us to identify the hard spot of the content and difficult parts of the teaching- learning process. It help us and our teachers for capacity building. Teachers can faced various types of challenges and able to overcome them through such materials and also be skillful. Suitable teaching materials create a good environment in the teaching-learning area and attract our pupils and draw their attention in learning. Active participation of the learners can easily able to fulfill the aims of U.E.E. in primary education. Again well-planned materials, equipments and activities can assist the teachers in their class room transaction.

Programme for CONTENT & MATERIAL DEVELOPMENT

Function Type	During 2013-14					Plan for 2014-15			
	Number of publications/r eleases proposed as per AWP 2013-14	Target group	Achievements	Shortfalls if any with reasons	Expendi ture incurred	Number of proposed publications /releases	Target group	Estimated expenditu re	Expected outcomes
Development of audio-video CDs on story telling in English for LP schools	Nil	Nil	Nil	Due to unavailable of Fund	Nil	Nil	Nil	Nil	Nil
Preparation of science models relevant to textbook lessons	Nil	Nil	Nil	Due to unavailable of Fund	Nil	3	All UP schools & secondary schools	1.20 lakh	Teachers would get exposure to these models and will take effort to prepare science model in schools in participation with students.
Preparation of mathematics kit- box	Nil	Nil	Nil	Due to unavailable of Fund	Nil	Nil	Nil	Nil	Nil
Preparation of Arts and creative Education Materials	Nil	Nil	Nil	Due to unavailable of Fund	Nil	2	All LP & UP Schools	1.30 lacs	Teachers would get exposure to these m,odels and will take effort to prepared the same in the school with participation of Student.
							Total::	2.50 lacs	

I. ON-SITE SUPPORT TO TEACHERS

GOAL:: DIET has a special role in making the elementary level institution functioning in proper direction.

BARRIERS:: DIET are the decentralized field level agency working for the growth and development of elementary education.

STRATEGIES ::

1. Lots of projects and activities designed for the teachers and pupils of these institutions are to be materialized by DIETs.
2. Practical and functional operation of schemes and projects are really to be done by DIETs as their own work schedule.
3. DIET has six departments to see the various activities for training in content and methodology.
4. Practically DIETs are to be in short co-ordination with these institutions.
5. Activity is best known as support and monitoring. Under school support and monitoring following activities are identified.

Programme ON-SITE SUPPORT TO TEACHERS

Function	During 2013-14					Plan for 2014-15			
	Numbers visits proposed as per AWP 2013-14	Average duration of each visit	Achievements	Shortfalls if any with reasons	Expenditure Incurred (Rs.)	Planned numbers of visit	Average duration of each visit	Estimated expenditure	Expected outcomes
1. Visit to schools	100	5 hours			0.36 lacs	200	5 hours	0.40 lakhs	1. Schools will be exposed to demonstration of lesson transaction/science models/math-kits. 2. Schools will be able to address different issues cropped up academic domain of schools.
				Total:	0.36 lacs	Total::		0.40 lacs	

BUDGET AND FINANCE

DIET, Nalbari require higher investments in its infrastructure and facilities for faculty and students in order to emerge as strong centers for teacher professional development and school improvement. This needs to be understood as a much needed investment for a more long-term institutional development.

- Adequate provisioning of space, including building additional classrooms, training and meeting rooms, faculty rooms and play facilities
- Library needs to be enhanced in order to function as a Resource Center for the district.
- Full-fledged computer center with internet for faculty and students
- Individual work spaces with computers for all faculty
- Multimedia presentation capabilities- TV, DVD player and projectors. Recent innovations in pico-projectors have substantially reduced their costs.
- Hostel facilities for students of the pre-service training programmes and long-term ISTE programmes.
- Vehicle for visiting BRCs, CRCs, schools and district level institutions.
- Power backups and Fire safety equipment
- A conference Hall
- Outsourcing some responsibilities like security, peons, cosmetic staff, canteen and staff needed for upkeep of the campus

Institutional autonomy and growth requires financial autonomy. Principals need to have freedom to evolve and work towards an institutional plan, and to make financial decisions that will support the institutional objectives. They need to be able to take decisions instead of (a) referring matters to the SCERT (b) being constrained by inflexible norms. Devolving financial autonomy to DIET Principals is necessary. Norm driven and centrally controlled financial systems may be easier to manage, but these inflexibilities lead to inefficiencies in the design and implementation of activities.

Timely flow of funds is crucial to restoring a basic functionality to the DIET. This would support DIETs in discharging their routine activities in a reasonable fashion. As the funding is central and linked to the plan, it is necessary for States to evolve ways of facilitating smooth flow of funds to DIETs and evolving appropriate financial department structures so that this flow of funds is not impeded.

An overall State structure for fiscal governance is required to ensure timely release of funds through disaggregated tranches.

The EC and PAC can provide higher autonomy, easier access to funds and increased accountability to the DIETs. The funds shall be disbursed to DIETs once the PAC approves the AWP. The EC can be given powers to disburse contingency funds not covered under the AWP.

DIET, Nalbari would offer training and orientation workshops for private institutions and the fund generated can be used by the DIET to cater to the administrative and functional needs.

When the DIET is required to take up additional programmes over and above those in the AWP, the institution should receive overhead costs of at least 10 to 15% of the budget as well as support for additional personnel. Trainings such as RMSA and SSA which are routed through the DIET should be supported with a management cost which accrues to the DIET.

The AWP needs to be approved by the PAC and could comprise the following sections:

- (i) Infrastructure and maintenance- Physical and IT Capacity building (Faculty, Teacher Educators and other staff)
- (ii) Research - for all types of research and documentation activities. This would include costs of data processing, field work, and research assistants etc.
- (iii) Staff and Administration - this would include all overhead costs
- (iv) Maintenance Grants -which would cover support for the development and maintenance of the resource centre
- (v) Programmes - this would include all requirements of the teaching/training programmes and development activities of the DIETs. Curriculum renewal etc. would come under this head.
- (vi) Technology in teacher education
- (vii) Content and material development
- (viii) On-site support to teachers
- (ix) Innovations
- (x) Contingency

The **Programme Advisory Committee (PAC)** would serve to advise and guide the Institute in planning and conducting of its programme and activities. The Committee requires the different kinds of members to achieve autonomy to make programmatic and financial decisions and enable it to achieve coordination and congruence with other programmes and institutions. However, to achieve quick decision making, the PAC could have a **smaller subset forming the Executive Committee (EC)** which could be headed by the Zilla Parishad Head or the District Magistrate.

This committee would oversee the academic programmes of the DIET and its associated finances.

- (i) The funds from the center or state would be managed by the PAC with significant autonomy to the DIET based on the AWP. The AWP is presented to the PAC is discussed, modified(if required) and approved. The PAC meets once at the beginning of the financial year to approve the AWP and then six months later to do a half yearly review of the progress of activities of the DIET.
- (ii) The EC meets once every quarter to review the activities of the DIET, guide it and also approve any decisions for funding any proposals not originally under the AWP.

- (iii) For this, the PAC can devolve certain financial and operating powers to the EC to take decisions quickly. The EC could also hold Emergency meetings for any urgent issues arising out of local conditions which either requires funding at short notice or immediate action. For instance, there could be the possibility of political agitation in the near future and the EC could meet to take decisions about providing increase security to the college and hostel or take decisions on closure. If the training room at the DIET requires urgent repairs to the roof, then such decisions could be put forward to the EC. Alternatively, if there is a sudden opportunity to send faculty members from the district for an exposure visit to a well-known Teacher Education college in another state, then such a visit could be approved by the EC.
- (iv) The DIET needs to maintain minutes of all such meetings for history. Preferably such documentation can be recorded digitally and shared with all the participants so that there is clarity on what was discussed and agreed to. Each meeting could begin with a review of minutes from the previous meeting which need to be passed by the group.

DIET, Nalbari has already constituted its PAC with the following personnel:

Sl. No.	Name of Members	Designation
1	Sri Lalit Gogoi	Deputy Commissioner, Nalbari.
2	Sri Phulendra Kalita	DEEO, Nalbari.
3	Sri Nagen Ch. Boro	District Project Coordinator, RMSA, Nalbari
4	Sri Kuldip Mazumdar	Lecturer, DIET, Nalbari.
5	Sri Jiten Sarma	Lecturer, DIET, Nalbari.
6	Sri Niva Das	Welfare Officer, Social Welfare Department.
7	Sri Subodh Ch. Deka	Head Master, Sandha ME School
8	Sri Biren Barua	Head Master, Bhadra L.P. School
9	Sri Ajoy Mzumdar	CRCC, Under Pub-Nalbari Education Block
10	Dr. Krishna Chauda Goudo	Principal, MNC Balika Mahavidyalaya, Nalbari

11	Dr. Mizo Prabha Borah	Lecturer, SCERT, Assam, Guwahati-19
12	Sri Mahendra Baishya	Secretary General, "Pancharatna" NGO
13	Sri Garima Deka	PSTE Student
14	Sri Popi Malakar	PSTE Student
15	Sri Munindra Barman	Principal, DIET, Nalbari

PAY AND ALLOWENCE OF STAFF OF THE DIET, NALBARI::

Sl. No.	Name of Incumbents	Design	Scale of pay	Total Basic pay for the year including increment amount	Other allowance DA 92% HR 10% MA 600/-	G. Total
1	Vacant	Principal	12,000/-to40,000/-GP. 6,300/-	2,19,600/-	1,68,900/-	3,88,500/-
2	Vacant	Vice Prin.	12,000/-to40,000/-GP. 6,100/-	2,17,200/-	1,67,100/-	3,84,300/-
3	Munindra Barman	Sr. Lect.	12,000/-to40,000/-GP. 6,100/-	3,82,864/-	4,34,007/-	8,16,871/-
4	Sr. Lect. (Vacant)	Sr. Lect.	12,000/-to40,000/-GP. 6,100/-	72,000/-	1,92,200/-	12,64,200/-
5	Mainu Barua Kalita	Lecturer	12,000/-to40,000/-GP. 5,900/-	3,52,632/-	4,02,148/-	7,54,780/-
6	Ashok Kr. Sarma	Lecturer	Do	2,81,032/-	3,21,956/-	6,02,988/-
7	Anarbala Das	Lecturer	Do	3,43,336/-	3,91,736/-	7,35,072/-
8	Ganesh Goswami	Lecturer	Do	3,58,048/-	4,08,214/-	7,66,262/-
9	Kuldeep Mazumdar	Lecturer	Do	3,09,304/-	3,53,620/-	6,62,924/-
10	Lalita Bhuyan Deka	Lecturer	Do	3,09,304/-	3,53,620/-	6,62,924/-
11	Monideepa Sarma	Lecturer	Do	3,09,304/-	3,53,620/-	6,62,924/-
12	Minakshi Das	Lecturer	Do	3,09,304/-	3,53,620/-	6,62,924/-
13	Chitra N. Barua	Lecturer	Do	3,09,304/-	3,53,620/-	6,62,924/-
14	Homeswar Deka	Lecturer	Do	3,09,304/-	3,53,620/-	6,62,924/-
15	Jiten Sarma	Lecturer	Do	3,09,304/-	3,53,620/-	6,62,924/-
16	Kamala Goswami	Lecturer	Do	3,15,912/-	3,61,021/-	6,76,933/-
17	Smriti Das	Lecturer	Do	3,15,912/-	3,61,021/-	6,76,933/-
18	Chinmoy Talukdar	Lecturer	Do	2,68,008/-	3,07,368/-	5,75,376/-
19	Kamal Kr. Mahanta	Lecturer	Do	2,54,224/-	2,91,930/-	5,46,154/-
20	Manju Chutia	Lecturer	Do	2,54,224/-	2,91,930/-	5,46,154/-
21	Madhusmita Sarma	Lecturer	Do	1,91,800/-	2,91,930/-	5,46,154/-
22	Narayan Bharali	H/A	5,200/-to 20,200/- GP. 3,100/-	2,18,240/-	2,22,016/-	4,13,816/-
23	Maniram Swargiary	UDA	5,200/-to 20,200/- GP. 2,900/-	1,88,744/-	2,51,628/-	4,69,868/-
24	Pradip Sarma	Acctt.	Do	1,68,792/-	2,18,592/-	4,07,336/-
25	Jubaraj Das	UDA	Do	1,85,312/-	1,96,247/-	3,65,039/-

26	Narayan Deka	UDA	Do	1,97,312/-	2,14,749/-	4,00,061/-
27	Munindra Talukdar	Tech.	8,000/-to 35,000/- GP. 4,300/-	1,65,576/-	2,28,189/-	4,25,501/-
28	Chandan Kalita	Steno.	5,200/-to 20,200/- GP. 2,900/-	1,65,576/-	1,92,646/-	3,58,222/-
29	Parikshit Tamuli	Steno.	Do	1,67,200/-	1,92,646/-	3,58,222/-
30	Bipin Talukdar	WET	5,200/-to 20,200/- GP. 3,000/-	1,60,096/-	1,94,464/-	3,61,664/-
31	Tilak Rabha	Lib.	Do	1,57,280/-	1,86,507/-	3,46,603/-
32	Jonali Medhi	S/A	5,200/-to 20,200/- GP. 3,000/-	1,24,240/-	1,83,349/-	3,40,629/-
33	Ganga Deka	Lab/Asstt.	5,200/-to 20,200/- GP. 2,200/-	1,24,240/-	1,42,349/-	2,66,589/-
34	Goutam Das	LDA	Do	1,24,240/-	1,42,349/-	2,66,589/-
35	Dhiraj Deka	LDA	Do	1,24,240/-	1,42,349/-	2,66,589/-
36	Barun Kumar	LDA	Do	1,24,240/-	1,42,349/-	2,66,589/-
37	Ranjit Barman	LDA	Do	1,27,544/-	1,42,349/-	2,66,589/-
38	Goutam Patowary	LDA	Do	98,040/-	1,50,048/-	2,77,592/-
39	Tarini Kt. Bhuyan	IV	4,560/-to 15,200/- GP. 1,500/-	98,040/-	1,17,004/-	2,15,044/-
40	Baikuntha Barman	IV	Do	98,040/-	1,17,004/-	2,15,044/-
41	Dipul Kalita	IV	Do	98,040/-	1,17,004/-	2,15,044/-
42	Biren Haloi	IV	Do	98,040/-	1,17,004/-	2,15,044/-
43	Dipul Kalita	IV	Do	98,040/-	1,17,004/-	2,15,044/-
44	Labanya Baishya	IV	Do		1,17,004/-	2,15,044/-
TOTAL::				93,57,256/-	1,17,11,951/-	2,10,69,207/-

BUDGET AND FINANCE (Attach additional details / documents of proposals)

Sl. no.	Head of expenditure	Central assistance 2012-2013	Expenditure incurred	Unspent balance as on 31.3.2014	Total proposed 2014-15	State contribution 2014-15	Claim from GOI (2014-15)
	EXISTING DIET						
1	Strengthening of physical infrastructure (i) Civil works (ii) Equipment				434.40 lakhs 16.75 lakhs	43.44 lakh 1.67 lakh	390.93 lakhs 15.08 lakh
2	Programme and activities	2.25 lakh	2.25 lakh	Nil	27.26 lakhs	2.73 lakh	24.53 lakh
3	Salary of faculty and staff sanctioned and filled up after up-gradation	180.00 lakh	180.00 lakh	Nil	248.16 lakhs	24.82 lakh	223.34 lakh
4	Faculty development	0.50 lakh	0.50 lakh	Nil	5 lakhs	0.50 lakhs	4.50 lakh
5	Contingencies	1.72 lakh	1.72 lakh	Nil	15.00 lakhs	1.5 lakh	13.5 lakh

NB: Required Amount of Rs. 108.60 lacs during year 2014-15 on civil works.

CLAIM FOR RECURRING ASSISTANCE FOR THE YEAR 2014-15: PART- II: ESTIMATED EXPENDITURE ON SALARIES: DIET, Nalbari

s. no	Name of district where DIET is located	Whether upgraded or new	Year of sanction	Number of post												Estimated annual expenditure for 2014-15 on posts which were		Actual expenditure in 2013-14 on salaries of posts mentioned in col. 7,10,13, 16 to the extent they were filled	State contribution	Net claim from GOI on account of salaries for 2014-15		
				Principal Pay scale :Rs. 12,000 to 40000 + GP-6300	Vice principal/sr. lecturer Pay scale: Rs. 12,000 to 40000 + GP-6100	lecturer Pay scale : Rs. 12,000 to 40000 + GP-6100	Para academic staff & Others Pay scale; a) H/Asst=5200 to 20200 GP-3100 b) UDA=5200 to 20200 GP-2900 c) Acct=5200 to 20200 GP-2900 d) Tech=8000 to 35000 GP-4300 e) Steno=5200 to 20200 GP-2900 f) WET=5200 to 20200 GP-3000 g) Lib=5200 to 20200 GP-3000 h) S/A=5200 to 20200 GP-2900 i) LDA=5200 to 20200 GP-2200 j) Lab/A=5200 to 20200 GP-2200 k) Gr-IV=4560 to 15200 GP-1500 l) 5200-20200+GP	sanctioned		as		sanctioned		as								
								Before up-gradation	After up-gradation	Filled up as on 31.3.14	Before up-gradation	After up-gradation	Filled up as on 31.3.14	Before up-gradation	After up-gradation	Filled up as on 31.3.14	Before up-gradation				After up-gradation	Filled up as on 31.3.14
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
1	Nalbari	-	1995	-	1	-	-	7(1+6)	1	--	17	17	--	23	23	--	248.16 lacs	180.00 lakh	24.82 lakh	223.34 lakh		
2																						
3																						
4																						
5																						

Annexure –I

List of activities proposed 2014-2015::

Sl. No.	Items	Amount Incurred during 2013-2014	Amount proposed for 2014-15	Remarks
1	2 yers D.El.Ed.	Nil	Nil	
2	Research and Action Research	0.30 lacs	1.35 lacs	
3	Resource Centre and Documentation		4.76 lacs	
4	Training programme for Teachers BRC, CRC & VEC etc.	1.27 lacs	14.35 lacs	
5	Innovation		1.15 lacs	
6	Contents and Material Development		2.25 lacs	
7	On-Site Support visit to Teachers	0 .36 lacs	0.40 lacs	
8	Technology for Teacher Educators		3.00 lacs	
9	Faculty Development	0.32 lacs	5.00 lacs	
	Total::	2.25 lacs	27.26 lacs	

Annexure –II

List of Books for Library ::

SL. NO	Name of the book	Quantity	Unit cost	Total cost
1	Handbook of Education and Psychology (set of two vols)	2 vols	200	400
2	Encyclopedia of Educational evaluation (set of 3 volumes)	3 vols	175	525
3	Guidance and Counselling	4	150	600
4	Guidance based Education	3	175	525
5	Research methods in Education	5	295	1475
6	Essentials of Research Method	5	495	2475
7	New themes in Educational Research and development	5	150	750
8	Psychology of Learning and Human development	5	200	1000
9	Doing research in social sciences	4	150	600
10	Statistics in Education	3	195	585
11	Personality development	5	150	750
12	Jade storiex (100 stories for successful living	2	300	600
13	Personality development and Communicative English	3	150	450
14	Perspectives on Special Education (set of 2 vols)	2 vols	1195	2390
15	Special Education	2	295	590
16	Transition of person with Mental retardation from school to work a guide	2	500	1000
17	Manual on developing communication skills in mentally retarded persons	2	450	900
18	Learning disabilities	5	395	1975
19	Children with disabilities: Teachers attitude towards inclusion	3	350	1050

20	Early Childhood Education : an encyclopedia international ()	4 vols	1000	4000
21	Elementary education	3	350	1050
22	Instructional technology and curriculum development	5	195	975
23	Curriculum development	3	195	585
24	Encyclopedia of teacher education (set of 4 vols)	4 vols	350	1400
25	Philosophical and sociological perspective of Education	5	275	1300
26	Philosophical foundation of Education	3	195	585
27	Principle of Education	6	175	1050
28	Foundation of education	5	195	975
29	Foundation of education for teacher educators	5	175	875
30	Professional developments of Teachers	3	195	585
31	International Encyclopedia of Educational practices	5	1500	7500
32	Indias National Educational Policy and development: Today and Tomorrow	2 vols	1195	2390
33	Current Issues In Education	5	250	1250
34	National concerns and education	5	150	750
35	Right to Education	2	150	300
36	Accountability in School Education	3	250	750
37	Issues and trends in Education	3	200	600
38	Vocational studies and productive works (SUPW) in Education	2	175	350
39	Work Experience	5	120	600
40	Elements of Work education	5	150	750
41	Art Education	5	120	600

42	School Organisation, Administration and Management	5	250	1250
43	School Organisation, Management and system of Education	3	175	525
44	Educational Management,, Supervision, School Organisation	5	250	1250
45	Classroom dynamics	5	150	750
46	Educationl innovations and management	5	195	1175
47	Managing Academic Institution foer educational Excellence	5	195	1195
48	Dictionary of Information and communication Technologies	2	300	600
49	Encyclopedia of Education and Technologies	2vols	1750	3500
50	Modern trends in Educational technology	5	250	1250
51	Educational technologies	5	250	1250
52	Elements of Educational technology	3	125	375
53	Application of ICT in Education	5	175	875
54	Communication for Professional and personal Effectiveness	5	250	1250
55	Women Education, Empowerment and Emotional intelligence	5	250	1250
56	Value oriented Education initiatives at the teacher education level	5	275	2350
57	Peace and value education	5	275	2350
58	Value education and human right education	5	995	4975
59	Peace Education	5	200	1000
61	Disaster management	5	195	985
62	Health and physical Education	5	150	750
63	Health Education	5	150	750
64	Research Methods in physical education and sports	5	150	750

65	Yoga Education	5	150	750
66	Teching Skills and Stretegies	5	150	750
67	Yoga and Yogic practice	5	295	1475
68	Educational skills and Skills & Strategies of Teaching	5	195	985
69	Techniques of teaching English	5	175	875
70	Methods of Teacing English	5	150	750
71	Teaching of English (Practice and principle)	5	175	875
72	Teaching of English Special English)	5	195	985
73	Enhancing Reading Skills through multimedia	5	195	985
74	English Language Education	5	150	750
75	Communicative English	5	150	750
76	Spoken En glish Intensive practice to Speak fluently	5	150	750
77	Learning to teach geography in primary schools	5	995	4975
78	Lesson Plans in Social Sciences	5	200	1000
79	Handbook of Teaching Social Sciences	2 vols	300	600
80	Methodology of Teaching Social sciences	5	300	1500
81	Techniques of teaching physical science	5	195	985
82	Methods of teaching Physical sciences	5	150	750
83	Science education	5	295	1485
84	Essential of Science teaching	5	150	750
85	Methods of teaching Biological science	5	175	875
86	Techniques of teaching Biological science	5	175	875

87	Teaching Biology	5	150	750
88	New Medical dictionary	5	195	985
89	Science projects and experiments	5	195	985
91	Techniques of teaching	5	175	875
92	A text book of teaching Mathematics	5	200	1000
93	Skills and strategies of Teaching Mathematics	5	250	1250
94	A manual of Mathematical Laboratory	5	350	1750
95	Numbers Personalities and properties	5	250	1250
96	Mathematics for Everyday life	5	250	1250
97	Encyclopedi of Psychology	2 ols	1800	3600
98	andbook of Education and Psychology	2	1195	2300
99	The praeger Handbook of Education and Psychology	4 vols	1000	4000
100	Early Childhood Education : an international encyclopedia	4 vols	1000	4000
101	Encyclopedia of teacher education (set of 4 vols)	4 vols	1000	4000
102	Dynamics of teacher education	5	500	2500
103	Elementary Education	2 vols	1500	3000
104	International Encyclopedia of Educational practices HB	2	1500	3000
105	International Encyclopedia of Educational Policies	2	1195	2300
106	Microteaching Theory and practices	2 vols	1500	3000
107	Handbook of teaching Mathematics	3 vols	1000	3000
108	Indian ways of Silk	3	200	600
109	AAMAR SOISAB	3	150	450

110	Anglo Assamese Dictionary	5	330	1650
111	ASOMOR SORAI	3	200	600
112	ASOMOR UDBHIT KOSH	3	200	600
113	ASOMAR STANYAPAYEE BANYAJANTU	3	175	525
114	BIGYAN ABHIDHAN	2 VOLS	125	250
115	MOI ETI JAJABOR	4	250	1000
116	SHISHU SAHITYA DR BHABENDRA NATH SAIKIA	5	200	1000
117	HEMKOSH	5	600	3000
118	SHISHU SAHITYA SAMAGRA LAKHINATH BEZBARUA	3	200	600
119	OXFORD SCHOOL ATLAS	5	500	2500
121	Children Illustrated Encyclopedia	3 vols	2000	6000
122	Science and technology	5	200	1000
123	Modern Science Teaching	5	195	985
124	Science teaching in school	5	150	750
125	SHIKSHA TATTWA ABHIYAN	5	195	985
126	Nature of Educational Technology	5	175	875
127	Work Experience in General Education	5	200	1000
128	KARMA ABHIGYATA	5	250	1250
129	John Raynes-figure Drawing and Anatomy	2	1195	2300
130	Art a new History of Art , Architecture, sculpture painting	2	1995	3990
131	A world History of art 7 th Edition	2	1995	3990
132	History of Art	2	1995	3990

133	Gardener's Art through the Ages 14 th edition	1	3895	3895
134	Devid curtist Light and mood in water colour	1	1395	1395
135	Figure drawing victor Ambruch	1	595	595
136	Painting with impact	1	1495	1495
137	BHARATIYA CHARU KOLAR RENGONEE	2	300	900
138	KALPA DRISHTI	3	200	600
139	MATRI BHASHA SHIKSHAN PADDHATTI MS	5	195	975
140	MATRI BHASHA SHIKSHAN PADDHATI	5	200	1000
141	MATRI BHASHA SHIKSHAN PADDHATI	5	195	975
142	ASOMIYA BHASHAR BYAKARAN	5	150	750
143	ASOMIYAR SAHITYAR SAMIKHATMAT ITIBRITTI	5	240	995
144	ASOMIYA BHASHAR JOTANEER KOTHA	5	150	750
145	ASOMIYAR SAHITYAR RUPREKHA	5	200	1000
146	BOHAL BYAKARAN	5	125	625
147	BHASHA BIGYAN PARICHAY	5	195	975
148	BHASHA BIGYAN PARICHAY	5	150	750
149	Language disadvanteg in primary education	5	100	500
151	ASOMIYA BYAKARANAR MOULIK BICHAR	5	200	1000
152	ASOMIYA JANO SAHITYA	5	125	625
153	JATIR ITIBRITTI	5	120	600
154	ASOMOR SANSKRITI	5	350	1750
155	SAHITYA SATT ARU SADHANA	5	300	1500

156	ASOMIYA SAHITYA KOTHA	5	150	750
157	DR BHUPEN HAZARIKA R RACHANAWALI	3 VOLS	1000	3000
158	SHREE MADBHAGAWAT	3	500	1500
159	ASOMIYA BISHWAKOSH	10VOLA	300	3000
160	FASAL	4	200	800
161	MAYABRITTA	5	270	1350
162	GEET SAMAGRA DR BHUPEN HAZARIKA	3	250	750
163	GEET SAMAGRA PARBOTI PRASAD BARUA	5	150	750
164	SHISHU MONOBIGYAN	5	200	1000
165	RACHANAWOLEE JYOTIPRASAD AGARWALLA	5	650	3020
166	BISHNU PRASAD RABHA RACAA SAMVAR	3 VOLS	450	1350
167	SHISHU SAHITYA SAMBHAR ACH)	3 vols	400	1200
168	SHISHU SAHITYA SAMBHAR NIRMAL PRABHA BORDOLOI	5	200	1000
169	MAKAM	5	250	1250
170	UPANNYAS SAMAGRA Dr Bhabendra nath saikia	5	200	1000
171	Atlas of the world	5	1440	7200
172	DEO LANG KHUI	5	130	650
173	ESHO BOSORAR ASOMIYA KOBITA	5	250	1250
174	DHANYA NARA TANU BHAL	5	125	625
175	JIBON JIBO BOR ANUPAM	5	150	750
176	THE LEGEND DR BHUPEN HAZARIKA	5	2500	12500
177	AYONANTA	5	250	1250

178	Educational Manual	3	350	50
179	An Introductory Text Book of Linguistics and Fonetics	5	200	1000
181	Indian Education and its problems Today	5	80	400
182	Higher Secondary Education	5	50	250
183	Problems of Education in India	5	150	750
184	Abnormal Psychology	5	125	625
185	Comparative Educaton	5	150	750
186	History of Indian Eduation	5	125	25
187	Development and planing of modern Education	5	200	1000
188	Teachers and Secondary Education	5	125	625
189	education in Emerging India	5	195	975
190	Experimental Psychology	5	150	750
191	EPH practice papers for Interact in English	5	250	1250
192	TULANAMULAK SHIKSHATATTWA	5	100	500
193	PARISANKSHYA BIGYAN ARU SAISIK PARIMAPAN	5	150	750
194	SHIKSHATATTWA ARU SHIKSHYA MANOBIGYAN	5	125	625
195	SAMPURNA SHIKSHYA	5	200	1000
196	SHIKSHYA MONOBIGHYAN	5	175	875
197	An Introduction to Education	5	195	975
198	Theory and Priciples of Education	5	195	975
199	Oxford Advanced Learner's Dictionary	5	250	1250
200	History of Education in India	5	200	1000

201	School Organigation and Management	5	175	875
202	Teaching of Social Studies	5	180	900
203	Problems of Indian Educatin	5	200	1000
204	Technique and Methodes of Teachings	5	100	500
205	Abnormal Psychology	5	200	1000
206	Theory of Education	5	150	750
207	Philoshophical and Sociological foundation of Education	5	125	625
208	Principles of Education	5	125	625
209	Social psychology	5	125	625
211	Current Problems in Indian Education	5	150	750
212	Tribes of Assam	5	100	500
213	Measurment and Evaluation in psychology and Education	5	250	1250
214	Teaching of History	5	90	450
215	The Adolescence7	5	350	1750
216	General Mental Ability test for children	1	1200	1200
217	S. Jatola's Group Intelligence Test	1	600	600
218	Teachers emotional intelligence inventory by S. Mangal	1	750	750
219	Performance Intelligence test of children	1	5000	5000
220	Koh's Block Design Test	1	1250	1250
221	Mehdi's verbal test of creative thinking	1	900	900
222	Dubey's Problem solving ability test	1	500	500
223	Teaching aptitude test battery by Sarma	1	750	750

224	Sing's achievement test battery	1	750	750
225	Kulshrestha's Educational Interest Record	1	500	500
226	Bhagarva's Study of Value test	1	900	900
227	Sarma's attitude towards research scale	1	750	750
228	Dubey's reasoning ability test	1	500	500
229	Illustrated science encyclopedia	4	1000	4000
230	ASOMIYA SANSKRITI R SAFURA	5	250	1250
231	NABAKANTA BARUAR RACHANA SAMAGRA	5	395	1980
232	Psychological Lab Handbook	2	1000	2000
233	An introduction to psychological experiments	5 vols	800	4000

Total:: Rs. 3,18,300.00

Annexure –III

LIST OF EQUIPMENTS FOR SCIENCE LABORATORY ::

Sl. No	Items/Equipments	Quantity	Unit Cost	Total Cost
1	Table with drawer	4 nos	2500/-	10000.00
2	Wooden stools	8 nos	500/-	4000.00
3	Cup board	2 nos	10000/-	20000.00
4	Chemical balance	1 no	3000/-	3000.00
5	Chemical weight box	1 no	550/-	550.00
6	Magnet (Bar, Horse shoe etc .)	4 nos	95/-	380.00
7	Laboratory Thermometer	2 nos	75/-	150.00
8	Barometer	1 no	120/-	120.00
9	Compass	10 nos	100/-	1000.00
10	Stop watch	10 nos	750/-	7500.00
11	Various chemical reagents			3500.00
12	Test tubes (Borosil)	100 nos	8/-	800.00
13	Beakers (borosil) of various sizes	50 nos	55/-	2750.00
14	Measuring cylinder	10 nos	120/-	1200.00
15	Conical flask	10 nos	30/-	300.00
16	Test tube stands	10 nos	35/-	350.00
17	Test tube holder	10 nos	25/-	250.00
18	Spirit lamp	10 nos	100/-	1000.00
19	Telescope with stand	1 no	12500/-	12500.00
20	Dissection microscope	5 nos	2800/-	14000.00
21	Compound microscope	5 nos	7500/-	37500.00

22	Slides	10 pkts	60/-	600.00
23	Cover slip	10 pkts	65/-	650.00
24	Concave/Convex lens	10 nos	35/-	350.00
25	Concave/Convex mirror	10 nos	35/-	350.00
26	Dissection box	10 nos	350/-	3500.00
27	Filter paper	10 pkts	15/-	150.00
28	Litmus paper red/ blue	2 pkts	55/-	110.00
29	Plain mirror with stand	10 nos	35/-	350.00
30	Ammeter	2 nos	290/-	580.00
31	Voltammeter	2 nos	290/-	580.00
32	Galvanometer	2 nos	300/-	600.00
33	Pendulum with bob	10 nos	350/-	3500.00
34	Magnifying glass	10 nos	85/-	850.00
35	Prism	10 nos	65/-	650.00
36	Weighing machine	2 nos	1200/-	2400.00

TOTAL = 1,36,370.00

Annexure - IV

PHYSICAL RESOURCE/REQUIREMENTS/ELECTRONIC EQUIPMENTS WITH EXPENDITURE

Sl. No.	Particulars	Qty.	Rate (Rs.)	Amount (Rs.)
1.	Server Computer (Xeon processor/4GB RAM/250 GB HDD/ODD/18" Monitor/Keyboard/Mouse	1 No.	85000/-	85000.00
2.	Desktop Computer for Client (Intel Dual Core CPU/2 GB RAM/500 GB HDD/ODD/18" monitor/ Keyboard/Mouse	4 No.	30000/-	120000.00
3.	Laptop Computer (Intel Dual s Core CPU/2 GB RAM/500 GB HDD/ODD/14" Display/Wi-Fi/Web Cam/ Win7 HB)	3 No.	40000/-	120000.00
4.	3 KVA Online UPS with dry cell for 1 hr backup	1 No.	80000/-	80000.00
5.	Colour Laser printer (A4/18ppm/Hi-Speed USB/30000 page- month)	1 No.	33000/-	33000.00
6.	Print /Scan/Copy / Fax – all in one machine (A4/18 ppm/Network ready/ADF)	1 No.	30000/-	30000.00
7.	Photo copy machine (Photostat) with stabilizer	1 No.	55000/-	55000.00
8.	Hi-speed Internet connection from BSNL	1 No.	5000/-	5000.00
9.	HD Web Cam	5 No.	2000/-	10000.00
10.	LAN Installation and Configuration	---	---	5000.00
11.	Air Condition (1.5 ton split AC) with installation and stabilizer	5 No.	40000/-	200000.00
12.	Diesel Power Generator (DG) (15 KV, auto start)	1 No.	345000/-	345000.00
13.	False ceiling	400 sq. ft.	100/-	40000.00
14.	Vinyl carpeting	400 sq. ft.	120/-	48000.00
15.	LCD Projector and Screen	1 No.	70000/-	70000.00
16.	Table for computer and office	5 No.	3500/-	17500.00
	Chair for computer and office	10 No.	2500/-	25000.00
17.	Storage almira	5 No.	10000/-	50000.00

18.	Operating system software for server computer (Win 7 pro)	1 No.	12000/-	12000.00
	Operating system software for client computer (Win 7 Pro)	5 no.	8000/-	40000.00
19.	Electricity Job in the room (Wiring /Light fitting/ MCB box fitting etc.)	---	---	70000.00
20.	Digital Camera (10 MP/Video recording/4x optical zoom)	1 No.	25000/-	25000.00
			Total	16,75,500.00

ANNEXURE –V

ITEMS FOR CONTINGENCY:

SL. NO.	ITEMS	QUANTITY	RATE	AMOUNT
1.	Books	As per Annexure-II		5,00,000.00
2.	Stationery			80,000.00
3.	Vehicle with POL			3,00,000.00
4.	LCD Projector			35,000.00
5.	Digital Camera			25,000.00
6.	Laptop			40,000.00
7.	Furniture & Equipment (Desk , Bench, Table, Chair, steel Almirah, Cup board , Wall board etc.)			3,00,000.00
8	Minor Repairing			1,20,000.00
9	Expenditure for preparing AWP&B			20,000.00
10	Misc			80,000.00
			Total	15,00,000.00