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## UNIT 4 ORGANIZATION STRUCTURE FOR UEE

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### 4.0 INTRODUCTION

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Under Article 51A of the Indian Constitution one of the fundamental duties of every citizen of India is “to strive towards excellence in all spheres of individual



and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.” Based on that, efforts are being made to improve the quality of elementary education in the country. Many institutions in the country are helping to remove the difficulties coming in the way of this work. Some of the institutions are administrative and some of them are self serving institutions.

To achieve excellence in various dimensions of elementary education the MHRD, Government of India has decentralized the responsibility for qualitative improvement of elementary education in the country. At the National Level the NCERT, at the state level the SCERT and at the district level the DIET, BRCs CRCs are the main administrative institutions that provide academic and resource support to elementary schools.

In this unit, we shall study the roles and functions of these institutions established at different levels, which facilitate of elementary education

The work of these institutions is based on the total co-operation of teachers. The teachers take the benefits of these institutions in two ways:

- i. Different projects are run by these institutions to develop teachers’ skills and knowledge through various training classes.
- ii. These institutions certify different innovations in education. Teachers come in contact with new knowledge, so they can improve our knowledge and skill so that they can improve the standard of education.

Before we proceed further, let us have a look at figure 4.1 which gives a picture of different concepts involved in this unit and their relationships.

### Concept Map of the Unit

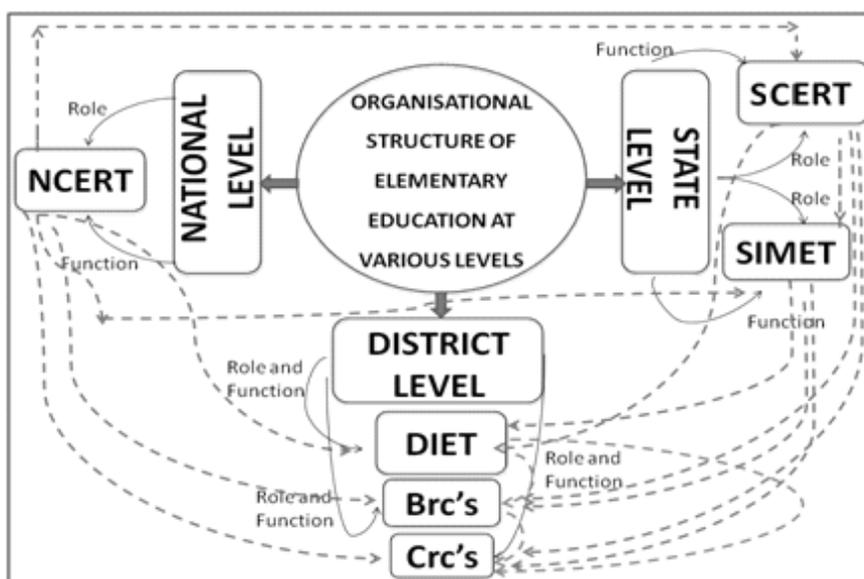


Figure 4.1



Let us study in this unit the role and functions of these institutions in greater detail.

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## 4.1 LEARNING OBJECTIVES

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After going through this Unit, you should be able to:

- explain the organizational structure of elementary education at various levels: national, state and district;
- examine the role and functions of national level institutions, like NCERT;
- describe the role and functions of state level institutions like SCERT and SIEMT;
- discuss the role and functions of the district level institutions like DIET, BRCs and CRCs to improve the quality of elementary education; and
- suggest ways and means to improve the quality of elementary education in the country.

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## 4.2 ORGANISATIONAL STRUCTURE OF ELEMENTARY EDUCATION AT NATIONAL LEVEL : NCERT

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From 1954 onwards a number of institutions: NCERT were started in India, such as the Central Bureau of Text-book Research (1954), Institute of Educational and Vocational Guidance (1954), National Institute of Basic Education (1956), National Foundation Education Centre (1956), All India Council for Secondary Education later converted into the Directorate of Extension Programmes for Secondary Education (1959), and the National Institute of Audio-visual Education (1959). These institutions were engaged for different functions.

In 1961, the various institutions were brought under a national institution which enjoyed greater resources of personnel and expertise and larger autonomy of operation: as **National Council of Educational Research and Training** (NCERT) which was established on September 1, 1961 at Delhi. The main focus of NCERT is to improve the quality of school education. It was established with an objective of providing assistance to the government at the centre and State levels on the academic matters. The Ministry of Human Resources Development (MHRD) seeks its expertise in formulating and implementing policies and programmes in the field of school education. The NCERT has a general body, represented by all the State Ministers of Education and eminent educationists and teachers.



NCERT has following four aims:

- To improve the quality of school education
- To organize the training Programmes.
- To spread the education.
- To solve educational problems faced by school education in the country

Various bodies of it help in carrying out its functions. These bodies are:

- National Institute of Education(NIE), New Delhi,
- Central Institute of Educational Technology(CIET), New Delhi,
- Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal,
- Regional Institutes of Education (RIE) located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong

The main governing body of the NCERT is the Executive Committee. The Union Minister of Human Resource Development is the president (ex-officio) of the general body of NCERT. It is represented by

- The Education Ministers of all States and Union Territories
- The Chairperson of the University Grant Commission (UGC), the Secretary to the Government of India, Ministry of Human Resource Development (Department of Education), four Vice-Chancellors of Universities (one from each region), and the Chairman of the Central Board of Secondary Education. The Commissioner of the Kendriya Vidyalaya Sangathan, the Director, Central Health Education Bureau, the Director of Training, Directorate General of Training and Employment, Ministry of Labour, one representative of the Education Division, Planning Commission, all the members of the Executive Committee of the Council and such other persons, not exceeding six, nominated by the Government of India (not less than four of them shall be school teachers).
- The Secretary, NCERT as the Convener
- There are three committees to help the main controlling committee. These committees run the economic and different projects. The chairman of this committee is known as Director who is the Executive Officer.

### 4.2.1 Role of NCERT

In 1961, the Government of India established the National Council of Educational Research and Training (NCERT) as an autonomous organization to assist and advise the governments at the Centre and in States in the implementation of their



policies for education, especially to bring about qualitative changes in school education and teacher preparation. Over the years, the Council has evolved into a unique organization, with its Increasing

range of activities that has influenced school education in India. The NCERT performs the important functions of conducting and supporting educational research and offering training in educational research methodology. Different Departments of the National Institute of Education (NIE), Regional Institutes of Education (RIEs), Central Institute of Educational Technology (CIET) and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) undertake research programmes on different aspects of school education and teacher education. NCERT also supports research programmes of other institutions/organizations by providing financial assistance and academic guidance. Assistance is given to scholars for publication of their Ph.D. theses. Research fellowships are offered to encourage studies in school education to create a pool of competent research workers.

The Programme Advisory Committee is the principal advisory body of the NCERT. It considers all proposals relating to research, training and extension projects referred to the board for their advice. (The institution prepares the project to develop educational policies.) It also initiates, guides and supervises research and training projects and examines, and coordinates schemes relating to them. The Board functions through three standing sub-committees:-

- i) dealing with research schemes, submitted to the council by other institution
- ii) dealing with planning and coordinating educational studies and research with NIE
- iii) dealing with extension and field service.

NCERT has established NIE and RIEs to carry out its aims and objectives and serve as a principal institutional agency for developing research, advance training and extension services.

1. Implementation of National Curriculum Framework
2. Universalisation of Elementary Education (UEE)
3. Vocational education
4. Education of groups with special needs
5. Early childhood education
6. Evaluation and examination reform
7. Information technology (IT) education
8. Value education



9. Educational technology,
10. Development of exemplary textbooks/workbooks/teacher's guide/supplementary reading materials
11. Production of teaching-learning materials
12. Education of the girl child
13. Identification and nurturing of talent
14. Guidance and counselling
15. Improvement in teacher education
16. International relations

#### 4.2.2 Functions of NCERT

The NCERT performs the important functions as follows:

- a) **Research:** The NCERT organizes educational research independently and in collaboration with other institutions, it organizes courses for educational research workers and offers Research fellowships to encourage studies in school education.
- b) **Training:** It organizes pre-service and in-service training of teachers at various levels; pre-primary, elementary, secondary and higher secondary, and also in such areas as vocational education, educational technology, guidance and counseling and special education.
- c) **Development:** It develops and updates curricula and instructional materials /syllabi for various levels of school education and makes them relevant to the emerging needs of society. It develops educational technology including educational aids and evaluation procedures and techniques. Developmental activities are also undertaken in the domains of educational technology, population education, and education of the disabled and other special groups.
- d) **Pre-service and in-service training:** It organizes pre-service programme for eligible candidates and in-service teacher education programmes to teachers' teacher educators and other functionaries associated with teacher education and other education sectors.
- e) **Orientations:** It organizes orientation to those concerned with school education and teacher education regarding new educational thoughts, ideologies and information in all subjects.
- f) **Studies, Investigation and Surveys:** It undertakes and organizes research studies, investigations and surveys relating to various aspects of school education



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- g) **Dissemination:** It disseminates information as well as research findings about improvised educational techniques and methods.
- h) **Advice:** It advises the Centre and the States Governments on school education and teacher education.
- i) **Policy implementation:** It deals with the implementation of the policies and programmes of the Government of India.
- j) **Different fields:** It deals with problems in different fields like curriculum, textbooks, publications, examinations, etc. and undertakes research in these fields with a view to improving the quality of education at all school level.

The Functions performed by the NCERT are shown in figure given below:

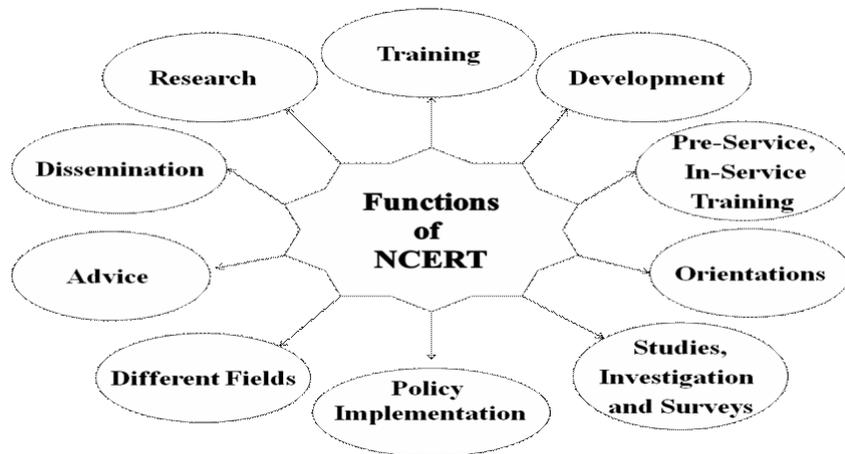


Figure 4.3: Functions of NCERT

- k) **International role:** The NCERT organizes coordinates with international agencies working in school education. International agencies such as UNESCO, UNICEF, World Bank, etc. are working with NCERT on various projects.

The council runs primary education, pre-primary education, teacher training and educational technology programme.



**ACTIVITY-1**

1. Write in about 100 words the role of the NCERT in improving the quality of Elementary Education.

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### 4.3 ORGANISATIONAL STRUCTURE OF ELEMENTARY EDUCATION AT STATE LEVEL

At the state level there are two main institutions working for education. There are SCERT and SIEMT

#### 4.3.1 STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

Education in India falls in the concurrent list and is under the control of both the Union and the States Government, with responsibilities assignment to both the governments.

In order to integrate and to coordinate academic activities and professional activities at the school level as well as for administrative convenience, the State Council Educational Research and Training (SCERT), was set up in States as a state level counterpart of the NCERT. It is entrusted with the responsibility in the area of planning, management, research, training and evaluation of all academic programmes from pre-school to higher secondary levels. The SCERT councils are situated in around 36 locations, including Sikkim, Tripura, Kerala, Goa, Jammu & Kashmir, etc.

**Organizational structure of SCERT:** SCERT has various departments, working for specific purposes:

- Department of In-Service Education
- Department of Elementary Teacher Education
- Department of Universal Elementary Education
- Department of Educational Research, Policy Perspective and Innovations
- Department of Information Technology in Education
- Examination and Admission Cell

**It has other Departments, such as**

- Academic Cell
- Administration Cell
- Accounts Department
- Publication Department



### Role of SCERT

- The SCERT is the academic wing of the state education department for elementary education, secondary education and teacher education
- It acts as an agent of change in school education, non-formal education and teacher education.
- It controls and supervises the working of the secondary training schools, DIETs, training colleges, colleges of teacher education and Institutes of advanced studies in education in the state.
- It submits proposals to State Government for appointment and transfer of teachers, teacher educators and heads of teacher training institutes.
- The SCERT arranges monitors and provides funds for in-service training for primary and secondary school teachers.
- It studies the curriculum at primary level, revises it and produces learning materials on different subjects at the primary level keeping the Minimum Levels of Learning (MLL) in view
- It orients teachers about MLL and develops strategies to help children in achieving MLL in different subjects.
- It also develops package for preschool children.
- It provides extension service to teacher training institutions, and co ordinates the work of all extension service centers
- It implements schemes and projects sponsored by MHRD, NCERT and funded by international agencies such as UNESCO, UNICEF, World Bank, etc.
- It conducts research studies on various aspects of school education. It also provides financial assistance to schools for research projects.

**i. Functions of SCERT: The SCERT performs various functions, such as:**

**a) Curriculum revision and review of textbooks**

Curriculum revision and review of textbooks for primary and upper primary classes is the most important function of the SCERT.

**b) Conduct the workshops:** It conducts workshops on research methodologies focusing on different areas of competencies.

**c) Pre-service and in-service training:** It conducts teacher training programme and other training programmes for development of skills in teachers



- d) **Total quality management:** It focuses on the total quality management (TQM) concept; it tries to remove the root causes of the quality problems, rather than treating its symptoms.
- e) **Guidance:** It provides guidance to schools/teachers on various innovative practices, such as for continuous and comprehensive evaluation, standard learning patterns, pedagogy, portraying effective learning methods, etc.
- f) **Orientations:** It organizes orientation programmes for empowerment of teachers in various areas, such as the proficiency enhancements, research aptitude, leadership behaviour, etc.

To sum up we can say that the SCERT is an apex body to provide academic support and ensure quality of primary and secondary education in the State.

### 4.3.2 The State Institute of Educational Management and Training (SIEMAT)

**SIEMAT** is a state level autonomous institution, established in various states as one wing of SCERT as a State component programme SSA. The prime objective of the institute is to impart training and conduct researches in the areas of educational planning and management.

Now-a-days there is a demand to prepare professionals for implementing district education plans effectively and efficiently. This has necessitated professional expertise in planning, implementation and management of educational programmes at all levels, state, district, sub-district and grass-root levels. Therefore a SIEMAT is an important organizational arrangement to help professionalizing educational planning, administration and management activities at the state, district and sub district levels.

SIEMATs are established as support institutions in the field of educational management.

The institute is headed by a Director. It has a general body chaired by the Minister of Education, of that respective State and an Executive Committee chaired by the Principal Secretary of Education, of respective State.

Various departments have been set up within the institute, for example.

SIEMAT comprises various departments such as policy and planning, management, educational finance, research, evaluation and educational innovation, and management information systems.

- i) **Role of SIEMAT:** The main role of SIEMAT is to develop managerial skills in administrative officers and functionaries involved in management of school education.



SIEMAT performs the following main role:

- a) Acquisition of knowledge
  - Generation of knowledge through research,
  - Research findings from other sources,
  - Compilation of case studies based on the national and international experiences.
- b) Dissemination of knowledge through
  - Use of media,
  - Publications,
  - Sensitization sessions,
  - Seminars and discussions.
- c) Capacity to absorb knowledge and use it for developmental purposes e.g.
  - Orientation of functionaries, trainers, community leaders,
  - Render professional and technical advice,
  - District and micro level planning,
  - Improving school effectiveness - institutional planning,
  - Extension work.
- d) Provide technical support to educational institutions

### **Functions of SIEMAT**

To perform the tasks assigned the institute engages itself with planning and management elementary education and seeks active collaboration and support of State functionaries, NGOs, research institutions and other agencies like SRCs, SCERT, DIETs, block and cluster resource centers (BRCs and CRCs). The main functions of the SIEMAT are as follows:

- a) Supports to policy planning at the State level.
- b) Conducts research studies on various aspects.
- c) Provides professional guidance to state and sub-state level institutions.
- d) Develops competency of educational managers, their supporting functionaries and community leaders of State, region and district levels.
- e) Develops and manage system of evaluation of educational institutions, educational programmes as well as prevalent systems of education.
- f) Supports in project planning, implementation, monitoring and evaluation.
- g) Provides support, guidance and training to bring positive behavioural change in educational functionaries.



- h) Document and disseminate block, district, state, national and international level information in the area of educational planning and management.
- i) Establishes a network within and outside the state for educational planning, management development, monitoring, training and research.
- j) Provides a sharing platform for those involved in educational planning and management.
- k) Offers consultancy services to other States, Government of India and other educational institutions.
- l) Supports to NGO projects for furthering the cause of educational planning and management.



**ACTIVITY -2**

- 1. Critically analyze the functions of SCERT with reference to educational research, training and development.  
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- 2. 'SIEMT play an important role in current educational system. Justify the statement.  
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#### **4.4 ORGANISATIONAL STRUCTURE OF ELEMENTARY EDUCATION AT DISTRICT LEVEL-District Institutions of Education and Training (DIETs)**

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This is based on 1986 Policy on Education. An overview of that can be discussed here.

DIET is an agency at the district level for planning, implementing and monitoring Pedagogical activities in the district.



### Structure of DIET

DIET provides residential facility to both pre-service and in-service trainees. Each DIET consists of the following seven academic branches.

- Pre-Service Teacher Education Branch (PSTE)
- Work Experience Branch (WE)
- District Resource Unit (DRU)
- In-service Programmes, Field Interaction and Innovation Co-ordination Branch (IFIC)
- Curriculum, Material Development and Evaluation Branch (CMDE)
- Educational Technology Branch (ET)
- Planning and Management Branch (P & M)

These branches /units have been shown diagrammatically as follows:

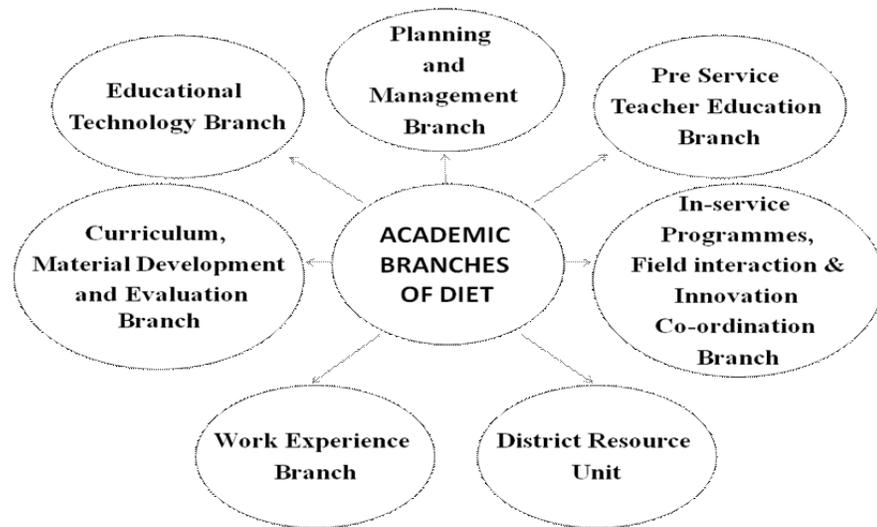


Figure 4.4 Academic branches of DIET

#### 4.4.1 Role of DIET

The roles of DIET are as follows:

- to identify problem areas through direct interaction with different stakeholders of the district and sub-district levels,
- to design and conduct minor research studies on various aspects of elementary education

- to monitor the action research activity in the district,
- to train teacher, research workers in conducting action research and to provide resource support to them,
- to share research findings, to incorporate those in district plans for further improvement in respective interventions.

### 4.4.2 Functions of DIETS

Every DIET has to perform following functions:

#### a) Training and orientation of following target groups:

- Elementary school teachers (both pre-service and in-service),
- Training orientation head masters, heads of school and officers of education department at the block level.
- Instructors and supervisors of non-formal and adult education (induction level and continuing education)
- Orientation of members of district board of education and village education committees (VECs), community leaders, youth and other volunteers who wish to work as educational activities.

#### b) Academic resource support to elementary and adult education systems in the district through

- Extension activities and interaction with the field,
- Provision of services of a resource and learning centre for teachers and instructors,
- Development of locally relevant materials, teaching aids, evaluation tools etc., and
- Serving as an evaluation centre for elementary schools and programmes of NFE/AE.

#### c) Action research and experimentation: To deal with specific problems of the district in achieving the objectives of elementary and adult education.

In order to activate the DIET to discharge these functions, additional physical facilities (such as building, etc.) instructional materials, aids and equipment, additional, competent and qualified teacher educators, autonomy, training to the personnel and financial grants are provided to DIET's. in addition to these , new branches have been created in the DIET such as the following:



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- d) Pre-service Teacher Education Branch,
- e) Curriculum, Material Development and Evaluation Branch,
- f) Work Experience Branch,
- g) District Resource Unit (**DRU**) for adult and non formal education branch, and other branches such as planning and management, educational technology and in-service programmes, field interaction and innovation, coordination branches.

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## **4.5 ORGANISATIONAL STRUCTURE OF ELEMENTARY EDUCATION AT BLOCK LEVEL - Block Resource Centers (BRCs)**

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DIETs have been entrusted with the responsibility of improving the quality of education and speeding up the educational activities at the district level. The Block Resource Centre at block level has been set up with the aim of providing academic support and educational guidance to teachers and schools and to implement quality improvement interventions at the school level.

BRCs comprise a group of 100 villages. The activities of a BRC is coordinated by Block Education Officer with technical support of other personnel like data entry operators, Junior engineers, block coordinators, resource teachers and other personnel.

### **4.5.1 Role and Functions of BRCS**

BRC must be involved in planning, implementing and monitoring SSA activities; It gives training to teachers, Develops material, Community mobilization, action research works and organization of different activities/competitions among teachers and students. Any information on primary education is completed by BRC and subsequently made available to district and State level officials

BRC seeks to be a resource centre for giving all kinds of onsite academic support to the elementary school teachers. Following are the functions of BRCs.

- (a) To provide adequate accommodation and equipment to primary school.
- (b) To carry out current repairs of school buildings and if authorized also to carry out special repairs and to construct new buildings,
- (c) To exercise such supervision over the school as may be prescribed.
- (d) To be responsible for the enforcement of compulsory attendance within its area,
- (e) To arrange wherever possible, midday meal to children



- (f) To provide uniform to children and
- (g) To celebrate school functions and to organize excursions and other social and cultural programmes in the school
- (h) To monitor the progress and quality of construction of educational works undertaken in the block.
- (i) To organize awareness campaigns and block-level functions.
- (j) To secure the co-ordination and co-operation of other agencies like, NGOs, SHG (self help groups), Government Departments, etc.
- (k) Conducting periodical review meetings with other officials of the block to remove any bottle neck in the execution of the various programme inputs.
- (l) Supervising the training programmes at the blocks and assessing the impact of the training.

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## **4.6 ORGANISATIONAL STRUCTURE OF ELEMENTARY EDUCATION AT CLUSTER LEVEL - CLUSTER RESOURCE CENTERS (CRCs)**

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Cluster is a group of eight to ten schools, in which different institutions can reinforce each other by exchanging resources, personnel, materials, teaching aids, etc. and using them on a sharing basis. Through CRCs teachers come together to change ideas and experiences with other teachers and the work on their own professional development.

CRC is required to do the same activity at the cluster level as BRC at the block level. The CRCs will be accountable to the Head Masters of the said school who have been declared as Panchayat Education Officers for rural areas and Cluster Education officers for urban areas.

### **4.6.1 Role of CRCS**

1. To prepare rules and procedures for school's functioning,
2. To manage and distribute school's finances,
3. To make arrangements for implementing new curriculum/ syllabus.
4. To arrange workshops for teachers

### **4.6.2 Functions of CRCs**

CRCs have been functioning as centers of teacher empowerment, where the teachers meet to share their experiences and innovative practices being used by them in their school. The functions of CRCs as follows:



- Inspection and Supervision of schools in the complex,
- Initiating transfer of teachers within the complex,
- Disbursement of salaries,
- Distribution of furniture
- Equipment and stationery,
- Provision of leave substitutes in the complex.
- Sanction for casual leave to heads of schools in the complex
- Collection of information for on word transmission to BRCs, district and State functionaries.
- Develop curricular materials
- Academic functions
- Arrange regular meetings for teachers
- Arrange curricular and extracurricular programmes,
- Provide better access to teaching and learning resources
- Planning for in-service training programmes for.....
- Supervision of schools

CRCs break the isolation of rural teachers and pupils. It improves school governance and accountability.

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## 4.7 LET US SUM UP

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In order to achieve excellence in different dimensions of school education in general and elementary education in particular the MHRD, Govt. of India decentralized the responsibility for qualitative improvement of elementary education in the country. At the National Level an apex body of Education, NCERT was established in 1961. The specific functions of the NCERT were to improve the quality of school education and to advise the MHRD on academic matters. The different roles and functions of NCERT have been delineated in this unit.

At the state level two main types of institutions are working to achieve the objectives of UEE. These are SCERT and SIEMT. SCERT (State Council of Educational Research and Training) performs the same functions at the state level as the NCERT performs at the National level. It, like NCERT, has different departments. It is the academic wing of the state education department. The other state level institution is SIEMAT ( State Institute of educational Management and Training). Its main role is to develop managerial skills in personnel dealing with educational administration. In addition it supports policy planning at the state level and provides professional skills to different functionaries.



Further decentralization of organisational structure of education was done on the recommendation of NPE-1986. Educational institutes at district level in the form of DIETs were created. The DIETs are supposed to conduct pre-service and in-service teacher education programmes. In addition, the DIETs are also expected to conduct minor researches on elementary education, prepare curriculum and material development. It has a District Resource Unit (DRU).

Further decentralization involves Block resource centres and Cluster resource centres which provide academic support and educational guidance to elementary education to teachers and schools. The CRCs are functioning as centres of teachers' empowerment where teachers meet to share their experiences and innovative practices being used by them in their respective schools.

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## 4.8 GLOSSARY / ABBREVIATIONS

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- NCERT - National Council Of Educational Research And Training
- MHRD - Ministry of Human Resource Development
- SCERT- State Council of Educational Research and Training
- MLL - Minimum Levels of Learning
- DPEP - District Primary Education Programme
- SOPT- Special Orientation for Primary School Teachers
- TQM - Total Quality Management
- SIEMAT- State Institute of Educational Management and Training
- NGO- Non Government Organization
- DIET- District Institute of Education and Training
- BRCs - Block Resource Centers
- CRCs - Cluster Resource Centers

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## 4.9 SUGGESTED READINGS & REFERENCES

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- Deshmukh Ashima & Dr. Nair Anju (2010): Educational Management, Himalaya Publishing House, pp 479-492
- Deshmukh V.S. & Patil W.R. (2009), Primary Education: Current Situation, Problems and Solutions. Nirali Prakashan.
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- <http://www.dtert.tn.nic.in/Functions%20of%20DIET.html>



Notes

## 4.10 UNIT- END EXERCISES

1. There are nine functions of NCERT hidden in the box. Find out those functions.

d	i	s	s	e	m	i	n	a	t	e
c	f	g	r	e	s	e	a	r	c	h
d	t	u	s	e	s	a	r	c	g	h
o	r	i	e	n	t	a	t	i	o	n
d	a	d	d	g	r	e	s	e	r	c
s	i	a	r	d	e	v	o	p	l	g
u	n	n	w	o	r	k	s	h	o	p
r	i	c	q	w	e	t	r	t	i	g
v	n	e	d	e	v	e	l	o	q	e
o	g	s	u	r	v	e	y	s	r	e
i	m	p	l	e	m	e	n	t	s	o
d	e	v	e	l	o	p	m	e	n	t

2. Visit any DIET and study the functioning of the DIET with regard to the following and write a brief report.
- Physical facilities provided by them
  - In-service teacher education keeping in view the variety and comprehensiveness of the programmes implemented in the last academic year.
  - Training activities done in the last two years and their long term impact
  - List their functions in detail.