

Draft

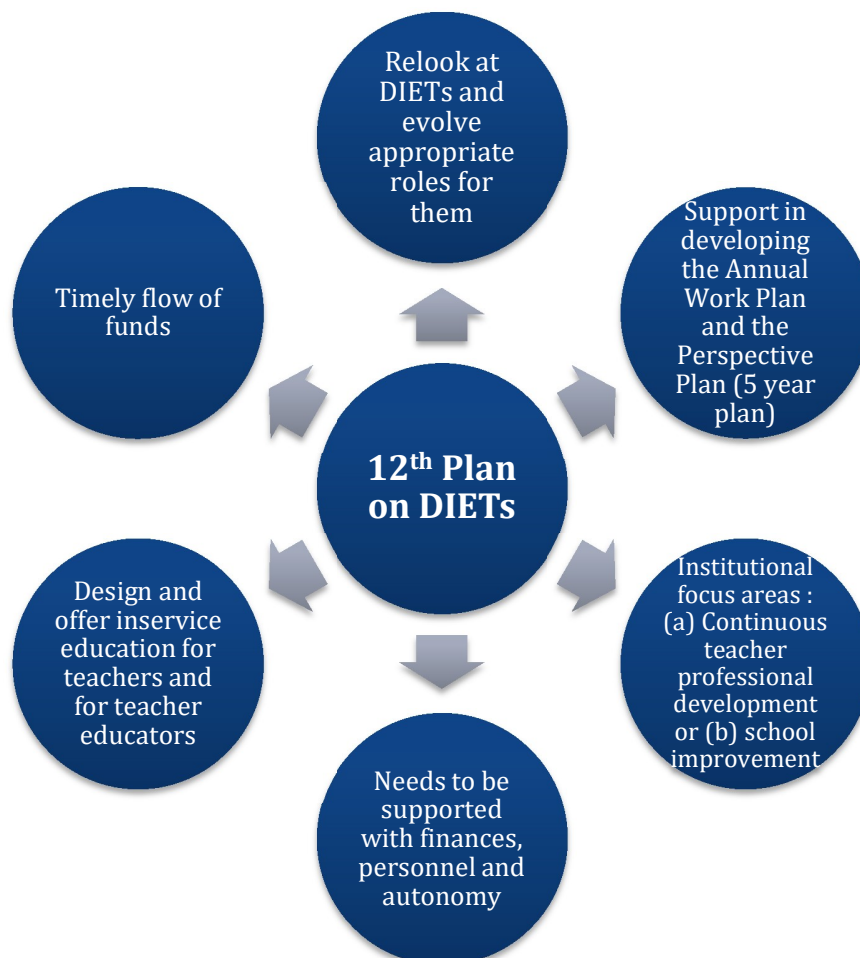
Date: 14/06/2023

**CONCEPT NOTE
ON
MODEL DISTRICT INSTITUTES
OF EDUCATION & TRAINING
(DIETs)**

**Ministry of Education
Department of School Education & Literacy
Government of India
2023**

1) Context

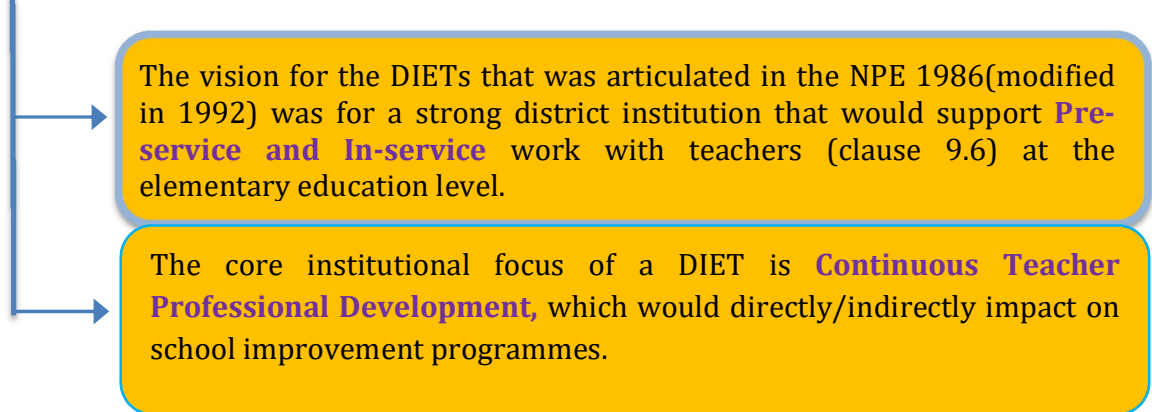
District Institutes of Education and Training (DIETs) were envisioned in the National Policy of Education, 1986, and were created by the Government of India, Ministry of Education in the early 1990s to strengthen elementary education and support the decentralization of education to the district level. DIETs were conceived as the district level- tier support system, which would be closer to the field, and therefore more alive to its problems and needs. In keeping with this, a Centrally Sponsored Scheme on Teacher Education [CSSTE] was launched in 1987-88 with three components: (a) Establishment of District Institutes of Education and Training [DIETs]- by upgradation of existing Elementary Teacher Education Institutions [ETEIs] wherever possible, and establishment of new DIETs where necessary, (b) Upgradation of selected Secondary Teacher Education Institutions [STEs] into Colleges of Teacher Education [CTEs] and Institutes of Advanced Studies in Education [IASEs] and (c) Strengthening of SCERTs.



2) Revised Centrally Sponsored Scheme on Teacher Education (CSSTE), 2012

Based on the 12th Plan Approach Paper and the Recommendations from the comprehensive evaluation study of CSSTE by the NCERT in 2008-09, the Scheme was revised for the 12th Plan.

❖ Institutional Vision



❖ Key Activities and Functions



3) Linkages of DIETs with the schemes of SSA, RMSA and Samagra Shiksha

The core institutional focus of a DIET was Continuous Teacher Professional Development, which would directly/indirectly impact on school improvement programmes.

One of the major objectives of Samagra Shiksha is strengthening and upgradation of State Councils of Educational Research and Training (SCERTs)/ State Institutes of Education (SIEs) and District Institutes of Education and Training (DIETs) as nodal agencies for teacher training. Accordingly, provisions are provided for strengthening of Physical Infrastructure, Establishment of new DIETs, Salaries for Teacher Educators, and Technology Support to Teacher Education Institutions (TEIs) such as SCERTs, DIETs and BITEs, Annual Grant for TEIs, Programme and Activities including Faculty Development, Specific Projects for Research activities.

4) National Education Policy 2020 and DIETs

With the recommendations of the National Education Policy 2020, the role of DIETs is envisaged to be critical in providing quality Pre-service and In-service teacher training to student trainees and in-service teachers. The NEP has further envisaged that DIETs, BITEs, BRCs and CRCs will become vibrant institutes of excellence under SCERT. It is also expected that DIET's role be expanded to cover secondary schools as well, instead of only elementary schools at present, especially after the introduction of 5+3+3+4 structure in school education under NEP 2020. Para 8.5 (c) of NEP 2020 calls for instituting an effective quality self-regulation or accreditation system for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. It implies that private schools cannot be left to fend for themselves. Hence, DIETs should emerge as a robust unit for professional development of teachers and models for the other private institutions in the districts as well. Also, there is a need to devise suggestive measures on how to strengthen the relationship between the DIETs and Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs).

5) PRESENT SCENARIO

a) Status of DIETs

Currently, there are 748 districts (As per UDISE+ 2021-22) in the country and there is a DIET sanctioned in 672 of the total districts, out of which 613 DIETs are functional. The State/UT-wise details of DIETs sanctioned and functional are at *Annexure-I*.

b) Focus areas of DIETs

Samagra Shiksha envisaged a strong district institution that would support pre-service and in-service work with teachers at the school education level. To support the universalisation of quality education and achieve quality in adult and life-long education under Samagra Shiksha, the DIETs were visualized as a way to infuse the system with the following essential inputs:

Provision of Pre-service and In-service Teacher Education Programmes

Organizing District Level Educational Researches on issues pertaining to enrollment, retention, achievement, gender parity, proficiency and Drop outs.

Facilitating Collaborative Action Researches to enable practicing teachers to address class room issues.

Scouting Innovative Practices of Primary/Upper primary teachers and disseminating them among their colleagues by organizing periodical District Level Seminars and releasing News bulletins which carry information on Innovative class room processes.

Providing Resource Support to Non-Formal Education Sector by extending DIET expertise in developing curriculum and supplementary Learning Materials to adult learners.

Designing and developing trainer manuals for Anganwadi workers and for addressing Social concerns such as Crisis and Disaster Management, Gender Sensitivity, Leadership Manual for School Heads etc.

6) ISSUES AND CHALLENGES

- i) **Human Resources:** There is need to ensure that all posts in DIETs are filled. Creating a cadre of teacher educators could help to retain and nurture academically qualified people who also understand and develop expertise for various activities in education. At present, the status of vacancies of academic positions in DIETs at the national level is around 52%.
- ii) **Inadequate physical infrastructure:** Many DIETs suffer from inadequate physical infrastructure, including classrooms, administrative offices, libraries, and laboratories which affects the quality of training and education imparted.
- iii) **Insufficient funding:** DIETs often struggle with insufficient funding, which limits their ability to upgrade infrastructure and acquire necessary resources. This leads to a scarcity of teaching aids, learning materials, laboratory instruments and equipment and other modern educational technologies.
- iv) **Lack of modern technology integration:** Many DIETs struggle with the integration of modern technologies into their training programs. This includes the absence of

functional computer labs, limited internet connectivity, and insufficient training for teachers on using technology for teaching and learning purposes.

- v) **Limited research and development facilities:** DIETs should ideally serve as centers for research and development in the field of education. However, due to infrastructure limitations, they often lack the necessary facilities and resources to conduct research, leading to a gap between theoretical knowledge and practical implementation.
- vi) **Inadequate library resources:** DIETs may face challenges in maintaining well-stocked libraries with updated and relevant books, journals, and educational resources. This limits the availability of reference materials for both trainees and teachers.
- vii) **Convergence & Linkages with Higher Education Institutions:** It has been observed that there is lack of provisions for pursuing different career paths based on own interest and aptitude or for pursuing higher education for career growth for which due convergence with institutes of higher education would need to be encouraged.
- viii) **Continuous Professional Development:** There appears to be a lack of individualization in training with these programmes administered using a one-size-fits-all approach without a detailed need assessment. Further, trainings are usually administered year on year with limited tracking of data on (1) Effectiveness and (2) their impact on specific teacher competencies/ teacher professional growth.

7) MODEL DIETS: THE CONCEPT

The concept of a Model DIET aims at establishing an exemplary educational institution that would serve as role model for others in the district. DIETs play a crucial role in enhancing the quality of education, providing teacher training, curriculum development, and improving educational outcomes at the district level. Therefore, the primary objective of a Model DIETs would be to enhance the professional competence of teachers and teacher educators. Accordingly, it will provide training, research, and support services to teachers, principals, and other educational functionaries in the district. In other words, a Model DIET would also be the hub for educational activities and ICT, promoting innovation, research, and best practices in teaching and learning.

Some key features and functions of a Model DIET could be:

- To develop and implement innovative and effective teaching practices that enhances the quality of education.
- To provide a platform for research and development in the field of education, particularly in the context of elementary education.
- To design and deliver training programs that cater to the specific needs of teachers, such as pedagogical skills, subject knowledge, and classroom management.

- To develop and promote partnerships with other organizations and institutions to enhance the quality of teacher education and support.
- To establish effective mechanisms for monitoring and evaluating the impact of teacher education programs on student learning outcomes.

8) PROVISIONING FOR WORLD CLASS INFRASTRUCTURE FACILITIES IN MODEL DIETS

Provisioning world-class infrastructure facilities for Model DIETs is crucial to enhance the quality of teacher education and training, so it is essential to provide them with the necessary infrastructure to ensure effective teaching and learning. Here are some key aspects to consider for provisioning world-class infrastructure facilities in Model DIETs:

- (i) **Physical Infrastructure:** model DIETs should have well-designed and spacious buildings with adequate classrooms, lecture halls, libraries, computer labs, science laboratories, and administrative offices. The infrastructure should be in compliance with safety standards and accessibility guidelines.
- (ii) **Technology Integration:** model DIETs should be equipped with modern educational technology tools and equipment. This includes computers, projectors, interactive whiteboards, audio-visual aids, and high-speed internet connectivity. Technology integration facilitates digital teaching, multimedia presentations, and access to online resources for both students and faculty.
- (iii) **Library and Resource Center:** A well-stocked library with a wide range of books, journals, reference materials, and educational resources is essential for model DIETs. The library should provide access to digital resources, e-books, and online databases. A resource centre can also be established, offering educational materials, teaching aids, and professional development resources for teachers.
- (iv) **Science and ICT Laboratories:** model DIETs should have well-equipped science laboratories for practical demonstrations and experiments. Additionally, dedicated ICT laboratories should be established to train teachers in utilizing technology effectively in their classrooms.
- (v) **Faculty Development Facilities:** model DIETs should provide facilities for the continuous professional development of faculty members. This can include seminar halls, conference rooms, and spaces for conducting workshops, training sessions, and collaborative activities. These facilities support the ongoing skill development and knowledge enhancement of teachers.
- (vi) **Residential Facilities:** If a model DIETs offer residential programs for teacher trainees, they should have adequate hostel facilities for boys and girls with proper amenities, including accommodation, dining areas, recreation spaces, and 24/7 security. Comfortable and safe living spaces contribute to a conducive learning environment.

- (vii) **Sports and Recreation:** model DIETs should allocate space for sports facilities such as playgrounds, indoor sports areas, etc. Encouraging physical activity and recreation among trainees promotes their overall well-being and can foster team spirit and a healthy lifestyle.
- (viii) **Campus Maintenance:** Regular maintenance of the model DIET campus is essential to ensure a clean, hygienic, and well-maintained environment. Adequate sanitation facilities, clean water supply, waste management systems, and proper landscaping contribute to a positive learning atmosphere.
- (ix) **Collaboration Spaces:** Creating spaces for collaboration, such as group discussion rooms or common areas, encourages interaction, peer learning, and the exchange of ideas among teacher trainees and faculty members.
- (x) **Accessible Infrastructure:** model DIETs should prioritize accessibility by providing ramps, elevators, designated parking spaces, and other facilities to accommodate individuals with disabilities.

9) UPGRADATION OF DIETS

The detailed Performance Grading Index (PGI) for benchmarking of DIETs is in Annexure II. All DIETS in the country will be upgraded to model DIETS in a phased manner. For this purpose, the infrastructural and HR deficit of all the DIETs in the country will be mapped. Then DoSEL may request the States to bridge the HR deficit and prepare an estimate for bridging the infrastructural deficit for financial assistance under Samagra Shiksha.

10) WAY FORWARD

- Upgradation of all DIETS in the country as centres of excellence in teacher education, research and innovation.
- Promoting appropriate digital literacy methodology to address ICT challenges.
- Institutional restructuring & strengthening of DIETs as multi-disciplinary institutions.
- Collaborative Research and Innovative Partnership with Institutes of Higher Education and other District/State level Institutions.
- Annual assessment of DIETs through Benchmarking.

Annexure-I

Status of DIETs Sanctioned & Functional details as on 2023-24

Sl. No.	State/UT	No. of Districts*	DIETs Sanctioned	DIETs Functional	Non-Functional DIETs
1	A&N Islands	3	1	1	0
2	Andhra Pradesh	13	13	13	0
3	Arunachal Pradesh	26	13	11	2
4	Assam	35	27	23	4
5	Bihar	38	38	33	5
6	Chandigarh	1	0	0	0
7	Chhattisgarh	28	24	19	5
8	Delhi	13	9	9	0
9	D&D and DNH	3	1	1	0
10	Goa	2	1	1	0
11	Gujarat	33	34	30	4
12	Haryana	22	22	21	1
13	Himachal Pradesh	12	12	12	0
14	Jammu & Kashmir	20	20	20	0
15	Jharkhand	24	24	24	0
16	Karnataka	35	30	30	0
17	Kerala	14	14	14	0
18	Ladakh	2	2	2	0
19	Lakshadweep	1	1	1	0
20	Madhya Pradesh	52	52	50	2
21	Maharashtra	36	35	33	2
22	Manipur	16	16	9	7
23	Meghalaya	11	8	7	1
24	Mizoram	11	10	8	2
25	Nagaland	11	11	8	3
26	Odisha	30	30	30	0
27	Puducherry	4	1	1	0
28	Punjab	23	22	17	5
29	Rajasthan	33	33	33	0
30	Sikkim	6	4	3	1
31	Tamil Nadu	37	32	32	0
32	Telangana	33	14	10	4
33	Tripura	8	8	4	4
34	Uttar Pradesh	75	75	70	5
35	Uttarakhand	13	13	13	0
36	West Bengal	24	22	20	2
	Total	748	672	613	59

*Source: UDISE+ 2021-22

Source: AWP&B 2023-24

Performance Grading Index for District Institutes of Education and Training (DIETs)

Benchmarking of DIETs						
Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
1.	Domain-1- Pedagogy & Curriculum Transaction					
1.1	Capacity building programmes conducted by the DIET for disseminating and implementing NCF/SCF in the district. <ul style="list-style-type: none"> Percentage teachers trained Percentage School leaders trained 	DCF for DIETs	10	Capacity building of district level stakeholders on SCF	NA	NA
1.2	Number of support materials such as: hand-out/handbook, elaborations, etc., developed by DIET for making teachers understand the NCF/SCF. <ul style="list-style-type: none"> 1 support materials developed: 2 Points 2 support materials developed: 4 Points 3 support materials developed: 6 Points 4 support materials developed: 8 Points 5 and above support materials developed: 10 Points 	DCF for DIETs	10	At least 5 support materials developed for making teachers understand the SCF.	NA	NA
1.3	Number of materials (e.g., guidelines, teacher handbook, storybook, supplementary reading materials, etc.) developed in local/ regional languages by the DIET. <ul style="list-style-type: none"> 1 type of material developed in local/ regional languages: 2 Points) 2 types of materials developed in local/ regional languages: 4 Points) 3 type of materials developed in local/ regional languages: 6 Points) 	DCF for DIETs	10	At least 5 materials developed in local/regional language	NA	NA

Benchmarking of DIETs

Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
	<ul style="list-style-type: none"> • 4 type of materials developed in local/ regional languages: 8 Points) • 5 different materials developed in local/ regional languages: 10 Points 					
1.4	<p>Number of material (e.g., handbook, manual, guidelines, etc.) developed by the DIET for Educational administrators, BRCs & CRCs; Parents & Community including SMC.</p> <ul style="list-style-type: none"> • 1 type of material developed- 2 Points • 2 type of materials developed -4 Points • 3 type of materials developed - 6 Points • 4 type of materials developed - 8 Points • 5 and more than 5 type of materials developed - 10 Points 	DCF for DIETs	10	At least 5 different materials developed	NA	NA
1.5	<p>Number of e-content & Digital materials developed for students, teachers, parents & community.</p> <ul style="list-style-type: none"> • 1 e-content developed- 2 Points • 2 e-content developed -4 Points • 3 e-content developed - 6 Points • 4 e-content developed - 8 Points • 5 and more e-content developed- 10 Points 	DCF for DIETs	10	At least 5 e-contents developed	NA	NA
1.6	<p>Performance in NAS 2021:</p> <ul style="list-style-type: none"> • NAS district level score at par with the state average: 1 Point • NAS district level score higher than the state average: 2 Points • NAS district level score at par with the National average: 3 Points 	DCF for DIETs	10	Performance in NAS at par/better than State/National average	NA	NA

Benchmarking of DIETs						
Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
	<ul style="list-style-type: none"> NAS district level score higher than the National average: 4 Points 					
1.7	<p>Post NAS Interventions/activities (e.g., dissemination of results, development of intervention handbook, etc.) taken up for the district</p> <ul style="list-style-type: none"> 1 Programme conducted: 2 Points 2 Programme conducted: 4 Points 3 Programme conducted: 6 Points 4 Programme conducted: 8 Points <p>5 and above Programme conducted: 10 Points</p>		10	Post NAS interventions carried out	NA	NA
Total Weight (1)			70			
2.	Domain-2- Foundational Literacy & Numeracy					
2.1	<p>Stage of schooling for which TLMs were developed by the DIET annually for capacity building programmes.</p> <ul style="list-style-type: none"> Foundational Stage: 5 points Other Stages: 5 points 	DCF for DIETs	10	TLMs to be developed annually for all stages of School Education	NA	NA
Total Weight (2)			10			
3.	Domain-3- In-service Teacher Education					
3.1	<p>Number of Capacity Building Programmes conducted by the DIET for Resource Persons in BRCs/CRCs annually;</p> <ul style="list-style-type: none"> 1 Programme conducted: 2 Points 2 Programme conducted: 4 Points 	DCF for DIETs	10	Capacity building of 100% Resource Persons in all BRCs and CRCs of the District	NA	NA

Benchmarking of DIETs

Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
	<ul style="list-style-type: none"> • 3 Programme conducted: 6 Points • 4 Programme conducted: 8 Points • 5 and above Programme conducted: 10 Points 					
3.2	<p>Capacity Building Programmes conducted by the DIET focused on the following major priority areas:</p> <ul style="list-style-type: none"> • 5+3+3+4 curriculum + Pedagogical training: 2 Points • Use of Technology in School Education: 2 Points • Addressing the need of CWSN: 2 Points • Foundational Literacy & Numeracy: 2 Points • Community and Parental Engagement: 2 Points 	DCF for DIETs	10	Coverage of all major priority areas as identified	NA	NA
3.3	<p>Continuous Professional Development (CPD) Programmes conducted by the DIET for In-service Teachers in the district annually;</p> <ul style="list-style-type: none"> • Up to 30% teachers covered annually: 2 Points • 31 to 50% teachers covered annually: 4 Points • 51 to 70% teachers covered annually: 6 Points • 71 to 90% teachers covered annually: 8 Points • Above 91% teachers covered annually: 10 Points 	DCF for DIETs	10	At least 50 hours of CPD programmes conducted annually (in online/offline or blended mode) by Each DIET	NA	NA

Benchmarking of DIETs						
Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
3.4	Continuous Professional Development (CPD) Programmes covered teachers in the following stage; <ul style="list-style-type: none"> All Foundational Stage: 2.5 Points All Preparatory Stage: 2.5 Points All Middle Stage: 2.5 Points All Secondary Stage: 2.5 Point 	DCF for DIETs	10	All in-service teachers in Govt. and Govt. Aided Schools in the given stage would be covered under CPD	NA	NA
3.5	Number of training programmes jointly organized by the DIET and BRCs/CRCs in the district annually: <ul style="list-style-type: none"> 1 Programme conducted: 2 Points 2 Programme conducted: 4 Points 3 Programme conducted: 6 Points 4 Programme conducted: 8 Points 5 and above Programme conducted: 10 Points 	DCF for DIETs	10	At least 5 training programmes organized jointly annually	NA	NA
3.6	Facilitate Teacher Development Initiatives such as NPST & NMM: <ul style="list-style-type: none"> Conducted assessment of the level of teachers as per the guiding standards of NPST: 5 Points Conducted identification & validation of mentors under NMM: 5 Points 		10		NA	NA
	Total Weight (3)		60			
4.	Domain-4- Pre-service Teacher Education					

Benchmarking of DIETs

Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
4.1	<p>Interventions implemented¹ for strengthening DIET for implementation of the recommendations of NEP 2020</p> <ul style="list-style-type: none"> • Setting up of Skill lab: 5 Points • Setting up of Virtual Labs: 5 Points • Setting up of Digital Library: 5 Points • Fully functional ICT lab & its use in teaching learning processes: 5 Points • Creation of Digital Repository/Library: 5 Points • GIS Mapping of Schools: 5 Points 		30	Strengthened DIET aligned with NEP 2020	NA	NA
4.2	<p>Programme Advisory Committee (PAC):</p> <ul style="list-style-type: none"> • Available and functional: 10 Points 	DCF for DIETs	10	PAC advises and guide and review the Institute's plans, programmes and activities.	NA	NA
4.3	<p>Percentage of Academic positions filled as per MoE guidelines</p> <ul style="list-style-type: none"> • Upto 50% Academic Posts filled: 0 Point • Upto 60% Academic Posts filled: 10 Points • Upto 75% Academic Posts filled: 15 Points • Upto 90% Academic Posts filled: 20 Points • Above 95% Academic Posts filled: 25 Points 	PRABANDH & AWP&B	25	100% of all academic posts sanctioned by the State Government/UT Administration.	Total number of academic positions filled in the DIET as per MoE guidelines at the beginning of the reference academic year. (DIET- wise)	Total number of academic positions in the DIET as per MoE guidelines. (DIET- wise)
4.4	<p>Para-Academic positions filled as per MoE guidelines</p> <ul style="list-style-type: none"> • Work Education Teacher: 2.5 Points 	PRABANDH & AWP&B	10	100% of all Para academic posts sanctioned by the State	Total number of Para academic positions filled in the DIET as per	Total number of Para academic positions in the DIET as per

¹Detailed action taken to be submitted for each activity selected

Benchmarking of DIETs						
Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
	<ul style="list-style-type: none"> • Librarian: 2.5 Points • Laboratory Assistant including ICT Support Staff: 2.5 Points • Statistician/Accountant: 2.5 Points 			Government/UT Administration.	MoE guidelines at the beginning of the reference academic year. (DIET- wise)	MoE guidelines. (DIET- wise)
4.5	Provision of Lab/Demonstrating Schools for Student Teachers <ul style="list-style-type: none"> • Within a DIET Campus: 10 Points • Within 1 KM -Outside the DIET: 7 Points • Within 2 KM -Outside the DIET: 5 Points • More than 2 KM- Outside the DIET: 3 Point • No Provision: 0 Points 	DCF for DIETs	10	Facilitate School Internship for equipping students with the requisite skills & competencies	NA	NA
Total Weight (4)			75			
5.	Domain-5- District Planning					
5.1	School Development Plan Developed: <ul style="list-style-type: none"> • Foundational Stage: 5 Points • Preparatory Stage: 5 Points • Middle Stage: 5 Points • Secondary Stage: 5 Points 	DCF for DIETs	20			
5.2	Capacity building programmes conducted for implementation & monitoring of School Development Plan for: <ul style="list-style-type: none"> • Foundational Stage: 5 Points • Preparatory Stage: 5 Points • Middle Stage: 5 Points • Secondary Stage: 5 Points 	DCF for DIETs	20			
Total Weight (5)			40			

Benchmarking of DIETs						
Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
6.	Domain-6- Research, Action Research & Dipsticks					
6.1	<p>Number of Action Researches/dipsticks that have been conducted by the DIET in a particular year.</p> <ul style="list-style-type: none"> • 1 Action Research/dipstick conducted: 2 Points • 2 Action Researches/dipsticks conducted: 4 Points • 3 Action Researches/dipsticks conducted: 6 Points • 4 Action Researches/dipsticks conducted: 8 Points • 5 and above Action Researches/dipsticks conducted: 10 Points 	DCF for DIETs	10	At least 5 Dipsticks/ Action Researches conducted annually	NA	NA
6.2	<p>Number of research papers/articles published and uploaded in public domain by DIET faculties</p> <ul style="list-style-type: none"> • 20 points: 7-10 research papers/articles published and uploaded on public domain. • 10 points: 4-6 research papers/articles published and uploaded on public domain. • 5 points: at least 3 research papers/articles published and uploaded on public domain. 	DCF for DIETs	20	At least 10 Research papers published in and uploaded in public domain ² <i>At least one paper in Category 'C' and above Journal will be assigned full marks i.e., 20 points.</i>	NA	NA
	Total Weight (6)		30			

²Details of link/URL of articles in public domain to be provided for authentication

Benchmarking of DIETs						
Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
7	Domain 7: Monitoring & Community Involvement					
7.1	Detailed Database/Registry of Schools, Teachers and Block Resource Centres & Cluster Resource Centres in the district <ul style="list-style-type: none"> Schools Database/Registry available: 5 Points Teachers Database/Registry available: 5 Points BRCs Database/Registry available: 5 Points Prepared CRCs Database/Registry available: 5 Points 	DCF for DIETs	20	Set up comprehensive Database/Registry of Schools, Teachers and BRCs/CRCs	NA	NA
7.2	DIET Registered on Public Finance Management System (PFMS) <ul style="list-style-type: none"> Yes/No 	PRABANDH	10	Registration on PFMS mandatory for flow of funds	NA	NA
7.3	Capacity building programmes conducted for collaboration & engagement with community for improvement in educational indicators for: <ul style="list-style-type: none"> Foundational Stage: 5 Points Preparatory Stage: 5 Points Middle Stage: 5 Points Secondary Stage: 5 Points 	DCF for DIETs	20	Capacity building of teachers at all stages of school education on engagement & collaboration with the Community	NA	NA
Total Weight (7)			50			
8	Domain 8: Education For All					
8.1	Capacity building programmes conducted for monitoring the implementation of the NILP programme for:	DCF for DIETs	15	Capacity building of teacher educators, teachers/school heads and Youth	NA	NA

Benchmarking of DIETs						
Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
	<ul style="list-style-type: none"> Teacher Educators: 5 Points Teachers/School Heads: 5 Points Youth Volunteers from NYKS & NSS: 5 Points 			Volunteers from NYKS & NSS on NILP		
8.2	Number of materials (e.g., handbook, manual, guidelines, etc.) developed for Adult Education <ul style="list-style-type: none"> 1 type of material developed- 2 Points 2 type of materials developed -4 Points 3 type of materials developed - 6 Points 4 type of materials developed - 8 Points 5 and more than 5 type of materials developed - 10 Points 	DCF for DIETs	10	At least 5 different materials developed	NA	NA
Total Weight (8)			25			
9	Domain 9: Use of Technology					
9.1	ICT lab facility in the DIET <ul style="list-style-type: none"> Available and functional: 10 Points 	DCF for DIETs	10	ICT enabled DIET	NA	NA
9.2	Number of programs conducted by the DIET on use of ICT for School Governance and Management annually. <ul style="list-style-type: none"> 1 Programme conducted: 2 Points 2 Programme conducted: 4 Points 3 Programme conducted: 6 Points 4 Programme conducted: 8 Points 5 and above Programme conducted: 10 Points 	DCF for DIETs	10	At least 5 programmes on use of ICT organized annually	NA	NA
9.3	Library facility in the DIET	DCF for DIETs	10	Access to various Online/Offline	NA	NA

Benchmarking of DIETs						
Indicator No.	Indicators	Data Source	Weight	Bench mark	Numerator	Denominator
	<ul style="list-style-type: none"> Functional Library available: 5 Points Functional Digital Library available: 5 Points 			resource materials, including books, journals, periodicals, etc.		
9.4	Separate Website: <ul style="list-style-type: none"> Available and functional: 5 Points 	DCF for DIETs	5	Maintain robust website for sharing of information and resources	NA	NA
9.5	Internet Connectivity: <ul style="list-style-type: none"> Available and functional: 5 Points 	DCF for DIETs	5	Access to various digital resources and technology enabled teaching learning	NA	NA
	Total Weight (9)		40			
	Total Weight (1+2+3+4+5+6+7+8+9)		400			

Total Marking Index

Sl. No.	Indicators	Weight
1.	Domain-1- Pedagogy & Curriculum Transaction	70
2.	Domain-2- Foundational Literacy & Numeracy	10
3.	Domain-3- In-service Teacher Education	60
4.	Domain-4- Pre-service Teacher Education	75
5.	Domain-5- District Planning	40
6.	Domain-6- Research, Action Research & Dipsticks	30
7.	Domain 7: Monitoring & Community Involvement	50
8.	Domain 8: Education For All	25
9.	Domain 9: Use of Technology	40
	Total	400

Annexure III

Estimated Number of Model DIETs per State/UT

Sl. No.	State/UT	DIETs Sanctioned	DIETs Functional	State/UT Eligible for Model DIETs (Number of Functional DIETs in the State-UT/Number of Total Functional DIETs 613*100)
1	A&N Islands	1	1	1
2	Andhra Pradesh	13	13	2
3	Arunachal Pradesh	13	11	2
4	Assam	27	23	4
5	Bihar	38	33	5
6	Chandigarh	0	0	0
7	Chhattisgarh	24	19	3
8	Delhi	9	9	1
9	D&D and DNH	1	1	1
10	Goa	1	1	1
11	Gujarat	34	30	5
12	Haryana	22	21	3
13	Himachal Pradesh	12	12	2
14	Jammu & Kashmir	20	20	3
15	Jharkhand	24	24	4
16	Karnataka	30	30	5
17	Kerala	14	14	2
18	Ladakh	2	2	1
19	Lakshadweep	1	1	1
20	Madhya Pradesh	52	50	7
21	Maharashtra	35	33	5
22	Manipur	16	9	1
23	Meghalaya	8	7	1
24	Mizoram	10	8	1
25	Nagaland	11	8	1
26	Odisha	30	30	5
27	Puducherry	1	1	1
28	Punjab	22	17	3
29	Rajasthan	33	33	5
30	Sikkim	4	3	1
31	Tamil Nadu	32	32	5
32	Telangana	14	10	2
33	Tripura	8	4	1
34	Uttar Pradesh	75	70	10
35	Uttarakhand	13	13	2
36	West Bengal	22	20	3
	Total	672	613	100