



CONCEPT NOTE ON EMPOWERING DIETS AS "CENTRES OF EXCELLENCE"

Ministry of Education
Department of School Education & Literacy
July, 2023

Concept Note

on

Empowering DIETs

as

Centres of Excellence

Ministry of Education
Department of School Education and Literacy
July 2023

Table of contents

Sl. No.	Content	Page No.
1)	Background	1
	a) Key Activities and Functions	1
	b) Linkages of DIETs with the schemes of SSA, RMSA and Samagra Shiksha	1
	c) National Education Policy 2020 and DIETs	2
2)	Status of DIETs	3
3)	Focus areas of DIETs	3
4)	Issues and Challenges	4
5)	Status of Funds approved for DIETs in Teacher Education component under Samagra Shiksha since 2018-19	5
6)	Gist of Announcement	6
7)	DIET of Excellence: The Concept	6
8)	Rational for DIET of Excellence	7
9)	Aims & Objectives	7
10)	Vision Statement of DIET of Excellence	7
11)	Beneficiaries	7
12)	Six Major Pillars of DIETs of Excellence	8
13)	Major Action Points for the Way Forward	9
	i) Appropriate infrastructure DIET of Excellence including staff requirement	9
	ii) Expanding the role and responsibilities of DIETs to cover all levels of schooling	16
	iii) Strengthen the institutional linkages between the DIETs and BRCs & CRCs	18
14)	Strategy for Selection of DIET of Excellence	19
	a) Year wise details of DIETs of Excellence over the 5 years period	19

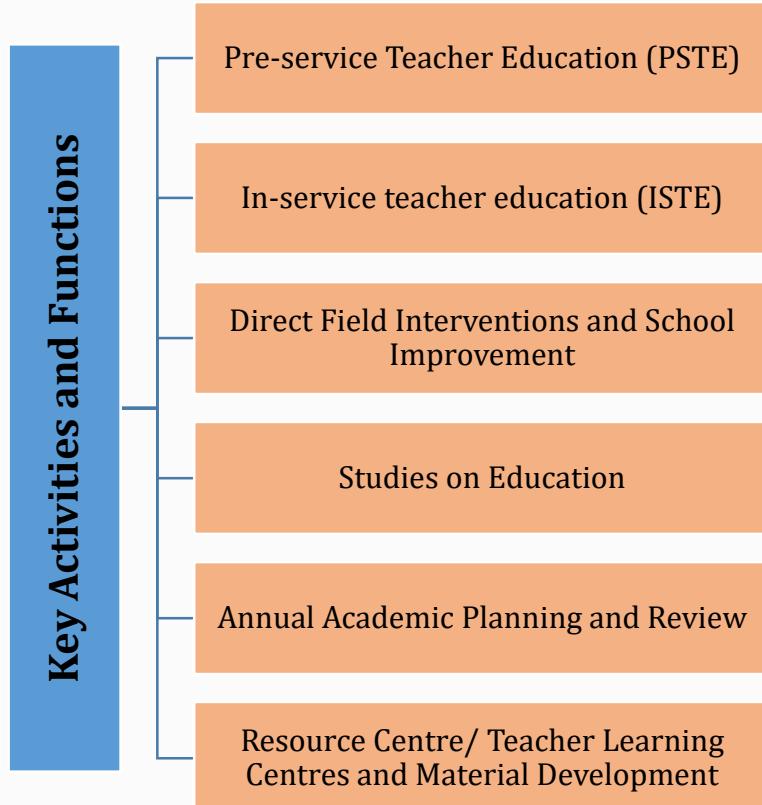
Sl. No.	Content	Page No.
	b) State/UT-wise details of DIETs converted into DIET of Excellence with Estimated outlay in a period of 5 years	20
	c) Tentative Benchmarks for selection of DIETs as DIET of Excellence	21
	d) Identification and Selection Process for converting all the functional DIETs into DIET of Excellence	22
15)	Tentative Budget	23
	a) The Fund Sharing Pattern for States and UTs under the Implementation of the DIET of Excellence	23
16)	Role of State/ UT and National level	24
17)	Timelines for Implementation	25
	Core Drafting Team	26
	Annexures	
Annexure-I	Status of DIETs Sanctioned & Functional details as on 2023-24	27
Annexure-II	Status of Funds Approved (Fresh Outlay) for DIETs in Teacher Education Component under Samagra Shiksha since 2018-19	28
Annexure-III	Suggestive Infrastructure Norms for DIET of Excellence	30
Annexure-IV	The state/UT wise distribution of DIETs to be converted into DIET of Excellence in phase manner with estimated outlay (2023-24-25 to 2027-28)	39
Annexure-V	District Institutes of Education & Training (DIET): Questionnaire to assess the Infrastructural Facilities in DIETs-June 2023	42
Annexure-VI	Summary Of Analysis: Infrastructure Facilities In District Institutes Of Education And Training (DIETs), 2023	51

Empowering DIETs as Centres of Excellence

1) Background

District Institutes of Education and Training (DIETs) were envisioned in the National Policy of Education, 1986, and were created by the Government of India in the early 1990s to strengthen elementary education and support the decentralization of education to the district level. DIETs were conceived as the third addition- district level- tier to the support system, which would be closer to the field, and therefore more alive to its problems and needs. The core institutional focus of a DIET was Continuous Teacher Professional Development, which would directly/indirectly impact on school improvement programmes. Subsequently, to address the gap in the continuum between elementary education and secondary education, under Samagra Shiksha, DIETs are envisaged as a strong district institution that would prepare and support teachers at the school level.

a) Key Activities and Functions



b) 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. It fed into the Sarva Shiksha Abhiyan (SSA) to strengthen its delivery. SSA was a comprehensive and integrated flagship programme of Government of India to attain Universal Elementary

Education (UEE), covering the entire country in a mission mode. SSA was launched in 2001-2002 in partnership with the State Governments and Local Self Governments. In 2009, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) another flagship scheme of Government of India was launched to enhance access to secondary education and improve its quality. However, the role of DIETs¹ remained restricted to its linkage with the SSA for elementary education.

Subsequently, to address the gap in the continuum between elementary education and secondary education, a new scheme, Samagra Shiksha came into effect from 1st April, 2018. It is an integrated scheme of School Education formulated by subsuming the existing centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Centrally Sponsored Scheme of Teacher Education (CSSTE). Samagra Shiksha envisages a strong district institution that would prepare and support teachers at the school level.

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.

c) National Education Policy 2020 and DIETs

In the present context, with the recommendations of the National Education Policy 2020, the role of DIETs is 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

¹ *Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education: Guideline for Implementation (2012)*

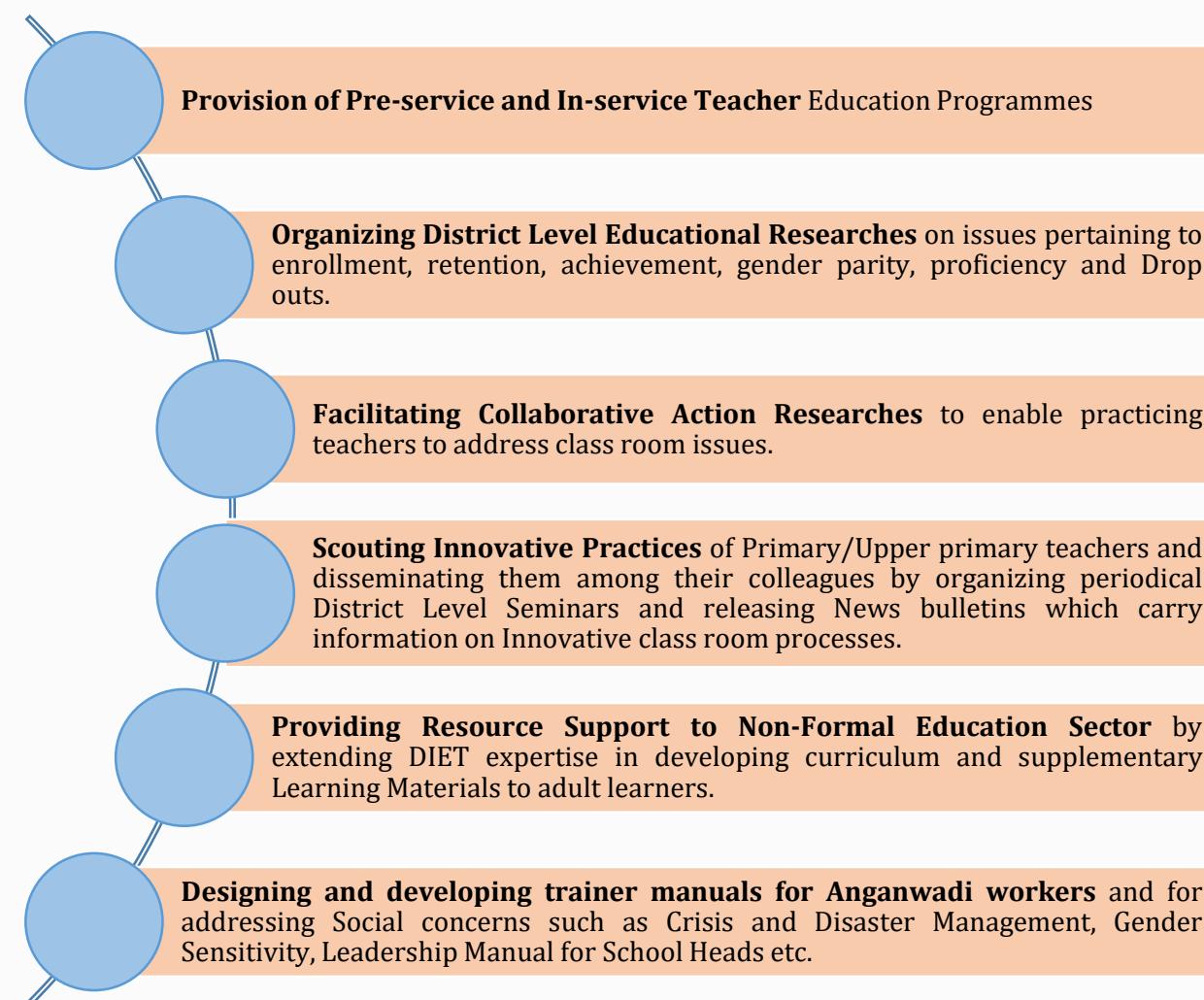
measures on how to strengthen the relationship between the DIETs and Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs).

2) 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.*

3) 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:

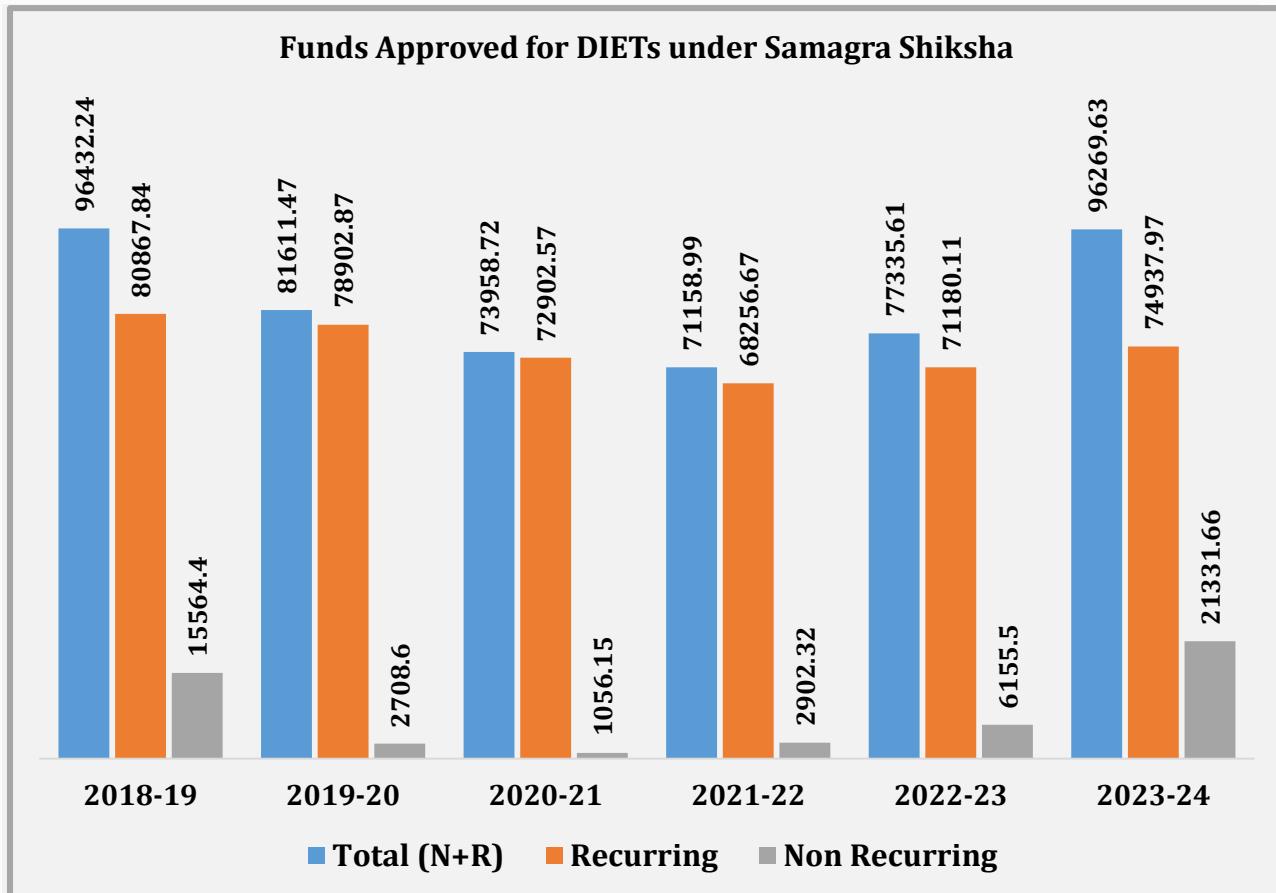


4) Issues and Challenges

- a) Human Resources:** There is pressing 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. There has been improvement in filling up of vacancies in DIETs. However, a lot still needs to be done in this regard as having sufficient manpower in the DIETs is the key to conduct of successful programmes. At present, the status of vacancies of academic positions in DIETs at the national level is around 52%.
- b) Inadequate physical infrastructure:** Many DIETs suffer from inadequate physical infrastructure, including classrooms, administrative offices, libraries, and laboratories. This lack of proper infrastructure hampers the overall functioning of the institute and affects the quality of training and education imparted.
- c) 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.
- d) Lack of modern technology integration:** Many DIETs struggle with the integration of modern technologies into their training programmes. This includes the absence of functional computer labs, limited internet connectivity, and insufficient training for teachers on using technology for teaching and learning purposes.
- e) Limited research and development facilities:** DIETs should ideally serve as centre 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.
- f) 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.
- g) Convergence & Linkages with Higher Education Institutions:** Moreover, 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.
- h) Continuous Professional Development:** Presently, there is 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.

5) Status of Funds approved for DIETs in Teacher Education component under Samagra Shiksha since 2018-19

(Rs. In lakh)



Source: PRABANDH

Years	% of Funds approved for Recurring Activities for DIEYs	% of Funds approved for Non-Recurring Activities for DIETs
2018-19	83.86	16.14
2019-20	96.68	3.32
2020-21	98.57	1.43
2021-22	95.92	4.08
2022-23	92.04	7.96
2023-24	77.84	22.16

As can be inferred from the above data, majority of the funds approved since the inception of the scheme in 2018-19 for DIETs under the teacher education component of Samagra Shiksha is for recurring activities with a major chunk going to the salary of teacher educators' component. . *The State/UT-wise detail of funds approved (Fresh Outlay) for DIETs in Teacher Education Component under Samagra Shiksha since 2018-19 are at Annexure-II.*

6) Gist of Announcement

"The NEP 2020 recognises that change management process for the reinvigoration of DIETs is a must to change the capacity and work culture of these institutions and develop them into vibrant institutions of excellence. Besides, NEP 2020 emphasizes that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other. Accordingly, the re-envisioned DIETs will ensure that student trainees and in-service teachers receive high-quality pre-service and in-service teacher preparation in line with NEP 2020. DIET's role will include secondary schools as well following the implementation of the 5+3+3+4 framework in schooling. Thus, Government aims to strongly focus on strengthening DIETs through critical interventions in infrastructure development, innovative research, continuous professional development, dipstick surveys and ICT implementation."

7) DIET of Excellence: The Concept

The idea of "DIET of Excellence" is to turn the functional DIETs (District Institutes of Education and Training) in the country into district-level educational hubs of innovation and excellence. These organizations would be strengthened as centres for curriculum creation, teacher preparation, research, and innovation, enhancing elementary, secondary, and senior secondary education while assisting decentralization initiatives.

A "DIET of Excellence" will focus on empowering teachers through in-depth training programmes that improve their topic knowledge, pedagogical abilities, and teaching approaches. Additionally, this "DIET of Excellence" will also be committed to creating and upgrading curricular frameworks, textbooks, and teaching-learning materials to adhere to state or national standards and satisfy the different requirements of students.

As DIETs traditionally perform studies and action researches to investigate successful teaching practices and educational initiatives, a "DIET of Excellence" will have research and innovation as crucial components that support evidence-based decision-making and ongoing development. "DIET of Excellence" will propagate knowledge sharing, resource mobilization, and the exchange of best practices and collaboration among universities, schools, government agencies and CSOs.

It is envisaged that these district-level institutions will be adequately strengthened to become models of high-quality education by exemplifying the "DIET of Excellence," through empowering educators and improving student learning outcomes. In other words, it will make a substantial contribution to the overall development of both students, teachers, schools and the community at large.

8) Rational for DIET of Excellence

The rationale for converting existing DIETs into “DIETs of Excellence” would encompass upgraded and modernized infrastructure, fully equipped with the latest ICT and Technology facilities. These upgraded facilities would include smart classrooms, well-equipped labs, latest and digitized library facilities, and digital content. Integration of ICT enables dynamic teaching methods and personalized learning, supporting inclusive education for diverse learners. Thus, DIETs of Excellence would aim to elevate teacher quality, foster innovation, and prepare students to compete in this digital and knowledge-driven society, thereby becoming pivotal pillars of educational transformation at the district level.

9) Aims & Objectives

- Providing state-of-the-art classrooms, well-equipped laboratories, and cutting-edge digitized library facilities would improve the learning environment.
- Include the most recent ICT and technology tools to enable creative teaching strategies and individualized learning techniques.
- Promote use of technology in education to promote a culture of research and practice.
- Provide teachers with opportunity for continuous professional development so they can adjust to contemporary teaching methods.
- Through the use of cutting-edge technology in education, prepare students for a digital and knowledge-driven society.
- Establish a supportive atmosphere for learning through provision of adequate infrastructure and technological resources.
- Promote networking and collaboration among those involved in education for the purpose of sharing information and mobilizing resources.

10) Vision Statement of DIET of Excellence

The vision of a “DIET of Excellence” is to become an exemplar centre of innovation and educational excellence, which would empower both students and teachers with tech enabled infrastructure. These centres will lead the way in providing quality school education through continuous professional development programmes, innovation, and transformative practices.

11) Beneficiaries

A "DIET of Excellence" benefits educators, teachers, students, schools, academic institutions, and the community at large. Through specialized training, these DIETs will equip instructors to provide high-quality instruction by advancing their skills and knowledge. Students will gain from creative teaching methods and welcoming learning environments, which support their entire growth. Schools will be given assistance and resources to raise academic

standards. Finally, by addressing their unique educational needs and advancing their general development, local communities can gain from the engagement and collaboration of the DIET of Excellence.

12) Six Major Pillars of DIETs of Excellence

- i) **Infrastructure and Resource Support:** The creation and upkeep of suitable infrastructure facilities is the first major pillar of the DIET of Excellence. The focus will be on offering adequately furnished infrastructure, digitized libraries and labs, hi-tech technological resources, and other facilities required to establishment of a favorable learning environment. It will also provide knowledge, technical tools, and access to educational resources to promote teachers' professional development and the adoption of cutting-edge teaching techniques.
- ii) **Empowering teachers:** The second major pillar of DIETs of Excellence is empowering teachers through continuous professional development in the form of specialized training, workshops, and capacity building programmes. The focus is on enhancing their pedagogical skills, subject knowledge, teaching methodologies, competencies required for school leadership and management, equipping them to deliver high-quality education effectively.
- iii) **Research and Evidence-Based Practices:** DIETs of Excellence emphasizes research studies, pilot projects, and innovative initiatives to identify effective teaching methodologies, educational practices, and strategies for addressing local educational challenges. The findings from these studies will contribute to evidence-based decision-making and overall improvement in the education system.
- iv) **Inclusive Education and Support:** Ensuring inclusive education is another key pillar of DIETs of Excellence. They will work towards addressing the needs of diverse learners, including students with disabilities and special educational needs. These DIETs will provide support, resources, and guidance to create an accessible and equitable learning environment for all students.
- v) **Focus on Vocational Education:** DIET of Excellence will also prioritize Vocational Education programmes by fostering skill development and thorough vocational training programmes that promote local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.
- vi) **Collaboration and Networking:** DIETs of Excellence foster collaboration among educational institutions, government agencies, CSOs, community organizations, and industry experts. They will create platforms for knowledge sharing, joint initiatives, and resource mobilization to enhance the overall quality of education through collective expertise and resources.

13) Major Action Points for the Way Forward

i) Appropriate infrastructure DIET of Excellence including staff requirement

a) Provision for Infrastructure Facilities. *Suggestive Infrastructure Norms for DIET of Excellence are at Annexure-III*

Sl.No	Category	Remarks
1) Administrative Block		
1)	Principal/HoD Room	Room with PA's cabin, providing a private area for administrative tasks, meetings, and decision-making
2)	Vice- Principal Room	Room serves as an administrative space to carry out their responsibilities.
3)	Academic faculty Rooms (1 Room for 2 faculty member on sharing bases)	These rooms provide a space for faculty members to gather, collaborate, and engage in professional discussions. Staff rooms may have individual workstations or shared desks for teachers to work on lesson planning, grading, and administrative tasks
4)	Administrative Offices for administrative personnel	Administrative Offices for administrative personnel, such as the administrative officer, accounts officer and other administrative staff members. These offices serve as workspaces for managing various administrative tasks and handling day-to-day operations.
5)	Meeting Hall (Approx. 50 Capacity)	A well-equipped staff meeting room, provide enough space to comfortably accommodate around 50 staff members, considering a mix of seating options and additional amenities
6)	Reception Area	A welcoming reception area where visitors can be received and assisted. It serves as a point of contact for inquiries, directions, and information about the DIET.
7)	Record Room	A designated room for storing and managing official records, documents, and files related to administration, finance, personnel, and other administrative functions. This room should have appropriate storage facilities and organizational systems.
8)	Waiting Area/Visitors Room	A waiting area for visitors and guests, providing a comfortable space with seating arrangements and possibly some reading materials.
2) Administrative Block		
1)	Classrooms Upto 8 (Approx. 50 Capacity)	Spacious and well-equipped classrooms with modern teaching aids, audio-visual equipment, and interactive whiteboards or smart boards; Flexible seating arrangements that accommodate different teaching and learning styles; Accessibility features for individuals with disabilities, such as ramps, wide doorways, and appropriate seating arrangements
2)	Library/Resource centre (Approx. 50 to 75 Capacity)	Library with a wide range of books, reference materials, textbooks, and digital resources for teachers, students, and researchers equipped with computers, internet

Sl.No	Category	Remarks
		connectivity, and access to educational software, online databases, and e-learning platforms.
3)	Laboratories	Equipped with modern apparatus, audio-visual facilities, language learning software, interactive tools , chemicals, and safety equipment to support practical experiments and demonstrations
4)	Computer Room	Sufficient computers, high-speed internet connectivity, and access to educational software and digital resources.
5)	Multimedia-equipped room	For conducting webinars, online training sessions, and video-based instructional activities.
6)	Seminar halls (50 Capacity)	With seating capacity to accommodate large gatherings for conferences, workshops, and professional development programmes. Equipped with audio-visual systems, projection screens, and sound systems
7)	Auditoriums (100 Capacity)	With seating capacity to accommodate large gatherings for conferences, workshops, and professional development programmes. Equipped with audio-visual systems, projection screens, and sound systems
8)	Special Education Units	Dedicated spaces for special education units to support the learning needs of students with disabilities. Specialized rooms equipped with assistive technologies, sensory materials, and resources for individualized instruction and therapy.
9)	Research and Innovation Centre	A dedicated centre or space for research and innovation activities, providing resources and facilities for conducting educational research, developing educational models, and piloting innovative initiatives

3) Residential Hostel Facilities For Boys & Girls (50 Capacity)

Separate Hostels: There are separate hostels for boys and girls with well-designed rooms to ensure privacy and a safe living space.

1)	Rooms for Resident	The rooms are designed to accommodate multiple students (6 Person) in a dormitory-style setup. Each room is furnished with essential amenities, including beds, storage facilities, and adequate ventilation
2)	Common Area	Include common areas such as lounges or recreation rooms where students can socialize, relax, and engage in extracurricular activities.
3)	Study Area	Dedicate study hall or quiet spaces within the hostel where students can focus on their academic work.
4)	Dining Facility	Establish a dining hall or cafeteria within the hostel to provide meals for resident students
5)	Kitchenette	Allocate a common kitchenette with basic amenities where students can prepare their own snacks or meals, if necessary.
6)	Bathroom Facility	For a 50-seater hostel in DIET of Excellence, the ideal number of bathrooms based on number of enrolment 1:15

Sl.No	Category	Remarks
7)	Laundry Facility	Provide laundry room or facilities where students can conveniently wash their clothes.
8)	Warden's Office	Warden office may be located in a central and accessible location within the hostel, allowing the warden to oversee the activities and ensure the safety and well-being of the hostel residents
9)	Warden's Room	Allocate a warden's room within the hostel premises to address any concerns or issues raised by the students.
10)	Wi-Fi Access Facility	Offer internet connectivity in the hostel to support students' academic and recreational needs.
11)	Safety and Security	Implement security measures, such as controlled access, CCTV surveillance, and the presence of trained hostel staff.

4) Toilet Facilities

Separate toilets for Male Students, Female Students, Male staff, and female staff to ensure privacy and comfort

1)	Adequate Number of Restrooms/Toilets	Determine the number of restrooms required based on the expected occupancy of the DIET. Consider separate restrooms for male and female students, staff, and visitors to maintain privacy and convenience.
2)	Accessibility	Ensure that restrooms are designed and equipped to be accessible for individuals with disabilities. Include features such as grab bars, wider doorways, lower sinks, and wheelchair accessibility to promote inclusivity.
3)	Hygiene and Cleanliness	Regularly clean and maintain the restrooms to ensure proper hygiene standards. Provide sufficient trash bins and regular waste disposal to keep the restrooms clean and free from litter.
4)	Sanitary Fixtures	Install functional and high-quality sanitary fixtures, including toilets, urinals, sinks, and hand dryers or paper towel dispensers. Ensure that they are properly maintained and in good working condition
5)	Hand washing Facilities	Provide adequate hand washing facilities with running water, soap dispensers, and hand dryers or paper towels. Promote and encourage regular hand washing for proper hygiene.
6)	Ventilation and Odor Control	Install proper ventilation systems to ensure good air circulation and minimize odors. Consider the use of air fresheners or natural ventilation methods to maintain a pleasant environment.
7)	Regular Maintenance	Assign dedicated staff or cleaning personnel to regularly monitor and maintain the restroom facilities. Promptly address any repairs or issues to ensure uninterrupted availability.
8)	Safety Measures	Implement safety measures such as non-slip flooring, appropriate lighting, and emergency systems. Ensure clear signage for restroom locations and emergency procedures.

5) ICT and Technology facilities

Sl.No	Category	Remarks
1)	Computer Labs	Well-equipped computer labs with the latest hardware and software to provide hands-on experience in using technology for various educational purposes.
2)	Smart classrooms	classrooms are equipped with audio-visual aids such as projectors, interactive whiteboards, smart TVs, and audio systems that enable multimedia presentations and interactive teaching
3)	Internet Connectivity	High-speed internet connectivity to enable access to online resources, research materials, and digital learning platforms
4)	Audio-Visual Aids	Provision of audio-visual aids like projectors, interactive whiteboards, and multimedia tools to facilitate dynamic and interactive teaching
5)	Digital Content Creation	Encouraging teachers to create digital content such as videos, animations, and presentations to enrich their lessons
6)	ICT Support	Establishing an ICT support team to provide technical assistance and troubleshoot issues related to technology integration
7)	Data Management	Utilizing technology for effective data management and analysis to inform decision-making and policy implementation
6) Safety And Security Facilities		
1)	Security Personnel	Employ trained security personnel to patrol the DIET premises, monitor entrances and exits, and ensure the safety of individuals on campus.
2)	Access Control	Implement access control systems, such as electronic key cards or ID badges, to regulate entry and exit points. Restrict access to authorized personnel and visitors and monitor visitors' entry through sign-in procedures.
3)	CCTV Surveillance	Install closed-circuit television (CCTV) cameras strategically throughout the DIET campus, including entrances, common areas, corridors, and parking lots. Ensure proper monitoring and recording of the camera footage.
4)	Emergency Response Plan	Develop a comprehensive emergency response plan that includes protocols for various emergency situations, such as fires, natural disasters, medical emergencies, or security threats. Conduct regular drills and trainings to familiarize staff and students with emergency procedures.
5)	Safety Audits and Inspections	Conduct regular safety audits and inspections of the DIET premises to identify and address potential hazards, such as faulty electrical wiring, uneven flooring, or inadequate lighting. Promptly address any identified safety concerns.
6)	Fire Safety Measures	Install fire safety equipment, including fire extinguishers, smoke detectors, and fire alarms, in accordance with local fire safety regulations. Regularly inspect and maintain fire

Sl.No	Category	Remarks
		safety systems, and conduct fire drills to ensure preparedness.
7)	First Aid Facility	Establish well-equipped first aid stations or rooms within the DIET campus. Ensure that staff members are trained in basic first aid and have access to necessary medical supplies to provide immediate assistance in case of injuries or medical emergencies.
8)	Boundary wall	The boundary wall should be high enough to provide security and privacy for the institute. It is typically recommended to have a boundary wall with a height of at least 6 to 8 feet. It may be constructed using durable and secure materials, such as brick or concrete, to ensure longevity and resistance to external elements.
9)	Safe and maintained Infrastructure	Ensure that buildings, classrooms, laboratories, and other facilities meet safety standards. Regularly maintain infrastructure, including electrical systems, plumbing, and structural integrity, to ensure a safe environment.
7) Residential Facilities DIETs Staffs (As Per State Specific Need)		
1)	Single and Family Quarters	Establishment and strengthening residential quarters for faculties, especially female teachers in sparsely populated or hilly and densely forested areas with difficult geographical terrain and border areas. Construction of residential quarters for faculties in remote/hilly areas/in areas with difficult terrain
2)	Furnishings	Ensure that each staff quarter is adequately furnished with basic amenities such as beds, tables, chairs, cupboards, and kitchen appliances (if applicable). These furnishings should be comfortable and functional
3)	Essential Facilities	Each staff quarter should have essential facilities, including a bedroom, living room, kitchen, and bathroom. The size and layout of the quarters can vary based designation.
4)	Maintenance and Upkeep	Regularly maintain and repair the staff quarters to ensure that they are in good condition. Allocate dedicated staff or resources for maintenance tasks, including electrical, plumbing, and general upkeep.
5)	Community Spaces	Develop communal spaces or recreational areas within the staff quarters premises where staff members can socialize, relax, and engage in community-building activities
6)	Infrastructure Support	Ensure that the staff quarters are well-connected with basic infrastructure such as electricity, water supply, and sewage systems. Adequate parking space should also be provided.
7)	Green Spaces	Incorporate green spaces, gardens, or parks within the staff quarters area to create a pleasant and serene environment for residents.
8) Provision of Functional Website		
1)	Information Hub	The website should contain in-depth details about the DIET, including its vision, mission, and objectives.

Sl.No	Category	Remarks
2)	Program Details	The website should have detailed information about the various, courses, training programmes, information about enrollment as per the running programmes, research initiatives etc offered by the DIET should be easily accessible.
3)	Faculty Profiles	Profiles of the Academic, Para and Non Academic faculties and staff, along with their qualifications and areas of expertise, should be featured on the website.
4)	Infrastructure and Facilities	The website should highlight the upgraded infrastructure facilities, laboratories, library, ICT resources, and other amenities available at the DIET.
5)	Admission and Application Process	Information about admission criteria, application procedures, and important dates for prospective students should be clearly outlined
5)	Events and News	The website should regularly update upcoming events, workshops, seminars, and other important news related to the DIE
6)	Online Resources	A dedicated section for online resources, including e-books, research papers, and teaching materials, should be made available to students and faculty
7)	Best Practices	A dedicated section for various best practices conducted by the DIET with good Photographs and Videos
8)	Alumni Corner	The website can feature an alumni corner, showcasing the achievements and success stories of former students
9)	Interactive Features	Incorporating interactive features like feedback forms, online inquiries, and chat support can enhance user engagement and provide better support to visitors.
10)	Photo & Video gallery	A separate section for the Photographs and Videos for various activities, training, capacity building, community awareness programmers etc conducted by the DIET.
11)	Contact Information	Contact details, including address, phone numbers, and email, should be prominently displayed for easy communication
9) Other Facilities		
1)	Outdoor Learning Areas	Designate specific areas within the green spaces for outdoor learning activities, such as open-air classrooms, amphitheaters, or seating arrangements that can facilitate interactive and experiential learning.
2)	Environmental Features	Incorporate environmentally friendly features such as rainwater harvesting systems, composting facilities, or solar-powered lighting within the green spaces.
3)	Biodiversity Conservation	Promote biodiversity by incorporating native plants, trees, and shrubs within the green spaces. This can attract local wildlife, provide educational opportunities about ecosystems, and create a sense of ecological balance.

Sl.No	Category	Remarks
4)	Seating Areas and Shaded Spaces	Install benches, seating areas, or shaded structures within the green spaces to provide comfortable spaces for students and staff to rest, study, or engage in group discussions.
5)	Recreational Facilities	Integrate recreational facilities within the green spaces, such as sports fields, outdoor exercise stations, or play areas for physical activities and leisure.
6)	Educational Signage	Install informative signage or placards within the green spaces to provide educational information about the plants, trees, and environmental concepts. This can enhance the learning experience and foster environmental awareness.
7)	Gardens and Lawns	Allocate areas for gardens and lawns where plants, flowers, and trees can be cultivated. These green spaces can serve as serene areas for relaxation, outdoor learning, and aesthetic appeal.
8)	Parking Facility	Sufficient parking space for staff, students, and visitors to accommodate vehicles safely within the DIET premises.
9)	Canteen/Cafeteria:	A canteen or cafeteria that offers hygienic and nutritious meals for students, staff, and visitors, ensuring access to food within the DIET premises.
10)	Provision of safe and clean drinking water	<ul style="list-style-type: none"> • Place water dispensers strategically in various areas of the institute, such as classrooms, corridors, common areas, and the canteen, to provide easy access to drinking water for students, staff, and visitors • Install water filtration systems to ensure that the drinking water is free from impurities and contaminants, making it safe for consumption. • Ensure that the drinking water supply is sufficient to meet the needs of all students, staff, and visitors throughout the day • In larger campuses, consider setting up multiple drinking water points to avoid overcrowding and ensure convenient access. • Implement a regular water quality testing and monitoring system to ensure that the drinking water remains safe and meets the required standards.
11)	Borewell Facility	<ul style="list-style-type: none"> • Provision of borewell facility, is essential to ensure a sustainable and reliable water supply • Schedule regular maintenance and servicing of the borewell and the pump to keep the facility in optimal working condition.

b) Provision for Staff Facilities²: The staff strength of a DIET would be the same as recommended in the DIET Guidelines of 1989, which are as detailed below:

Post	Number
Academic	

² Staffing strength as specified in the Guidelines of DIETs (1989)

Post	Number
Principal	1
Vice Principal	1
Senior Lecturers	6
Lecturers	17
Total-A	25
Para Academic	
Work Experience/Work Education Teacher	1
Librarian	1
ICT Support Staff	1
Statistician	1
Total-B	4
Non-Academic³	
Office Superintendent	1
Lab. Assistant	1
P.A./Steno (to Principal)	1
Clerk (including one for hostel)	8
Steno Typist/Data Entry Operator	2
Accountant	1
Maintenance Support Staff/Group D	6
Total-C	20

ii) Expanding the role and responsibilities of DIETs to cover all levels of schooling⁴

- a) Pedagogy, Curriculum and Material development:** As per NEP 2020, a new and comprehensive National Curriculum Frameworks on ECCE, School Education, Teacher Education and Adult Education are being devised based on the locally contextualized inputs of the State Curriculum Frameworks developed by each State and UT. Henceforth, DIETs will be responsible for curricular literacy of CRC/BRC, school leadership and teachers of all stages of school education i.e., Foundational, Preparatory, Middle and Secondary. It will also be responsible for providing training in innovative pedagogies for the 5+3+3+4 pedagogical and curricular structure (Foundational, Preparatory, Middle and Secondary), including through lecture-demonstrations.
- b) Foundational Literacy and Numeracy (FLN):** Under the FLN Mission, each DIET is expected to develop an Academic Resource Pool specifically for FLN, comprising of teachers, teacher educators, district education planners and faculty from University Department of Education. Accordingly, DIETs shall be responsible for monitoring the planning, implementation and achievements under FLN programmes. For this, the

³ Financial provision for non-academic/para-academic staff would be as per the norms of Samagra Shiksha for 4 positions i.e., 1) Work Education Teacher; 2) Librarian; 3) Laboratory Assistant and 4) Statistician/Accountant.

⁴ Draft Guidelines on Re-envisioning and Strengthening of DIETs, Ministry of Education (2023)

capacity of DIET faculties would need to be augmented to enable them to provide academic support so that learning outcomes of students can be improved.

- c) **In-service education:** The mandate of DIETs would be enhanced for preparation of teachers for all levels of school education through in-service education i.e., Foundational, Preparatory, Middle to Secondary stages. This would include providing at least 50 hours of Continuous Professional Development to all School Leaders and Teachers; Tracking of training of every teacher through Teachers' Registry; and Training of teachers with demonstrated leadership and management skills to take on academic leadership positions in schools, school complexes, BRCs, CRCs. Special shorter local teacher education programmes may also be introduced in DIETs for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.
- d) **Pre-service education:** In line with the recommendation of NEP 2020, 4 Year Integrated Teacher Education Program (ITEP) would be the minimum qualification required for teacher recruitment by 2030 and all D.El.Ed programs would have to be phased out gradually by 2027-28 (with last admission by 2024-25). Accordingly, states and UTs would initially need to carefully assess whether the DIETs in their State/UT will be in a position to run 4-year ITEP by fulfilling the requirements for setting up a multidisciplinary institution as specified by the UGC. Further, it would be viable to continue the pre-service element in the form of two years B.Ed programmes after completing bachelor's degree in a specialized subject. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes and offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialized subject.
- e) **District Planning:** DIETs would develop and monitor the implementation of perspective school education plans from pre-school to secondary stage (of all stages – Foundational, Preparatory, Middle and Secondary) for district based on school and block plans. Under this, capacities of schools would be built to develop a culture to work through a plan e.g., an overall plan district can be prepared by schools under guidance of DIETs/CRC/BRC for increasing GER, Adjusted NET, preventing drop outs, identifying OOSC and mainstreaming them, retention and transition. Further, DIETs would build the capacities of CRC/BRC to help schools plan for teaching and learning by the learners identified with Specific Learning Disabilities. It would also be responsible for handholding, supporting and building capacities of schools to undertake post-NAS remediation.
- f) **Research, action research and dipsticks:** DIET as an institution and DIET faculty as individuals should be encouraged to take up studies of the education of the district. For this, the DIET faculty would need to work in collaboration with SCERTs and other Higher

Education Institutions to undertake District Level Educational Researches and Action researches for all stages of school education i.e., Foundational, Preparatory, Middle and Secondary. DIETs would also continuously undertake dipstick studies to feed back into the system for course correction of all stages of school education as per new pedagogical and curricular structure of 5+3+3+4.

- g) Supporting and monitoring CRC/BRC:** DIETs shall work closely with BRCs and school complexes/CRCs to build their capacity to offer field support and leadership to Head Masters and teachers and facilitate sharing of resources. As per NEP 2020, SCERT will lead a “change management process” for the reinvigoration of CRCs, BRCs and DIETs to change the capacity and work culture of these institutions within 3 years, developing them into vibrant institutes of excellence. Accordingly, DIETs would work under SCERTs, and CRC/BRCs would work under overall supervision of DIETs in a hierarchical manner so that there is synergy and collaboration and coordination at all levels. Further, DIETs, CRCs and BRCs would be responsible for functioning for all stages of schooling i.e., Foundational, Preparatory, Middle and Secondary.
- h) Education for All:** DIETs would undertake complete monitoring of implementation “New India Literacy Programme or ULLAS (Understanding of Lifelong Learning for All in Society)” and capacity building of schools, Teacher Education Institutions and youth volunteers from NYKS and NSS. For this purpose, DIETs shall organize online/digital and offline learning activities at Adult Education Centres, as well as coordinate with volunteer instructors for the practical aspects of learning. DIETs shall also prepare supplementary Learning Materials to adult learners in accordance with local context and languages.
- i) Use of Technology:** DIETs will be responsible for ensuring appropriate digital literacy of all school leaders and teachers. In other words, DIETs would need to leverage technology for teaching learning to effectively and efficiently carry forward the mandate of quality teachers’ education, research, development of curriculum/ textbooks/ various TLM and other online/offline resources for school education. This would involve promoting use of smart & virtual classrooms and DTH channels, etc., for improvement in in-service training of teacher and use of ICT by the teachers in the classroom processes.

iii) Strengthen the institutional linkages between the DIETs and BRCs & CRCs⁵

DIETs are located at an important level of decentralization i.e., the districts and the role of DIETs is critical in providing quality Pre-service and In-service teacher training to student trainees and in service teachers. The linkages of DIETs with the BRCs and CRCs are also critical for effective monitoring and supervision at the school level. As per the recommendation of NEP 2020, the SCERT will also lead a “change management process” for the reinvigoration of CRCs, BRCs, and DIETs which must change the capacity and work

⁵ Draft Framework for roles, responsibilities and monitoring of BRCs/CRCs, Ministry of Education (2023)

culture of these institutions in 3 years, developing them into vibrant institutions of excellence. Accordingly, the most pivotal task of the BRCs and CRCs would be providing onsite support through tracking of teacher competencies, filling of gaps and establishing training needs. At the same time, these institutions would also need to provide continuous professional development to teachers, school heads and other education officials, under the guidance of the DIETs. Hence, the DIETs could support school improvement through the following measures:

- **Design and Delivery of Training:** DIETs would be linked closely to the BRCs and CRCs so that the design and delivery of training is as per the teachers' requirement and need. This requirement can be collaboratively defined by the DIET, the BRC Training Co-ordination Unit, the CRPs, Expert Groups and the Teachers.
- **Database of Experts:** DIET may become the nodal centre that maintains a data base of experts available at the District, Block or Cluster level that can be called on from time to time. These data base should also include the details of master trainers who were already trained under the National Initiatives for School Heads and Teachers Holistic Advancement (NISHTHA) and other related programmes.
- **Monitoring of Schools in close coordination with DIETs:** Each DIET faculty could be assigned schools in the district for regular visit and support, which would also supplement the onsite support being provided by the resource persons in the block and cluster level.

14) Strategy for Selection of DIET of Excellence

All 613 functional DIETs will be converted into the DIET of Excellence in a phase manner under the scheme. Over a period of 5 years, 125 existing DIETs will be covered every year starting from the financial year 2023-24.

a) Year wise details of DIETs of Excellence over the 5 years period.

Sl.No	Financial Year	Number of Existing DIETs converted into DIET of Excellence in a phase manner	Estimated Funds for DIET of Excellence in a 5 Years Plan Period @ Rs.15.00 Crore per DIET
1	2023-24	125	1875.00 Crore
2	2024-25	125	1875.00 Crore
3	2025-26	125	1875.00 Crore
4	2026-27	125	1875.00 Crore
5	2027-28	113	1695.00 Crore
Total		613	9195.00 Crore

b) State/UT-wise details of DIETs converted into DIET of Excellence with Estimated outlay in a period of 5 years

(Rs. In Crore)

Sl.No	State/UT	Total No. of DIETs Functional (As on 2023-24)	Over a period of 5 years (FY: 2023-24 to 2027-28)	
			Total No. of DIETs Converting into DIET of Excellence	Total Estimated Funds for DIET of Excellence in a 5 Years Plan Period @ Rs.15.00 Crore per DIET
1	A&N Islands	1	1	15.00
2	Andhra Pradesh	13	13	195.00
3	Arunachal Pradesh	11	11	165.00
4	Assam	23	23	345.00
5	Bihar	33	33	495.00
6	Chandigarh*	0	0	0.00
7	Chhattisgarh	19	19	285.00
8	Delhi	9	9	135.00
9	DnD-DnH	1	1	15.00
10	Goa	1	1	15.00
11	Gujarat	30	30	450.00
12	Haryana	21	21	315.00
13	Himachal Pradesh	12	12	180.00
14	Jammu & Kashmir	20	20	300.00
15	Jharkhand	24	24	360.00
16	Karnataka	30	30	450.00
17	Kerala	14	14	210.00
18	Ladakh	2	2	30.00
19	Lakshadweep	1	1	15.00
20	Madhya Pradesh	50	50	750.00
21	Maharashtra	33	33	495.00
22	Manipur	9	9	135.00
23	Meghalaya	7	7	105.00
24	Mizoram	8	8	120.00
25	Nagaland	8	8	120.00
26	Odisha	30	30	450.00
27	Puducherry	1	1	15.00
28	Punjab	17	17	255.00
29	Rajasthan	33	33	495.00
30	Sikkim	3	3	45.00
31	Tamil Nadu	32	32	480.00

Sl.No	State/UT	Total No. of DIETs Functional (As on 2023-24)	Over a period of 5 years (FY: 2023-24 to 2027-28)	
			Total No. of DIETs Converting into DIET of Excellence	Total Estimated Funds for DIET of Excellence in a 5 Years Plan Period @ Rs.15.00 Crore per DIET
32	Telangana	10	10	150.00
33	Tripura	4	4	60.00
34	Uttar Pradesh	70	70	1050.00
35	Uttarakhand	13	13	195.00
36	West Bengal	20	20	300.00
Total		613	613	9195.00

*Note: No DIET in Chandigarh

The state/UT wise distribution of DIETs to be converted into DIET of Excellence in phase manner with estimated outlay (2023-24-25 to 2027-28) are at Annexure IV

c) Criteria for assessment and selection of DIETs as DIET of Excellence:

Sl.No	Indicator	Weightage
I	Recognition and Programmes (Weightage: 15)	
	Regular conduct of Full-time pre-service programme	10 points
	Regular conduct of other programmes	5 points
	Sub - Total	15 points
II	Infrastructure Facilities (Weightage: 60)	
	College/University located within the district/neighboring district	10 points
	Own land and building (2.5 points) and whether renovated in the last five years (2.5 points)	5 points
	Availability of an adequate number of classrooms (minimum 4)	5 points
	Availability of Library	5 points
	Availability of hostel (2.5 points) and standard as per Self-ranking (If excellent – 2.5 points)	5 points
	Having internet facility (2.5 points) and functional website (2.5 points)	5 points
	Having a functional ICT lab (2.5 points) with self-ranking of availability of software and hardware (Standard – “Yes”) (2.5 points)	5 points
	Functional toilet facilities	5 points
	Self-ranking of over-all cleanliness of DIET building (If excellent – 5 points, if Good - 2.5 points)	5 points
	Self-ranking of Infrastructure for students (<u>one point each</u>) (i). If all classrooms are usable; (ii). If 1 or more classrooms have smart board and whiteboard etc; (iii). Provision for differently abled like ramp, etc;	5 points

Sl.No	Indicator	Weightage
	(iv). Availability of computers for students (“very available” standard); (v). Availability of amenities in Hostel facility like common rooms, etc	
	Availability of Seminar Hall/auditorium	5 points
	Sub Total	60 points
III	Human Resources (Weightage: 25)	
	Principal in position	5 points
	Percentage of academic posts filled against the sanctioned strength (60 - 69%: 5 points, 70 – 79%: 7.5 points, > 80% 10 points)	10 points
	Percentage of non-academic posts filled against the sanctioned strength (60 - 69%: 5 points, 70 – 79%: 7.5 points, > 80% 10 points)	5 points
	Any faculty member is a National Award for Teachers (NAT) awardee or has received any other recognition/award including designated as a mentee under the National Mentoring mission	5 points
	Sub Total	25 points
	Grand total	100 points

Selection Criteria:

d) Identification and Selection Process for converting all the functional DIETs into DIET of Excellence:

- Comprehensive base-line assessment of all existing functional DIETs in the country, considering factors such as infrastructure facilities and resources available at each DIET. These include: classrooms, libraries, laboratories, ICT facilities, and residential hostels etc. DIETs with better infrastructure and resources will be prioritized for transformation. This has been done through a Google form, analysis of which is annexed.
- Involve stakeholders, such as education experts, government officials, and representatives from educational institutions, to provide valuable insights and ensure a collaborative approach. Expert Committee was set up for this task, which has given its recommendations, which are incorporated into report.
- Based on the above, minimum benchmark for selection is to be established. Accordingly, it has been decided that **only DIETS scoring 60 and above points may be considered in for upgradation.** *This implies that the status of any DIET must reach this bench-mark level, through State interventions, before it can be considered for upgradation through these funds.* The minimum benchmarks established will allow for a gradual and systematic transformation process, ensuring that only those institutions with adequate resources are selected.

- States / UTs may utilize the results of the Google form (results of which will be shared) and other data to assess the existing DIETs in their State / UT and allocate marks based upon the points system and assessment criteria given above.
- A yearly quota for each State / UT has been done for converting a certain number of eligible DIETs into DIETs of Excellence.
- All the 35 States and UTs (except the UT of Chandigarh where there is no DIET) in the country where there are functional DIETs will submit applications for eligible DIETs based upon the yearly quota and bench-mark. Based on the minimum benchmarks, these existing DIETs meeting the standards and performance indicators can be chosen for transformation into DIETs of Excellence in a phased manner, as per year wise quota.
- In case, a State / UT is unable to utilize its quota / meet its dead-lines, then its quota may be transferred to another State / UT with eligible DIET, by approval of the competent authority.
- DSEL / Ministry is expected to conduct on-site visits and field verification of a few random shortlisted DIETs to validate the information provided in the applications and assess their potential for becoming a DIET of excellence. In addition, a system for online performance appraisal on the lines of the Performance Appraisal Report (PAR) of NCTE will be explored.
- The annual selection list will be finalized by a committee chaired by Secretary (SE&L), MoE. The final selected list of DIET of excellence will be intimated to the respective States/UTs.
- **Separate PABs will be held for this intervention and the funds so allocated may be used only for the specific purpose of upgrading the selected DIET. PAB proposal for the upgradation will have specific time-lines capturing ALL necessary activities from initiation to completion, to be completed within an 18 - 24 month time-frame.**
- DSEL / Ministry to establish a monitoring mechanism to track the progress of these DIETs selected for conversion into DIETs of excellence. NIC may create the dashboard on the website of the Department where the State / UT will upload its progress.

15) Tentative Budget

- There is a requirement of an estimated outlay of Rs. 9195, 00 crore for the total 613 functional DIETs in the country.
- There will be a provision for an amount of up to Rs 15.00 crores per DIET for strengthening of all DIETs in the country as DIET of Excellence over a period of 5 years in phases, starting from the FY 2023-24.
- **Focus will be on the following interventions:**

High end Infrastructure	Modern Smart Classrooms	Advanced Laboratories	State-of-the-Art Library	ICT and Technology Integration
Auditorium and Seminar Halls	Resource Centres	Residential Hostel	Sports and Recreational Facilities	Accessibility and Inclusivity
Digital Resource Repository	Counseling and Guidance Centres	Green Campus Initiatives	Safety and Security	Adequate Number of Toilets
Residential Facilities DIETs Staffs	Safe and clean drinking water	Repair & Maintenance	Furniture	Etc.

a) The Fund Sharing Pattern for States and UTs under the Implementation of the DIET of Excellence, which are as detailed in the table below:

Sl. No.	Fund Sharing Pattern	Number of States/UTs	Name of States and UTs
1.	General States-(60:40)	18	Andhra Pradesh, Bihar, Chhattisgarh, Goa, Gujarat, Haryana, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh and West Bengal
2.	UTs with Legislature (60:40)	3	Delhi, Jammu and Kashmir and Puducherry
3.	North Eastern States (90:10)	8	Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura
4.	Hill States (90:10)	2	Himachal Pradesh and Uttarakhand
5.	UTs (100%)	5	A & N Islands, Chandigarh, Dnd-Dnh, Ladakh and Lakshadweep

16) Role of State/ UT and National level

a) State & UT Level:

- **Identification and Application:** Encourage the functional DIETs to apply for the DIET of Excellence selection process.

- **Field Verification:** Assist in the field verification process, wherein on-site visits will be conducted to validate the information submitted by the DIETs during the selection process.
- **Funding and Resource Allocation:** Provide necessary funding and resources for the transformation and upgradation of identified institutions into DIETs of Excellence.
- **Policy Support:** Provide state/UT specific policy support and create an enabling environment for the functioning of DIETs of Excellence, ensuring alignment with National and State-level education policies.
- **Collaborative Efforts:** States and UTs collaborate with the central government, education experts, and other stakeholders to streamline the conversion process for overall improvement of the quality of teacher education.

b) National Level:

- **Framework Development:** Ministry of Education to formulate the framework and guidelines for the establishment including minimum benchmarks for selection and functioning of DIETs of Excellence.
- **Setting up an Expert Committee:** A national level committee under the chairpersonship of Secretary (SE&L) to finalize the yearly list of DIETs for transformation into DIETs of Excellence.
- **Capacity Building:** National-level institutions such as the NCERT, NCTE and experts in the subject area will do the handholding for capacity building of DIETs of Excellence i.e., assisting them in upgrading their infrastructure and facilities to meet the desired standards.
- **Funding Support:** The central government will provide financial support for transformation of selected institutions into DIETs of Excellence.
- **Monitoring and Evaluation:** A monitoring and evaluation standard to be developed to evaluate the progress of DIETs of Excellence to ensure they meet the desired standards and objectives.

17) Timelines for Implementation

Activities	Timeline
Approval of Draft Concept Note and its circulation to all stakeholders/experts	25th August, 2023
Orientation workshops with SCERT directors and DIET principals for orientation on the Concept, Objectives and Procedure of DIET of Excellence	By 15th September, 2023

Activities	Timeline
Dissemination of Self-Ranking results and finalization of assessment points for all DIETs by States / UTs	28th September, 2023
Submission of proposals for DIET of Excellence in line with the Concept Note by States and UT	By 15th October, 2023
Supplementary PABs (Project Approval Board)	23rd October 2023
Release the funds as 1st Installment to all the States and UTs for DIET of Excellence under Samagra Shiksha	by 31st October, 2023

Core Drafting Team

1. **Sh. Sanjay Kumar**, Secretary (SE&L),
Department of School Education & Literacy,
Ministry of Education, Govt. of India.
2. **Smt. Prachi Pandey**- Joint Secretary, Samagra Shiksha Department of School Education & Literacy, Ministry of Education, Govt. of India.
3. **Sh. Sankha Roy**- Deputy Secretary, Samagra Shiksha Department of School Education & Literacy, Ministry of Education, Govt. of India.
4. **Ms. Tara Naorem**- Principal Chief Consultant, Samagra Shiksha Department of School Education & Literacy, Ministry of Education, Govt. of India.
5. **Mr. Wamiq Towhid**- Senior Consultant, Samagra Shiksha Department of School Education & Literacy, Ministry of Education Govt. of India

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

Annexure-II

Status of Funds Approved (Fresh Outlay) for DIETs in Teacher Education Component under Samagra Shiksha since 2018-19

(Rs.In lakh)

State/UT	2023-24			2022-23			2021-22			2020-21			2019-20			2018-19		
	Non-Recurring	Recurring	Grand Total															
A & N Islands	0.00	22.40	22.40	0.00	22.40	22.40	0.00	22.40	22.40	0.00	20.00	20.00	0.00	20.00	20.00	0.00	20.48	20.48
Andhra Pradesh	161.85	978.96	1140.81	0.00	917.26	917.26	0.00	819.58	819.58	0.00	765.30	765.30	160.00	1155.97	1315.97	78.00	1447.89	1525.89
Arunachal Pradesh	1097.00	1176.11	2273.11	0.00	1356.46	1356.46	0.00	1114.49	1114.49	515.15	904.66	1419.81	120.00	1048.11	1168.11	100.00	1173.04	1273.04
Assam	2313.41	4333.35	6646.75	19.98	4308.39	4328.37	226.09	3890.08	4116.17	0.00	4400.74	4400.74	0.00	4565.71	4565.71	115.00	3858.11	3973.11
Bihar	0.00	654.60	654.60	70.40	396.00	466.40	0.00	396.00	396.00	0.00	99.00	99.00	0.00	1386.00	1386.00	110.00	1822.30	1932.30
Chhattisgarh	0.00	2553.55	2553.55	0.00	2208.78	2208.78	475.49	2055.64	2531.13	0.00	1731.87	1731.87	0.00	2214.84	2214.84	380.00	2364.34	2744.34
Delhi	0.00	1320.19	1320.19	0.00	1371.04	1371.04	0.00	1001.61	1001.61	0.00	1964.69	1964.69	0.00	2118.15	2118.15	110.00	1960.01	2070.01
DnD-DnH	0.00	110.46	110.46	0.00	78.40	78.40	0.00	85.64	85.64	0.00	45.56	45.56	0.00	0.00	0.00	0.00	0.00	0.00
Goa	0.00	105.40	105.40	0.00	131.88	131.88	0.00	116.06	116.06	0.00	132.30	132.30	0.00	156.12	156.12	20.00	180.14	200.14
Gujarat	1695.00	3383.25	5078.25	1695.00	3310.73	5005.73	19.20	3115.30	3134.50	0.00	3698.97	3698.97	0.00	4134.84	4134.84	1820.00	4605.19	6425.19
Haryana	452.00	2785.93	3237.93	0.00	3002.88	3002.88	0.00	3299.37	3299.37	0.00	3638.35	3638.35	0.00	4024.36	4024.36	440.00	4059.89	4499.89
Himachal Pradesh	0.00	2033.58	2033.58	96.55	1762.05	1858.60	0.00	1561.68	1561.68	0.00	1597.53	1597.53	0.00	2037.81	2037.81	180.00	2260.65	2440.65
Jammu & Kashmir	128.00	1010.80	1138.80	54.01	1276.88	1330.89	0.00	2260.58	2260.58	0.00	2184.67	2184.67	0.00	2000.00	2000.00	100.00	3020.90	3120.90
Jharkhand	252.28	408.00	660.28	0.00	539.38	539.38	423.86	755.24	1179.10	0.00	422.77	422.77	110.00	711.60	821.60	888.23	597.00	1485.23
Karnataka	0.00	4298.80	4298.80	0.00	4253.14	4253.14	0.00	3465.18	3465.18	0.00	3159.82	3159.82	0.00	3244.15	3244.15	150.00	4294.14	4444.14
Kerala	0.00	1730.82	1730.82	90.00	1728.14	1818.14	0.00	2274.64	2274.64	0.00	2616.61	2616.61	540.00	2583.41	3123.41	0.00	2965.28	2965.28
Ladakh	0.00	92.05	92.05	0.00	80.00	80.00	0.00	90.00	90.00	0.00	70.00	70.00	0.00	200.00	200.00	0.00	0.00	0.00
Lakshadweep	0.00	32.00	32.00	0.00	34.40	34.40	0.00	34.40	34.40	0.00	32.00	32.00	20.00	30.00	50.00	0.00	9.83	9.83
Madhya Pradesh	1800.00	4440.12	6240.12	19.20	3673.19	3692.39	0.00	3719.82	3719.82	150.00	2980.02	3130.02	160.00	3755.70	3915.70	160.00	3520.21	3680.21
Maharashtra	183.00	4108.87	4291.87	216.57	4064.49	4281.06	44.80	2977.22	3022.02	0.00	3256.24	3256.24	0.00	4255.07	4255.07	450.62	4505.86	4956.48

State/UT	2023-24			2022-23			2021-22			2020-21			2019-20			2018-19		
	Non-Recurring	Recurring	Grand Total	Non-Recurring	Recurring	Grand Total	Non-Recurring	Recurring	Grand Total	Non-Recurring	Recurring	Grand Total	Non-Recurring	Recurring	Grand Total	Non-Recurring	Recurring	Grand Total
Manipur	1260.00	1231.41	2491.41	894.00	1189.60	2083.60	0.00	1167.40	1167.40	40.00	1488.15	1528.15	80.00	1895.27	1975.27	420.00	1780.97	2200.97
Meghalaya	685.50	1012.37	1697.87	0.00	891.44	891.44	0.00	799.20	799.20	0.00	1132.12	1132.12	0.00	1078.31	1078.31	105.00	1011.40	1116.40
Mizoram	1282.00	1541.26	2823.26	55.36	1728.62	1783.98	0.00	1506.04	1506.04	0.00	1821.55	1821.55	0.00	1670.23	1670.23	120.00	1802.66	1922.66
Nagaland	2125.02	2075.13	4200.15	1437.91	2305.56	3743.47	948.68	2123.97	3072.65	0.00	2526.57	2526.57	0.00	2474.00	2474.00	80.00	2037.52	2117.52
Odisha	0.00	4541.99	4541.99	0.00	3712.24	3712.24	0.00	3156.53	3156.53	100.00	2926.73	3026.73	100.00	2711.25	2811.25	150.00	3017.55	3167.55
Puducherry	0.00	120.54	120.54	0.00	129.17	129.17	0.00	100.00	100.00	0.00	129.35	129.35	0.00	142.07	142.07	370.00	165.09	535.09
Punjab	62.34	1228.32	1290.66	88.40	1039.15	1127.55	0.00	2062.26	2062.26	0.00	1332.02	1332.02	0.00	1865.30	1865.30	2272.55	1552.13	3824.68
Rajasthan	492.68	4172.89	4665.57	0.00	4210.62	4210.62	0.00	3816.26	3816.26	0.00	5081.87	5081.87	0.00	5630.54	5630.54	110.00	6155.86	6265.86
Sikkim	835.00	396.07	1231.07	0.00	355.53	355.53	0.00	325.78	325.78	0.00	303.47	303.47	0.00	386.70	386.70	30.00	497.12	527.12
Tamil Nadu	565.74	6443.53	7009.27	143.66	6363.60	6507.26	0.00	5862.29	5862.29	251.00	5875.37	6126.37	150.60	5983.37	6133.97	0.00	5178.50	5178.50
Telangana	364.74	638.46	1003.20	0.00	569.12	569.12	0.00	556.42	556.42	0.00	1265.97	1265.97	0.00	1565.35	1565.35	1600.00	842.08	2442.08
Tripura	0.00	780.69	780.69	162.00	479.98	641.98	322.06	445.06	767.12	0.00	424.19	424.19	518.00	543.26	1061.26	480.00	709.29	1189.29
Uttar Pradesh	4517.40	11272.60	15790.00	0.00	10337.70	10337.70	0.00	9805.22	9805.22	0.00	10563.86	10563.86	750.00	9401.70	10151.70	4401.00	9123.07	13524.07
Uttarakhand	1052.30	2634.99	3687.29	826.94	2051.35	2878.29	442.14	2042.56	2484.70	0.00	2733.40	2733.40	0.00	2588.95	2588.95	234.00	3004.00	3238.00
West Bengal	6.40	1268.48	1274.88	285.52	1300.53	1586.05	0.00	1432.75	1432.75	0.00	1576.85	1576.85	0.00	1324.73	1324.73	90.00	1325.34	1415.34
Total	21331.66	74937.97	96269.63	6155.50	71180.11	77335.61	2902.32	68256.67	71158.99	1056.15	72902.57	73958.72	2708.60	78902.87	81611.47	15564.40	80867.84	96432.24
NR & Rec Approval %	22.16	77.84		7.96	92.04		4.08	95.92		1.43	98.57		3.32	96.68		16.14	83.86	

Source: PRABANDH

Annexure-III

Suggestive Infrastructure Norms for DIET of Excellence

Sl.No	Category	Adequate Number	Appropriate estimated Size	Remarks
1) Administrative Block				
1)	Principal/HoD Room	1 Room	Approx. 300 Sq. ft	Room with PA's cabin, providing a private area for administrative tasks, meetings, and decision-making
2)	Vice- Principal Room	1 Room	Approx. 200 Sq. ft	Room serves as an administrative space to carry out their responsibilities.
3)	Academic faculty Rooms (1 Room for 2 faculty member on sharing bases)	Upto 12 Rooms	Approx. 200 Sq. ft	These rooms provide a space for faculty members to gather, collaborate, and engage in professional discussions. Staff rooms may have individual workstations or shared desks for teachers to work on lesson planning, grading, and administrative tasks
4)	Administrative Offices for administrative personnel	1 Room	Approx. 600 Sq. ft	Administrative Offices for administrative personnel, such as the administrative officer, accounts officer and other administrative staff members. These offices serve as workspaces for managing various administrative tasks and handling day-to-day operations.
5)	Meeting Hall (Approx. 50 Capacity)	1 Room	Approx. 700 Sq. ft	A well-equipped staff meeting room, provide enough space to comfortably accommodate around 50 staff members, considering a mix of seating options and additional amenities
6)	Reception Area	1	Approx. 200 Sq. ft	A welcoming reception area where visitors can be received and assisted. It serves as a point of contact for inquiries, directions, and information about the DIET.
7)	Record Room	1 Room	Approx. 250 Sq. ft	A designated room for storing and managing official records, documents, and files related to administration, finance, personnel, and other administrative functions. This room should have appropriate storage facilities and organizational systems.

Sl.No	Category	Adequate Number	Appropriate estimated Size	Remarks
8)	Waiting Area/Visitors Room	1 Room	Approx. 300 Sq. ft	A waiting area for visitors and guests, providing a comfortable space with seating arrangements and possibly some reading materials.
2) Administrative Block				
1)	Classrooms Upto 8 (Approx. 50 Capacity)	Upto 8 depending on the Pre-service and Other Running Programme enrollment	Approx. 800 Sq. ft (Per Classroom)	Spacious and well-equipped classrooms with modern teaching aids, audio-visual equipment, and interactive whiteboards or smart boards; Flexible seating arrangements that accommodate different teaching and learning styles; Accessibility features for individuals with disabilities, such as ramps, wide doorways, and appropriate seating arrangements
2)	Library/Resource centres (Approx. 50 to 75 Capacity)	1 Room	Approx. 1500 Sq. ft.	Library with a wide range of books, reference materials, textbooks, and digital resources for teachers, students, and researchers equipped with computers, internet connectivity, and access to educational software, online databases, and e-learning platforms.
3)	Laboratories	Upto 5 Room	Approx. 800 Sq. ft.	Equipped with modern apparatus, audio-visual facilities, language learning software, interactive tools , chemicals, and safety equipment to support practical experiments and demonstrations
4)	Computer Room	1 Room	Approx. 800 Sq. ft	Sufficient computers, high-speed internet connectivity, and access to educational software and digital resources.
5)	Multimedia-equipped room	1 Room	Approx. 800 Sq. ft	For conducting webinars, online training sessions, and video-based instructional activities.
6)	Seminar halls (50 Capacity)	1 Room	Approx. 1500 Sq. ft.	With seating capacity to accommodate large gatherings for conferences, workshops, and professional development programmes. Equipped with audio-visual systems, projection screens, and sound systems

Sl.No	Category	Adequate Number	Appropriate estimated Size	Remarks
7)	Auditoriums (100 Capacity)	1 Room	Approx. 2500 Sq. ft.	With seating capacity to accommodate large gatherings for conferences, workshops, and professional development programmes. Equipped with audio-visual systems, projection screens, and sound systems
8)	Special Education Units	1 Room	Approx. 500 Sq. ft.	Dedicated spaces for special education units to support the learning needs of students with disabilities. Specialized rooms equipped with assistive technologies, sensory materials, and resources for individualized instruction and therapy.
9)	Research and Innovation Centre	1 Room	Approx. 500 Sq. ft.	A dedicated centre or space for research and innovation activities, providing resources and facilities for conducting educational research, developing educational models, and piloting innovative initiatives
3) Residential Hostel Facilities For Boys & Girls (50 Seat Capacity)				
1)	Rooms for Resident	Upto 5 depending on the Pre-service enrollment in the Hostel	Approx. 500 Sq. Ft	The rooms are designed to accommodate multiple students (6 Person) in a dormitory-style setup. Each room is furnished with essential amenities, including beds, storage facilities, and adequate ventilation
2)	Common Area	1	Approx. 400 Sq. ft	Include common areas such as lounges or recreation rooms where students can socialize, relax, and engage in extracurricular activities.
3)	Study Area	1	Approx. 400 Sq. ft	Dedicate study hall or quiet spaces within the hostel where students can focus on their academic work.
4)	Dining Facility	1	Approx. 500 Sq. Ft	Establish a dining hall or cafeteria within the hostel to provide meals for resident students
5)	Kitchenette	1	Approx. 300 Sq. ft	Allocate a common kitchenette with basic amenities where students can prepare their own snacks or meals, if necessary.
6)	Bathroom Facility	(1:15 Ratio)	Approx. 50 Sq. ft each	For a 50-seater hostel in DIET of Excellence, the ideal number of bathrooms based on number of enrolment 1:15

Sl.No	Category	Adequate Number	Appropriate estimated Size	Remarks
7)	Laundry Facility	1	Approx. 100 Sq. ft each	Provide laundry room or facilities where students can conveniently wash their clothes.
8)	Warden's Office	1	Approx. 150 Sq. ft	Warden office may be located in a central and accessible location within the hostel, allowing the warden to oversee the activities and ensure the safety and well-being of the hostel residents
9)	Warden's Room	1	Approx. 150 Sq. ft	Allocate a warden's room within the hostel premises to address any concerns or issues raised by the students.
10)	Wi-Fi Access Facility	Offer internet connectivity in the hostel to support students' academic and recreational needs.		
11)	Safety and Security	Implement security measures, such as controlled access, CCTV surveillance, and the presence of trained hostel staff.		
4) Rest Room/Toilet Facilities				
1)	Adequate Number of Restrooms/Toilets:	1:15 (Ratio)	35 Sq. ft	Determine the number of restrooms required based on the expected occupancy of the DIET. Consider separate restrooms for male and female students, staff, and visitors to maintain privacy and convenience.
2)	Accessibility:	Ensure that restrooms are designed and equipped to be accessible for individuals with disabilities. Include features such as grab bars, wider doorways, lower sinks, and wheelchair accessibility to promote inclusivity.		
3)	Hygiene and Cleanliness	Regularly clean and maintain the restrooms to ensure proper hygiene standards. Provide sufficient trash bins and regular waste disposal to keep the restrooms clean and free from litter.		
4)	Sanitary Fixtures	Install functional and high-quality sanitary fixtures, including toilets, urinals, sinks, and hand dryers or paper towel dispensers. Ensure that they are properly maintained and in good working condition		
5)	Hand washing Facilities	Provide adequate hand washing facilities with running water, soap dispensers, and hand dryers or paper towels. Promote and encourage regular hand washing for proper hygiene.		
6)	Ventilation and Odor Control	Install proper ventilation systems to ensure good air circulation and minimize odors. Consider the use of air fresheners or natural ventilation methods to maintain a pleasant environment.		
7)	Regular Maintenance	Assign dedicated staff or cleaning personnel to regularly monitor and maintain the restroom facilities. Promptly address any repairs or issues to ensure uninterrupted availability.		

Sl.No	Category	Adequate Number	Appropriate estimated Size	Remarks
8)	Safety Measures	Implement safety measures such as non-slip flooring, appropriate lighting, and emergency systems. Ensure clear signage for restroom locations and emergency procedures.		
5) ICT and Technology facilities				
1)	Computer Labs: would depend on various factors such as the total number of students and teachers, the curriculum's requirements	Upto 3 Unit of ICT lab	As Per Samagra Shiksha Norms	Well-equipped computer labs with the latest hardware and software to provide hands-on experience in using technology for various educational purposes.
2)	Smart classrooms	All Classrooms	As Per Samagra Shiksha Norms	classrooms are equipped with audio-visual aids such as projectors, interactive whiteboards, smart TVs, and audio systems that enable multimedia presentations and interactive teaching
3)	Internet Connectivity	High-speed internet connectivity to enable access to online resources, research materials, and digital learning platforms		
4)	Audio-Visual Aids	Provision of audio-visual aids like projectors, interactive whiteboards, and multimedia tools to facilitate dynamic and interactive teaching		
5)	Digital Content Creation	Encouraging teachers to create digital content such as videos, animations, and presentations to enrich their lessons		
6)	ICT Support	Establishing an ICT support team to provide technical assistance and troubleshoot issues related to technology integration		
7)	Data Management	Utilizing technology for effective data management and analysis to inform decision-making and policy implementation		
6) Safety And Security Facilities				
1)	Security Personnel	Employ trained security personnel to patrol the DIET premises, monitor entrances and exits, and ensure the safety of individuals on campus.		

Sl.No	Category	Adequate Number	Appropriate estimated Size	Remarks
2)	Access Control			Implement access control systems, such as electronic key cards or ID badges, to regulate entry and exit points. Restrict access to authorized personnel and visitors and monitor visitors' entry through sign-in procedures.
3)	CCTV Surveillance			Install closed-circuit television (CCTV) cameras strategically throughout the DIET campus, including entrances, common areas, corridors, and parking lots. Ensure proper monitoring and recording of the camera footage.
4)	Emergency Response Plan			Develop a comprehensive emergency response plan that includes protocols for various emergency situations, such as fires, natural disasters, medical emergencies, or security threats. Conduct regular drills and trainings to familiarize staff and students with emergency procedures.
5)	Safety Audits and Inspections			Conduct regular safety audits and inspections of the DIET premises to identify and address potential hazards, such as faulty electrical wiring, uneven flooring, or inadequate lighting. Promptly address any identified safety concerns.
6)	Fire Safety Measures			Install fire safety equipment, including fire extinguishers, smoke detectors, and fire alarms, in accordance with local fire safety regulations. Regularly inspect and maintain fire safety systems, and conduct fire drills to ensure preparedness.
7)	First Aid Facility	1 Room	Approx. 150 Sq. ft	Establish well-equipped first aid stations or rooms within the DIET campus. Ensure that staff members are trained in basic first aid and have access to necessary medical supplies to provide immediate assistance in case of injuries or medical emergencies.
8)	Boundary wall			The boundary wall should be high enough to provide security and privacy for the institute. It is typically recommended to have a boundary wall with a height of at least 6 to 8 feet. It may be constructed using durable and secure materials, such as brick or concrete, to ensure longevity and resistance to external elements.
9)	Safe and Well-maintained Infrastructure			Ensure that buildings, classrooms, laboratories, and other facilities meet safety standards. Regularly maintain infrastructure, including electrical systems, plumbing, and structural integrity, to ensure a safe environment.
7) Residential Facilities DIETs Staffs (As Per State Specific Need)				

Sl.No	Category	Adequate Number	Appropriate estimated Size	Remarks
1)	Single and Family Quarters			Establishment and strengthening residential quarters for faculties, especially female teachers in sparsely populated or hilly and densely forested areas with difficult geographical terrain and border areas. Construction of residential quarters for faculties in remote/hilly areas/in areas with difficult terrain
2)	Furnishings			Ensure that each staff quarter is adequately furnished with basic amenities such as beds, tables, chairs, cupboards, and kitchen appliances (if applicable). These furnishings should be comfortable and functional
3)	Essential Facilities			Each staff quarter should have essential facilities, including a bedroom, living room, kitchen, and bathroom. The size and layout of the quarters can vary based designation.
4)	Maintenance and Upkeep			Regularly maintain and repair the staff quarters to ensure that they are in good condition. Allocate dedicated staff or resources for maintenance tasks, including electrical, plumbing, and general upkeep.
5)	Community Spaces			Develop communal spaces or recreational areas within the staff quarters premises where staff members can socialize, relax, and engage in community-building activities
6)	Infrastructure Support			Ensure that the staff quarters are well-connected with basic infrastructure such as electricity, water supply, and sewage systems. Adequate parking space should also be provided.
7)	Green Spaces			Incorporate green spaces, gardens, or parks within the staff quarters area to create a pleasant and serene environment for residents.
8) Provision of Functional Website				
1)	Information Hub			The website should contain in-depth details about the DIET, including its vision, mission, and objectives.
2)	Program Details			The website should have detailed information about the various, courses, training programmes, information about enrollment as per the running programmes, research initiatives etc offered by the DIET should be easily accessible.
3)	Faculty Profiles			Profiles of the Academic, Para and Non Academic faculties and staff, along with their qualifications and areas of expertise, should be featured on the website.
4)	Infrastructure and Facilities			The website should highlight the upgraded infrastructure facilities, laboratories, library, ICT resources, and other amenities available at the DIET.
5)	Admission and Application Process			Information about admission criteria, application procedures, and important dates for prospective students should be clearly outlined

Sl.No	Category	Adequate Number	Appropriate estimated Size	Remarks
5)	Events and News			The website should regularly update upcoming events, workshops, seminars, and other important news related to the DIE
6)	Online Resources			A dedicated section for online resources, including e-books, research papers, and teaching materials, should be made available to students and faculty
7)	Best Practices			A dedicated section for various best practices conducted by the DIET with good Photographs and Videos
8)	Alumni Corner			The website can feature an alumni corner, showcasing the achievements and success stories of former students
9)	Interactive Features			Incorporating interactive features like feedback forms, online inquiries, and chat support can enhance user engagement and provide better support to visitors.
10)	Photo & Video gallery			A separate section for the Photographs and Videos for various activities, training, capacity building, community awareness programmers etc conducted by the DIET.
11)	Contact Information			Contact details, including address, phone numbers, and email, should be prominently displayed for easy communication

9) Other Facilities

1)	Outdoor Learning Areas	Designate specific areas within the green spaces for outdoor learning activities, such as open-air classrooms, amphitheaters, or seating arrangements that can facilitate interactive and experiential learning.
2)	Environmental Features	Incorporate environmentally friendly features such as rainwater harvesting systems, composting facilities, or solar-powered lighting within the green spaces.
3)	Biodiversity Conservation	Promote biodiversity by incorporating native plants, trees, and shrubs within the green spaces. This can attract local wildlife, provide educational opportunities about ecosystems, and create a sense of ecological balance.
4)	Seating Areas and Shaded Spaces	Install benches, seating areas, or shaded structures within the green spaces to provide comfortable spaces for students and staff to rest, study, or engage in group discussions.
5)	Recreational Facilities	Integrate recreational facilities within the green spaces, such as sports fields, outdoor exercise stations, or play areas for physical activities and leisure.
6)	Educational Signage	Install informative signage or placards within the green spaces to provide educational information about the plants, trees, and environmental concepts. This can enhance the learning experience and foster environmental awareness.

Sl.No	Category	Adequate Number	Appropriate estimated Size	Remarks
7)	Gardens and Lawns			Allocate areas for gardens and lawns where plants, flowers, and trees can be cultivated. These green spaces can serve as serene areas for relaxation, outdoor learning, and aesthetic appeal.
8)	Parking Facility			Sufficient parking space for staff, students, and visitors to accommodate vehicles safely within the DIET premises.
9)	Canteen/Cafeteria:	1	Approx. 600 Sq. ft	A canteen or cafeteria that offers hygienic and nutritious meals for students, staff, and visitors, ensuring access to food within the DIET premises.
10)	Provision of safe and clean drinking water			<ul style="list-style-type: none"> • Place water dispensers strategically in various areas of the institute, such as classrooms, corridors, common areas, and the canteen, to provide easy access to drinking water for students, staff, and visitors • Install water filtration systems to ensure that the drinking water is free from impurities and contaminants, making it safe for consumption. • Ensure that the drinking water supply is sufficient to meet the needs of all students, staff, and visitors throughout the day • In larger campuses, consider setting up multiple drinking water points to avoid overcrowding and ensure convenient access. • Implement a regular water quality testing and monitoring system to ensure that the drinking water remains safe and meets the required standards.
11)	Borewell Facility			<ul style="list-style-type: none"> • Provision of borewell facility, is essential to ensure a sustainable and reliable water supply • Schedule regular maintenance and servicing of the borewell and the pump to keep the facility in optimal working condition.

Annexure -IV

The state/UT wise distribution of DIETs to be converted into DIET of Excellence in phase manner with estimated outlay (2023-24-25 to 2027-28)

Sl.No	State/UT	2023-24		2024-25		2025-26		2026-27		2027-28		Total No. of DIETs Converting into DIET of Excellence	Total Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET in Plan period
		No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET		
1	A&N Islands	1	15.00	0	0.00	0	0.00	0	0.00	0	0.00	1	15.00
2	Andhra Pradesh	3	45.00	3	45.00	2	30.00	3	45.00	2	30.00	13	195.00
3	Arunachal Pradesh	2	30.00	2	30.00	2	30.00	3	45.00	2	30.00	11	165.00
4	Assam	5	75.00	5	75.00	4	60.00	5	75.00	4	60.00	23	345.00
5	Bihar	6	90.00	7	105.00	7	105.00	6	90.00	7	105.00	33	495.00
6	Chandigarh	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	Chhattisgarh	4	60.00	4	60.00	4	60.00	4	60.00	3	45.00	19	285.00
8	Delhi	2	30.00	2	30.00	2	30.00	2	30.00	1	15.00	9	135.00
9	DnD-DnH	1	15.00	0	0.00	0	0.00	0	0.00	0	0.00	1	15.00
10	Goa	1	15.00	0	0.00	0	0.00	0	0.00	0	0.00	1	15.00
11	Gujarat	6	90.00	6	90.00	6	90.00	5	75.00	7	105.00	30	450.00
12	Haryana	4	60.00	4	60.00	4	60.00	5	75.00	4	60.00	21	315.00
13	Himachal Pradesh	2	30.00	2	30.00	3	45.00	3	45.00	2	30.00	12	180.00

Sl.No	State/UT	2023-24		2024-25		2025-26		2026-27		2027-28		Total No. of DIETs Converting into DIET of Excellence	Total Estimated Funds for DIET of Excellence @Rs.15.00 Crore per DIET in Plan period
		No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET		
14	Jammu & Kashmir	4	60.00	4	60.00	4	60.00	4	60.00	20	300.00		
15	Jharkhand	5	75.00	5	75.00	5	75.00	4	60.00	24	360.00		
16	Karnataka	6	90.00	6	90.00	6	90.00	6	90.00	30	450.00		
17	Kerala	3	45.00	3	45.00	3	45.00	3	45.00	14	210.00		
18	Ladakh	2	30.00	0	0.00	0	0.00	0	0.00	2	30.00	2	30.00
19	Lakshadweep	1	15.00	0	0.00	0	0.00	0	0.00	1	15.00		
20	Madhya Pradesh	8	120.00	10	150.00	11	165.00	10	150.00	50	750.00		
21	Maharashtra	6	90.00	7	105.00	7	105.00	6	90.00	33	495.00		
22	Manipur	2	30.00	2	30.00	2	30.00	2	30.00	9	135.00		
23	Meghalaya	1	15.00	1	15.00	2	30.00	2	30.00	7	105.00		
24	Mizoram	2	30.00	2	30.00	1	15.00	2	30.00	8	120.00		
25	Nagaland	2	30.00	2	30.00	1	15.00	2	30.00	8	120.00		
26	Odisha	6	90.00	6	90.00	7	105.00	6	90.00	5	75.00	30	450.00
27	Puducherry	1	15.00	0	0.00	0	0.00	0	0.00	1	15.00		
28	Punjab	3	45.00	3	45.00	4	60.00	4	60.00	17	255.00		

Sl.No	State/UT	2023-24		2024-25		2025-26		2026-27		2027-28		Total No. of DIETs Converting into DIET of Excellence	Total Estimated Funds for DIET of Excellence @Rs.15.00 Crore per DIET in Plan period
		No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET	No. of DIETs Converting into DIET of Excellence	Estimated Funds for DIET of Excellence @ Rs.15.00 Crore per DIET		
29	Rajasthan	6	90.00	7	105.00	7	105.00	6	90.00	7	105.00	33	495.00
30	Sikkim	1	15.00	1	15.00	0	0.00	1	15.00	0	0.00	3	45.00
31	Tamil Nadu	6	90.00	7	105.00	7	105.00	6	90.00	6	90.00	32	480.00
32	Telangana	2	30.00	2	30.00	2	30.00	2	30.00	2	30.00	10	150.00
33	Tripura	1	15.00	1	15.00	1	15.00	1	15.00	0	0.00	4	60.00
34	Uttar Pradesh	13	195.00	14	210.00	15	225.00	14	210.00	14	210.00	70	1050.00
35	Uttarakhand	3	45.00	3	45.00	2	30.00	3	45.00	2	30.00	13	195.00
36	West Bengal	4	60.00	4	60.00	4	60.00	4	60.00	4	60.00	20	300.00
	Total	125	1875.00	125	1875.00	125	1875.00	125	1875.00	113	1695.00	613	9195.00

District Institutes of Education & Training (DIET):
Questionnaire to assess the Infrastructural Facilities in DIETs-June 2023

Instructions:

This survey is being conducted to assess the working conditions and overall infrastructural requirement of DIETs. The data collated will be used for planning corrective measures. Hence, you are requested to attempt each and every question. Question wise instructions are given within the question itself, wherever required. Majority of the questions have a table or list to be filled-in. For some questions, your responses in the long text form maybe required. Please write your response clearly within the specified word limit. If you are not able to complete the form at one go, it can be saved as a draft and completed later on. After completing the form, please press the submit button.

Section	Information
Section-1	General Information
Section-2	Building, Classroom and Toilet Facilities in DIET
Section-3	Library Facilities in DIET
Section-4	Computer and Internet Facilities in DIET
Section-5	Hostel and Residential Facilities in DIET
Section-6	Sports and Recreational Facilities in DIET
Section-7	Other Facilities in DIET

All questions which appear are mandatory and no question should be left blank.

QUESTIONNAIRE FOR DISTRICT INSTITUTE OF EDUCATION & TRAINING (DIET)

SECTION-1: GENERAL INFORMATION

- a) Name of the State/UT: _____
- b) Name of the District: _____
- c) Name of DIET: _____
- d) Year of DIET Establishment: _____
- e) Type of DIET (Urban/Rural): _____
- f) Name of the DIET Principal _____
- g) Mobile Number of the DIET Principal _____
- h) DIET official Contact Number: _____
- i) DIET official Email ID: _____
- j) DIET Website: _____
- k) Pin code: _____

SECTION-2: BUILDING, CLASSROOM AND TOILET FACILITIES

- 1) Does the DIET have their own land? Yes/No
- 2) Total Land Area of the DIET (in square meter)
- 3) Total build up area of the DIET (in square meter)
- 4) Status of the DIET building.
- Own building
 - Rented
 - Building under construction
 - DIET running in other Department building
- 5) Is there a regular maintenance schedule for the DIET building?
- 6) How would you rate the overall condition and cleanliness of the DIET building?
• Excellent, with well-maintained and clean facilities

- Good, with generally satisfactory condition and cleanliness
- Average, with some areas needing improvement in condition or cleanliness
- Poor, with significant issues in the condition or cleanliness of the building

7) Status of Classrooms in the DIET

- Total no. of Classrooms in the DIET
- No. of Classrooms used for instructional purposes
- No. of Classrooms used for other purpose
- No. of classrooms in usable condition but not in use
- No. of classrooms in Un-useable condition but not in use

8) When the last time renovation was carried out in Classrooms of the DIET?

- Month & Year

--

9) Are the classrooms in the DIET building furnished with desks and chairs for students?

- Yes, all necessary furniture is provided
- Partially, some furniture may be lacking or in poor condition
- No, the classrooms lack essential furniture

--

10)Are the classroom equipped with interactive whiteboards, multimedia projectors or smart boards

- Yes, interactive whiteboards or multimedia projectors in every classroom
- Some classrooms have interactive whiteboards or multimedia projectors
- No interactive whiteboards or multimedia projectors available

--

11)How would you rate the overall condition of the Classrooms in the DIET

- Excellent, with well-maintained and comfortable classrooms
- Good, with generally satisfactory condition and functionality
- Average, with some areas needing improvement in condition or functionality
- Poor, with significant issues in the condition or functionality of the classrooms

--

12)Details of Toilets facility.

Category	No. of toilets units Available	No. of toilets units Functional
For Male Faculties		
For Female Faculties		
For Male Students		
For Female Students		

(Definition of functional toilet: water available in the toilet, minimal odor (no foul smell), unbroken seat, regularly cleaned, dry, with working drainage system, accessible to users, closable door)

13) Whether accessible toilet facilities for Differently abled student/faculty are available. (Yes/No)

14) How would you rate the overall condition of the Toilets in the DIET

- Excellent, with well-maintained and clean toilets
- Good, with generally satisfactory condition and cleanliness
- Average, with some areas needing improvement in condition or cleanliness
- Poor, with significant issues in the condition or cleanliness of the toilets

15) Whether Ramp with handrail is available for Differently abled student/faculty to access the DIET building. (Yes/No)

16) Is there a provision of clean drinking water in the DIET? (Yes/No)

17) Number of clean drinking water unit working in the DIET

SECTION 3: LIBRARY FACILITIES

18) Is there a library available at the DIET? (Yes/No)

19) Are the library materials organized and easily accessible to the students and faculty?

- Well-organized, with most materials easily accessible
- Moderately organized, with occasional difficulty in finding materials
- Somewhat disorganized and requires effort to locate materials
- Poorly organized and difficult to find materials

20) How would you describe the accessibility of library resources (books, journals, databases, etc.) to students and faculty?

- Very accessible, with a wide range of resources available
- Moderately accessible, with some limitations in resource availability
- Somewhat accessible, with significant limitations in resource availability
- Not accessible, with limited or no access to necessary resources

21) Are there comfortable seating arrangements and study spaces available in the library for students and faculty?

- Yes, there are comfortable seating arrangements and study spaces
- Partially, there may be limited seating or insufficient study spaces
- No, there is a lack of comfortable seating arrangements and study spaces

22) Is there a dedicated librarian available to assist users and manage the library?

(Yes/No)

23) When Last time the renovation of the library facilities was carried out

- Month & Year

24) How would you rate the overall condition of the library facilities in the DIET?

- Excellent, with well-maintained and modern library facilities
- Good, with generally satisfactory condition and functionality
- Average, with some areas needing improvement in condition or functionality
- Poor, with significant issues in the condition or functionality of the library facilities

SECTION 4: COMPUTER AND INTERNET FACILITIES

25) Are there computer labs available for students' use?

(Yes/No)

26) Are there an adequate number of computers available for students and faculty?

- Very available, with sufficient number of computers for all students
- Moderately available, with occasional difficulty in finding a vacant computers
- Somewhat available, with significant limitations in computers availability
- No computer labs in DIET

27) Are the computers equipped with the necessary software and hardware for educational purposes?

- Yes, all necessary software and tools are provided
- Partially, some software or tools may be missing or outdated
- No, the computer labs lack essential software and tools

28) Average ratio of the number of the computer systems installed to the number of the trainees.

29) What is the current status of DIET network connectivity?

- High-speed broadband internet available in all classrooms
- Limited internet access in specific areas
- No internet connectivity

30) When was the Last time the renovation of computer and internet facility was carried out in the DIET

- Month & Year

31) How would you rate the overall condition of the Computer and Internet facilities in the DIET?

- Excellent, with well-maintained and up-to-date computer and internet facilities
- Good, with generally satisfactory condition and functionality
- Average, with some areas needing improvement in condition or functionality
- Poor, with significant issues in the condition or functionality of the computer and internet facilities

SECTION 5: HOSTEL AND RESIDENTIAL FACILITIES (IF APPLICABLE)

32) Is there a hostel facility available for students or trainees? (Yes/No)

33) Are there separate hostels for male and female students/trainees?

- Male (Yes/No/ No Hostel Facility available)
- Female (Yes/No/ No Hostel Facility available)

34) How would you rate the overall condition and cleanliness of the hostel facilities? (If Hostel facility available)

- Excellent, with well-maintained and clean hostel facilities
- Good, with generally satisfactory condition and cleanliness
- Average, with some areas needing improvement in condition or cleanliness
- Poor, with significant issues in the condition or cleanliness of the hostel facilities
- No hostel facilities

35) Are there sufficient amenities provided in the hostel, such as study areas, common rooms, and recreational facilities? (If Hostel facility available)

- Yes
- No
- No hostel facilities

36) Average ratio of the number of the separate hostels to the number of the male trainees.

37) Average ratio of the number of the separate hostels to the number of the female trainees.

- 38) How would you rate the overall condition of the Hostel facilities in the DIET? (If Hostel facility available)**
- Excellent, with well-maintained and modern hostel facilities
 - Good, with generally satisfactory condition and functionality
 - Average, with some areas needing improvement in condition or functionality
 - Poor, with significant issues in the condition or functionality of the hostel facilities
 - No Hostel Facility
- 39) Whether Faculty Residence/Quarters(working) provision in the DIET**
- (Yes/No)

- 40) When the last time renovation was carried out of hostel/faculty residence facilities was carried out**
- Month & Year
-

SECTION 6: SPORTS AND RECREATIONAL FACILITIES

- 41) Are there sports facilities available at the DIET?** (Yes/No)
- 42) Are there outdoor sports facilities such as a playground or sports field available at DIET?** (Yes/No)
- 43) Are there indoor sports facilities such as a gymnasium or sports hall available at DIET?** (Yes/No)
- 44) Are there provisions for organizing extracurricular activities and events?**
- Yes, regular
 - Very rarely
 - No
-

- 45) How would you rate the quality and maintenance of the sports facilities at the DIET?**
- Excellent, with well-maintained facilities and equipment
 - Good, with generally satisfactory facilities and equipment
 - Average, with some areas needing improvement in quality or maintenance
 - Poor, with significant issues in the quality or maintenance of facilities
- 46) Are the sports facilities accessible to students and faculty members on a regular basis?**
- Yes, they are readily accessible
 - Partially, with limited access or specific time restrictions
-

- No, the sports facilities have restricted or no access for students and faculty

47) When was the last time the renovation of sports facilities was carried out?

- Month & Year

SECTION 7: OTHER FACILITIES

48) Status of registration of DIETs under Public Finance Management System (PFMS)

- Yes
- No
- Under Process

49) Whether regular electricity is available in the DIET.

Yes/No

50) Does the DIET have an auditorium or seminar halls for conducting workshops, seminars, and conferences?

Yes/No

51) What is the sitting capacity of the auditorium or seminar halls in DEIT?

52) How would you rate the capacity of the auditorium or seminar halls at the DIET?

- Excellent, with sufficient seating capacity for large gatherings
- Good, with satisfactory seating capacity for most events
- Average, with limited seating capacity for smaller events
- Poor, with inadequate seating capacity for most events

53) Are the auditorium and seminar halls equipped with audio-visual systems and other necessary equipment?

- Yes, all necessary audio-visual equipment is available
- Partially, some equipment may be missing or outdated
- No, the auditorium or seminar halls lack essential audio-visual equipment

54) Whether the DIET has rain water harvesting or any such facility for water conservation.

Yes/No

55) Whether the DIET has a solar system facility.

Yes/No

56) Whether the DIET have boundary wall?

- No boundary wall
- Pakka (Concrete)
- Barbed Wire
- Fencing Hedges

57) Is there a provision for fire safety in the DIET (e.g., fire extinguishers, fire alarms, evacuation plans, etc.)?

58) When the last time Overall renovation was carried out in the DIET?

- Month & Year

59) Details of Academic/Para Academic and Non Academic positions in the DIET

Posts Details	Sanctioned Posts	Filled Posts	Vacant Posts
Academic Posts			
a) Principal (1)			
b) Vice Principal (1)			
c) Senior Lecturers (6)			
d) Lecturers (17)			
e) Any other			
Total			
Para- Academic Posts			
a) Work Education Teacher (1)			
b) Librarian (1)			
c) Laboratory Assistant including ICT Support Staff (1)			
d) Statistician/Accountant (1)			
Total			
Non- Academic Posts			
a) Office Superintendent (1)			
b) P.A./Steno (to Principal) (1)			
c) Clerk (including one for hostel) (8)			
d) Steno Typist/Data Entry Operator (2)			
e) Maintenance Support Staff/Group D (6)			
Total			

60) Status of In-service & Pre-service training programmes:

- a) Pre-service programme
- b) In-service Programme
- c) Both

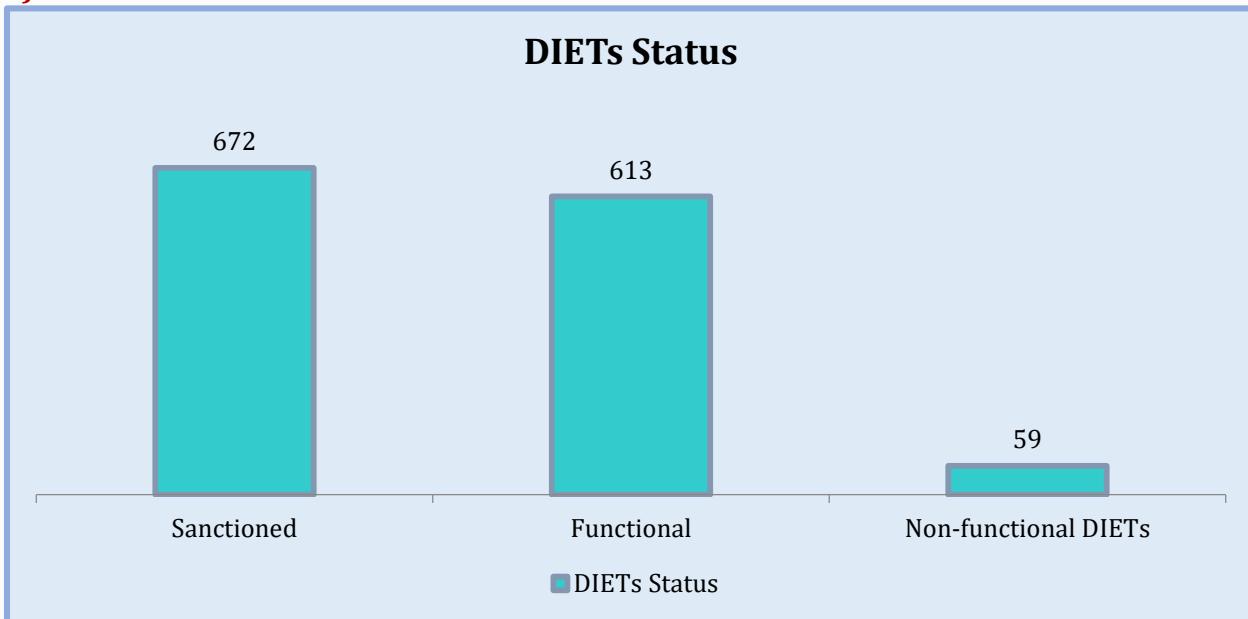
61) Please rate the current infrastructure of the DIET?

- Excellent
- Good
- Average
- Poor
- Very Poor

SUMMARY OF ANALYSIS: INFRASTRUCTURE FACILITIES IN DISTRICT INSTITUTES OF EDUCATION AND TRAINING (DIETs), 2023

The following is an analysis of the data inferred from the responses collected through a Google Questionnaire Survey questionnaire on infrastructural facilities in DIETs conducted in June 2023.

1) Status of DIETs



Graph-1

Overall, a total of 672 DIETs are sanctioned throughout the country (except Chandigarh) in 35 States and UTs. Out of these, 613 are currently functional, while 59 are yet to be made functional. A total of 612 DIETs (99.84% response rate) participated in this Google Survey Questionnaire to assess the Infrastructural Facilities in DIETs, across 35 States and UTs. The details of DIETs- state and UT-wise that have filled the questionnaires as of 26th July, 2023 are as provided below:

Sl.No	State/UT	No. of DIETs Functional	Questionnaire filled by DIETs	% of DIET filled Questionnaire against the total functional DIETs
1	A&N Islands	1	1	100.00
2	Andhra Pradesh	13	13	100.00
3	Arunachal Pradesh	11	11	100.00
4	Assam	23	23	100.00
5	Bihar	33	33	100.00
6	Chandigarh	0	0	0.00
7	Chhattisgarh	19	19	100.00
8	Delhi	9	9	100.00

Sl.No	State/UT	No. of DIETs Functional	Questionnaire filled by DIETs	% of DIET filled Questionnaire against the total functional DIETs
9	DnD-DnH	1	1	100.00
10	Goa	1	1	100.00
11	Gujarat	30	30	100.00
12	Haryana	21	21	100.00
13	Himachal Pradesh	12	12	100.00
14	Jammu & Kashmir	20	20	100.00
15	Jharkhand	24	24	100.00
16	Karnataka	30	30	100.00
17	Kerala	14	13	92.86
18	Ladakh	2	2	100.00
19	Lakshadweep	1	1	100.00
20	Madhya Pradesh	50	50	100.00
21	Maharashtra	33	33	100.00
22	Manipur	9	9	100.00
23	Meghalaya	7	7	100.00
24	Mizoram	8	8	100.00
25	Nagaland	8	8	100.00
26	Odisha	30	30	100.00
27	Puducherry	1	1	100.00
28	Punjab	17	17	100.00
29	Rajasthan	33	33	100.00
30	Sikkim	3	3	100.00
31	Tamil Nadu	32	32	100.00
32	Telangana	10	10	100.00
33	Tripura	4	4	100.00
34	Uttar Pradesh	70	70	100.00
35	Uttarakhand	13	13	100.00
36	West Bengal	20	20	100.00
Total		613	612	99.84

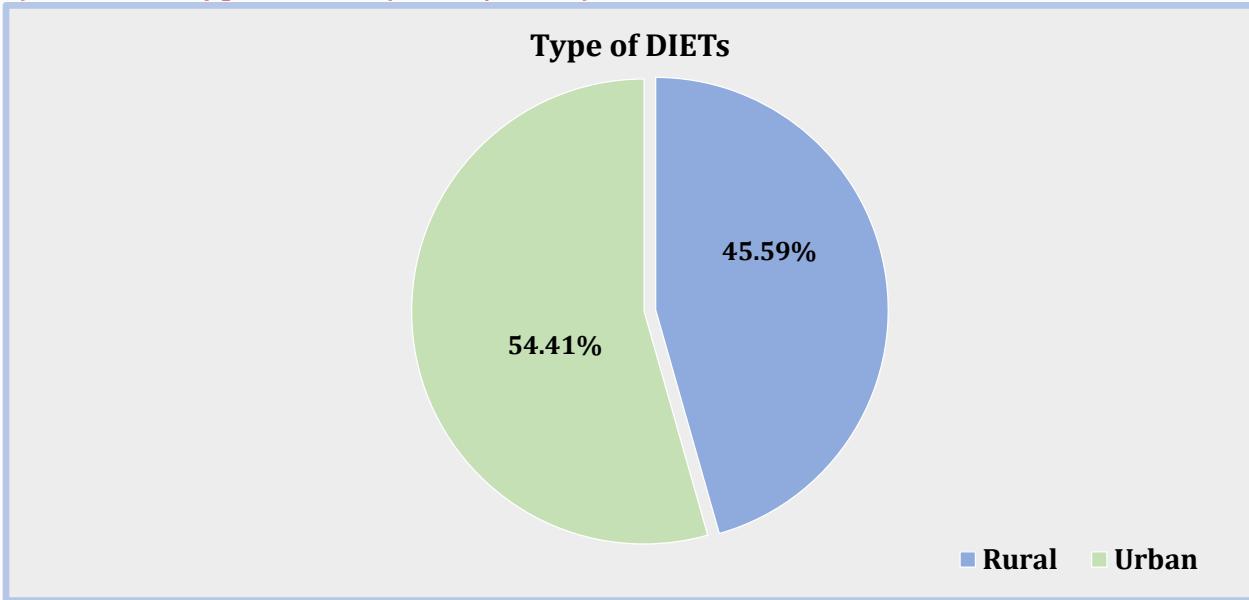
The table above provides information on the number of functional DIETs across different States and UTs and the corresponding questionnaire response rates from these DIETs i.e., the percentage of DIETs that have filled out the questionnaire survey form against the total number of functional DIETs.

Remarkably, there is a 100% response rate from all the functional DIETs. This indicates the high level of engagement and cooperation of the DIETs, reflecting their commitment towards this exercise.

Only one state i.e., Kerala, has a response rate of 92.86%, which means that one DIET (Alappuzha) in Kerala did not fill out the questionnaire form. Despite this, the overall response rate is remarkably high at 99.84%, which demonstrates the effectiveness of the

survey implementation and the willingness of DIETs to contribute to the evaluation of infrastructural facilities.

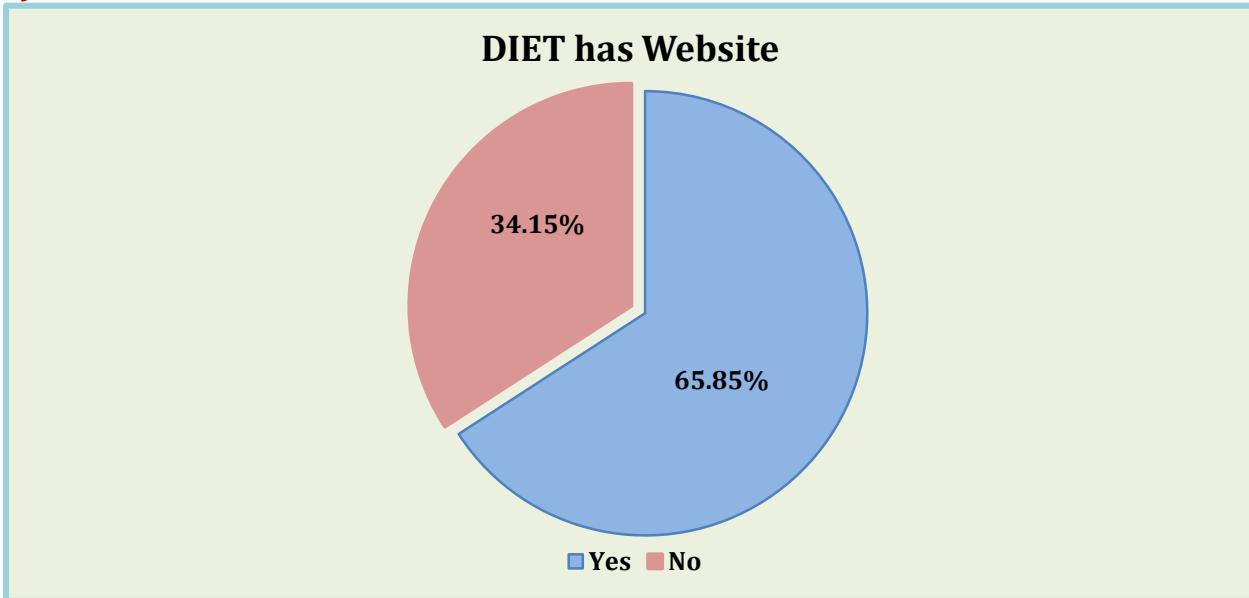
2) Status of Type of DIET (Urban/Rural)



Graph: 2

The above-mentioned Graph-2 depicts that a total of 612 functional DIETs have responded to the Google survey questionnaire. From the data, it can be inferred that approximately 54% of DIETs (333) are established in urban areas, while the remaining 46% (279) are established in rural areas

3) Whether DIET has a Website



Graph: 3

According to the data presented in Graph-3, it can be inferred that approximately 66% of DIETs (403) have reported having a functional website, which indicates that a significant portion of DIETs has embraced the importance of online presence and communication. On the other hand, around 34% of DIETs (209) have reported not having a functional website, highlighting the need for improvement in this area. To ensure that all DIETs can leverage the benefits of a functional website, efforts should be made to provide technical support, resources, and training to those without an online presence. This way, DIETs can enhance their outreach, collaboration, and overall efficiency in delivering quality education and training programs.

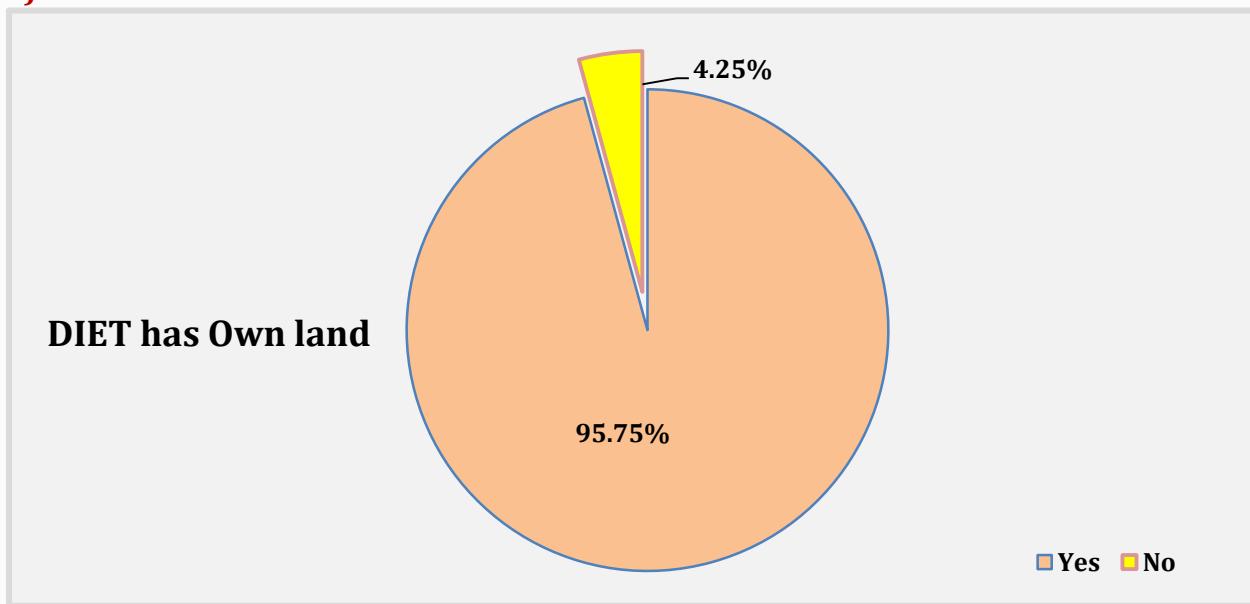
This implies that there are still a substantial number of DIETs without a website even though financial provision for developing websites in DIETs have been provided through annual grant under Samagra Shiksha.

- 10 States and UTs has reported that 100% functional DIETs have websites, these are *A&N Islands, Assam, Bihar, Delhi, Goa, Lakshadweep, Mizoram, Sikkim, Tripura and West Bengal*.
- Whereas as per 25 States and UT some DIETs have *no provision for websites*. As per the given below table.

Sl.No	State/UT	Questionnaire filled by DIETs	As reported number of DIETs does not have Website	% of DIETs do not have Website in State and UT
1	DnD-DnH	1	1	100.00
2	Puducherry	1	1	100.00
3	Arunachal Pradesh	11	10	90.91
4	Jharkhand	24	20	83.33
5	Uttar Pradesh	70	45	64.29
6	Madhya Pradesh	50	32	64.00
7	Maharashtra	33	21	63.64
8	Andhra Pradesh	13	8	61.54
9	Telangana	10	6	60.00
10	Punjab	17	10	58.82
11	Chhattisgarh	19	11	57.89
12	Ladakh	2	1	50.00
13	Jammu & Kashmir	20	9	45.00
14	Haryana	21	9	42.86
15	Nagaland	8	3	37.50
16	Himachal Pradesh	12	3	25.00
17	Odisha	30	7	23.33
18	Kerala	13	2	15.38
19	Meghalaya	7	1	14.29
20	Manipur	9	1	11.11
21	Uttarakhand	13	1	7.69
22	Gujarat	30	2	6.67
23	Tamil Nadu	32	2	6.25
24	Rajasthan	33	2	6.06
25	Karnataka	30	1	3.33

- The analysis reveals that some states and UTs have a relatively high percentage of DIETs without a website, while others have a lower percentage. The states and UTs with the highest percentage of DIETs lacking a website are Daman & Diu, and Dadra and Nagar Haveli, along with Puducherry, and Arunachal Pradesh, with 100% of their DIETs not having a website.
- States like Jharkhand and Uttar Pradesh also have a significant number of DIETs without a website, with 83.33% and 64.29% respectively. This suggests that there is room for improvement in these states to enhance digital presence and communication for their DIETs.
- Madhya Pradesh, Maharashtra, Andhra Pradesh, Telangana, and Punjab also have a considerable percentage of DIETs without a website, ranging from 58.82% to 64.00%.
- On the other hand, some states and UTs have a relatively low percentage of DIETs without a website. These include Karnataka, Tamil Nadu, Rajasthan, Gujarat, and Uttarakhand, with percentages ranging from 3.33% to 6.67%. This indicates that these states have been more proactive in ensuring that their DIETs have a web presence.

4) Whether DIET has their own land



Graph: 4

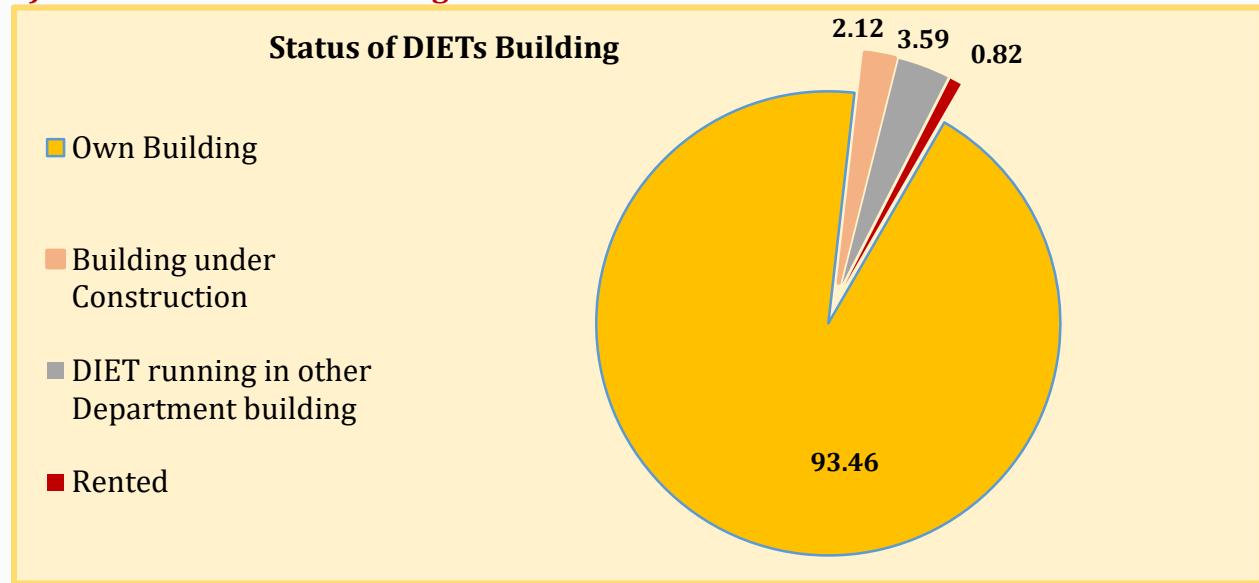
Graph-4 above depicts the status of DIETs that have their own land. Approximately 96% of DIETs (586) have reported that they own their land, while only around 4% of DIETs (26) have reported not having their own land.

- 24 States and UTs have reported that all the functional DIETs (100%) in their respective regions have their own land. These States and UTs are A&N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Goa, Jharkhand, Kerala, Ladakh, Lakshadweep, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Puducherry, Rajasthan, Sikkim, Tamil Nadu, Telangana, Tripura, Uttarakhand, and West Bengal.

- However, on the other hand, as per reports from 11 States and UTs, some DIETs do not have their own land. Details are given in the table below.

Sl.No	State/UT	Questionnaire filled by DIETs	Number of DIETs does not have Own Land	% of DIETs do not have Own Land in State and UT
1	DnD-DnH	1	1	100.00
2	Delhi	9	3	33.33
3	Jammu & Kashmir	20	4	20.00
4	Karnataka	30	4	13.33
5	Maharashtra	33	4	12.12
6	Odisha	30	3	10.00
7	Haryana	21	2	9.52
8	Himachal Pradesh	12	1	8.33
9	Punjab	17	1	5.88
10	Gujarat	30	1	3.33
11	Uttar Pradesh	70	2	2.86
Total			26	

5) Status of the DIET building



Graph: 5

- a) **DIETs with own building:** As can be inferred from the graph-5 above, approximately 93% of DIETs (572) reportedly have their own building. Furthermore, 24 States and UTs have reported that all the DIETs in their respective regions have their own buildings. These States and UTs include A&N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Chhattisgarh, Goa, Haryana, Himachal Pradesh, Kerala, Ladakh, Lakshadweep, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Odisha, Puducherry, Rajasthan, Sikkim, Tamil Nadu, Telangana, Tripura, Uttarakhand, and West Bengal

b) DIETs running in other Department building: Around 4% DIETs (22) have reported that it is running in other Department building in 7 States and UTs.

Sl.No	State/UT	Questionnaire filled by DIETs	Number of DIETs running in other Department building	% of DIETs running in other Department building in State and UT
1	DnD-DnH	1	1	100.00
2	Delhi	9	3	33.33
3	Jammu & Kashmir	20	4	20.00
4	Karnataka	30	5	16.67
5	Gujarat	30	4	13.33
6	Maharashtra	33	4	12.12
7	Punjab	17	1	5.88
	Total		22	

- Dadra and Nagar Haveli and Daman and Diu (DnD-DnH) have only one DIET, and it is reported to be running in another department's building, resulting in 100% of DIETs in the region facing this situation.
- In Delhi, out of the nine DIETs, approximately 33.33% (3 out of 9) are running in other department buildings.
- In Jammu & Kashmir, out of the 20 DIETs, approximately 20% (4 out of 20) are operating in buildings belonging to other departments.
- Similarly, in Karnataka, around 16.67% (5 out of 30) of the DIETs are running in other department buildings.
- Gujarat has 30 DIETs, with approximately 13.33% (4 out of 30) operating in buildings belonging to other departments.
- In Maharashtra, out of the 33 DIETs, approximately 12.12% (4 out of 33) are running in other department buildings.
- Punjab reported 17 DIETs, and approximately 5.88% (1 out of 17) of them are operating in buildings belonging to other departments.

In total, there are 22 DIETs across these 7 States and UTs that are running in other department buildings. This data highlights the need for ensuring dedicated spaces and infrastructures for DIETs to function optimally and provide quality teacher training and educational services.

c) DIETs running in Rented building: less than 1% DIETs (5) have reported that it is running in a rented building in 3 States and UTs.

Sl.No	State/UT	Questionnaire filled by DIETs	Number of DIETs running in Rented building	% of DIETs running in Rented building in State and UT
1	Jammu & Kashmir	20	1	5.00
2	Maharashtra	33	3	9.09
3	Uttar Pradesh	70	1	1.43
	Total		5	

The data presented above highlights the status of DIETs operating in rented buildings across three States and UTs. In Jammu & Kashmir, out of the 20 DIETs that filled the questionnaire, 5% (1 out of 20) are reported to be functioning in rented spaces. Similarly, in Maharashtra, 9.09% (3 out of 33) of the DIETs are operating in rented buildings, indicating a higher proportion compared to Jammu & Kashmir. Uttar Pradesh, with 70 DIETs that participated in the survey, reports only 1.43% (1 out of 70) of its DIETs running in rented spaces.

The data reflects that a small percentage of DIETs in these regions are facing the challenge of operating in rented premises. Ensuring dedicated and permanent spaces for these 5 DIETs can be a crucial step towards enhancing their capacity to deliver high-quality education and training to educators, ultimately contributing to the improvement of the overall education system in these States and UTs. It may be essential for State and UT to address this issue and allocate appropriate resources to provide suitable infrastructure for DIETs.

d) DIETs with building under construction: Around 2% DIETs (13) have reported that the building is under construction.

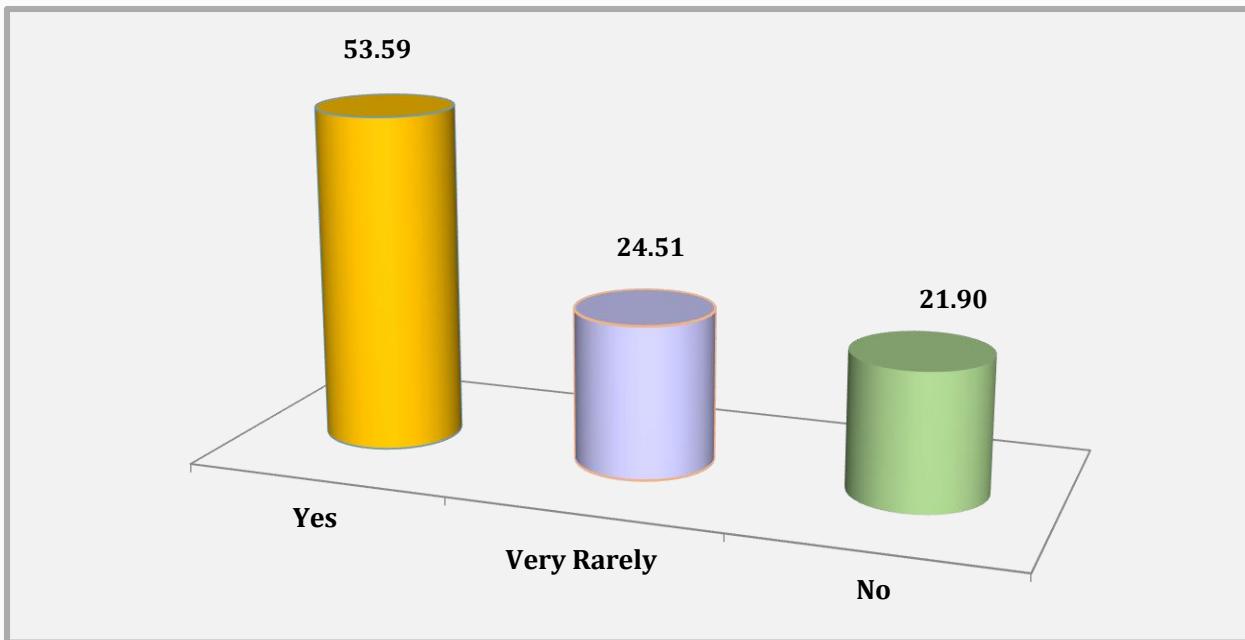
Sl.No	State/UT	Questionnaire filled by DIETs	Number of DIETs building under construction	% of DIETs building under construction in State and UT
1	Jharkhand	24	3	12.50
2	Nagaland	8	1	12.50
3	Maharashtra	33	4	12.12
4	Jammu & Kashmir	20	2	10.00
5	Punjab	17	1	5.88
6	Gujarat	30	1	3.33
7	Bihar	33	1	3.03
Total			13	

The data provided above offers insights into the status of DIET buildings under construction in seven States and UTs. In Jharkhand, out of the 24 DIETs that filled the questionnaire, approximately 12.50% (3 out of 24) are reported to be under construction. Similarly, Nagaland and Maharashtra both exhibit the same percentage of DIETs under construction, with 12.50% (1 out of 8) and 12.12% (4 out of 33) respectively. Jammu & Kashmir follows closely, with 10.00% (2 out of 20) of its DIETs in the construction phase. Punjab reports approximately 5.88% (1 out of 17) of DIETs under construction, while Gujarat and Bihar both have approximately 3.33% (1 out of 30) and 3.03% (1 out of 33) of DIETs respectively being built.

6) Status of the Regular Maintenance Schedule for the DIET Building

The Graph-6 below represents the status of regular maintenance schedules for DIET buildings.

- Around 54% DIETs (328) have reported that regular maintenance schedule for the DIET building in the State and UT.
- Around 25% DIETs (150) have reported that very rarely maintenance schedule for the DIET building in the State and UT.



Graph: 6

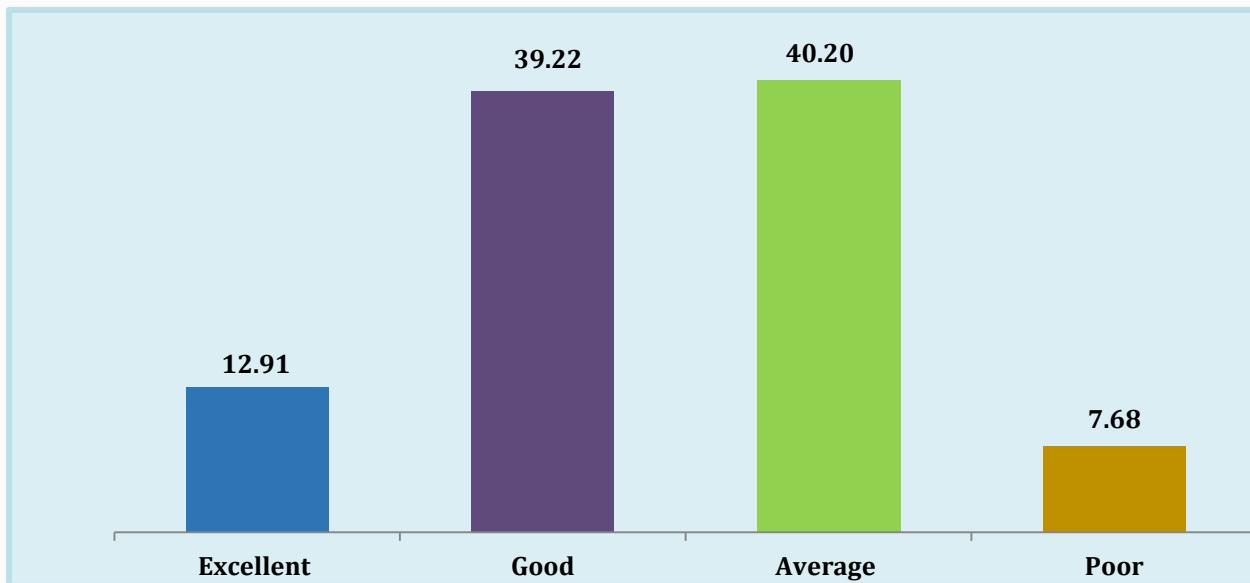
- Around 22% DIETs (134) have reported that no maintenance schedule for the DIET building in the State and UT.

	State/UT	Questionnaire filled by DIETs	No maintenance schedule for the DIET building	% of DIETs do not have maintenance schedule for the DIET building in State and UT
1	Meghalaya	7	4	57.14
2	Jammu & Kashmir	20	11	55.00
3	Mizoram	8	4	50.00
4	Arunachal Pradesh	11	5	45.45
5	Bihar	33	15	45.45
6	Maharashtra	33	14	42.42
7	Himachal Pradesh	12	5	41.67
8	Chhattisgarh	19	6	31.58
9	Telangana	10	3	30.00
10	Uttar Pradesh	70	20	28.57
11	Tripura	4	1	25.00
12	Haryana	21	5	23.81
13	Madhya Pradesh	50	10	20.00
14	Gujarat	30	5	16.67
15	Karnataka	30	5	16.67
16	Odisha	30	5	16.67
17	Andhra Pradesh	13	2	15.38
18	Jharkhand	24	3	12.50
19	West Bengal	20	2	10.00
20	Tamil Nadu	32	3	9.38
21	Kerala	13	1	7.69
22	Uttarakhand	13	1	7.69
23	Rajasthan	33	2	6.06

	State/UT	Questionnaire filled by DIETs	No maintenance schedule for the DIET building	% of DIETs do not have maintenance schedule for the DIET building in State and UT
24	Punjab	17	1	5.88
25	Assam	23	1	4.35
			134	

Overall, there are 134 DIETs across these 25 States and UTs that do not have a maintenance schedule for their buildings. The data highlights the need for prioritizing regular maintenance practices to ensure the longevity and effectiveness of DIET buildings, creating a safe and conducive learning environment for teachers and students. Adequate maintenance can prevent costly repairs and potential hazards, contributing to the overall efficiency of DIETs in delivering quality education and training programs.

7) Status of Overall condition and cleanliness of the DIET building



Graph: 7

Graph-7 has mentioned the status of overall condition and cleanliness of the DIET building.

- Around 13% DIETs (79) have given “excellent” rating for well-maintained and clean facilities of their DIET.
- Whereas, 39% DIETs (240) have given “good” rating for generally satisfactory condition and cleanliness.
- Around 40% DIETs (246) have given “Average” rating for some areas needing improvement in condition or cleanliness.
- On the other hand around 8% DIETs (47) have given “Poor” rating for significant issues in the condition or cleanliness of the building.

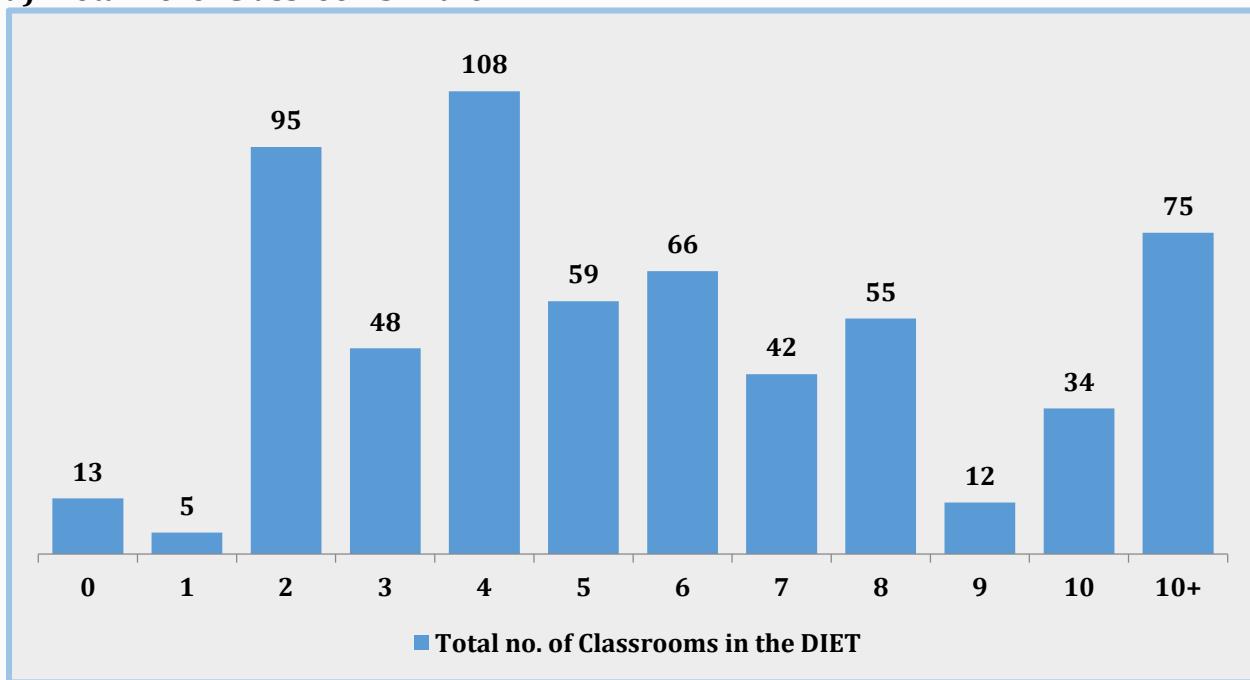
Sl.No	State/UT	Questionnaire filled by DIETs	No of DIETs "Poor" rating with significant issues in the condition or cleanliness of the building	% of DIETs "Poor" rating with significant issues in the condition or cleanliness of the building in State and UT
1	Maharashtra	33	11	33.33
2	Nagaland	8	2	25.00
3	Tripura	4	1	25.00
4	Arunachal Pradesh	11	2	18.18
5	Andhra Pradesh	13	2	15.38
6	Meghalaya	7	1	14.29
7	Bihar	33	4	12.12
8	Gujarat	30	3	10.00
9	Jammu & Kashmir	20	2	10.00
10	Telangana	10	1	10.00
11	West Bengal	20	2	10.00
12	Haryana	21	2	9.52
13	Assam	23	2	8.70
14	Kerala	13	1	7.69
15	Karnataka	30	2	6.67
16	Chhattisgarh	19	1	5.26
17	Uttar Pradesh	70	3	4.29
18	Jharkhand	24	1	4.17
19	Odisha	30	1	3.33
20	Tamil Nadu	32	1	3.13
21	Rajasthan	33	1	3.03
22	Madhya Pradesh	50	1	2.00
			47	

- Maharashtra reports the highest percentage of DIETs with a "Poor" rating, with 33.33% (11 out of 33) of DIETs in this category.
- Nagaland, Tripura, and Arunachal Pradesh share the same percentage, with 25% (2 out of 8), 25% (1 out of 4), and 18.18% (2 out of 11) of their DIETs respectively having a "Poor" rating.
- Andhra Pradesh, Meghalaya, Bihar, Gujarat, Jammu & Kashmir, Telangana, West Bengal, and Haryana report between 15.38% to 10.00% of their DIETs with a "Poor" rating.
- Assam, Kerala, Karnataka, Chhattisgarh, Uttar Pradesh, Jharkhand, Odisha, Tamil Nadu, Rajasthan, and Madhya Pradesh also have some of their DIETs with a "Poor" rating, ranging from 8.70% to 2.00%.
- The total number of DIETs with a "Poor" rating across these 22 States and UTs is 47.

The data reflects the need for attention and action to address significant issues in the condition and cleanliness of DIET buildings. Adequate measures should be taken to addressing these issues is crucial for enhancing the overall effectiveness and efficiency of DIETs.

8) Status of Classrooms in the DIET

a) Total no. of Classrooms in the DIET



Graph: 8

The graph mentioned above, Graph 8, and presents the status of the total number of classrooms available in the DIETs. The data presented above shows the distribution of the total number of classrooms in various DIETs along with the corresponding number of DIETs and their percentages. The analysis of this data is as follows

- The most common total number of classrooms in DIETs is 4, with 108 DIETs representing 17.65% of the total.
- The second most common total number of classrooms is 2, with 95 DIETs, accounting for 15.52% of the total.
- There are 75 DIETs (12.25%) that have 10 or more classrooms.
- DIETs with 6 classrooms are found in 66 instances, comprising 10.78% of the total.
- 59 DIETs (9.64%) have 5 classrooms.
- 55 DIETs (8.99%) have 8 classrooms.
- The total number of classrooms in 48 DIETs (7.84%) is 3.
- 42 DIETs (6.86%) have 7 classrooms.

- 34 DIETs (5.56%) have exactly 10 classrooms.
- There are 13 DIETs (2.12%) that have no classrooms.
- 12 DIETs (1.96%) have 9 classrooms.
- The least common total number of classrooms in DIETs is 1, with only 5 instances, representing 0.82% of the total.

The data illustrates the varying distribution of the total number of classrooms in DIETs across different regions. Having this information is valuable for education policymakers and authorities to identify areas of improvement and allocate resources effectively to ensure adequate classroom facilities for quality teacher training and educational programs.

b) No. of Classrooms used for instructional purposes

No. of Classrooms used for instructional purposes	No. of DIETs	% of DIETs
2	202	33.01
4	149	24.35
3	63	10.29
1	43	7.03
6	43	7.03
5	36	5.88
0	33	5.39
8	17	2.78
7	14	2.29
9	4	0.65
10	4	0.65
10+	4	0.65

The data provided above presents the distribution of the number of classrooms used for instructional purposes in various DIETs, along with the corresponding number of DIETs and their percentages. The analysis of this data is as follows:

- The most common number of classrooms used for instructional purposes in DIETs is 2, with 202 DIETs representing 33.01% of the total.
- The second most common number of classrooms used for instructional purposes is 4, with 149 DIETs, accounting for 24.35% of the total.
- 63 DIETs (10.29%) use 3 classrooms for instructional purposes.
- 43 DIETs (7.03%) have only 1 classroom utilized for instructional purposes.
- There are 43 DIETs (7.03%) that use 6 classrooms for instructional purposes.
- 36 DIETs (5.88%) use 5 classrooms for instructional purposes.
- 33 DIETs (5.39%) do not use any classrooms for instructional purposes.
- 17 DIETs (2.78%) use 8 classrooms for instructional purposes.

- 14 DIETs (2.29%) use 7 classrooms for instructional purposes.
- There are 4 DIETs (0.65%) that use 9 classrooms for instructional purposes.
- There are also 4 DIETs (0.65%) that use exactly 10 classrooms for instructional purposes.
- Lastly, there are 4 DIETs (0.65%) that use 10 or more classrooms (10+).

The data illustrates the varying distribution of the number of classrooms used for instructional purposes in DIETs across different regions. Adequate and well-utilized classroom facilities are essential for the effective delivery of quality education and professional development for teachers. The data also highlights the importance of addressing the issue of DIETs that do not currently use any classrooms for instructional purposes, as this may indicate the need for better infrastructure and resource allocation to support teacher training and educational initiatives effectively.

c) No. of Classrooms used for other purpose

No. of Classrooms used for other purpose	No. of DIETs	% of DIETs
0	223	36.44
1	109	17.81
2	126	20.59
3	35	5.72
4	55	8.99
5	20	3.27
6	20	3.27
7	8	1.31
8	9	1.47
9	1	0.16
10	2	0.33
10+	4	0.65

- At the highest level, the majority of DIETs, accounting for 36.44% of the total, reported that they do not use any classrooms for purposes other than instructional. This indicates that a significant number of DIETs have dedicated their classrooms exclusively to teaching and learning activities, which is a positive sign for effective teacher training and educational programs.
- Among the DIETs that use classrooms for other purposes, the most common scenario is having only 1 classroom utilized for such activities, with 17.81% of the DIETs falling into this category. This suggests that some DIETs might repurpose a single classroom for non-instructional activities, while the remaining classrooms are solely dedicated to teaching.
- Furthermore, 20.59% of DIETs reported using 2 classrooms for purposes other than instructional. This indicates that a considerable proportion of DIETs allocate a small portion of their classrooms for non-teaching activities, while still primarily focusing on instructional needs.
- It's worth noting that a small percentage of DIETs, ranging from 0.16% to 1.47%, reported using a higher number of classrooms (from 7 to 9) for non-instructional

purposes. Additionally, a few DIETs, approximately 0.33% of the total, reported using 10 or more classrooms for other activities.

d) No. of classrooms in usable condition but not in use

No. of classrooms in usable condition but not in use	No. of DIETs	% of DIETs
0	500	81.70
1	32	5.23
2	34	5.56
3	14	2.29
4	14	2.29
5	5	0.82
6	4	0.65
7	2	0.33
8	5	0.82
9	0	0.00
10	1	0.16
10+	1	0.16

- The majority of DIETs, representing 81.70% of the total, reported having all their classrooms in usable condition and in use. This indicates that a significant proportion of DIETs effectively maintain their classrooms and utilize them for instructional purposes.
- Among the DIETs that have classrooms in usable condition but not in use, the most common scenario is having only one classroom falling into this category, accounting for 5.23% of the DIETs. This suggests that some DIETs might have a single classroom that is currently not being utilized, possibly due to specific reasons such as temporary closures or renovations.
- Additionally, 5.56% of DIETs reported having two classrooms in usable condition but not in use. This indicates that a small proportion of DIETs have a couple of classrooms that are currently not being utilized for instructional activities.
- Similarly, 2.29% of DIETs reported having either three or four classrooms in usable condition but not in use. This shows that a few DIETs might have a small number of classrooms that are not currently utilized, which could be due to various factors like changes in student enrollment or program requirements.
- A very small percentage of DIETs, ranging from 0.65% to 0.16% of the total, reported having five or more classrooms in usable condition but not in use. This indicates that only a handful of DIETs have a higher number of classrooms that are not being utilized at the moment.
- Furthermore, there is only one DIET each, representing 0.16% of the total, that reported having ten classrooms and 10+ classrooms in usable condition but not in use

Overall the data indicates that most DIETs prioritize the effective maintenance and utilization of classrooms for instructional purposes. However, the presence of a small percentage of DIETs with classrooms not in use raises the need for further assessment and planning. Regular

evaluations and monitoring can help identify the reasons behind underutilized classrooms and facilitate appropriate actions to optimize their usage.

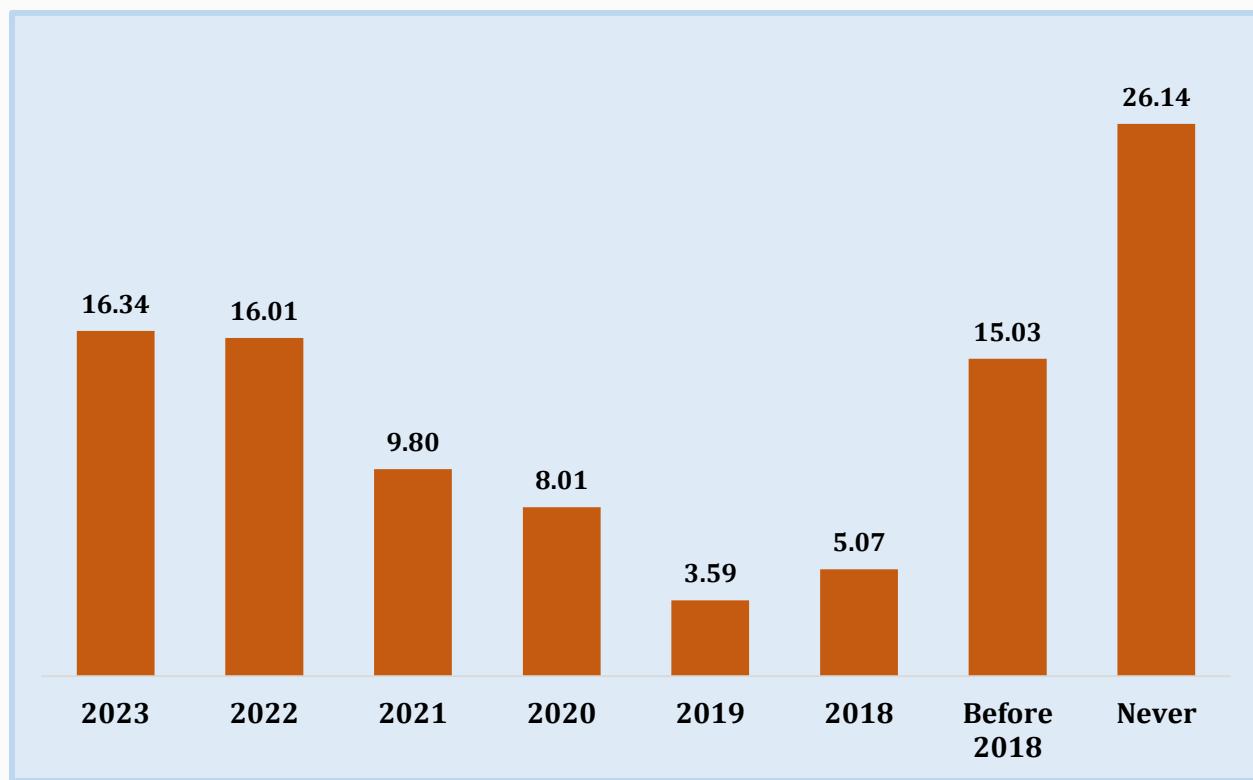
e) No. of classrooms in Un-usuable condition

No. of classrooms in Un-usuable condition	No. of DIETs	% of DIETs
0	508	83.01
1	32	5.23
2	36	5.88
3	14	2.29
4	11	1.80
5	2	0.33
6	2	0.33
7	2	0.33
8	2	0.33
9	1	0.16
10	2	0.33
10+	0	0.00

- The majority of DIETs, representing 83.01% of the total, reported having no classrooms in un-usuable condition. This is a positive sign as it indicates that a significant proportion of DIETs prioritize the maintenance and upkeep of their classrooms, ensuring they are in a usable state for instructional purposes.
- Among the DIETs that have classrooms in un-usuable condition, the most common scenario is having only 1 classroom falling into this category, accounting for 5.23% of the DIETs.
- Additionally, 5.88% of DIETs reported having two classrooms in un-usuable condition, indicating that a small proportion of DIETs might have a couple of classrooms that need attention.
- Similarly, 2.29% of DIETs reported having either three or four classrooms in un-usable condition. This shows that a few DIETs might have a small number of classrooms that are currently not usable due to various reasons.
- A very small percentage of DIETs, ranging from 0.33% to 0.16% of the total, reported having five or more classrooms in un-usable condition. This indicates that only a few DIETs have a higher number of classrooms that require attention or repair.

Overall, the data showcases that the majority of DIETs prioritize maintaining their classrooms in a usable condition, however, there are still some DIETs with classrooms in un-usable condition, highlighting the importance of regular maintenance and timely repairs.

9) When the last time renovation was carried out in Classrooms of the DIET?



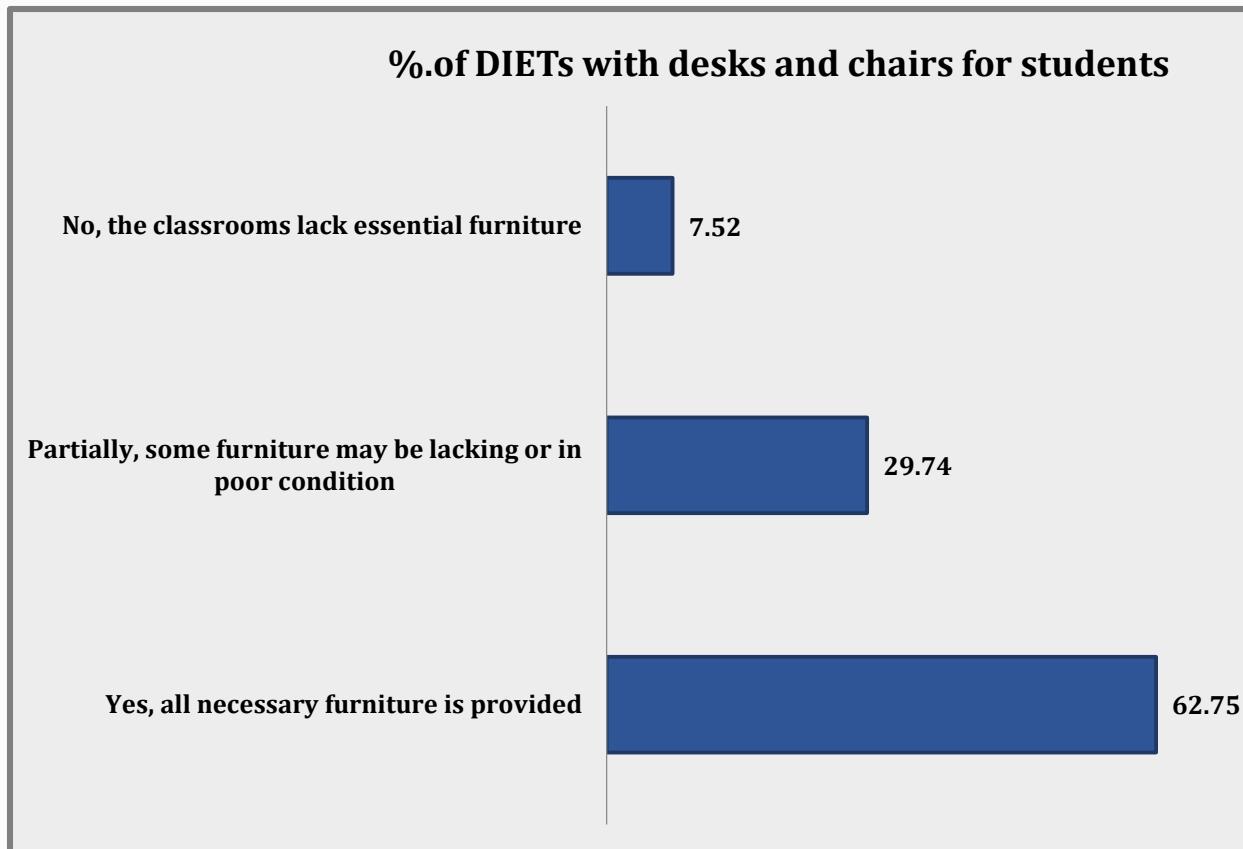
Graph: 9

As per the above graph-9 presented information on the latest renovation of classrooms in District Institutes of Education and Training (DIETs) carried out in different years, along with the corresponding percentage of DIETs that have undergone renovation in each respective year.

- The analysis reveals that a significant number of DIETs have not undergone renovation recently, with 26.14% (160) of them stating that they have never been renovated. This indicates a considerable proportion of DIETs facing the challenge of outdated infrastructure
- Among the DIETs that have reported renovation, the year 2023 stands out with the highest percentage, with 16.34% (100) of DIETs undergoing renovation in this year. This could indicate a recent focus on infrastructure improvement in some regions.
- The years 2022, and 2021, also show relatively high percentages of renovation, with 16.01% (98 DIETs) and 9.80% (60 DIETs) respectively. This suggests that there has been an ongoing effort to update classroom facilities in the past few years
- On the other hand, the years 2020 and 2019 have relatively lower percentages of renovation, with 8.01% (49 DIETs) and 3.59% (22 DIETs) respectively. This could be attributed to various factors such as budget constraints, administrative decisions, or lower priority given to infrastructure upgrades during those specific years.

Overall, the data highlights the need for regular and consistent efforts to renovate and upgrade classroom facilities in DIETs.

10) Classrooms in the DIET building furnished with desks and chairs for students?



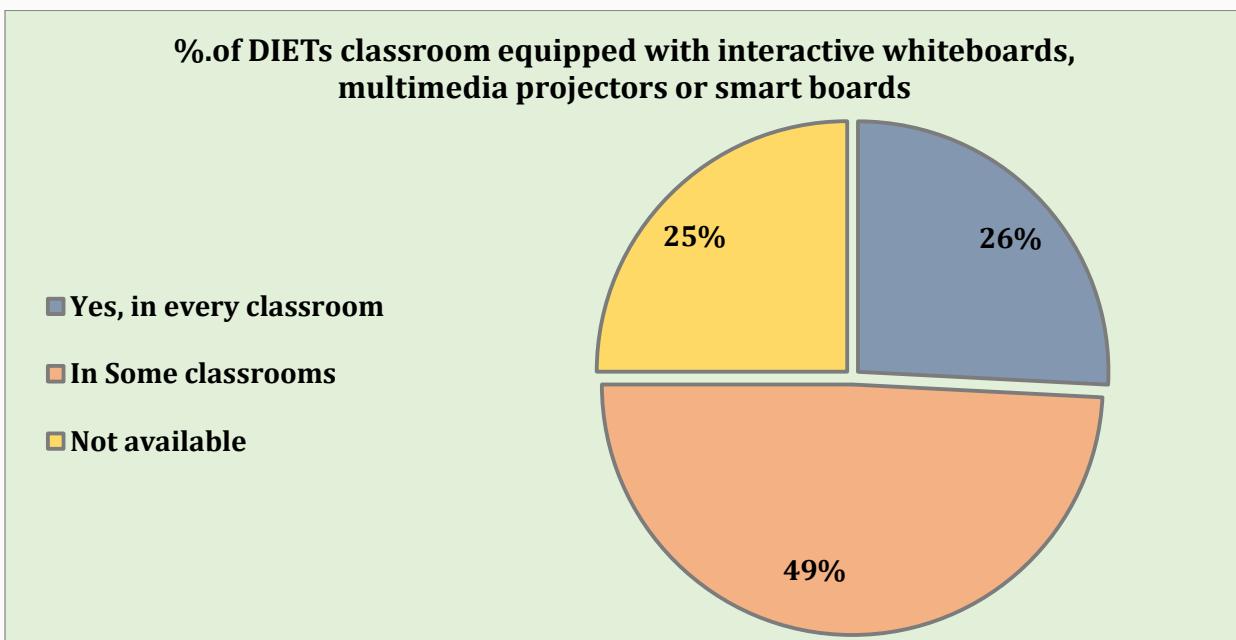
Graph: 10

The above mentioned graph-10 represents the status of availability of desks and chairs for students in the classrooms.

- Approximately 62.75% of DIETs (384) reported that they have provided all the necessary furniture, ensuring that desks and chairs are available for students.
- Around 29.74% of DIETs (182) reported that they have only partially provided furniture, indicating that some classrooms may lack essential furniture or have furniture in poor condition.
- About 7.52% of DIETs (46) reported that their classrooms lack essential furniture, meaning that desks and chairs are not adequately provided for students. (Andhra Praesh-1; Assam-1; Bihar-4; Chhattisgarh-2; Dnd – Dnh-1; Gujarat-3; Haryana-1; Jammu & Kashmir-6; Jharkhand-3; Karnataka-6; Ladakh-1; Madhya Pradesh-6; Maharashtra-8; Punjab-1 and Uttar Pradesh-2).

DIETs need to ensure that all classrooms are well-equipped with desks and chairs to facilitate effective teaching and learning experiences for teachers and students alike. Additionally, regular maintenance and upgrades of furniture are crucial to ensure a comfortable and supportive setting for education and training programs.

11) Classroom equipped with interactive whiteboards, multimedia projectors or smart boards



Graph: 11

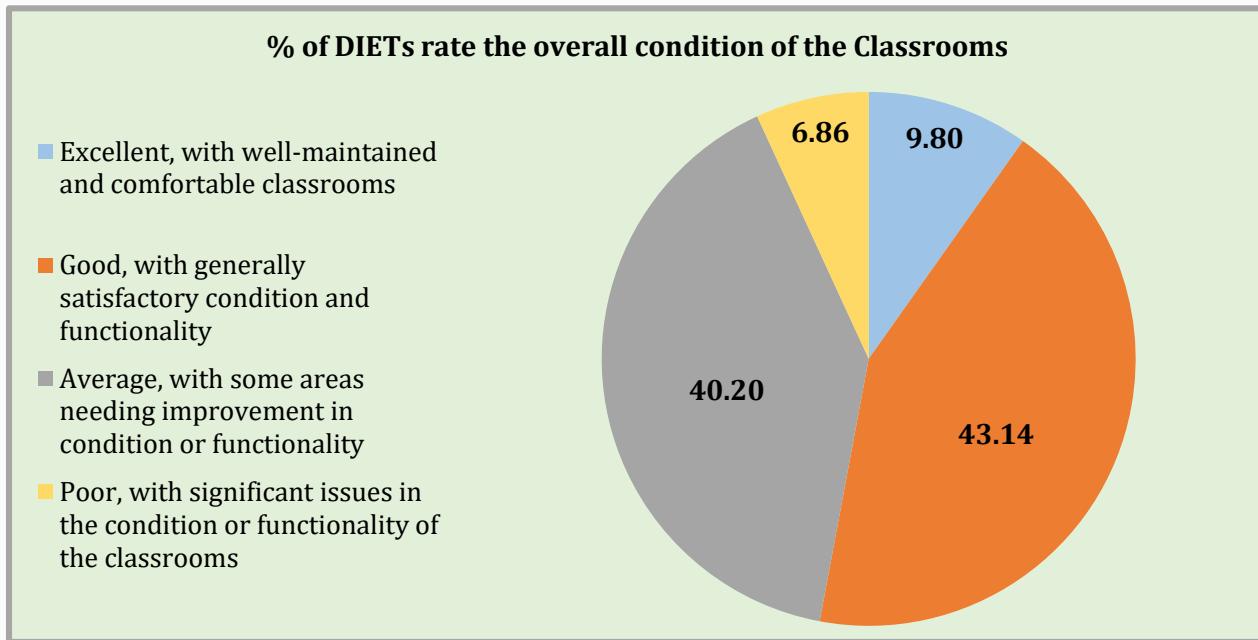
The above mentioned graph-11 represents the percentage of DIETs classrooms equipped with interactive whiteboards, multimedia projectors, or smart boards:

- Approximately 25.82% of DIETs (158) reported that they have equipped every classroom with interactive whiteboards, multimedia projectors, or smart boards. This indicates that a quarter of the DIETs have made significant strides in adopting modern teaching technology and interactive tools for enhanced learning experiences.
- Around 49.18% of DIETs (301) reported that they have equipped some classrooms with interactive whiteboards, multimedia projectors, or smart boards. This suggests that almost half of the DIETs have started integrating technology in certain classrooms, but there is still room for expansion to cover all classrooms.
- About 25.00% of DIETs (153) reported that they do not have these technological resources available in any of their classrooms. This highlights the need for further efforts and investment in updating the infrastructure to support modern teaching methods and technology-driven education. (Andhra Praesh-3; Arunachal Pradesh-2; Assam-7; Bihar-14; Chhattisgarh-11; Gujarat-7; Himachal Pradesh-1; Jammu & Kashmir-5; Jharkhand-3; Karnataka-14; Madhya Pradesh-13; Maharashtra-8; Manipur-2; Meghalaya-1; Mizoram-1; Nagaland-4; Odisha-8; Punjab-1; Rajasthan-2; Tamil Nadu-5; Telenaga-6, Tripura-3; Uttar Pradesh-30 and West Bengal-2).

The data indicates a positive trend towards incorporating interactive technology in DIET classrooms. However, there is still a significant portion of DIETs that need to catch up in terms of adopting modern teaching aids. Utilizing interactive whiteboards, multimedia projectors, or smart boards can enrich the teaching and learning process, making it more engaging and effective for both teachers and students. Emphasizing technology integration

in DIETs can help educators deliver better educational experiences and improve the overall quality of teacher training and development programs.

12) How would you rate the overall condition of the Classrooms in the DIET?



Graph: 12

Graph-12 above reflects the percentage of DIETs rating the overall condition of their classrooms:

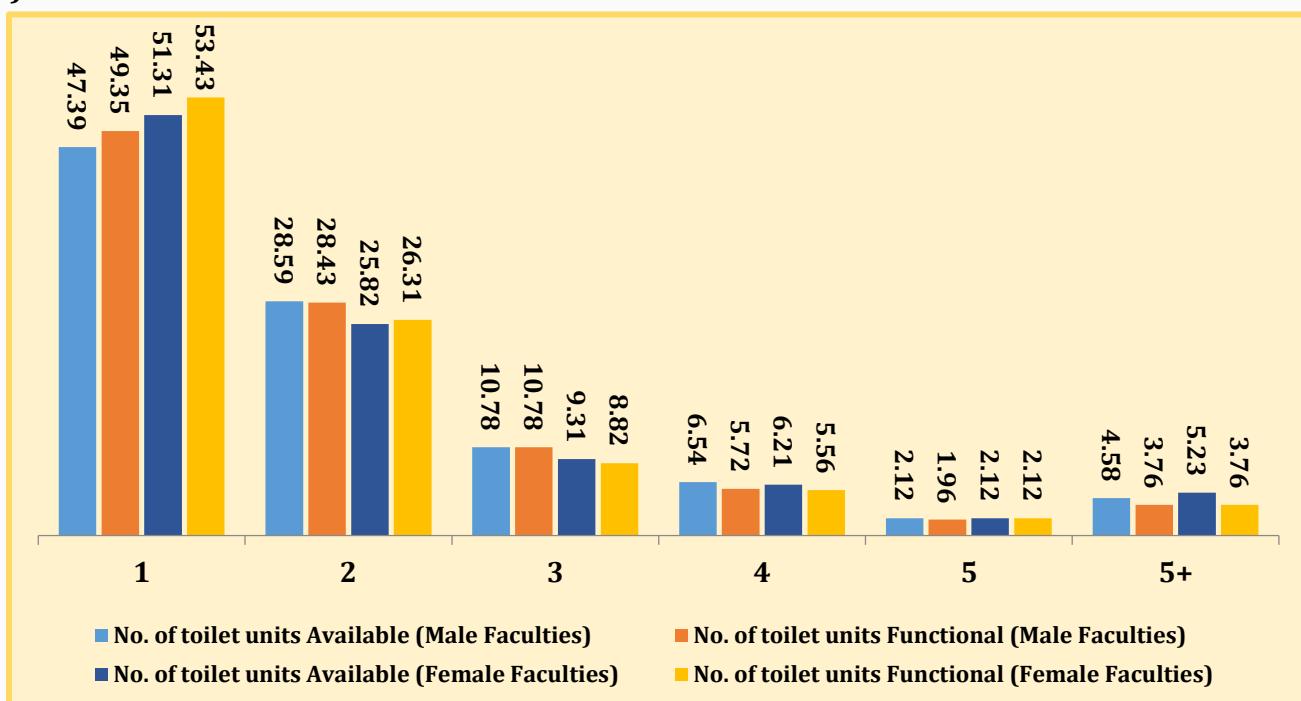
- **Excellent:** Approximately 9.80% of DIETs (60) reported that their classrooms are in excellent condition, with well-maintained and comfortable settings. This signifies that a small portion of DIETs have prioritized maintaining high-quality classrooms that offer a conducive learning environment.
- **Good:** Around 43.14% of DIETs (264) rated their classrooms as good, indicating that most DIETs have classrooms with generally satisfactory conditions and functionality. This suggests that a significant number of DIETs are performing adequately in terms of classroom maintenance and management.
- **Average:** About 40.20% of DIETs (246) rated their classrooms as average, acknowledging that some areas need improvement in condition or functionality. This implies that a considerable portion of DIETs have identified specific areas where enhancements can be made to optimize the classroom experience.
- **Poor:** Approximately 6.86% of DIETs (42) rated their classrooms as poor, indicating that these DIETs are facing significant issues in the condition or functionality of their classrooms. This highlights the need for urgent attention and resources to address classroom-related challenges in these institutions.

The data reveals that while a considerable number of DIETs have satisfactory or good classroom conditions, there is still a notable percentage that needs improvement.

Addressing areas of concern, enhancing classroom facilities, and ensuring regular maintenance are essential steps for all DIETs. Improving classroom conditions can positively impact the effectiveness of educational programs and contribute to the overall development of teaching practices and educational initiatives within DIETs.

13) Details of Toilets facility

a) For Faculties



Graph: 13-a

As per Graph13 (a) above, the data provided shows the number of toilet units available and functional for both male and female faculties in various categories

a) For DIETs with 1 toilet unit:

- Approximately 47.39% of DIETs (290) have male toilet units available, with 49.35% (302) functional.
- Around 51.31% of DIETs (314) have female toilet units available, with 53.43% (327) functional.

b) For DIETs with 2 toilet units:

- About 28.59% of DIETs (175) have male toilet units available, with 28.43% (174) functional.
- Approximately 25.82% of DIETs (158) have female toilet units available, with 26.31% (161) functional.

c) For DIETs with 3 toilet units:

- Roughly 10.78% of DIETs (66) have male toilet units available, and all of them are functional.
- Around 9.31% of DIETs (57) have female toilet units available, with 8.82% (54) functional.

d) For DIETs with 4 toilet units:

- Approximately 6.54% of DIETs (40) have male toilet units available, with 5.72% (35) functional.
- About 6.21% of DIETs (38) have female toilet units available, with 5.56% (34) functional.

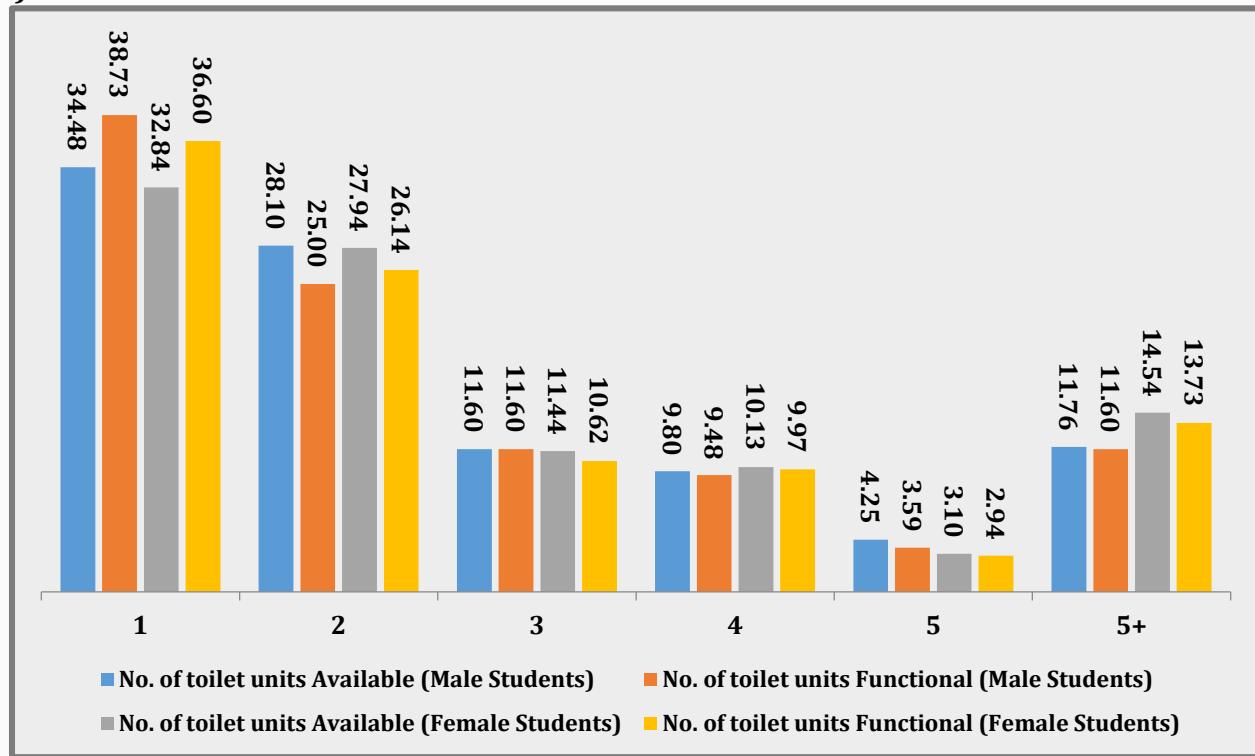
e) For DIETs with 5 toilet units:

- Approximately 2.12% of DIETs (13) have male toilet units available, with 1.96% (12) functional.
- All 2.12% of DIETs (13) that have female toilet units also have them functional.

f) For DIETs with more than 5 toilet units:

- Around 4.58% of DIETs (28) have male toilet units available, with 3.76% (23) functional.
- Approximately 5.23% of DIETs (32) have female toilet units available, with 3.76% (33) functional.

b) For Students



Graph: 13-b

As per Graph13 (b) above, the data provided shows the number of toilet units available and functional for both male and female students in various categories

a) For DIETs with 1 toilet unit:

- Approximately 34.48% of DIETs (211) have male toilet units available, with 38.73% (237) functional.
- Around 32.84% of DIETs (201) have female toilet units available, with 36.60% (224) functional.

b) For DIETs with 2 toilet units:

- About 28.10% of DIETs (172) have male toilet units available, with 25.00% (153) functional.
- Approximately 27.94% of DIETs (172) have female toilet units available, with 26.14% (160) functional.

c) For DIETs with 3 toilet units:

- Roughly 11.60% of DIETs (71) have male toilet units available, and all of them are functional.
- Around 11.44% of DIETs (70) have female toilet units available, with 10.62% (65) functional.

d) For DIETs with 4 toilet units:

- Approximately 9.80% of DIETs (60) have male toilet units available, with 9.48% (58) functional.
- About 10.13% of DIETs (62) have female toilet units available, with 9.97% (61) functional.

e) For DIETs with 5 toilet units:

- Approximately 4.25% of DIETs (26) have male toilet units available, with 3.59% (22) functional.
- All 3.10% of DIETs (19) that have female toilet units also have them functional.

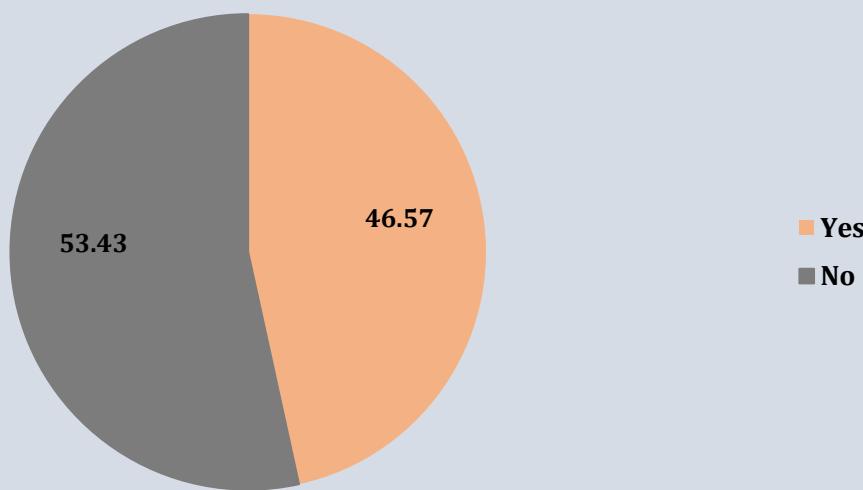
f) For DIETs with more than 5 toilet units:

- Around 11.76% of DIETs (72) have male toilet units available, with 11.60% (71) functional.
- Approximately 14.54% of DIETs (89) have female toilet units available, with 13.73% (84) functional.

The data suggests that the majority of DIETs have at least one functional toilet unit for both male and female students. Ensuring that all toilet units are functional and well-maintained is essential for providing a hygienic and comfortable environment for faculty, staff and students at DIETs. Regular maintenance and necessary repairs can help improve the overall condition and functionality of the toilet facilities in these institutions, ensuring that the students' needs are met effectively.

14) Accessible toilet facilities for differently abled student/faculty are available?

Accessible toilet facilities for Differently abled student/faculty



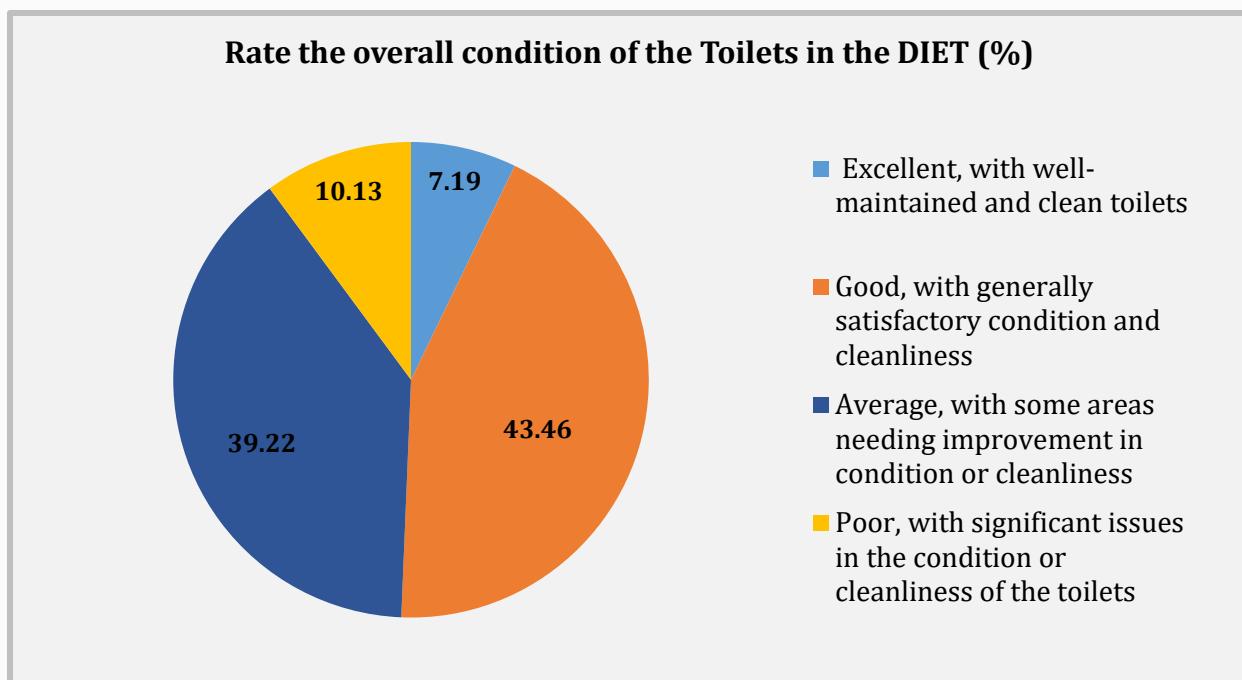
Graph: 14

The data indicates that 46.57% of DIETs (285) have accessible toilet facilities for differently-abled students and faculties, while 53.43% of DIETs (327) do not have such facilities. Having accessible toilet facilities is crucial for promoting inclusivity and ensuring that differently-abled individuals can access educational institutions comfortably and without barriers. DIETs without these facilities should consider implementing necessary changes to provide equal opportunities and a conducive learning environment for all students and faculty members.

15) How would you rate the overall condition of the Toilets in the DIET?

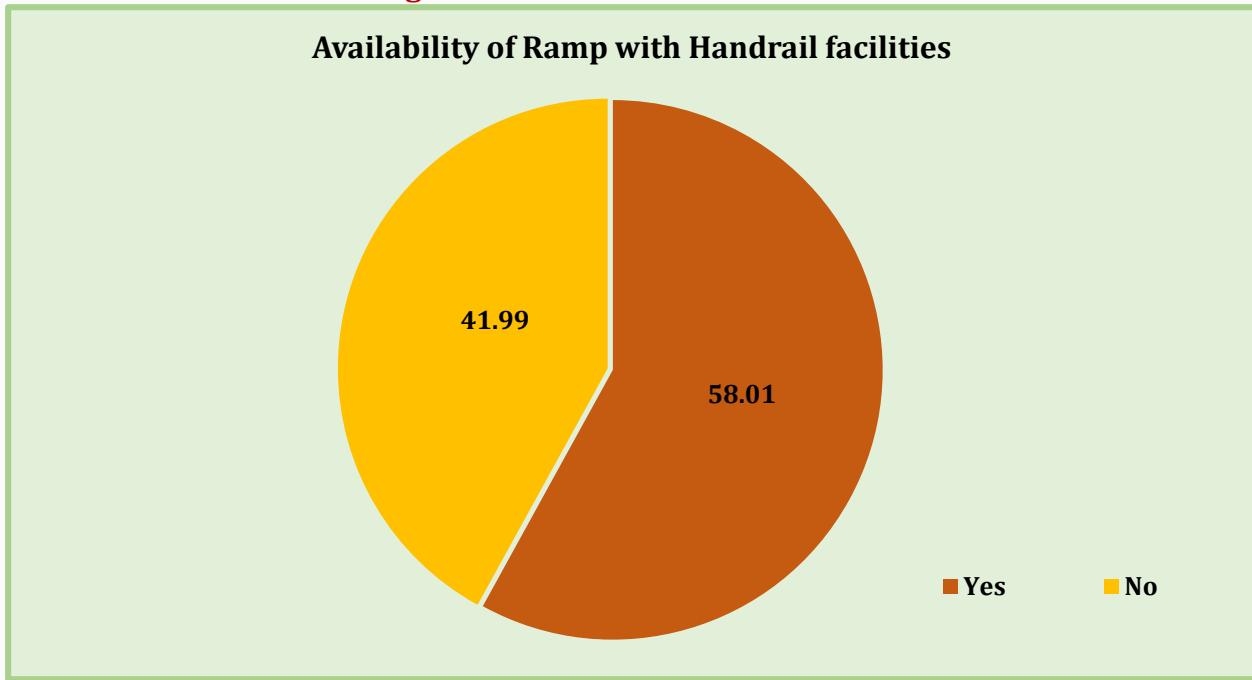
Graph 15 below presents the rating the overall condition of the Toilets in the DIET

- **Excellent:** 7.19% of DIETs (44) rate their toilets' overall condition as excellent, indicating that they are well-maintained and clean.
- **Good:** Around 43.46% DIETs (266) rate their toilets as good, reflecting generally satisfactory condition and cleanliness.
- **Average:** Approximately 39.22% of DIETs (240) rate their toilets as average, suggesting that some areas need improvement in condition or cleanliness.
- **Poor:** Lastly, 10.13% of DIETs (62) rate their toilets' condition as poor, indicating significant issues in the condition or cleanliness of the facilities. To maintain a conducive and hygienic learning environment, DIETs with lower ratings should focus on implementing necessary improvements and maintenance measures.



Graph: 15

16) Whether Ramp with handrail is available for Differently abled student/faculty to access the DIET building



Graph: 16

As per the above mentioned Graph-16 data indicates that 58.01% of DIETs (355) have made provisions for ramps with handrail facilities to accommodate differently-abled students and faculty members, ensuring better accessibility to the DIET building. However, there are still

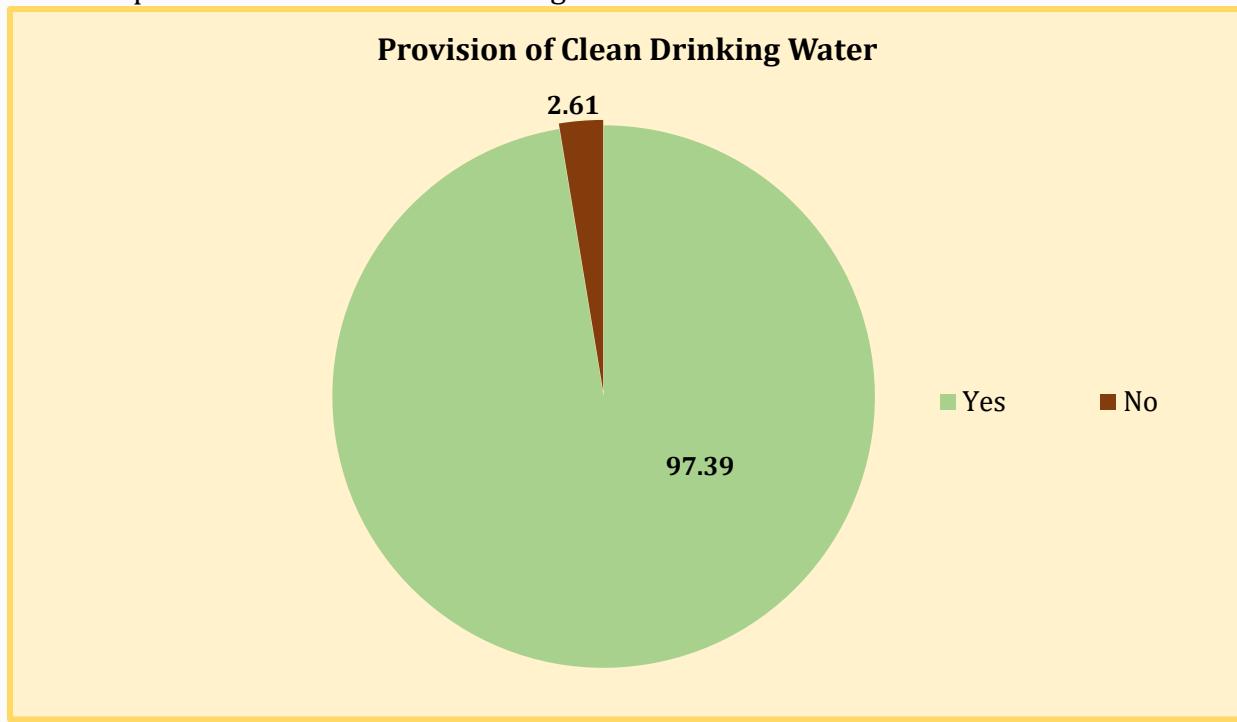
41.99% of DIETs (257) that do not have such facilities in place, potentially hindering the ease of access for differently-abled individuals. To promote inclusivity and provide equal opportunities for all, DIETs without ramp facilities should consider implementing these accessibility features to create a more welcoming and inclusive learning environment.

17) Provision of clean drinking water in the DIETs

As per Graph-17 below, a significant majority of DIETs 97.39% (596) have provisions for clean drinking water, ensuring that students, faculty, and staff have access to safe and hygienic drinking water within the institute's premises. This high percentage reflects a positive aspect of the DIETs' infrastructure and commitment to maintaining a healthy and conducive learning environment.

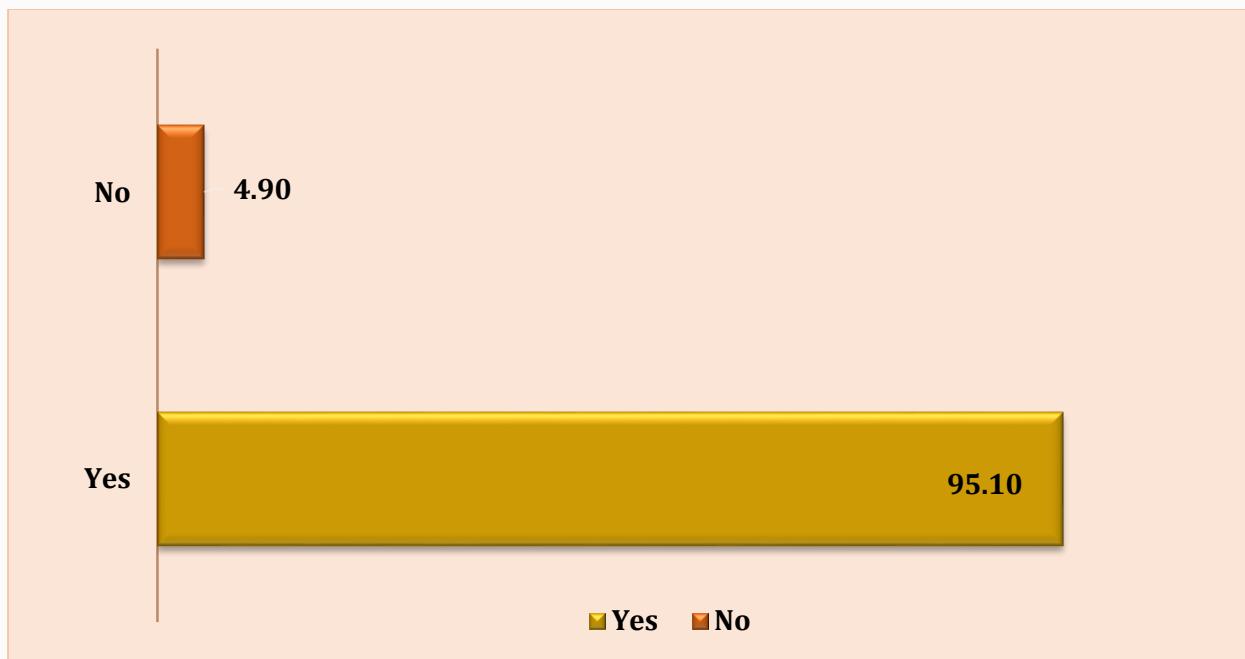
However, it is also noteworthy that 2.61% of DIETs (16) still do not have adequate provisions for clean drinking water. (Andhra Praesh-1; Arunachal Pradesh-1; Assam-2; Gujarat-1; Jammu & Kashmir-1; Karnataka-1; Madhya Pradesh-1; Maharashtra-1; Manipur-2; Meghalaya-2; Nagaland-1; Telenaga-1, and West Bengal-1).

This indicates a potential area of improvement where these DIETs should focus on ensuring the availability of safe and clean drinking water for all individuals on their premises. Access to clean water is essential for promoting good health, well-being, and overall efficiency in educational institutions. Therefore, efforts should be made to rectify this gap and ensure that all DIETs provide access to clean drinking water to meet the needs of their students and staff.



Graph: 17

18) Is there a library available at the DIET?



Graph: 18

As per Graph-18 above, majority of the DIETs i.e., 95.10% (582) have a library available in their premises. This is a positive finding as libraries play a crucial role in providing access to a wide range of educational resources, including books, journals, and other learning materials. Having a library at the DIETs enhances the learning experience for students, teachers, and other stakeholders by providing a conducive environment for self-study, research, and professional development.

However, it is worth noting that 4.90% of DIETs (30) still do not have a library. This suggests a potential area of improvement where these DIETs could focus on establishing a library facility to further enhance the learning and professional development opportunities for their students and faculty. Libraries serve as essential hubs for knowledge acquisition and dissemination, and having one at the DIETs is vital to support quality education and continuous learning for all. Therefore, efforts should be made to ensure that all DIETs have a library to cater to the educational needs of their community effectively.

State/UT	Questionnaire filled by DIETs	No. of DIETs do not have Library	% of DIETs do not have Library in State and UT
Arunachal Pradesh	11	2	18.18
Bihar	33	1	3.03
Gujarat	30	4	13.33
Jammu & Kashmir	20	4	20.00
Jharkhand	24	2	8.33
Ladakh	2	1	50.00
Madhya Pradesh	50	4	8.00
Maharashtra	33	3	9.09
Nagaland	8	1	12.50
Odisha	30	1	3.33

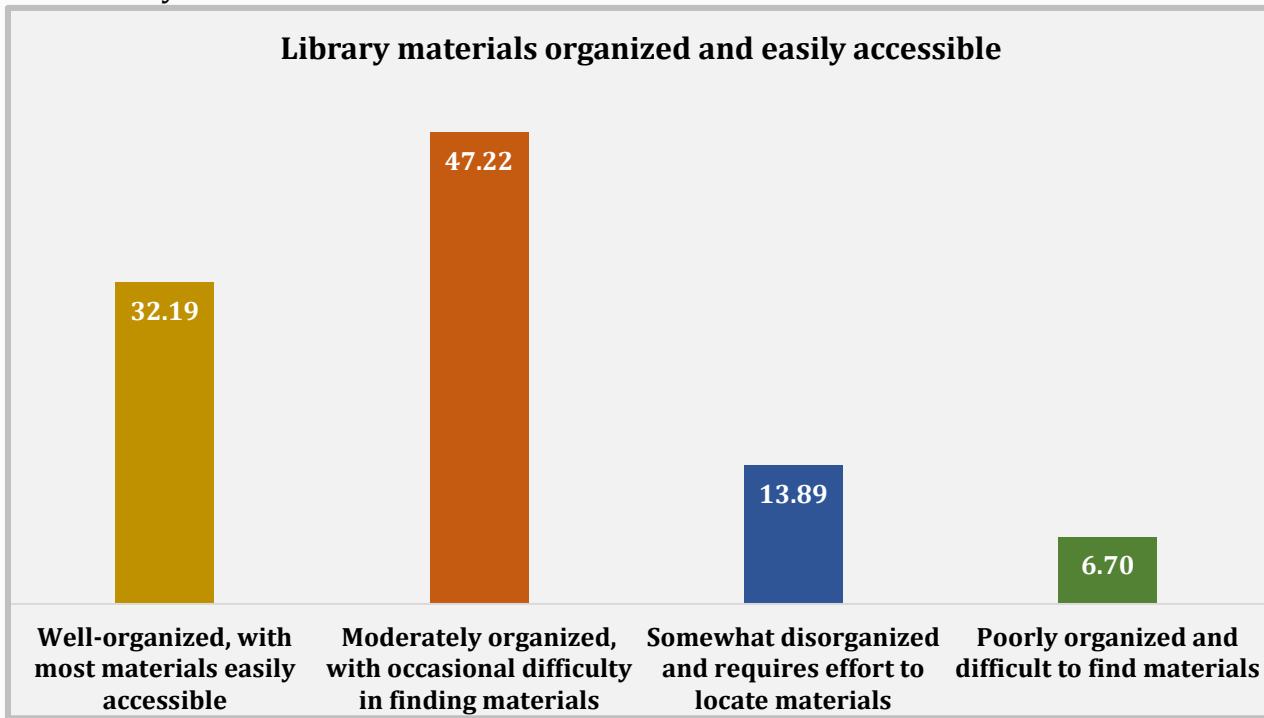
State/UT	Questionnaire filled by DIETs	No. of DIETs do not have Library	% of DIETs do not have Library in State and UT
Punjab	17	2	11.76
Uttar Pradesh	70	5	7.14

19) Are the library materials organized and easily accessible to the students and faculty?

In the below mentioned Graph-19 presents the status of organized library facility in DIETs

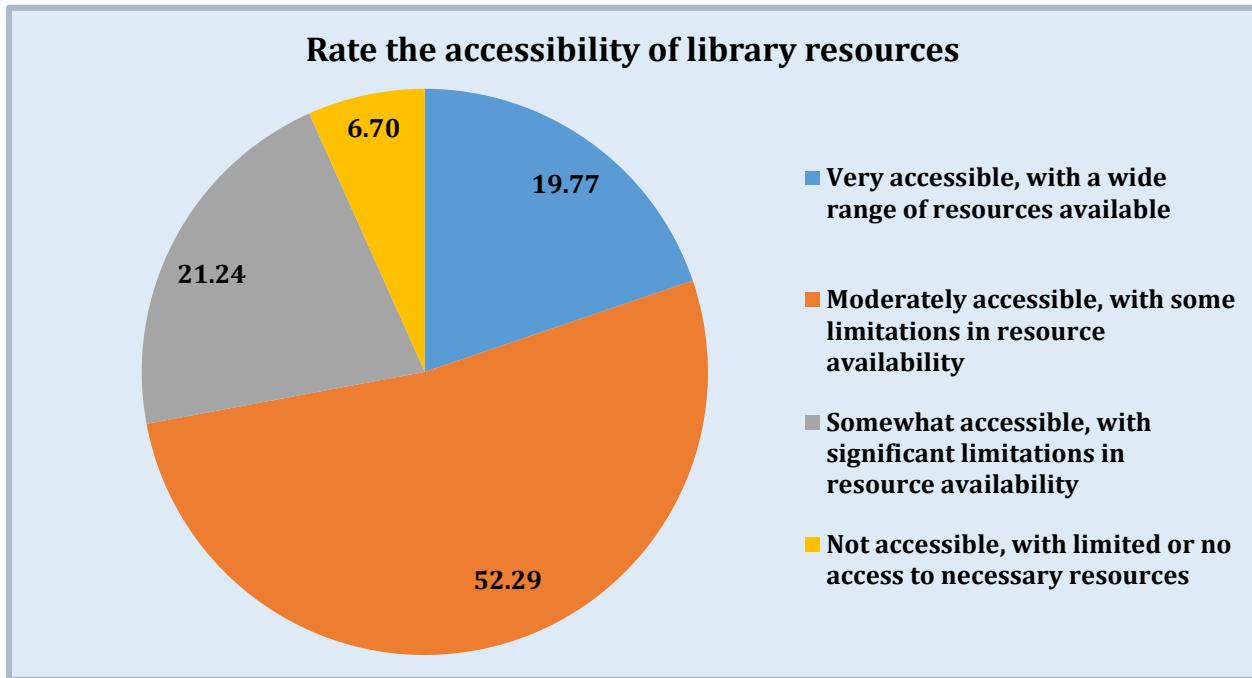
- Majority of DIETs- 32.19% (197) have well-organized libraries, with most materials easily accessible to users. This is a positive sign as a well-organized library makes it convenient for students, teachers, and other stakeholders to locate and access the resources they need for their educational and professional development.
- However, there is still room for improvement, as 47.22% of DIETs (289) reported having moderately organized libraries, with occasional difficulties in finding materials. This suggests that there may be some scope for enhancing the organization and cataloging of library resources to make them more user-friendly and easily accessible.
- Additionally, a smaller percentage of DIETs 13.89% (85) reported that their libraries are somewhat disorganized and require effort to locate materials.
- A further 6.70% DIETs (41) reported that their libraries are poorly organized, making it difficult for users to find the resources they need.

These findings highlight the importance of implementing better library management practices and adopting modern library technologies to improve organization and accessibility.



Graph: 19

20) How would you describe the accessibility of library resources (books, journals, databases, etc.) to students and faculty?

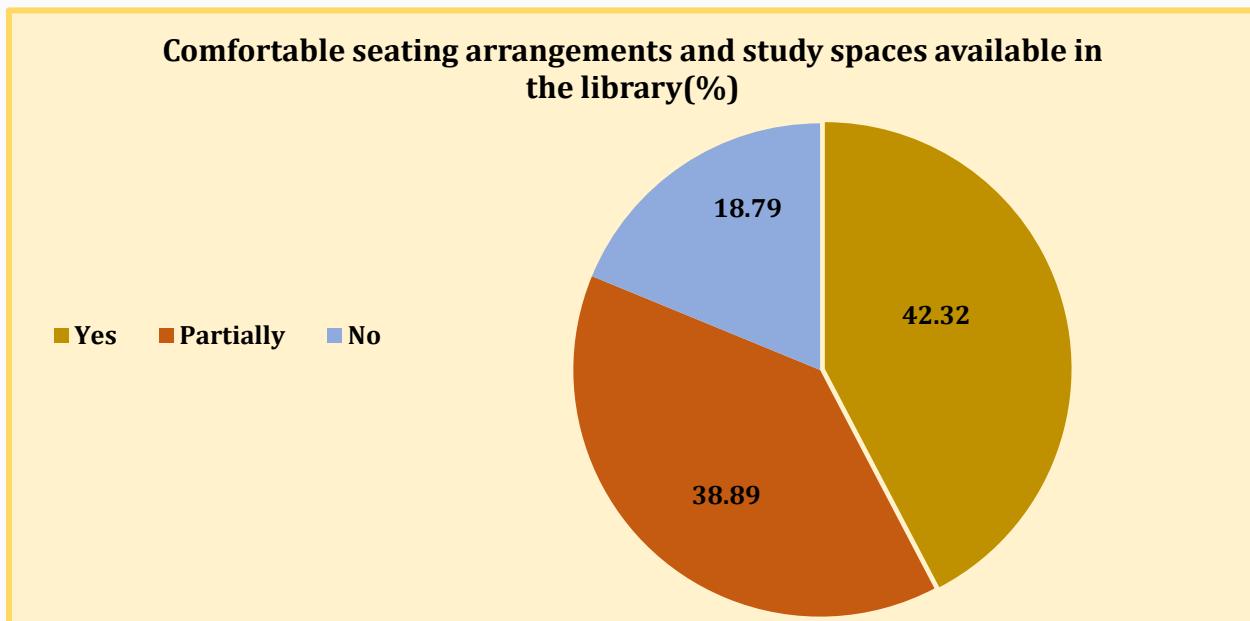


Graph: 20

Graph-20 above shows the analysis of the accessibility of library resources in DIETs is as follows:

- **Very Accessible:** Approximately 19.77% of DIETs (121) have been rated as having very accessible library resources. These DIETs likely provide a wide range of resources, including books, journals, digital materials, and other educational resources, creating an enriching environment for students and faculty.
- **Moderately Accessible:** The majority of DIETs, about 52.29% (320), fall into the moderately accessible category. These DIETs offer a reasonable variety of resources but may have some limitations in terms of resource availability, either due to budget constraints or other factors.
- **Somewhat Accessible:** Around 21.24% of DIETs (130) have been rated as having somewhat accessible library resources. These DIETs face significant limitations in terms of resource availability, which may affect the quality of educational and training programs offered.
- **Not Accessible:** Small percentages, 6.70%, of DIETs (41) have been rated as not having accessible library resources. These DIETs lack the necessary resources for students and faculty, which can hinder research, professional development, and overall academic excellence.

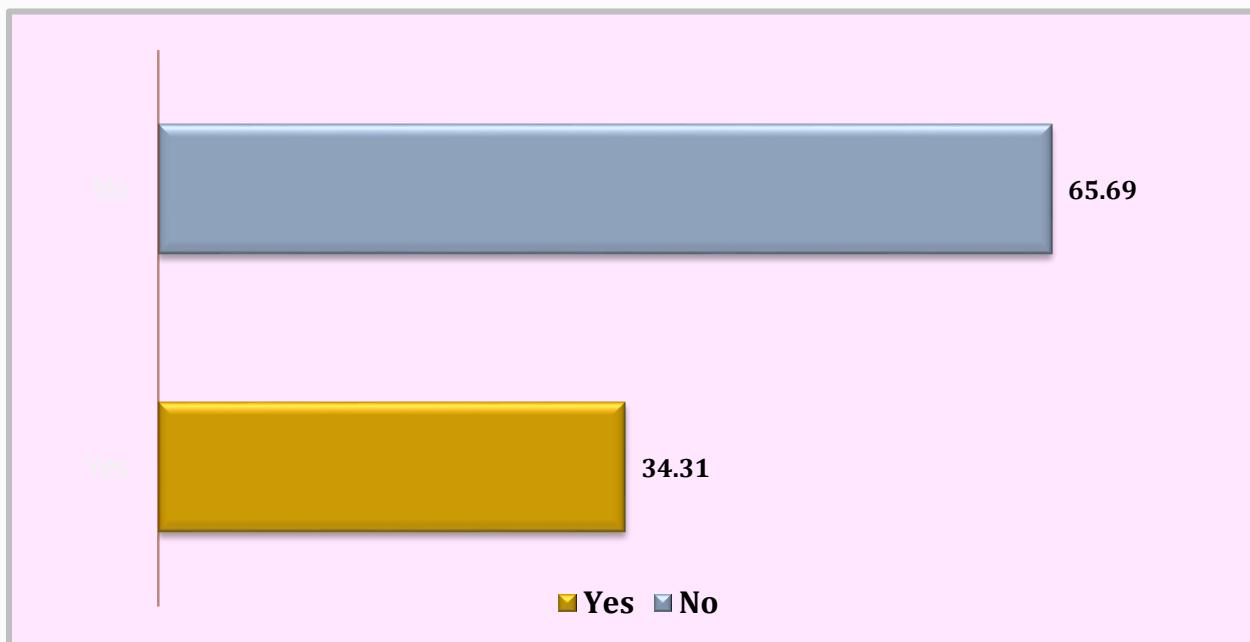
21) Are there comfortable seating arrangements and study spaces available in the library for students and faculty?



Graph: 21

Based on the data presented in Graph-21 above, it can be inferred that around 42.32% of the DIETs (259) reported having comfortable seating arrangements and study spaces available in their libraries. Additionally, approximately 38.89% of DIETs (238) mentioned having partial availability of such facilities, while about 18.79% of DIETs (115) reported not having comfortable seating arrangements and study spaces in their libraries.

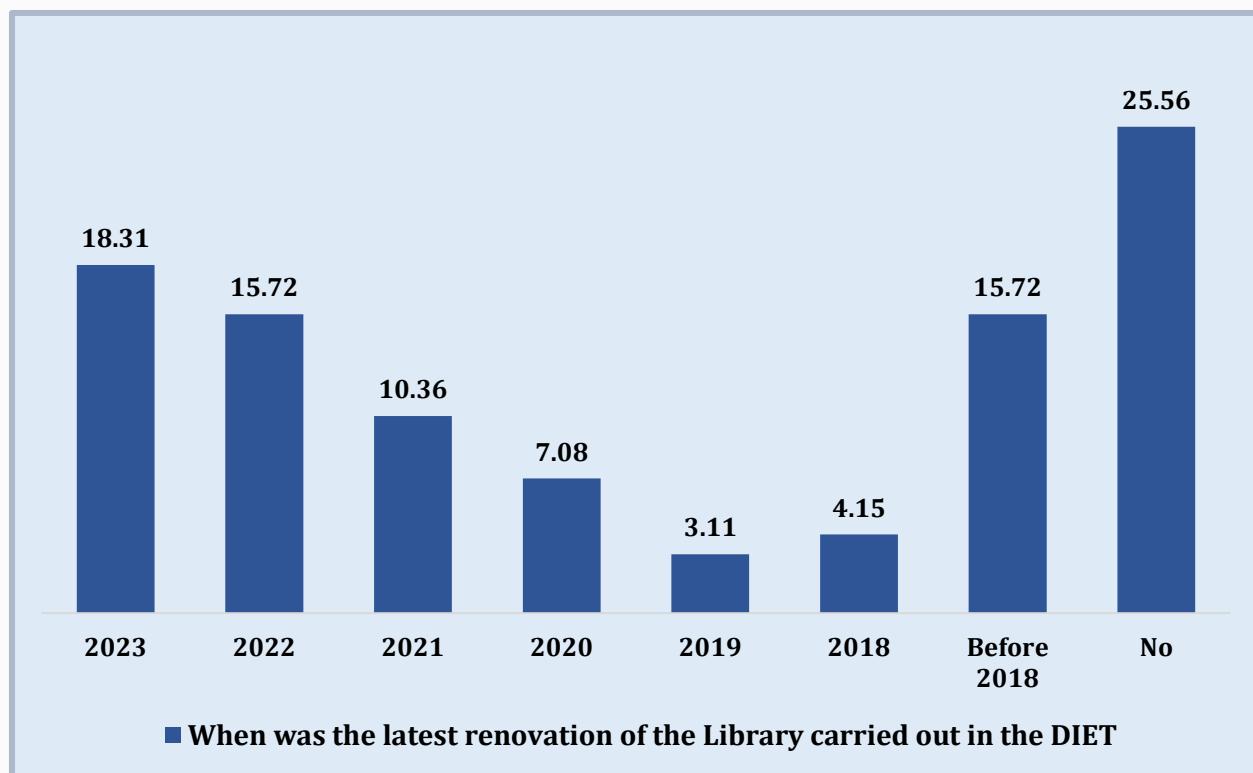
22) Is there a dedicated librarian available to assist users and manage the library?



Graph: 22

From the data presented, it can be inferred that approximately 34.31% of DIETs (210) have the availability of a dedicated librarian, while about 65.69% of DIETs (402) do not have a dedicated librarian. Having a dedicated librarian is essential to effectively manage and organize the library resources, provide guidance to students and faculty, and enhance the overall functionality and usefulness of the library. The higher percentage of DIETs without a dedicated librarian may indicate a need for strengthening library services and staffing to better support the educational needs of the institution.

23) When Last time the renovation of the library facilities was carried out



Graph: 23

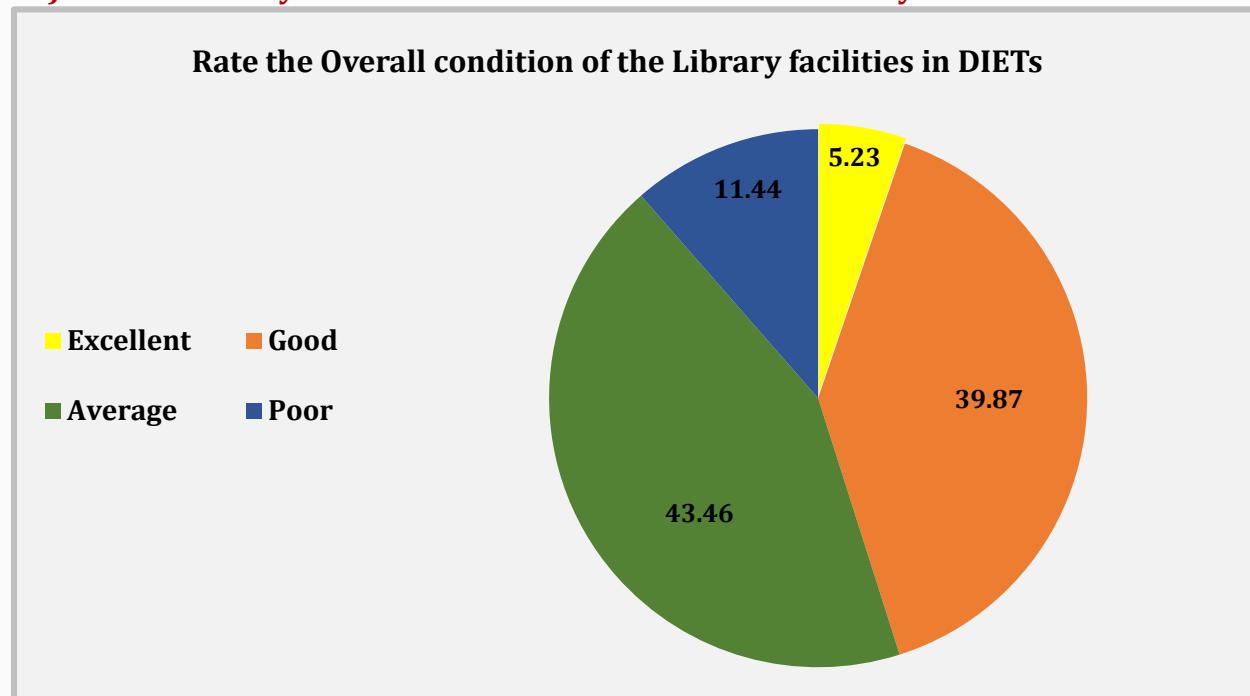
Graph-23 above provides the analysis of the latest renovation of the library in DIETs is as follows:

- **2023:** Approximately 18.31% of DIETs (106) reported that the latest renovation of their library was carried out in 2023. This indicates ongoing efforts to improve library facilities and resources.
- **2022:** About 15.72% of DIETs (91) conducted their latest library renovation in 2022, which also shows recent efforts to upgrade library facilities.
- **2021:** Around 10.36% of DIETs (60) renovated their libraries in 2021, reflecting continued attention to improving library infrastructure.
- **2020:** Approximately 7.08% of DIETs (41) reported that their latest library renovation was carried out in 2020, indicating recent efforts to upgrade library facilities.
- **2019:** About 3.11% of DIETs (18) conducted their latest library renovation in 2019, showing some focus on improving library resources in the past couple of years.
- **2018:** Approximately 4.15% of DIETs (24) reported that their latest library renovation was done in 2018, which also represents efforts to enhance library facilities.
- **Before 2018:** Around 15.72% of DIETs (91) had their last library renovation before 2018, indicating that a significant portion of DIETs might benefit from updating their library infrastructure.

- **No Renovation:** The data shows that 25.56% of DIETs (148) have not carried out any renovation of their library, indicating a potential area for improvement to ensure that library facilities meet current educational needs.

Overall, the analysis suggests that a considerable number of DIETs have renovated their libraries in recent years, but there is still room for improvement, especially for those DIETs that have not undergone any renovation or have not renovated their libraries in a significant period. Regular updates and improvements to library facilities can enhance the overall learning environment and support the professional development of teachers and trainees.

24) How would you rate the overall condition of the library facilities in the DIET



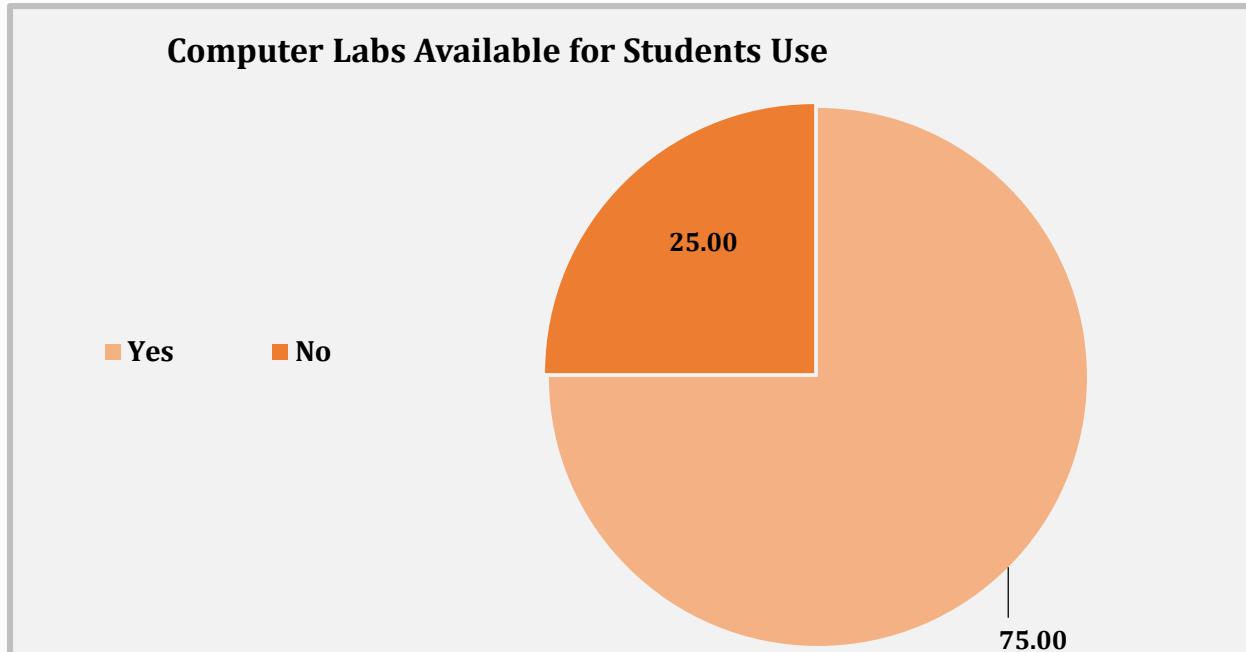
Graph: 24

Based on the data, it can be inferred that the majority of DIETs approximately 39.87% (244) rate the overall condition of their library as "Good," followed by around 43.46% (266) rating it as "Average." A smaller percentage of DIETs approximately 11.44% (70) rated the library condition as "Poor," while only about 5.23% (32) rated it as "Excellent." These ratings suggest that while a significant portion of DIETs consider their library condition to be satisfactory (Good and Average), there is still room for improvement in some institutions. Enhancing the library facilities, resources, and organization could contribute to better educational outcomes and support for students and faculty.

25) Are there computer labs available for students' use?

Graph-25 below indicates that approximately 75.00% of DIETs (459) have an available computer lab, while the remaining 25.00% DIETs (153) do not have one. This suggests that a significant majority of DIETs have invested in providing computer facilities, which can play a crucial role in enhancing digital literacy, supporting innovative teaching methods, and

enabling teachers and students to access modern educational resources. However, for the 25.00% of DIETs without a computer lab, there is a potential area of improvement to consider in order to align with the evolving educational landscape and technological advancements.



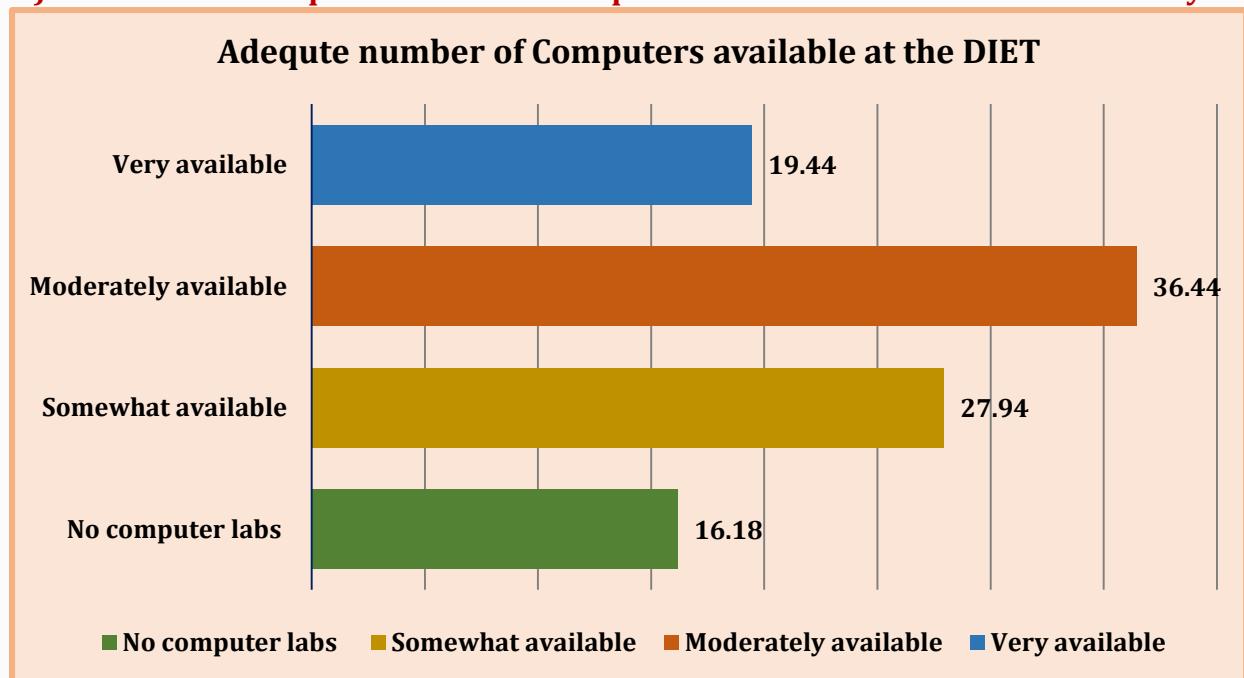
Graph: 25

State/UT	Questionnaire filled by DIETs	No. of DIETs do not have Computer Lab for students' use	% of DIETs do not have Computer Lab for students' use
Meghalaya	7	5	71.43
Jammu & Kashmir	20	14	70.00
Uttar Pradesh	70	47	67.14
Arunachal Pradesh	11	6	54.55
Maharashtra	33	16	48.48
Rajasthan	33	13	39.39
Himachal Pradesh	12	4	33.33
Sikkim	3	1	33.33
Assam	23	7	30.43
Mizoram	8	2	25.00
Manipur	9	2	22.22
Jharkhand	24	5	20.83
Bihar	33	6	18.18
Madhya Pradesh	50	9	18.00
Gujarat	30	5	16.67
Kerala	13	2	15.38
Karnataka	30	3	10.00
Telangana	10	1	10.00
Haryana	21	2	9.52

State/UT	Questionnaire filled by DIETs	No. of DIETs do not have Computer Lab for students' use	% of DIETs do not have Computer Lab for students' use
Andhra Pradesh	13	1	7.69
Chhattisgarh	19	1	5.26
Tamil Nadu	32	1	3.13

Overall, the analysis highlights the need for improving digital infrastructure in DIETs across various states and UTs, especially in regions with higher percentages of DIETs lacking computer labs. Ensuring access to computer labs in all DIETs can enhance technology-enabled learning and capacity building for teachers and students, leading to improved educational outcomes.

26) Are there an adequate number of computers available for students and faculty?



Graph: 26

Graph-26 above shows the availability of computers at the DIETs and their distribution across different categories. Here is the analysis:

- **Very Available:** 19.44% of the DIETs (119) reported having a high level of computer availability. This suggests that a significant proportion of DIETs has well-equipped computer labs, providing ample opportunities for students and faculty to use technology for teaching, learning, and research.
- **Moderately Available:** 36.44% of the DIETs (223) reported having a moderate level of computer availability. This means that a considerable number of DIETs have a reasonable number of computers accessible to students and faculty, allowing them to utilize technology for various educational purposes.

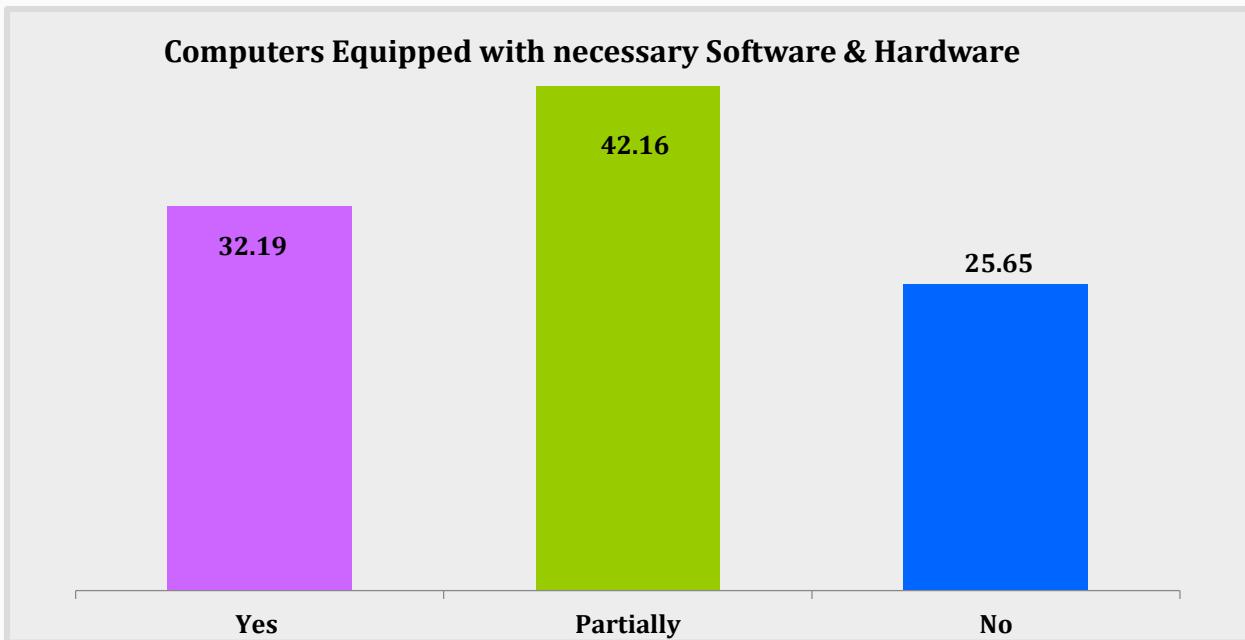
- **Somewhat Available:** 27.94% of the DIETs (171) reported that they have some level of computer availability. This category indicates that while some DIETs have access to computers, it may not be sufficient to meet the digital needs of students and faculty adequately.
- **No Computer Labs:** 16.18% of the DIETs (99) reported not having computer labs. This suggests that a significant portion of DIETs lacks access to computer facilities, which can impact the integration of technology in teaching and learning processes.

Overall, the analysis indicates that a considerable number of DIETs have some level of computer availability, with a significant portion falling into the "Moderately Available" category. However, there is still room for improvement, especially in the "No Computer Labs" and "Somewhat Available" categories, where efforts may be needed to enhance access to computers and promote the effective integration of technology in the educational process. DIETs with "Very Available" computer facilities are better equipped to leverage technology and its benefits for fostering modern teaching and learning practices.

27) Are the computers equipped with the necessary software and hardware for educational purposes?

As per Graph-27 below, shows the status of software and hardware facilities in DIETs. Here is the analysis:

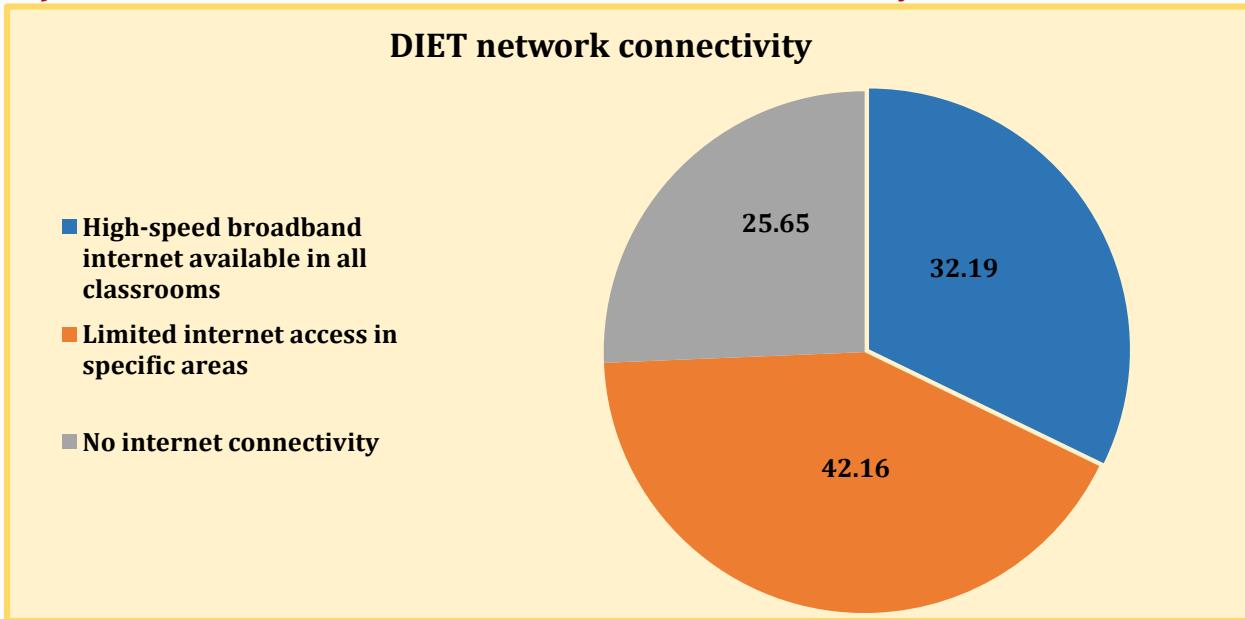
- **Yes:** 32.19% of the DIETs (197) reported having computers equipped with the necessary software and hardware. This indicates that around one-third of the DIETs have successfully ensured that their computers are adequately equipped with the required software and hardware, enabling efficient functioning and utilization.
- **Partially:** 42.16% of the DIETs (258) reported that their computers are only partially equipped with the necessary software and hardware. This suggests that a significant portion of DIETs has made some progress in ensuring proper computer equipment, but there might be room for improvement in enhancing the availability and functionality of software and hardware.
- **No:** 25.65% of the DIETs (157) reported not having computers equipped with the necessary software and hardware. This highlights that a considerable number of DIETs face challenges in providing their computers with the required software and hardware, which can impact their effectiveness in delivering modern educational practices.



Graph: 27

Overall, the analysis indicates that while some DIETs have successfully ensured that their computers are adequately equipped with software and hardware, a substantial portion of DIETs still needs to make improvements in this area. Having computers with necessary software and hardware is essential for leveraging technology effectively in the educational process and facilitating modern teaching and learning practices.

28) What is the current status of DIET network connectivity

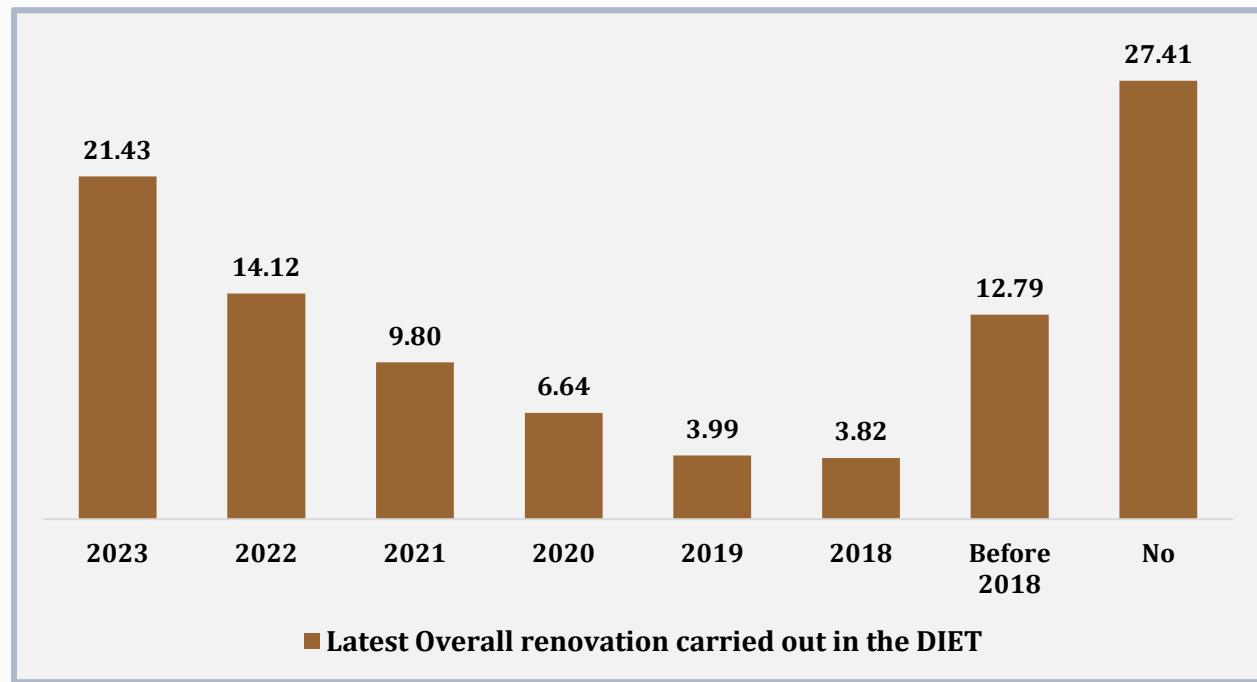


Graph: 28

In the Graphi-28, the data shows the status of DIET network connectivity. Here is the analysis:

- **High-speed broadband internet available in all classrooms:** According to the data, 32.19% of the DIETs (222) reported having high-speed broadband internet available in all classrooms. This indicates that approximately one-third of the DIETs have made significant progress in ensuring reliable and fast internet connectivity across all their classrooms.
- **Limited internet access in specific areas:** The data shows that 42.16% of the DIETs (335) reported having limited internet access in specific areas. This suggests that a substantial portion of DIETs has internet connectivity, but it might not be available in all classrooms or parts of the campus.
- **No internet connectivity:** According to the data, 25.65% of the DIETs (55) reported having no internet connectivity. This is a concerning figure, as it means that a significant number of DIETs are currently lacking internet access altogether. The absence of internet connectivity can hinder the implementation of modern educational practices that heavily rely on online resources, research, and communication tools.

29) When was the Last time the renovation of computer and internet facility was carried out in the DIET



Graph: 29

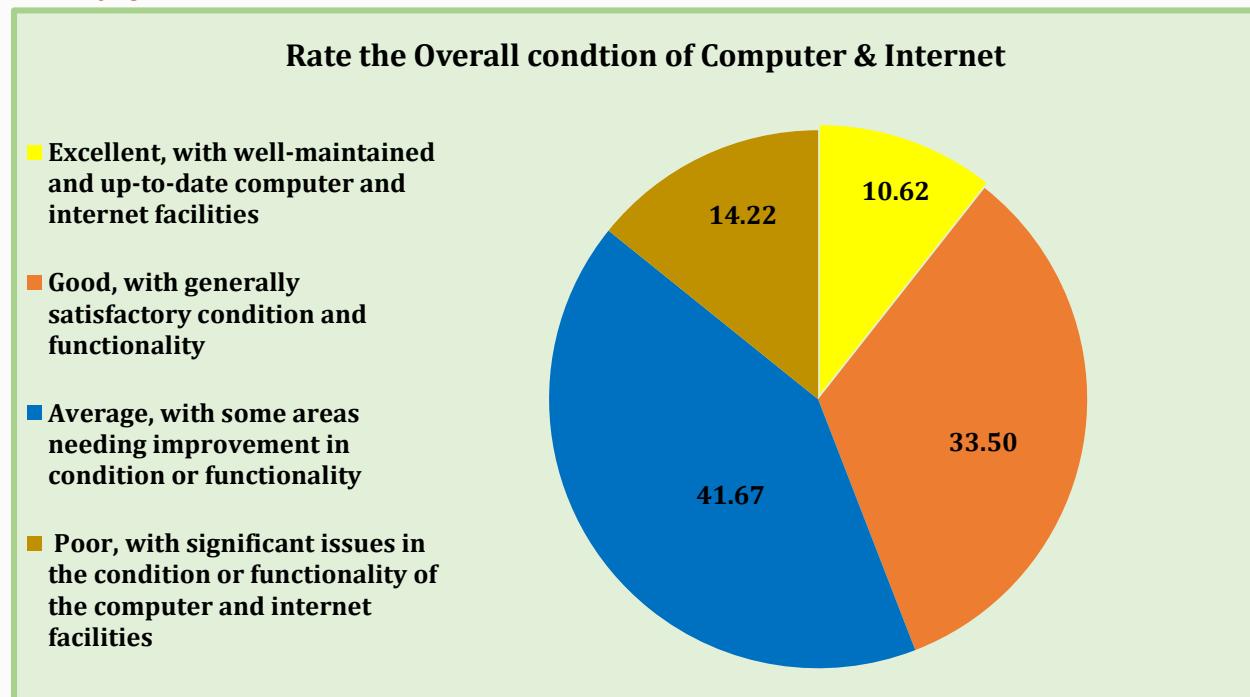
Based on the data provided, is an analysis of the latest updation/renovation of the Computer & Internet facility in DIETs is as follows:

- **2023:** Approximately 34.64% of DIETs (212) reported that the latest renovation of their Computer & Internet facility was carried out in 2023. This indicates ongoing efforts to upgrade computer infrastructure and internet connectivity.
- **2022:** About 18.95% of DIETs (116) conducted their latest renovation of Computer & Internet facility in 2022.

- **2021:** Around 8.17% of DIETs (50) renovated their Computer & Internet facility in 2021, reflecting continued attention to upgrading technological infrastructure.
- **2020:** Approximately 5.07% of DIETs (31) reported that their latest renovation of Computer & Internet facility was carried out in 2020.
- **2019:** About 2.78% of DIETs (17) conducted their latest renovation of Computer & Internet facility in 2019.
- **2018:** Approximately 2.45% of DIETs (15) reported that their latest renovation of Computer & Internet facility was done in 2018.
- **Before 2018:** Around 6.70% of DIETs (41) had their last renovation of Computer & Internet facility before 2018, indicating that some DIETs might need to update their technological infrastructure.
- **No Renovation:** The data shows that 21.24% of DIETs (130) have not carried out any renovation of their Computer & Internet facility, indicating a potential area for improvement to ensure that technology resources meet current educational needs.

Overall, the analysis suggests that a significant number of DIETs have renovated their Computer & Internet facilities in recent years, but there is still room for improvement, especially for those DIETs that have not undergone any renovation or have not renovated their technological resources in a significant period. Regular updates and improvements to Computer & Internet facilities can enhance the overall technological capabilities of DIETs and support effective teaching and learning practices.

30) How would you rate the overall condition of the Computer and Internet facilities in the DIET?



Graph: 30

As per Graph-30 above, the data represents the ratings given by DIETs regarding the overall condition of their computer and internet facilities. Here is the analysis:

- **Excellent:** The data shows that 10.62% of the DIETs (65) rated their computer and internet facilities as "Excellent," indicating that these DIETs have well-maintained and up-to-date computer systems and internet infrastructure.
- **Good:** Approximately 33.50% of the DIETs (205) rated their computer and internet facilities as "Good." This suggests that these DIETs have satisfactory computer and internet setups with functional equipment and infrastructure. While they might not be at the highest level of excellence, they are still in a decent condition and meet the basic requirements for conducting educational activities that involve technology integration.
- **Average:** The majority of DIETs, around 41.67% DIETs (255) rated their computer and internet facilities as "Average." This indicates that a considerable number of DIETs have areas that need improvement in the condition or functionality of their computer systems and internet facilities. It could imply that they are facing challenges in keeping up with technological advancements or maintaining their equipment regularly.
- **Poor:** According to the data, 14.22% of the DIETs (87) rated their computer and internet facilities as "Poor," indicating significant issues in the condition or functionality of these resources. This is a concerning figure as it suggests that a notable portion of DIETs is facing substantial challenges in providing adequate and reliable computer and internet facilities to their staff and students.

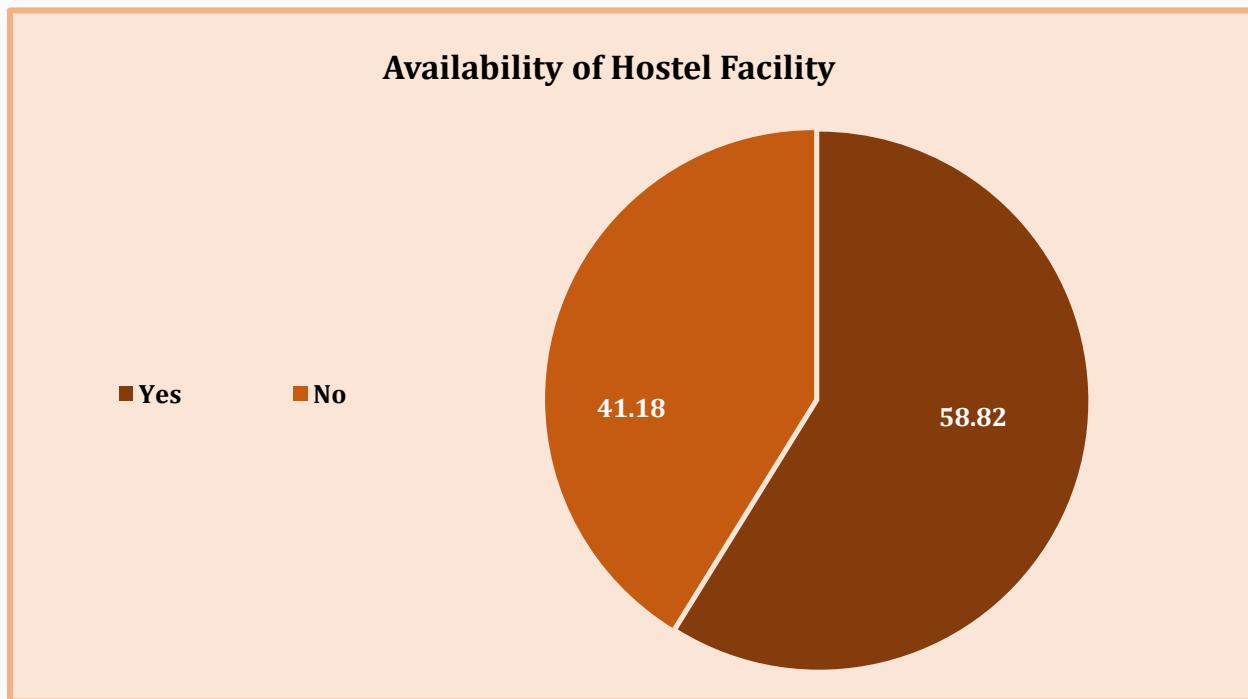
The analysis reveals a range of ratings given by DIETs for the overall condition of their computer and internet facilities. While some DIETs have achieved excellence or satisfactory levels, a significant number still needs improvement. It highlights the importance of investing in regular maintenance, updating technology, and addressing challenges to ensure that all DIETs have well-functioning and up-to-date computer and internet facilities that can support modern educational practices and meet the needs of teachers and students effectively.

31) Is there a hostel facility available for students or trainees

Graph-31 below represents the availability of hostel facilities for students or trainees in DIETs. Here is the analysis:

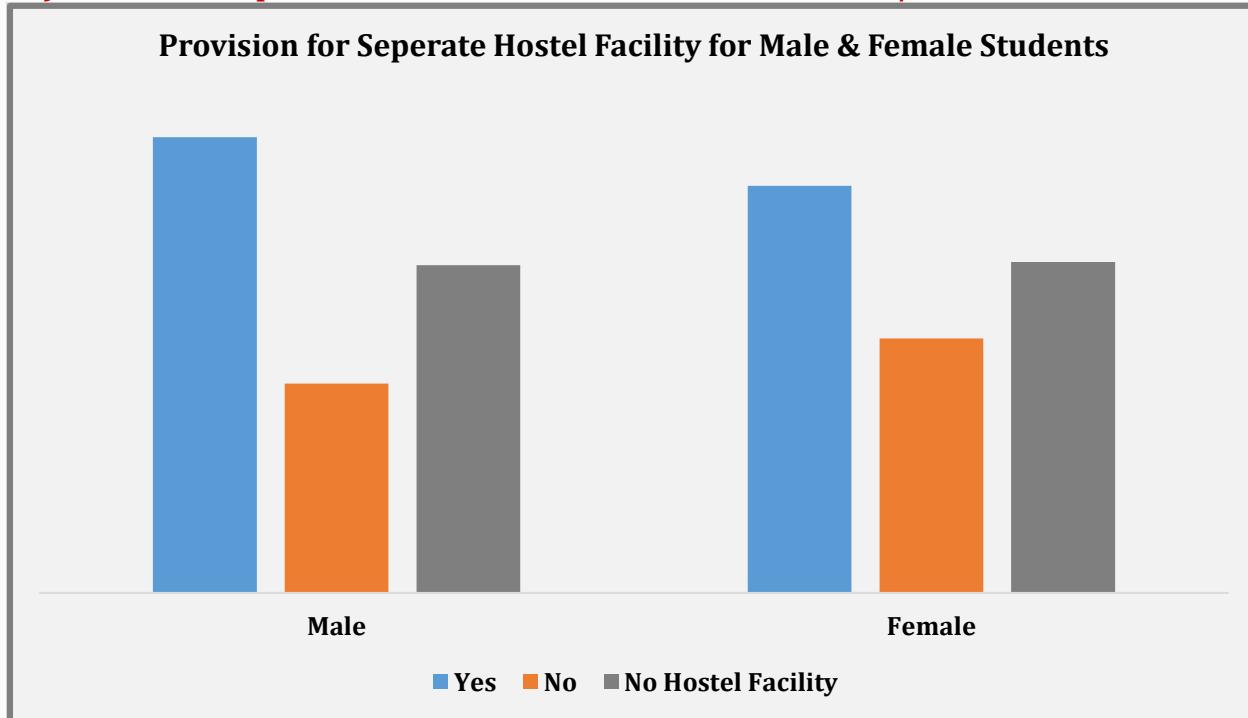
Yes: According to the data, approximately 58.82% of DIETs (360) reported having hostel facilities for students or trainees. This indicates that a significant proportion of DIETs offer accommodation options to students or trainees who may be coming from distant locations to pursue their education or training programs.

No: The data shows that around 41.18% of DIETs (252) do not have hostel facilities for students or trainees. This implies that a notable portion of DIETs may not be providing on-campus housing options. Lack of hostel facilities can be a significant challenge, particularly for those students or trainees who have to travel long distances to attend DIETs. It may lead to difficulties in finding affordable and suitable accommodations nearby, potentially impacting the enrollment and participation of certain individuals in DIET programs.



Graph: 31

32) Are there separate hostels for male and female students/trainees?



Graph: 32

Graph-32 above presents the availability of hostel facilities in DIETs based on gender. Here is the analysis

a) Male:

- **Yes:** Approximately 45.92% of DIETs (281) reported having hostel facilities for male students or trainees. This indicates that a significant proportion of DIETs provide on-campus housing options for male participants.
- **No:** Around 21.08% of DIETs (129) do not have hostel facilities for male students or trainees.
- **No Hostel Facility:** Approximately 33.01% of DIETs (202) fall under this category, indicating that they do not offer hostel facilities for male students or trainees.

b) Female:

- **Yes:** About 41.01% of DIETs (251) reported having hostel facilities for female students or trainees. While a significant number of DIETs do provide accommodation options for female participants, there is room for improvement to increase this percentage and ensure that more female learners have access to on-campus housing.
- **No:** Approximately 25.65% of DIETs (157) do not have hostel facilities for female students or trainees.
- **No Hostel Facility:** Around 33.33% of DIETs (204) fall under this category, signifying that they do not offer hostel facilities for female students or trainees. This underscores the need for addressing this gap and providing better residential options for female participants.

Overall, the analysis reveals that while some DIETs have hostel facilities for both male and female participants, a significant number of DIETs lack such provisions. The data highlights the importance of enhancing hostel availability in DIETs to create an inclusive and supportive learning environment, especially for those who have to travel long distances to attend educational and training programs. Additionally, it emphasizes the need for gender-responsive planning to ensure equitable access to housing options for both male and female learners in DIETs.

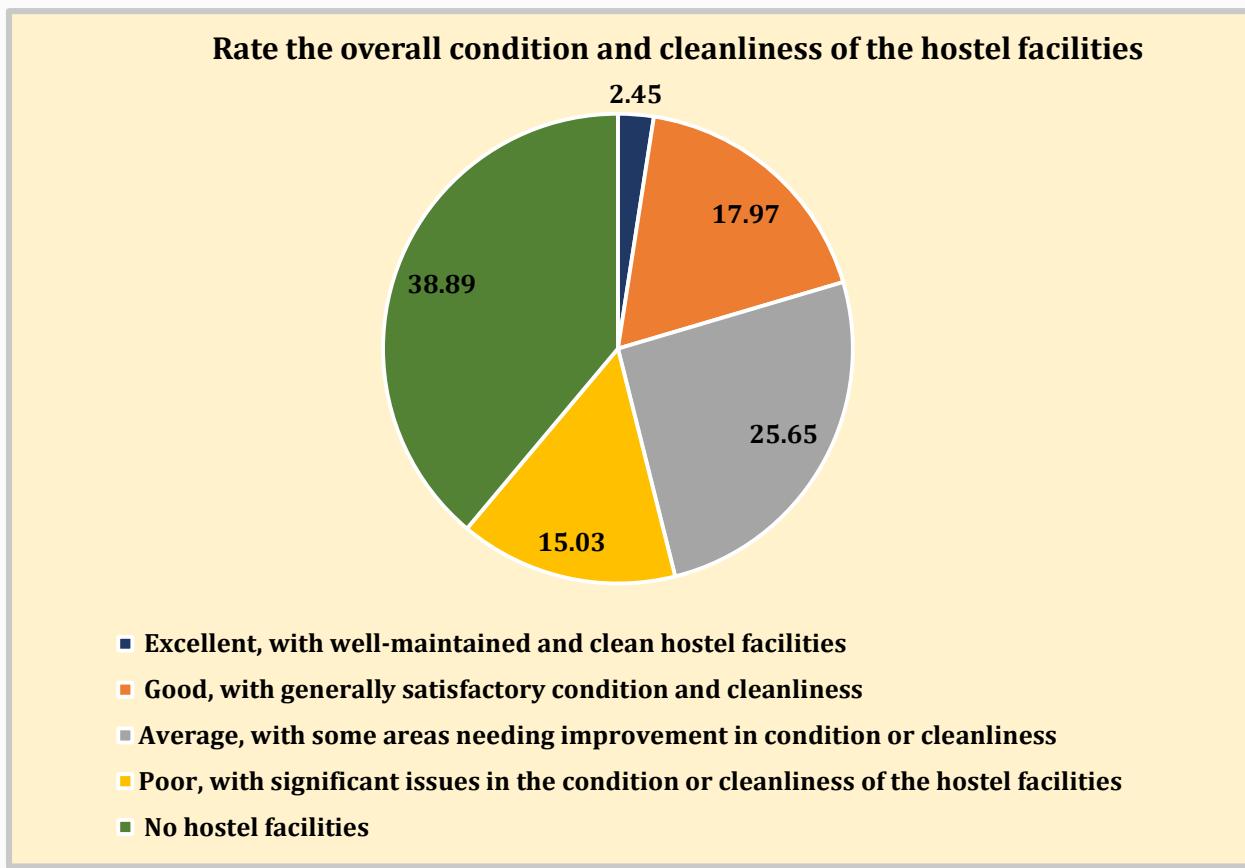
33) How would you rate the overall condition and cleanliness of the hostel facilities

The data in Graph-33 below presents the ratings given by DIETs to the overall condition and cleanliness of their hostel facilities. Here is the analysis:

- **Excellent:** A very small percentage of DIETs approximately 2.45% (15) rated their hostel facilities as excellent. This suggests that only a few DIETs have well-maintained and clean hostel facilities, indicating a need for improvement in the overall quality and cleanliness of on-campus housing options.
- **Good:** About 17.97% of DIETs (110) rated their hostel facilities as good, with generally satisfactory condition and cleanliness. While this is a higher percentage than the "Excellent" category, it still shows that a significant number of DIETs need to work on enhancing the quality and cleanliness of their hostels to achieve higher ratings.
- **Average:** Approximately 25.65% of DIETs (157) rated their hostel facilities as average, indicating that some areas of improvement are needed. This suggests that a considerable

proportion of hostel facilities may have minor issues that need attention to improve the overall condition and cleanliness.

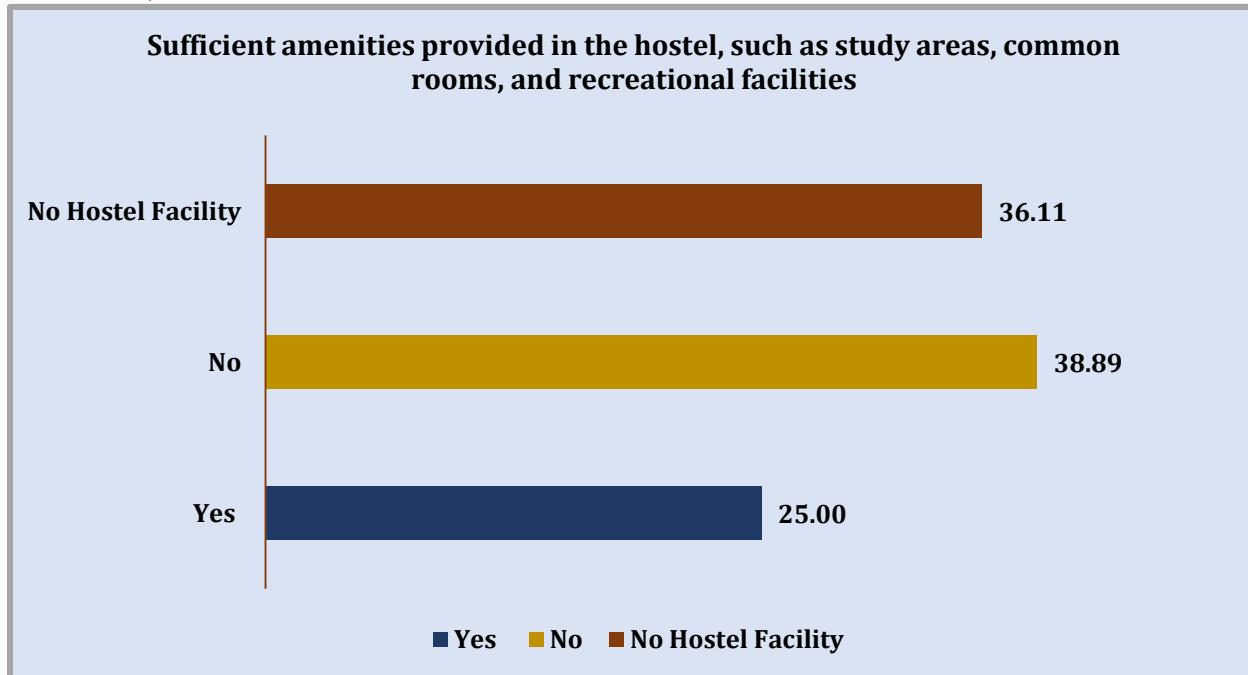
- **Poor:** Around 15.03% of DIETs (92) rated their hostel facilities as poor, with significant issues in the condition and cleanliness. This indicates that a noteworthy number of DIETs are facing substantial challenges in maintaining their hostels.
- **No Hostel Facilities:** A considerable percentage of DIETs approximately 38.89% (238) reported not having hostel facilities. This means that a large number of DIETs do not offer on-campus housing options for students or trainees, which can be a limiting factor for individuals who require accommodation support while attending DIET programs.



Graph: 33

Overall, the analysis reveals that there is room for improvement in the condition and cleanliness of hostel facilities in many DIETs. It is crucial for educational institutions to invest in maintaining and upgrading hostel infrastructure to create a safe, comfortable, and conducive living environment for students and trainees. Additionally, efforts should be made to provide on-campus housing options in more DIETs to cater to the needs of those who might face challenges in finding off-campus accommodations.

34) Are there sufficient amenities provided in the hostel, such as study areas, common rooms, and recreational facilities

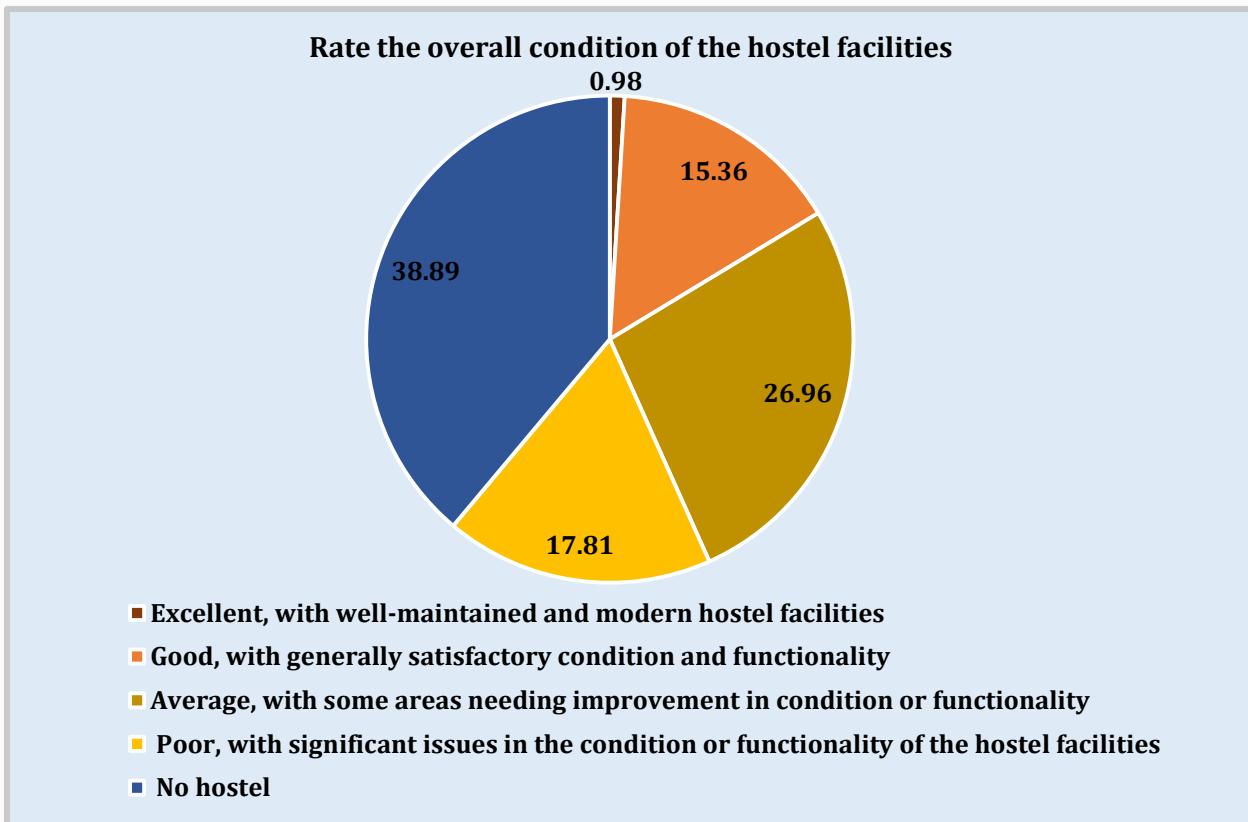


Graph: 34

- **Yes:** Only a quarter of the DIETs 25.00% (153) reported having sufficient amenities in their hostels. These amenities include study areas, common rooms, and recreational facilities.
- **No:** The majority of DIETs approximately 38.89% (238) reported not having sufficient amenities in their hostels. This suggests that a significant number of DIETs lack proper study areas, common rooms, and recreational facilities, which could negatively impact the overall experience and well-being of students or trainees residing on-campus.
- **No Hostel Facility:** Around 36.11% of the DIETs (221) mentioned that they do not have any hostel facility at all. Since there are no hostels, the availability of amenities like study areas, common rooms, and recreational facilities becomes irrelevant in such cases.

Overall, the analysis indicates that there is a need for improvement in providing sufficient amenities in the hostels of DIETs. Properly equipped study areas, common rooms, and recreational facilities are essential for students and trainees. Additionally, for DIETs without any hostel facilities, there may be opportunities to explore the possibility of establishing hostels to support students or trainees who require accommodation assistance during their education and training programs.

35) How would you rate the overall condition of the hostel facilities in the DIET? (If hostel facility available)



Graph: 35

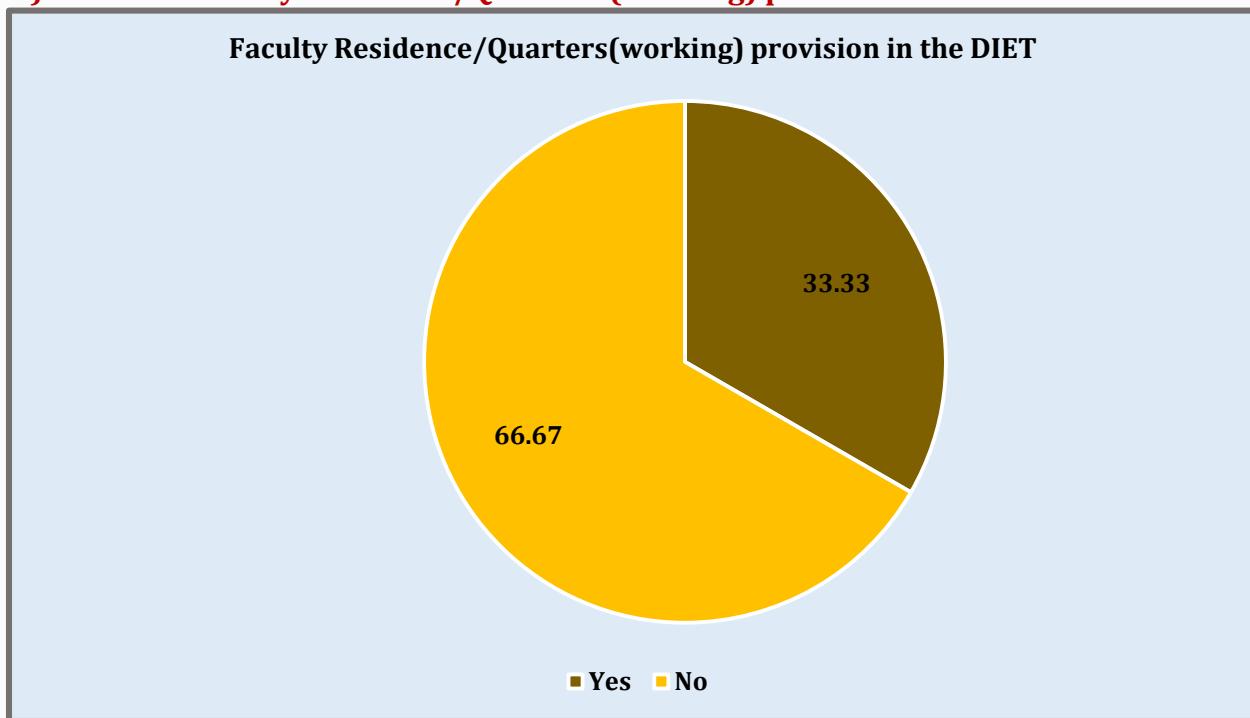
Graph-35 above, provides an overview of how DIETs rate the overall condition of their hostel facilities. Here is the analysis:

- **Excellent:** A very small percentage of DIETs approximately 0.98% (6) rated their hostel facilities as excellent. These DIETs reported having well-maintained and modern hostel facilities, indicating a commitment to providing high-quality accommodation for students or trainees.
- **Good** Around 15.36% of DIETs (94) rated their hostel facilities as good. This suggests that these DIETs have generally satisfactory hostel conditions and functionality, but there might be some room for improvement to further enhance the quality of the accommodation.
- **Average:** The majority of DIETs approximately 26.96% (165) rated their hostel facilities as average. This indicates that many DIETs have recognized the need for improvements in some areas of their hostel facilities to ensure better condition and functionality.
- **Poor:** Around 17.81% of DIETs (109) rated their hostel facilities as poor. This suggests that these DIETs have significant issues in the condition or functionality of their hostel facilities, which could have negative implications for the well-being and experience of students or trainees residing in the hostels.

- **No Hostel:** The highest percentage, approximately 38.89%, of DIETs (238) reported that they do not have any hostel facility. This means that a significant number of DIETs do not offer hostel accommodation to their students or trainees.

Overall, the analysis highlights the diversity in the quality and availability of hostel facilities among DIETs. While some DIETs are providing excellent or good hostel facilities, a considerable number of them have recognized the need for improvement. Additionally, a large portion of DIETs do not have any hostel facilities, which might be a concern for students or trainees who require accommodation support. The data emphasizes the importance of investing in the improvement and establishment of hostel facilities to enhance the overall experience and well-being of students or trainees attending DIETs.

36) Whether Faculty Residence/Quarters (working) provision in the DIET



Graph: 36

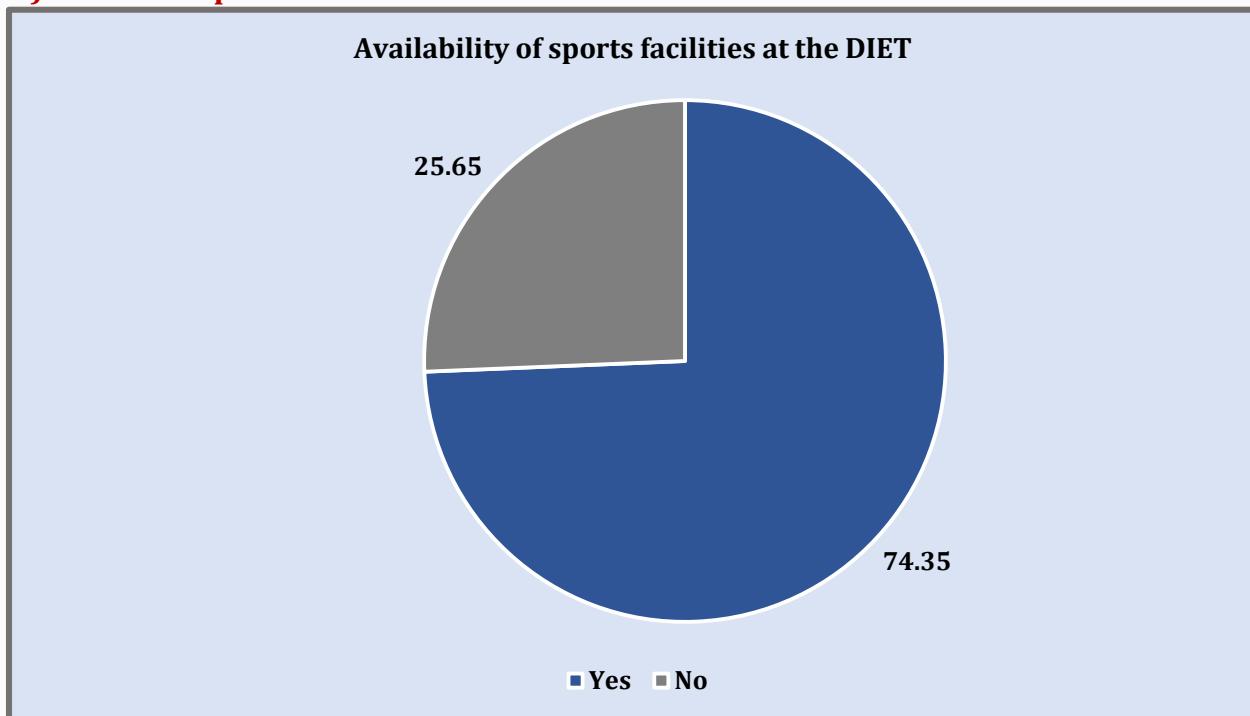
Graph-36 above provides the provision of faculty residence or quarters in DIETs. Here is the analysis:

Yes: Approximately 33.33% of DIETs (204) reported having faculty residence or quarters for their working staff. This suggests that a portion of DIETs provides accommodation facilities for their faculty members, which can be beneficial in terms of convenience, accessibility, and promoting a sense of community within the institution.

No: The majority of DIETs around 66.67% (408) do not have faculty residence or quarters for their working staff. This means that a significant number of DIETs do not offer dedicated accommodation facilities to their faculty members, and staff.

Overall, the analysis highlights that a considerable number of DIETs lack faculty residence or quarters. This may present challenges for faculty members, particularly those who are relocating from distant locations or areas without adequate housing options. Therefore, addressing this aspect could be beneficial for the overall well-being and effectiveness of the faculty members and, consequently, the quality of education provided by the DIET.

37) Are there sports facilities available at the DIET?



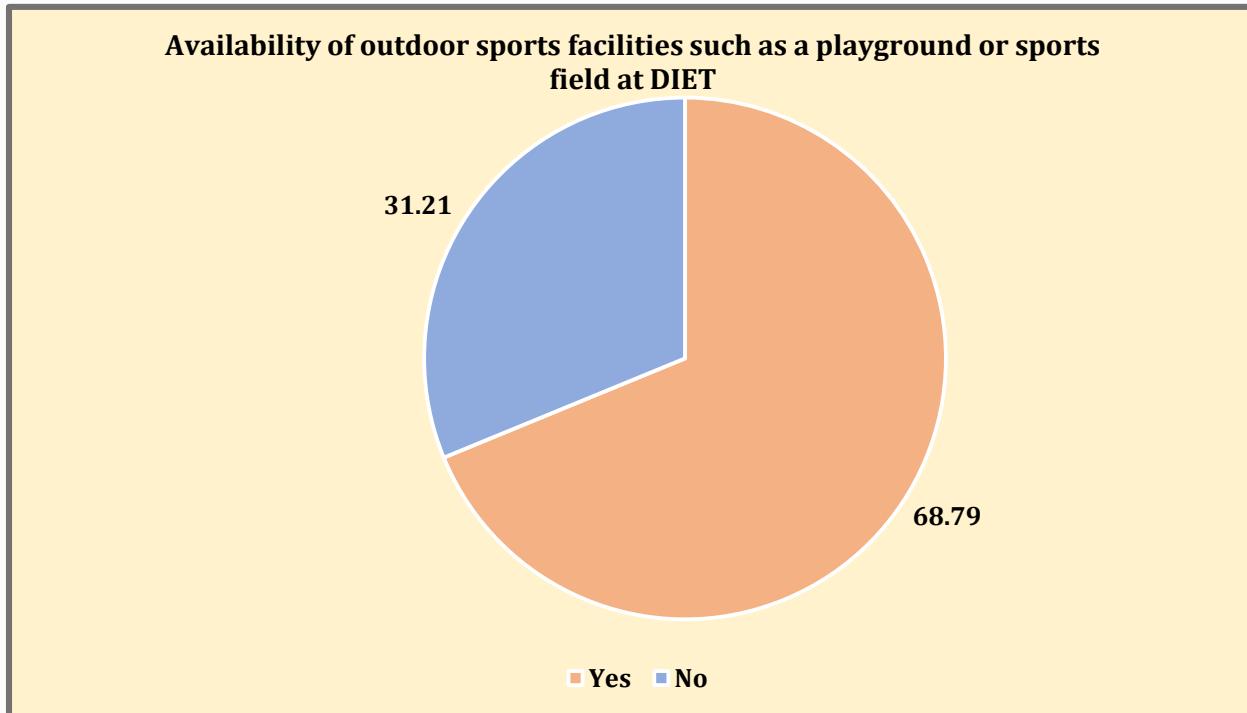
Graph: 37

In Graph-37 above, analysis of the availability of sports facilities in DIETs is represented. Here is the analysis:

- **Yes:** Approximately 74.35% of DIETs (455) reported having sports facilities on their premises. This indicates that the majority of DIETs have dedicated spaces and amenities for sports activities, which can contribute to promoting physical fitness, recreational opportunities, and a balanced lifestyle for students and staff.
- **No:** Around 25.65% of DIETs (157) do not have sports facilities. This means that a significant number of DIETs lack infrastructure for sports-related activities, which may limit students' access to physical activities and sports-based learning experiences.

Overall, the analysis shows that a substantial proportion of DIETs do provide sports facilities, suggesting that they recognize the importance of physical education and sports in the overall development of students and teachers. However, there is still a significant number of DIETs that do not offer such facilities, potentially missing out on the benefits that sports and physical activities can bring to the learning and teaching environment.

38) Are there outdoor sports facilities such as a playground or sports field available at DIET?



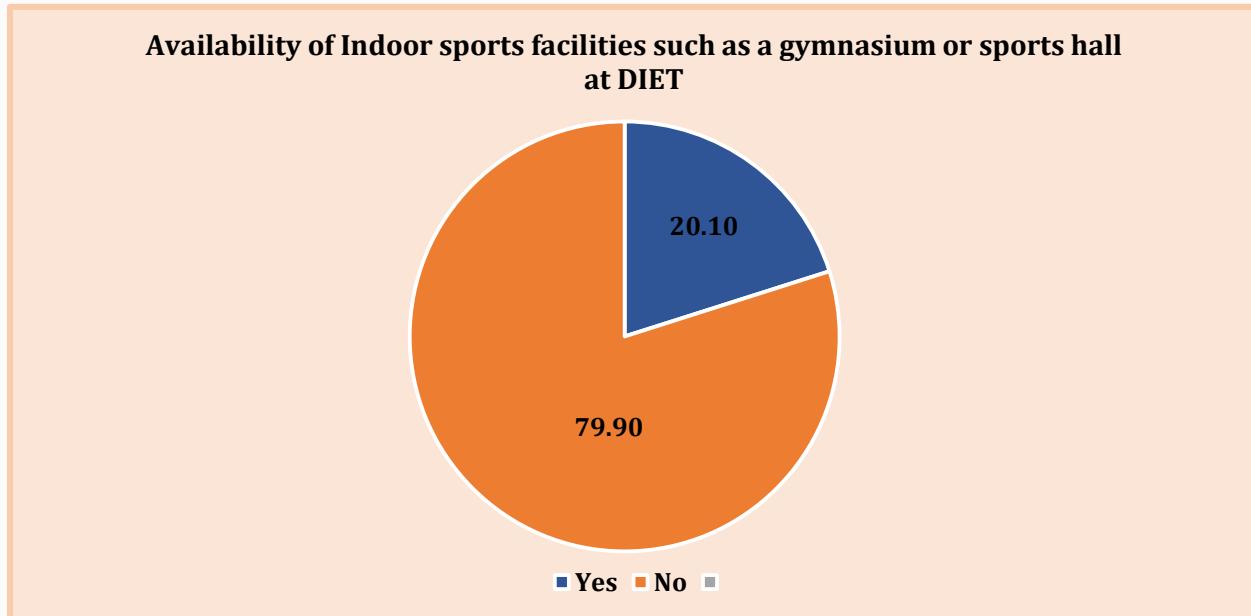
Graph: 38

Graph-38 above represents the availability of outdoor sports facilities, such as a playground or sports field, at DIETs. Here is the analysis:

- **Yes:** Approximately 68.79% of DIETs (421) reported having outdoor sports facilities, which includes playgrounds or sports fields. This indicates that a significant majority of DIETs have dedicated spaces for outdoor sports and physical activities. These facilities can offer ample opportunities for students and staff to engage in various sports, games, and physical exercises, promoting physical fitness and overall well-being.
- **No:** About 31.21% of DIETs (191) do not have outdoor sports facilities. This implies that a substantial number of DIETs lack designated spaces for outdoor sports and recreational activities. The absence of outdoor sports facilities could limit the scope for students and faculty to participate in outdoor games, sports competitions, and other outdoor activities, potentially affecting the overall development and health of the DIET community.

Overall, the analysis shows that a significant majority of DIETs do provide outdoor sports facilities, which is positive as it enables students and faculty to engage in outdoor physical activities and promotes a healthier and more active lifestyle. However, there is still a considerable number of DIETs without such facilities, and it may be essential for them to consider the benefits of providing outdoor sports spaces to enhance the educational experience.

39) Are there indoor sports facilities such as a gymnasium or sports hall available at DIET?



Graph: 39

Graph-39 above indicates the availability of indoor sports facilities, such as a gymnasium or sports hall, at DIETs. Here is the analysis:

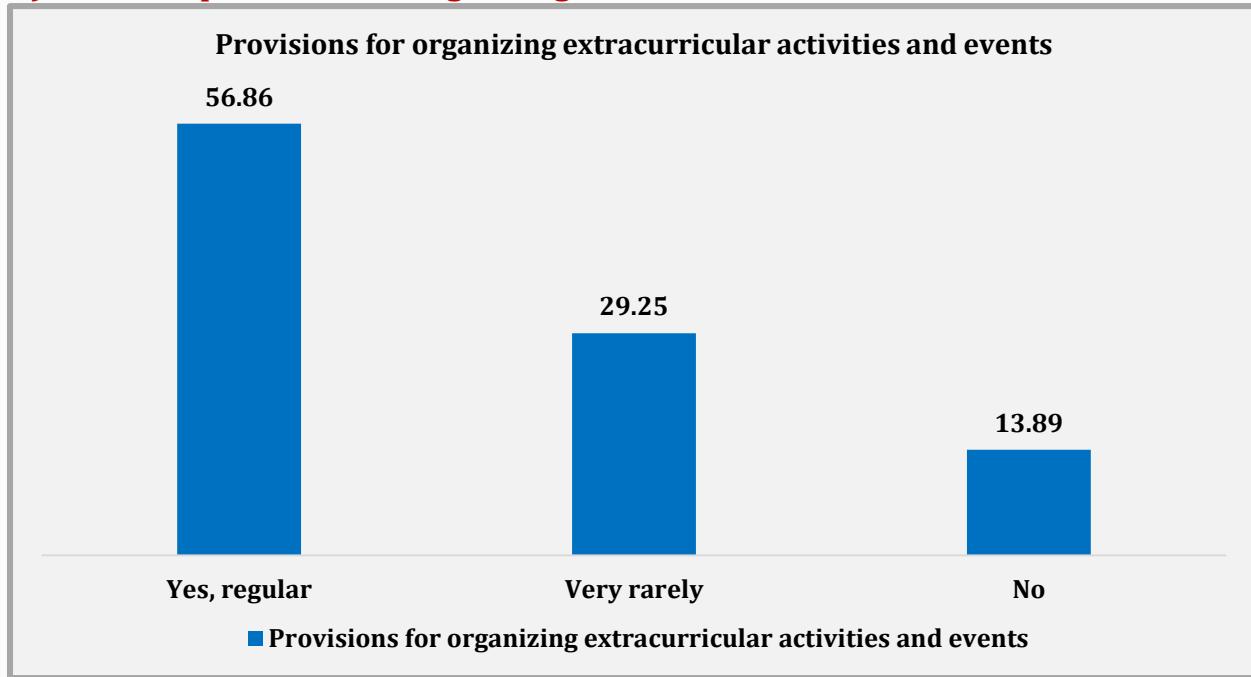
- **Yes:** Only approximately 20.10% of DIETs (123) reported having indoor sports facilities, which include amenities like a gymnasium or sports hall. This suggests that a relatively small proportion of DIETs have dedicated indoor spaces for sports and physical activities. Indoor sports facilities can offer a range of opportunities for students and staff to engage in various indoor sports, fitness activities, and sports training, especially during adverse weather conditions or when outdoor spaces are limited.
- **No:** The majority of DIETs approximately 79.90% (489) do not have indoor sports facilities. This implies that a significant number of DIETs lack dedicated spaces for indoor sports and physical activities. The absence of indoor sports facilities may limit the scope for students and faculty to participate in indoor sports, fitness programs, and other recreational activities, which could impact their physical well-being and engagement.

Overall, the analysis highlights that most DIETs do not provide indoor sports facilities. This indicates a potential area for improvement for DIETs to consider, as having indoor sports amenities can significantly enhance the overall experience for students and staff. Indoor sports facilities not only promote physical fitness and well-being but also contribute to a balanced and holistic approach to education and personal development.

Having sports facilities at DIETs can enhance students' well-being, teamwork, discipline, and leadership skills. It also provides a platform for teachers and students to engage in extracurricular activities, promoting a healthier and more vibrant educational community. For DIETs without sports facilities, exploring opportunities to introduce sports facilities and

programs could contribute to a more holistic and enriching educational experience for all stakeholders involved.

40) Are there provisions for organizing extracurricular activities and events?

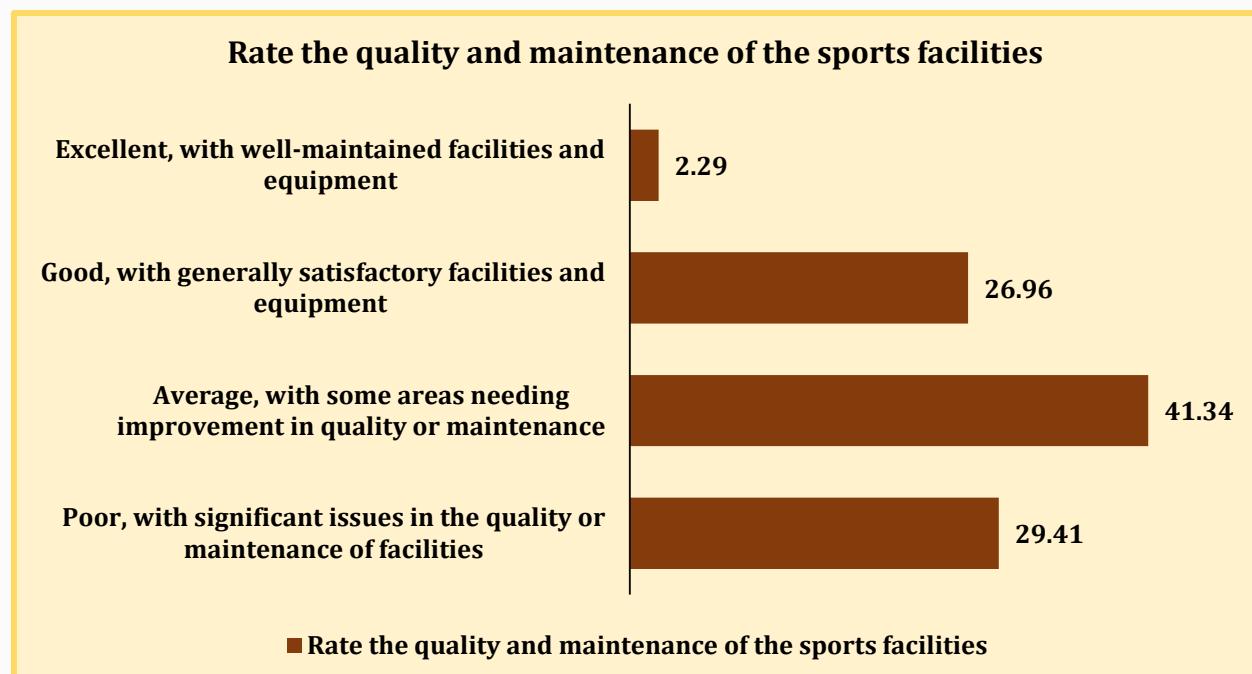


Graph: 40

The analysis reveals that a significant portion of DIETs 56.86% (348) have provisions for organizing extracurricular activities and events on a regular basis. This is an encouraging finding, as extracurricular activities play a crucial role in fostering students' all-round development, promoting their talents, and building essential life skills. However, it is also worth noting that a considerable number of DIETs 29.25% (179) organize such activities very rarely, indicating room for improvement in this aspect. Regular extracurricular activities can enhance students' creativity, teamwork, leadership, and social skills, leading to a more enriching learning experience. For the DIETs that do not currently have provisions for extracurricular activities 13.89% (85), it may be beneficial to consider incorporating such initiatives into their curriculum. By offering a diverse range of extracurricular options, DIETs can create a more vibrant and engaging educational environment that nurtures students' overall growth and well-being. Moreover, consistent and varied extracurricular opportunities can contribute to a positive and holistic educational journey for both students and faculty at DIETs.

41) How would you rate the quality and maintenance of the sports facilities at the DIET?

Graph-41 below gives the analysis of the ratings given by DIETs regarding the quality and maintenance of sports facilities presented in a point-wise format



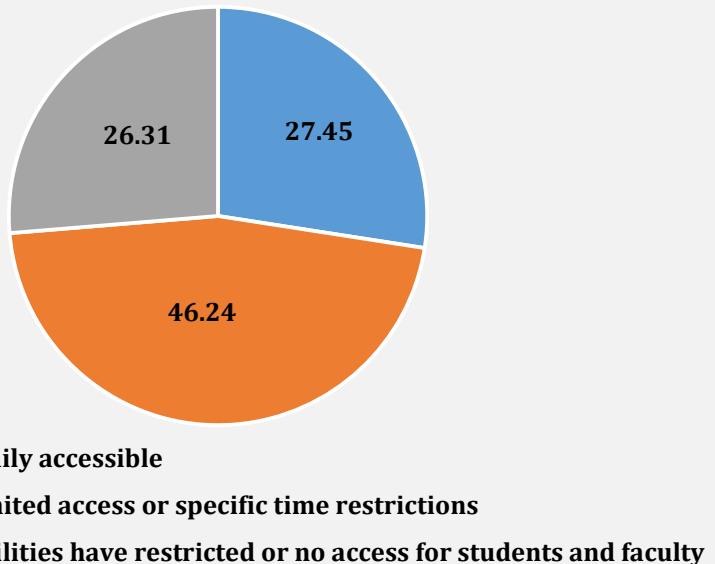
Graph: 41

- **Excellent:** Only 2.29% of the DIETs (14) have rated their sports facilities as "Excellent." This suggests that only a small percentage of DIETs have well-maintained facilities and equipment that meet the highest standards.
- **Good:** Approximately 26.96% of the DIETs (165) have given a rating of "Good" to their sports facilities. This indicates that a significant proportion of DIETs are providing generally satisfactory facilities and equipment. While not the highest rating, it showcases that these DIETs are meeting acceptable standards for their sports amenities.
- **Average:** Around 41.34% of the DIETs (253) have rated their sports facilities as "Average." This suggests that there are some areas in these DIETs that require improvement in terms of quality or maintenance. While not the lowest rating, it highlights the need for addressing these shortcomings to enhance the overall quality of sports facilities.
- **Poor:** Approximately 29.41% of the DIETs (180) have rated the quality and maintenance of sports facilities as "Poor." This indicates that these DIETs are facing significant issues and challenges in maintaining satisfactory sports amenities. The high percentage of poor ratings suggests that there is a need for urgent attention and improvement in these areas.

Overall, the data reveals that a considerable number of DIETs have identified areas for improvement in their sports facilities, either as "Poor" or "Average." It highlights the need for focused efforts and investment in enhancing sports amenities to provide a better experience for students and staff. Improving the quality and maintenance of sports facilities can positively impact physical fitness, overall well-being, and the overall learning environment within the DIETs.

42) Are the sports facilities accessible to students and faculty members on a regular basis

Sports facilities accessible to students and faculty members

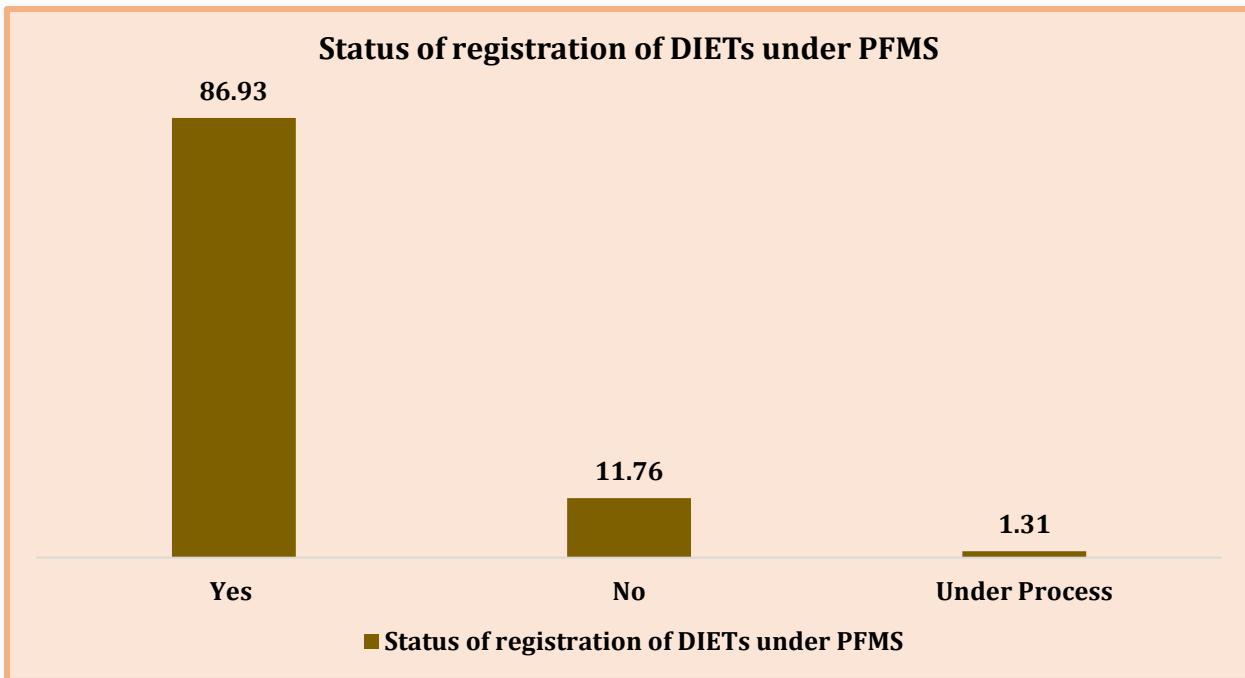


Graph: 42

Graph-42 above presents an analysis on the accessibility of sports facilities to students and faculty members based on the ratings provided by DIETs is as follows.

- **Yes, they are readily accessible:** Approximately 27.45% of the DIETs (168) have rated their sports facilities as "Readily Accessible." This suggests that these DIETs have taken measures to ensure that sports amenities are easily available and accessible to both students and faculty members. It indicates a proactive approach by these DIETs in promoting physical activities and encouraging sports participation.
- **Partially, with limited access or specific time restrictions:** Around 46.24% (283) of the DIETs have given this rating, indicating that there are some limitations or restrictions in accessing sports facilities. These limitations could be related to specific time restrictions, limited availability, or other factors that hinder full access to sports amenities. It highlights the need for these DIETs to review their policies and consider ways to improve accessibility.
- **No, the sports facilities have restricted or no access for students and faculty:** Approximately 26.31% of the DIETs (161) have reported that their sports facilities have restricted or no access for students and faculty. This is a concerning finding as it indicates that a significant number of DIETs are not providing sufficient opportunities for their stakeholders to utilize sports amenities. Lack of access to sports facilities can negatively impact the physical well-being and overall development of students and faculty members.

43) Status of registration of DIETs under Public Finance Management System (PFMS)



Graph: 43

Graph-43 above gives an analysis of the status of registration of DIETs under PFMS (Public Financial Management System) based on the provided data is as follows:

- **Yes:** Approximately 86.93% of the DIETs (532) have reported that they are registered under PFMS. This indicates that a significant majority of DIETs have successfully completed the registration process and are likely utilizing the PFMS platform for managing their financial transactions and funds.
- **No:** About 11.76% of the DIETs (72) have stated that they are not registered under PFMS. This finding suggests that there is still a portion of DIETs that have not integrated into the PFMS system. It may indicate possible challenges or delays in the registration process for these DIETs.

State/UT	Questionnaire filled by DIETs	No. of DIETs do not registered under PFMS	% DIETs do not registered under PFMS in State/UT
Goa	1	1	100.00
Telangana	10	9	90.00
West Bengal	20	18	90.00
Kerala	13	7	53.85
Rajasthan	33	17	51.52
Himachal Pradesh	12	4	33.33
Tamil Nadu	32	8	25.00
Madhya Pradesh	50	3	6.00
Chhattisgarh	19	1	5.26
Assam	23	1	4.35
Jharkhand	24	1	4.17
Bihar	33	1	3.03

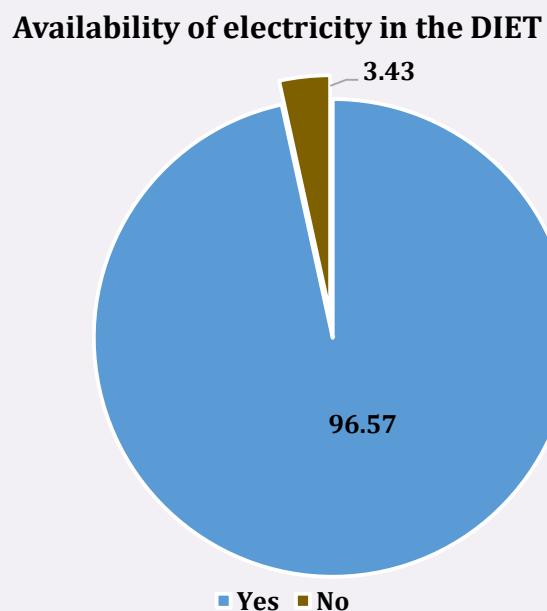
State/UT	Questionnaire filled by DIETs	No. of DIETs do not registered under PFMS	% DIETs do not registered under PFMS in State/UT
Uttar Pradesh	70	1	1.43

- **Under Process:** A small percentage, approximately 1.31% of the DIET (8), have reported that they are currently in the process of registering under PFMS. This category includes DIETs that have initiated the registration but have not completed it yet. It may imply that these DIETs are in the transition phase towards adopting the PFMS platform.

Overall, the analysis demonstrates that a majority of DIETs have embraced the PFMS system for managing their financial operations, which can lead to improved transparency, accountability, and efficiency in financial transactions. However, there are still some DIETs that have yet to register, and efforts should be made to facilitate their integration into the PFMS platform to enhance the overall financial management and governance of these institutions.

44) Whether regular electricity is available in the DIET

Graph-44 below presents an analysis of the availability of electricity in DIETs based on the provided data



Graph: 44

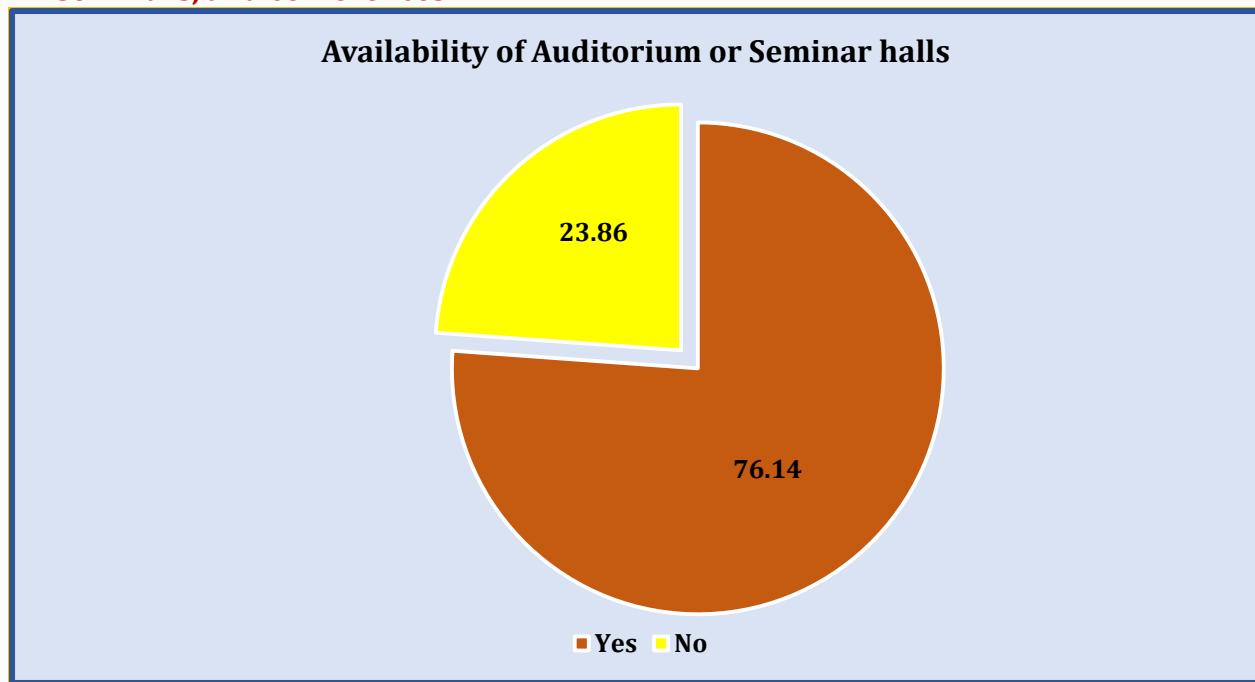
- **Yes:** Majority of DIETs, approximately 96.57% (591) have reported that they have access to electricity. This finding indicates that the majority of DIETs are well-equipped with electricity supply, ensuring proper functioning of classrooms, computer labs, library facilities, and other essential amenities that require electricity.
- **No:** Small percentages, approximately 3.43%, of DIETs (21) have reported that they do not have access to electricity. This indicates that there are still a few DIETs that face

challenges in electricity availability. The lack of electricity can significantly impact the functioning of educational facilities and hinder students' learning experience.

State/UT	Questionnaire filled by DIETs	No. of DIETs do not have Electricity	% IETs do not have Electricity in the State/UT
Jammu & Kashmir	20	5	25.00
Arunachal Pradesh	13	3	23.08
Meghalaya	7	1	14.29
Nagaland	9	1	11.11
Telangana	10	1	10.00
Uttar Pradesh	70	4	5.71
Haryana	21	1	4.76
Jharkhand	24	1	4.17
Gujarat	30	1	3.33
Tamil Nadu	32	1	3.13
Maharashtra	33	1	3.03
Rajasthan	33	1	3.03

Overall, the analysis demonstrates that the majority of DIETs have access to electricity, ensuring a conducive learning environment and supporting various facilities and resources. However, efforts should be made to address the electricity needs of the remaining DIETs to ensure equitable access to quality education and educational infrastructure across all institutions. Providing reliable electricity supply to all DIETs will further enhance their effectiveness in promoting teacher education and professional development for improved educational outcomes.

45) Does the DIET have an auditorium or seminar halls for conducting workshops, seminars, and conferences



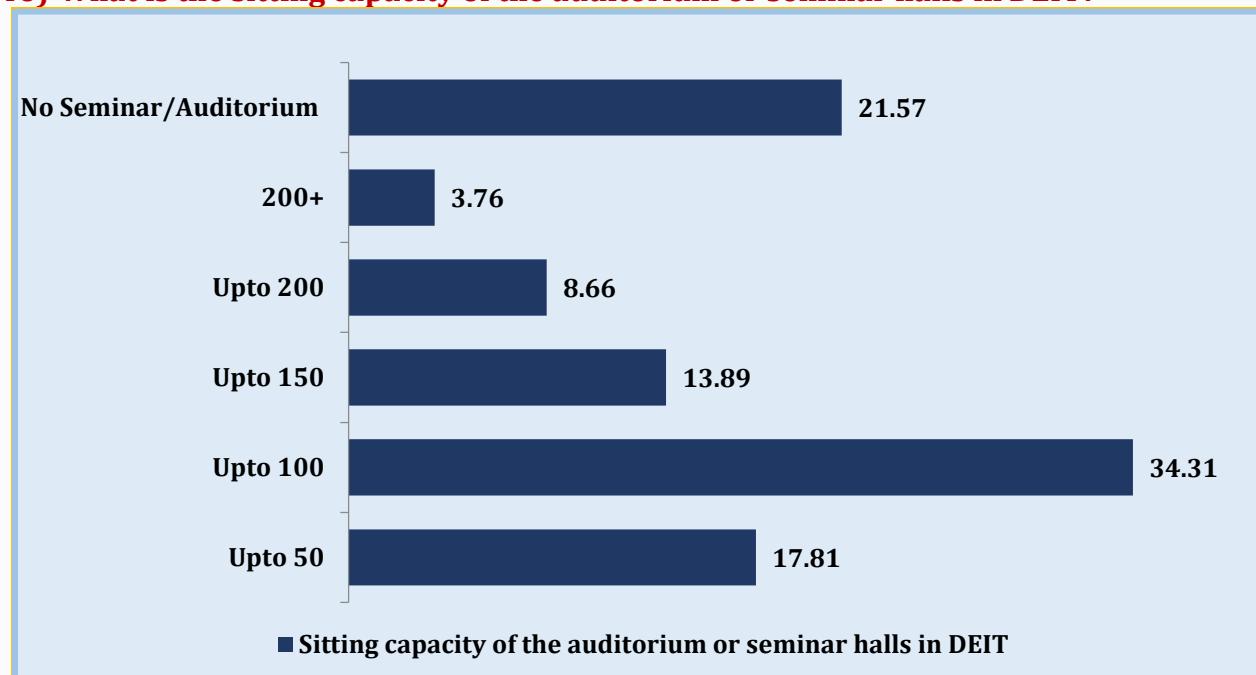
Graph: 45

Graph-45 above represents an analysis of the availability of auditoriums or seminar halls in DIETs based on the provided data is as follows:

- **Yes:** Majority of DIETs, approximately 76.14%, (466) have reported that they have access to an auditorium or seminar hall. This finding indicates that a significant proportion of DIETs are equipped with dedicated spaces for conducting seminars, workshops, conferences, and other educational events. Having such facilities can be beneficial for organizing large gatherings, academic discussions, and professional development programs, enhancing the overall learning experience for both students and faculty.
- **No:** However, around 23.86% of DIETs (146) have reported that they do not have access to an auditorium or seminar hall. This indicates that there is a significant portion of DIETs lacking dedicated spaces for hosting educational events and large gatherings. The absence of such facilities may limit their ability to organize large-scale academic activities and professional development opportunities.

Overall, the analysis suggests that while a majority of DIETs have access to auditoriums or seminar halls, a considerable number of institutions still lack this essential facility. Providing auditoriums or seminar halls to all DIETs could significantly enhance their capabilities in hosting educational events, fostering collaborations, and promoting academic discussions, ultimately contributing to the overall improvement of teacher education and training programs. Efforts to address this disparity and ensure equitable access to such facilities across all DIETs can further enhance the quality and effectiveness of teacher education in the respective regions.

46) What is the sitting capacity of the auditorium or seminar halls in DEIT?



Graph: 46

Graph-46 above shows the sitting capacity of the auditorium or seminar halls in DIETs based on the provided data is as follows:

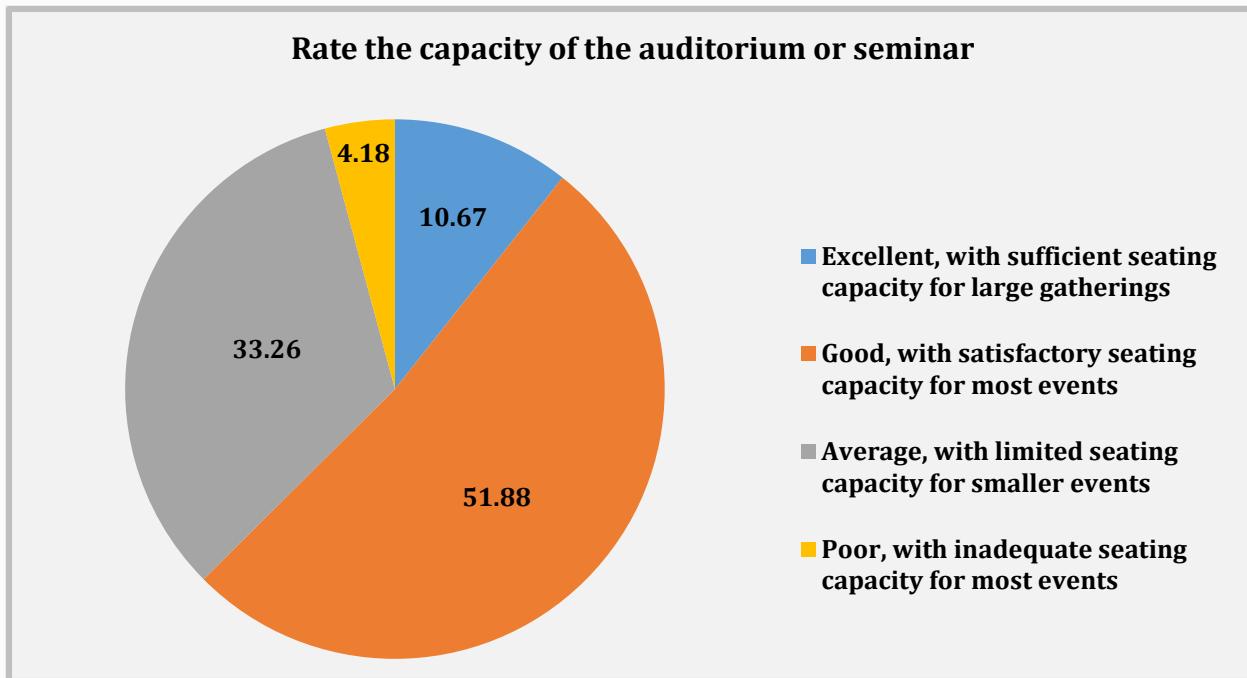
- **Upto 50:** Approximately 17.81% of DIETs (109) have auditoriums or seminar halls with a sitting capacity of up to 50 individuals.
- **Upto 100:** The majority of DIETs, around 34.31% (210) have auditoriums or seminar halls with a sitting capacity of up to 100 individuals.
- **Upto 150:** About 13.89% of DIETs (85) have auditoriums or seminar halls with a sitting capacity of up to 150 individuals.
- **Upto 200:** Smaller percentages, approximately 8.66% of DIETs (53), have auditoriums or seminar halls with a sitting capacity of up to 200 individuals.
- **200+:** A limited number, 3.76% of DIETs (23), have auditoriums or seminar halls with a sitting capacity of more than 200 individuals.
- **No Seminar/Auditorium:** About 21.57% of DIETs (132) reported not having any seminar or auditorium facilities. This implies that a notable proportion of DIETs lack dedicated spaces for organizing educational events and gatherings, potentially limiting their ability to conduct large-scale seminars and conferences.

Overall, the analysis indicates that there is a varied distribution of auditorium or seminar hall capacities in DIETs. While many institutions have adequate space to host various events, there is still a substantial portion that lacks such facilities. Investing in and enhancing the capacity of seminar halls or auditoriums in DIETs can significantly contribute to the improvement of teacher education and training programs, facilitating academic discussions, and fostering professional development opportunities. Ensuring equitable access to these facilities across all DIETs can further enhance the overall learning experience and support the growth of the teaching community.

47) How would you rate the capacity of the auditorium or seminar halls at the DIET?

Graph-47 below shows an analysis of the ratings for the capacity of the auditorium or seminar halls in DIETs based on the provided data is as follows:

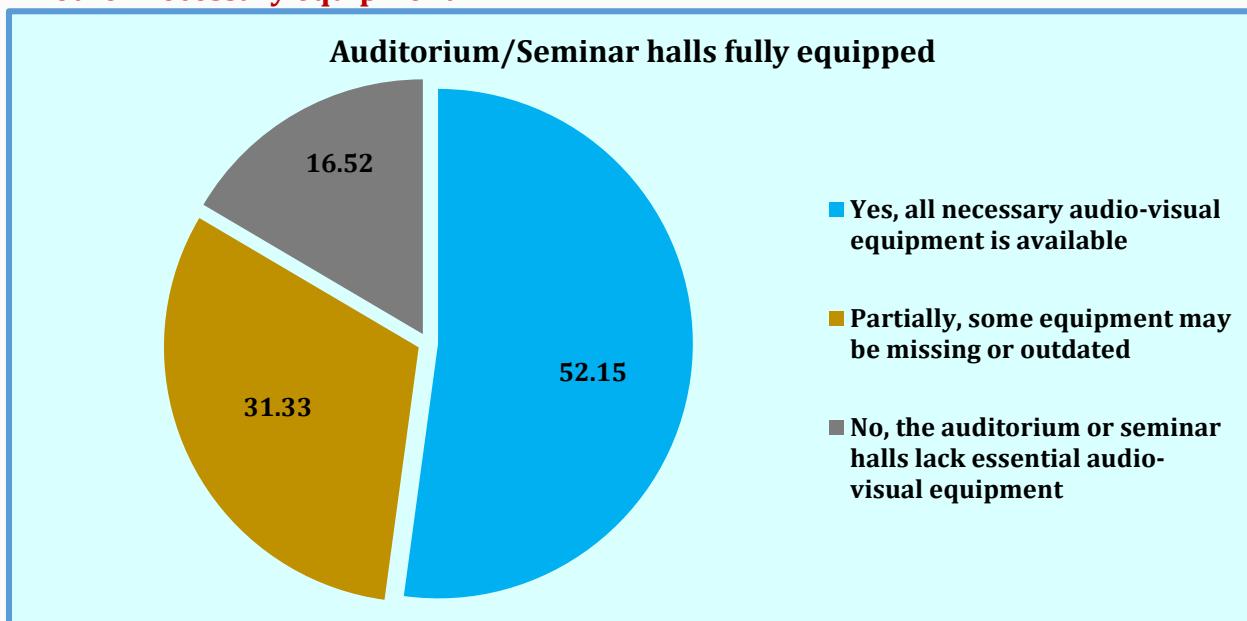
- **Excellent:** Approximately 10.67% of DIETs (51) have auditoriums or seminar halls with excellent seating capacity, providing sufficient space to accommodate large gatherings and events..
- **Good:** The majority of DIETs, around 51.88% (248), have auditoriums or seminar halls with good seating capacity.
- **Average:** About 33.26% of DIETs (159) have auditoriums or seminar halls with an average seating capacity.
- **Poor:** Smaller percentages, approximately 4.18% of DIETs (20), have auditoriums or seminar halls with poor seating capacity.



Graph: 47

The analysis suggests that the majority of DIETs have auditoriums or seminar halls with satisfactory seating capacity, making them suitable for organizing various educational events and workshops. However, there are still some institutions with limited seating capacity, indicating a need for potential improvements and upgrades in these facilities to meet the requirements of larger gatherings and conferences..

48) Are the auditorium and seminar halls equipped with audio-visual systems and other necessary equipment?



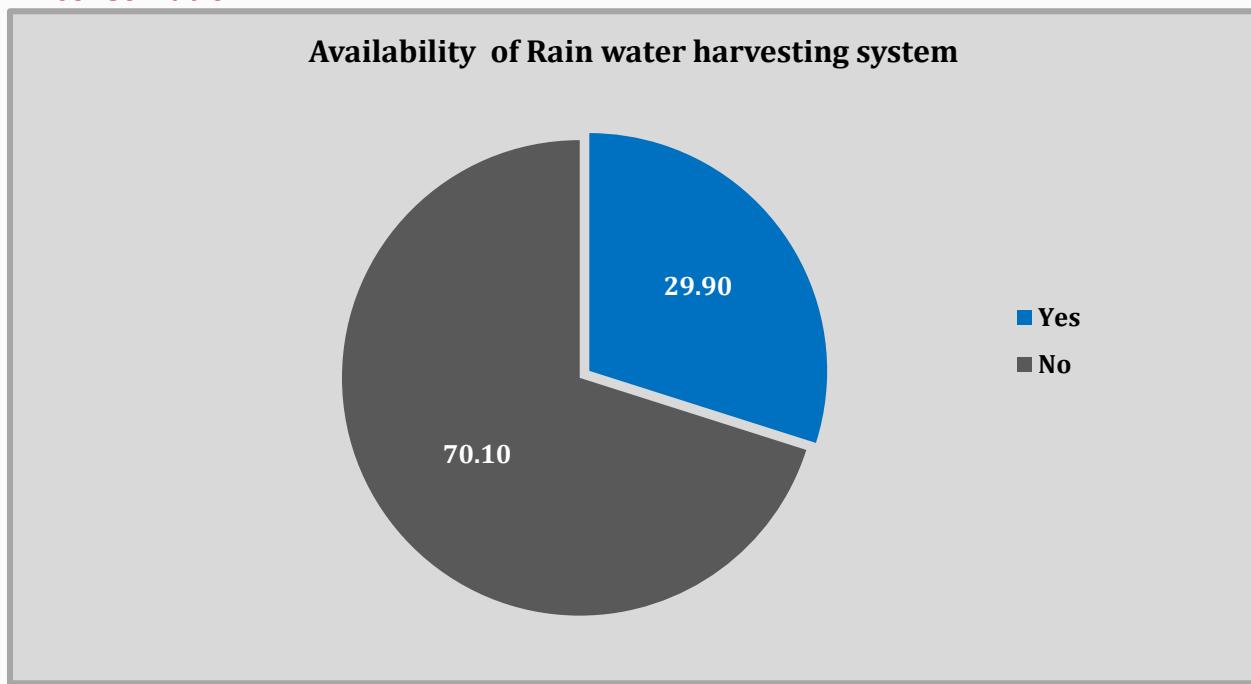
Graph: 48

Graph-48 above shows an analysis of the status of auditoriums or seminar halls in DIETs regarding their equipment is as follows:

- **Fully Equipped:** Approximately 52.15% of DIETs (243) have auditoriums or seminar halls that are fully equipped with all necessary audio-visual equipment.
- **Partially Equipped:** About 31.33% of DIETs (146) have auditoriums or seminar halls with partial equipment availability. While they may have some audio-visual equipment, certain items could be missing or outdated. This may require some improvements or upgrades to ensure that these spaces are fully functional for conducting events.
- **Not Equipped:** A smaller percentage, approximately 16.52% of DIETs (77), lack essential audio-visual equipment in their auditoriums or seminar halls.

The analysis highlights that more than half of the DIETs have auditoriums or seminar halls that are well-equipped with audio-visual facilities. However, there is a significant portion of institutions where improvements or investments may be needed to enhance the technological capabilities of these spaces. Having fully equipped auditoriums or seminar halls with modern audio-visual equipment can contribute to more engaging and impactful educational events, professional development activities, and overall academic experiences for students and faculty members.

49) Whether the DIET has rain water harvesting or any such facility for water conservation.



Graph: 49

Graph-49 above presents an analysis of the availability of rainwater harvesting systems in DIETs is as follows:

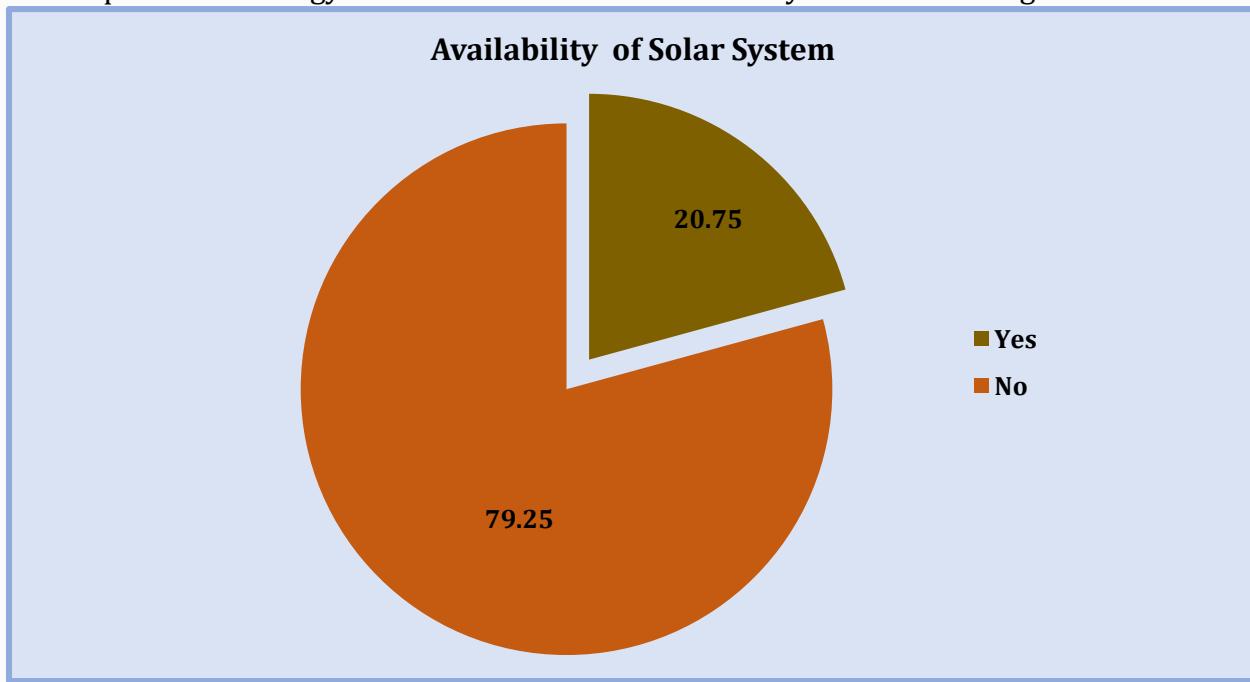
- **Availability:** Only 29.90% of DIETs (183) have implemented rainwater harvesting systems.
- **Non-Availability:** The majority, approximately 70.10% of DIETs (429), do not have rainwater harvesting systems in place. This suggests that a significant number of institutions have not yet adopted this eco-friendly and resource-saving technology.

The analysis underscores the need for more DIETs to adopt rainwater harvesting systems to promote water conservation and sustainable practices. Implementing such systems can have positive effects on water availability, environmental preservation, and overall resource management. DIETs without rainwater harvesting should consider the implementation of these systems as part of their efforts towards promoting sustainable practices and reducing their ecological footprint.

50) Whether the DIET has a solar system facility

Graph-50 below provides an analysis of the availability of solar systems in DIETs is as follows:

- **Availability:** Only 20.75% of DIETs (127) have implemented solar systems. These solar systems typically include solar panels that harness solar energy to generate electricity or heat water.
- **Non-Availability:** The majority, approximately 79.25% of DIETs (485), do not have solar systems installed. This suggests that a significant number of institutions have not yet adopted solar energy solutions to meet their electricity or water heating needs.



Graph: 50

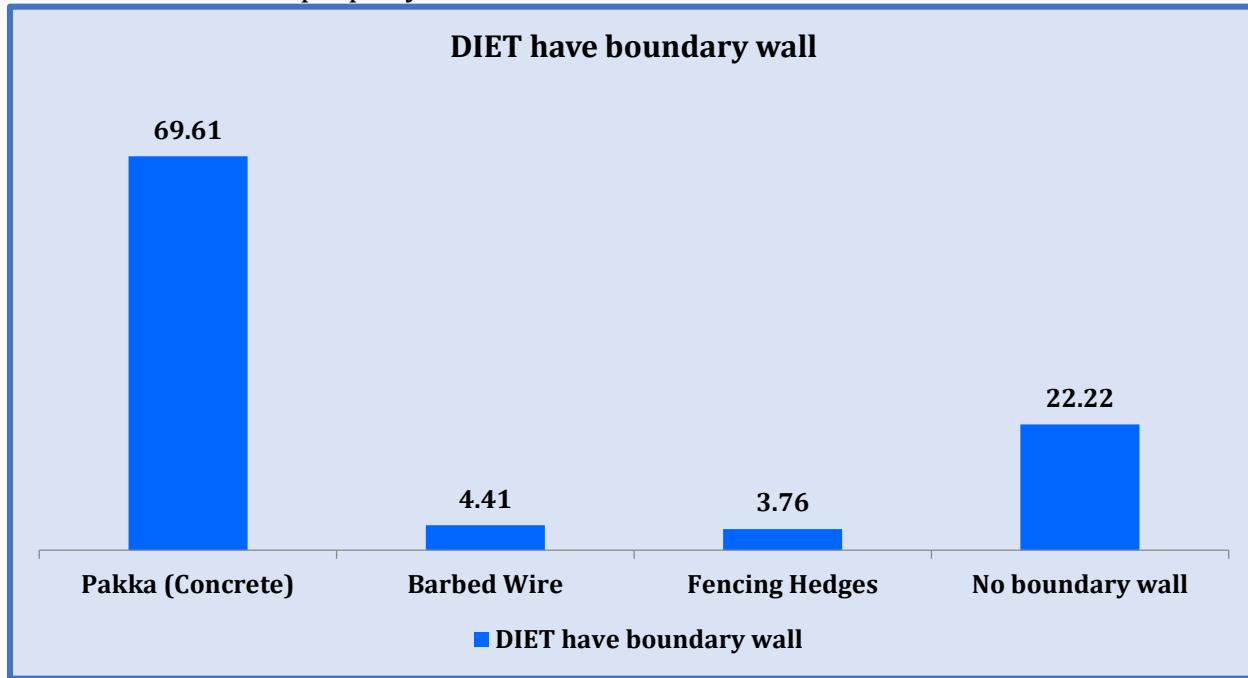
The analysis highlights the potential for DIETs to increase the adoption of solar systems to harness renewable energy and reduce their reliance on fossil fuels. Implementing solar systems can have multiple benefits, including cost savings on electricity bills, reduced

greenhouse gas emissions, and greater sustainability. DIETs without solar systems should explore the feasibility of incorporating solar energy solutions to align with environmental and energy conservation goals.

51) Whether the DIET have boundary wall

Graph-51 below provides an analysis of the status of boundary wall in DIETs:

- **Pakka (Concrete) Boundary Wall:** Approximately 69.61% of DIETs (426) have a concrete boundary wall. A concrete boundary wall provides a sturdy and permanent enclosure, enhancing security and privacy for the DIET premises.
- **Barbed Wire Boundary Wall:** About 4.41% of DIETs (27) have a boundary wall made of barbed wire. Barbed wire boundary walls are generally less secure and may be used in conjunction with other fencing materials. They are cost-effective but may not offer the same level of security as concrete walls.
- **Fencing Hedges:** Approximately 3.76% of DIET (23)s have fencing hedges. Fencing hedges are living barriers created by planting bushes or shrubs in a line to enclose the area. While they can provide a natural and aesthetically pleasing boundary, they may not be as robust or secure as concrete walls or other physical barriers.
- **No Boundary Wall:** Around 22.22% of DIETs (136) do not have any boundary wall. The absence of a boundary wall can pose security and safety risks, making it easier for unauthorized individuals to access the DIET premises. It may also lead to encroachments and misuse of the property.



Graph: 51

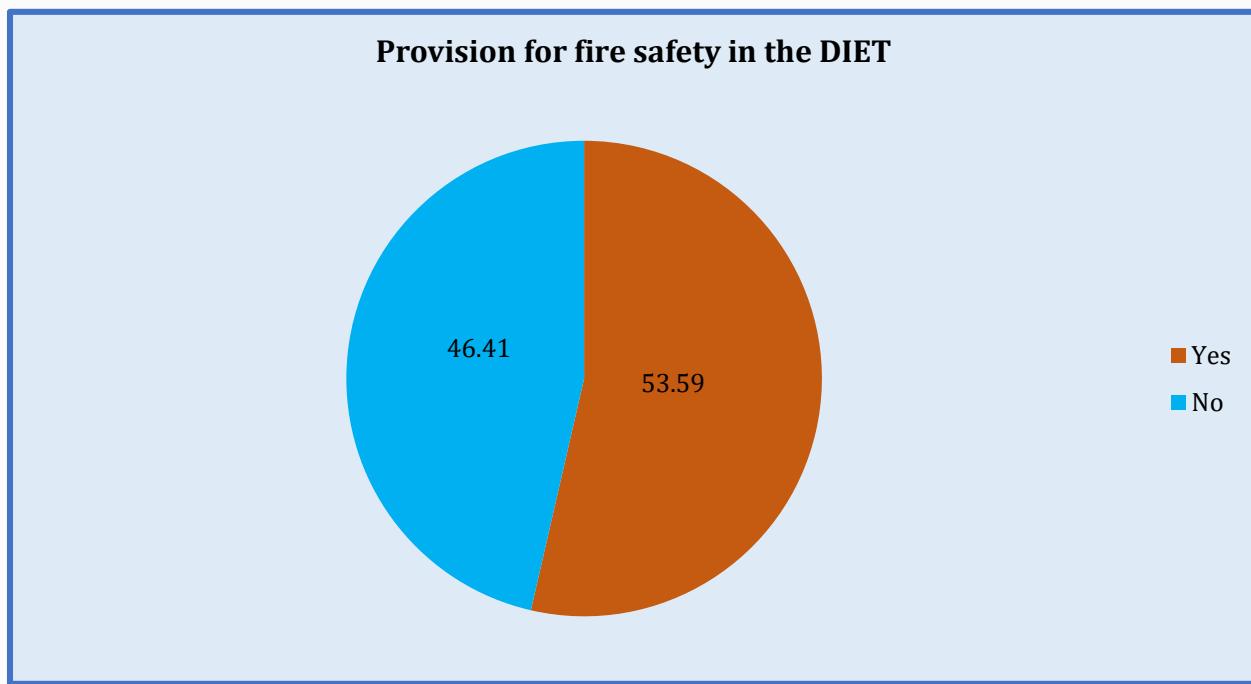
Overall, the data suggests that a significant proportion of DIETs have concrete boundary walls, which is a positive aspect in terms of security and protection of the institute's property. However, there is room for improvement for DIETs without boundary walls, as

establishing proper fencing can enhance security and safeguard the institute's assets and resources. Additionally, DIETs with barbed wire boundary walls should consider evaluating the effectiveness of their current fencing solution and assess whether upgrading to a more secure boundary wall would be beneficial.

52) Is there a provision for fire safety in the DIET (e.g., fire extinguishers, fire alarms, evacuation plans, etc.)?

Graph- 52 below presents the analysis of the provision for fire safety in DIETs is as follows:

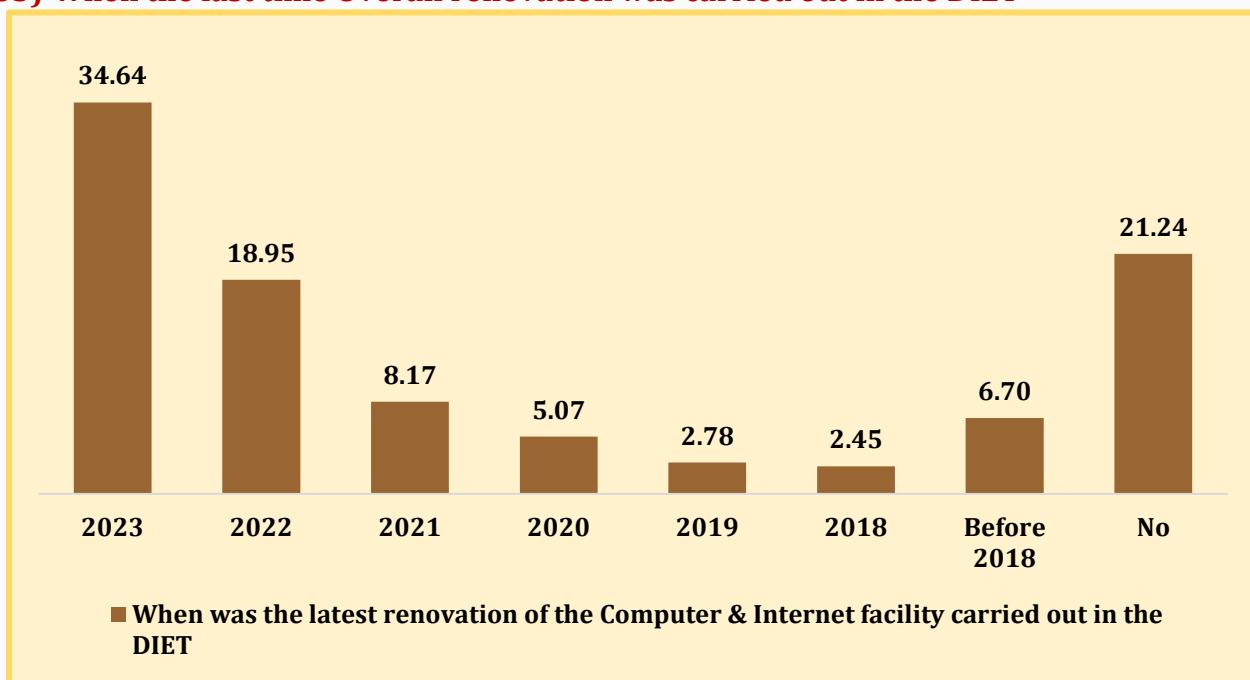
- **Provision for Fire Safety:** Approximately 53.59% of DIETs (328) have provisions for fire safety. This indicates that more than half of the DIETs have implemented measures to protect against fire incidents.
- **No Provision for Fire Safety:** Around 46.41% of DIETs (284) do not have provisions for fire safety. This is a concerning finding, as fire incidents can be extremely hazardous and detrimental to human life and property. The absence of fire safety measures increases the risk of fire accidents and makes it challenging to respond effectively in case of an emergency.



Graph: 52

Overall, the data suggests that while a significant portion of DIETs have implemented fire safety measures, there is still room for improvement. DIETs without fire safety provisions should prioritize the implementation of appropriate measures to safeguard the well-being of their students, staff, and assets. This may involve conducting fire safety audits, installing fire safety equipment, and organizing training sessions to raise awareness about fire safety and emergency response procedures. Ensuring fire safety is a critical aspect of maintaining a secure and conducive learning environment within the DIETs.

53) When the last time Overall renovation was carried out in the DIET



Graph: 53

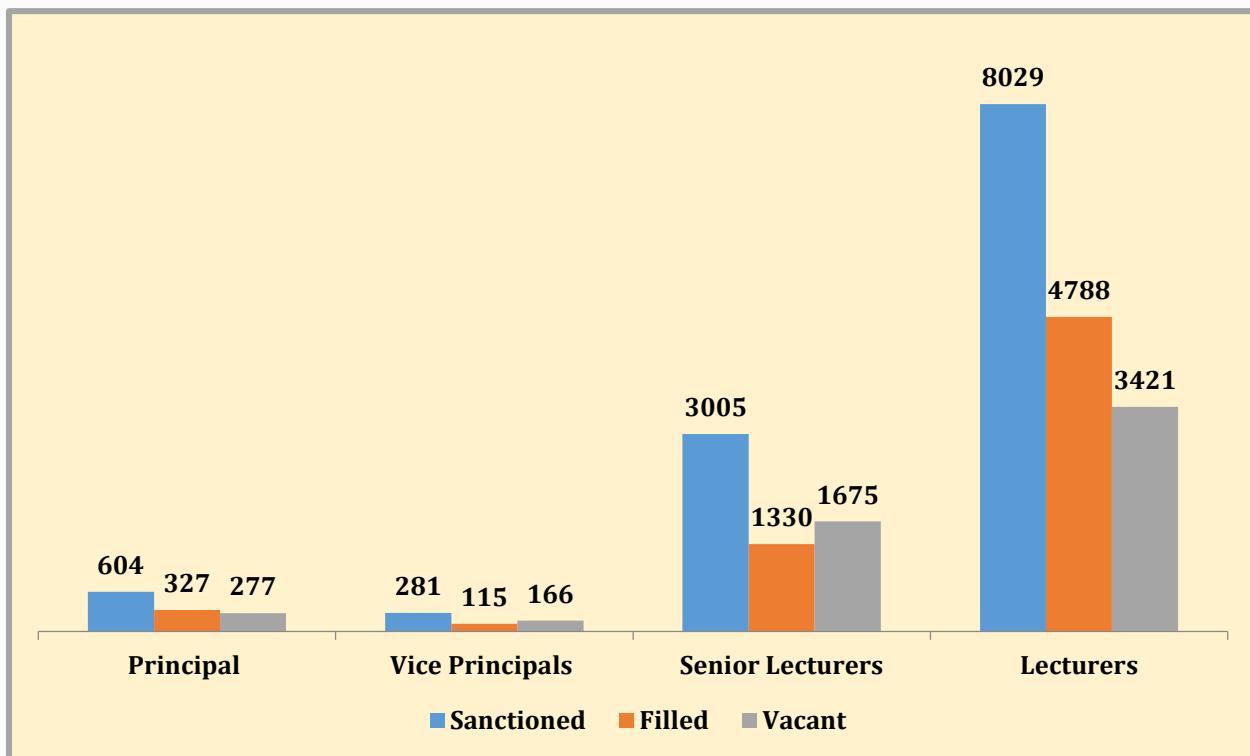
Based on the provided data, an analysis of the latest overall renovation carried out in DIETs is as follows:

- **2023:** Approximately 21.43% of DIETs (129) reported that the latest overall renovation was carried out in 2023. This indicates ongoing efforts to improve the infrastructure and facilities of DIETs.
- **2022:** About 14.12% of DIETs (85) conducted their latest overall renovation in 2022, which also shows recent efforts to upgrade and enhance the infrastructure of DIETs.
- **2021:** Around 9.80% of DIETs (59) renovated their facilities in 2021.
- **2020:** Approximately 6.64% of DIETs (40) reported that their latest overall renovation was carried out in 2020.
- **2019:** About 3.99% of DIETs (24) conducted their latest overall renovation in 2019.
- **2018:** Approximately 3.82% of DIETs (23) reported that their latest overall renovation was done in 2018.
- **Before 2018:** Around 12.79% of DIETs (77) had their last overall renovation before 2018, indicating that some DIETs might need to undergo further improvements and upgrades.
- **No Renovation:** The data shows that 27.41% of DIETs (165) have not carried out any overall renovation, indicating a potential area for improvement to ensure that all DIETs maintain and enhance their infrastructure and facilities regularly.

Overall, the analysis suggests that a significant number of DIETs have conducted renovations in recent years, but there is still room for improvement, especially for those DIETs that have not undergone any renovation or have not renovated their facilities for an extended period. Regular updates and improvements to the overall infrastructure of DIETs are crucial to creating a conducive and modern learning environment for students and providing adequate resources and facilities to support effective teaching and learning practices.

54) Details of Academic/Para Academic and Non Academic positions in the DIET

i. Academic Posts



Graph-54-a

The analysis of the sanctioned, filled, and vacant positions for different positions in the DIETs is as follows:

a) Principal:

- Sanctioned Positions: There are a total of 604 sanctioned principal positions across DIETs.
- Filled Positions: Currently, 327 principal positions are filled with individuals.
- Vacant Positions: There are 277 (45.86%) vacant principal positions, indicating a significant number of DIETs that do not have a principal.

b) Vice Principals:

- Sanctioned Positions: There are 281 sanctioned vice principal positions in DIETs.
- Filled Positions: Currently, 115 vice principal positions are filled with individuals.

- Vacant Positions: There are 166 (59.07%) vacant vice principal positions, which is a considerable number of unfilled roles.

c) Senior Lecturers:

- Sanctioned Positions: There are a total of 3005 sanctioned senior lecturer positions in DIETs.
- Filled Positions: Currently, 1330 senior lecturer positions are filled with individuals.
- Vacant Positions: There are 1675 (55.74%) vacant senior lecturer positions, showing a substantial number of unfilled roles in this category.

d) Lecturers:

- Sanctioned Positions: There are 8029 sanctioned lecturer positions in DIETs.
- Filled Positions: Currently, 4788 lecturer positions are filled with individuals.
- Vacant Positions: There are 3421 (46.61%) vacant lecturer positions, representing a significant number of unfilled roles in this category.

- The data indicates a significant shortage of staff in DIETs across all categories, especially for the positions of vice principals, senior lecturers, and lecturers. The number of vacant positions is notably high in these roles, which may affect the smooth functioning of DIETs.
- The high number of vacant positions could lead to an increased workload on existing staff members, potentially affecting the quality of education and training provided at DIETs.
- The lack of principals and vice principals may impact the overall administration and management of DIETs, which can have implications on various aspects, including resource management, decision-making, and coordination.
- Addressing the issue of staff shortages and filling vacant positions should be a priority for DIETs to ensure the effective and efficient functioning of these institutions.

ii. Para-Academic Posts

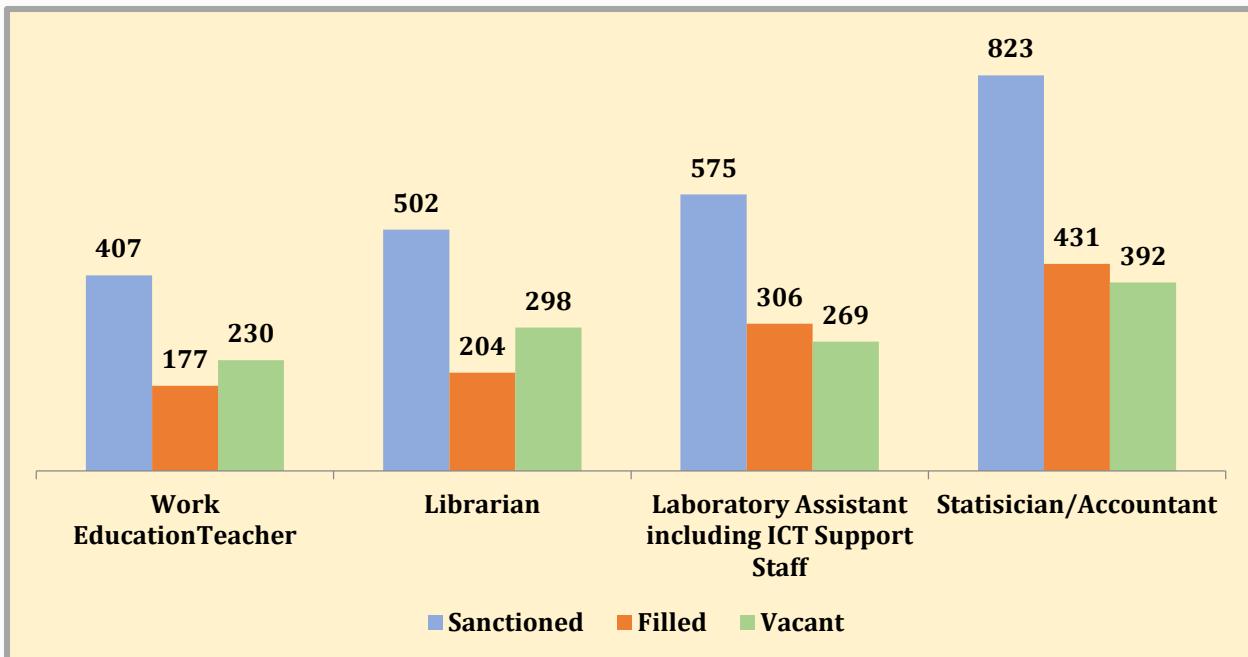
The analysis of the Para-Academic; sanctioned, filled, and vacant positions for different roles in DIETs are as follows:

a) Work Education Teacher:

- Sanctioned Positions: There are a total of 407 sanctioned work education teacher positions across DIETs.
- Filled Positions: Currently, 177 work education teacher positions are filled with individuals.
- Vacant Positions: There are 230 (56.51%) vacant work education teacher positions, indicating a significant number of unfilled roles in this category.

b) Librarian:

- Sanctioned Positions: There are 502 sanctioned librarian positions in DIETs.
- Filled Positions: Currently, 204 librarian positions are filled with individuals.
- Vacant Positions: There are 298 (59.36%) vacant librarian positions, showing a considerable number of unfilled roles in this category.



Graph-54-b

c) Laboratory Assistant including ICT Support Staff:

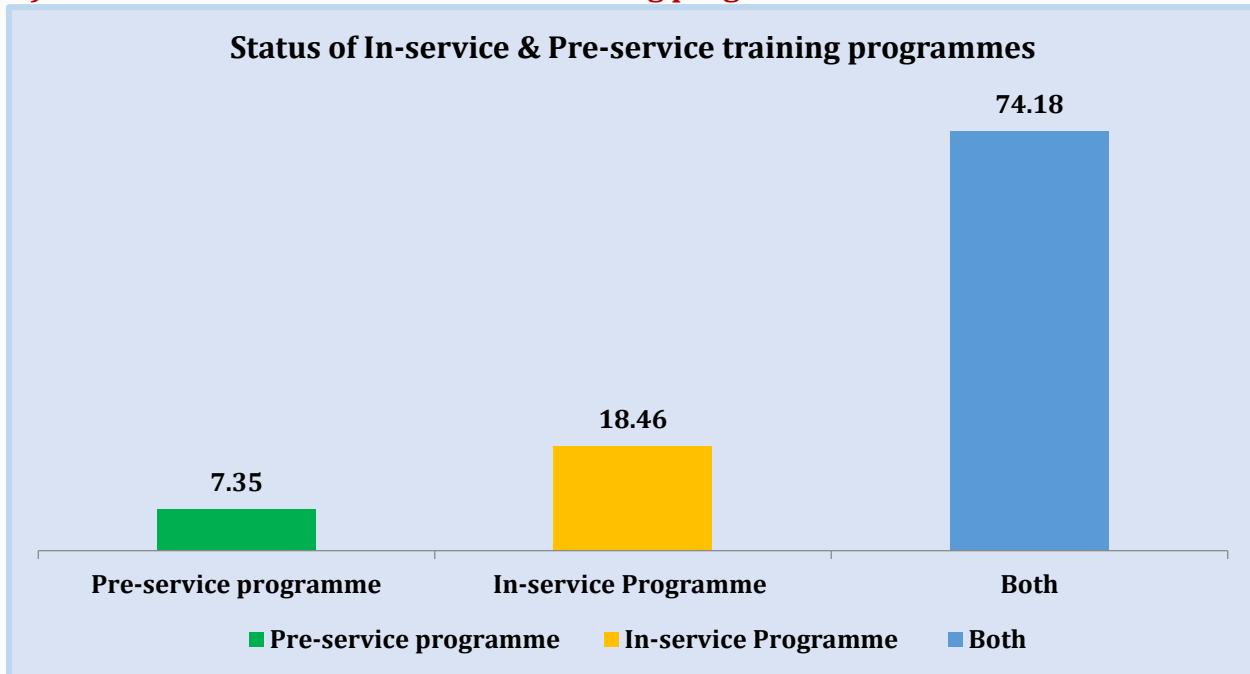
- Sanctioned Positions: There are a total of 575 sanctioned laboratory assistant positions, including ICT support staff, across DIETs.
- Filled Positions: Currently, 306 laboratory assistant positions are filled with individuals.
- Vacant Positions: There are 269 (46.78%) vacant laboratory assistant positions, representing a significant number of unfilled roles in this category.

d) Statistician/Accountant:

- Sanctioned Positions: There are 823 sanctioned positions for statisticians and accountants in DIETs.
 - Filled Positions: Currently, 431 positions for statisticians and accountants are filled with individuals.
 - Vacant Positions: There are 392 (47.63) vacant positions for statisticians and accountants, indicating a considerable number of unfilled roles.
- The data highlights a consistent pattern of staff shortages in various positions within DIETs. Across all roles mentioned, there are notable numbers of vacant positions, which may impact the overall functioning and efficiency of these institutions.
- The shortage of work education teachers may affect the implementation of work education programs and initiatives, which are essential for skill development and practical learning among students.
- The absence of librarians can have implications for the management and accessibility of library resources, impacting students' access to relevant study materials and academic support.

- The shortage of laboratory assistants, including ICT support staff, may hinder the smooth functioning of practical-based learning and technology-related activities in DIETs.
- Additionally, the lack of statisticians and accountants can affect the proper maintenance and management of financial records, data analysis, and budgeting in DIETs.
- Addressing these staff shortages and filling the vacant positions is crucial to ensure the effective functioning and quality of education and training provided by DIETs.

55) Status of In-service & Pre-service training programmes

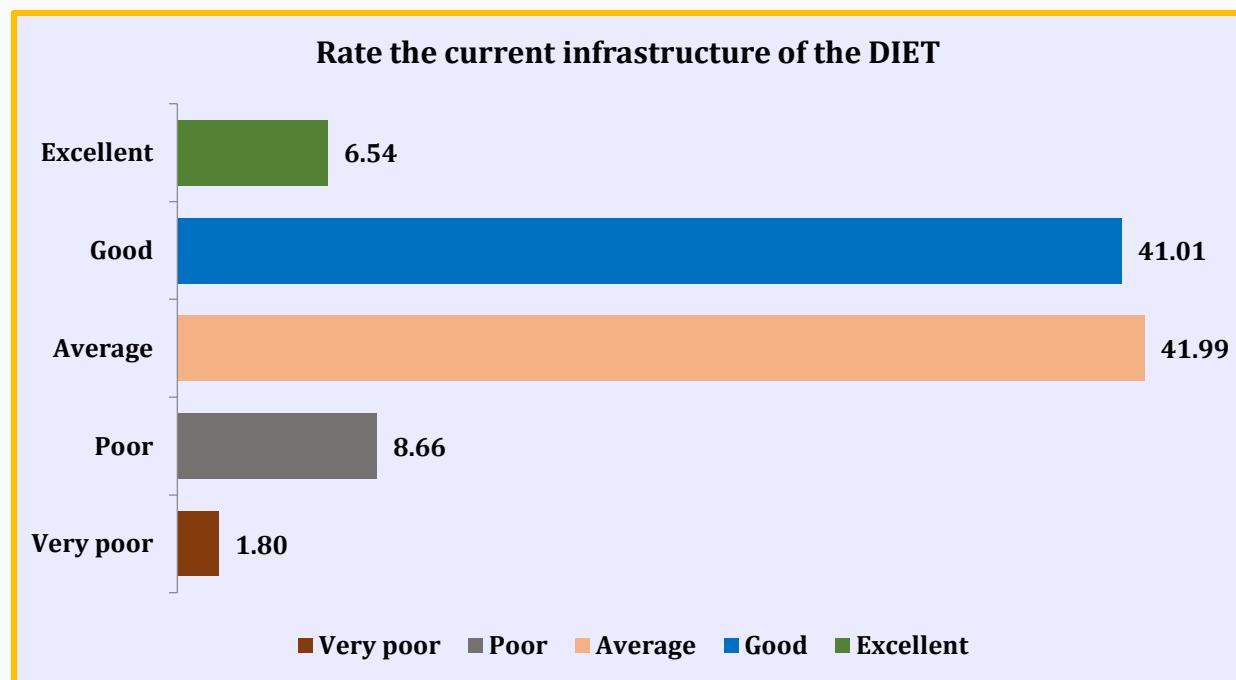


Graph: 55

Based on the provided data, Graph-55 shows the status of in-service and pre-service training programs in DIETs is as follows:

- **Pre-service Training Program:** Approximately 7.35% of DIETs (45) offer only pre-service training programs.
- **In-service Training Program:** Around 18.46% of DIETs (113) provide only in-service training programs.
- **Both Pre-service and In-service Training:** A significant majority, approximately 74.18%, of DIETs (454) offer both pre-service and in-service training programs. This indicates that the majority of DIETs recognize the importance of providing comprehensive training to both aspiring and practicing teachers. Offering both types of training ensures that teachers receive continuous professional development throughout their careers, from the initial stages of their preparation to their tenure in the classroom.

56) Please rate the current overall infrastructure of the DIET



Graph: 56

Graph-56 above provides an analysis of the current overall infrastructure facilities of DIETs is as follows.

- **Excellent:** Small percentages, 6.54%, of DIETs (40) have been rated as having an excellent infrastructure. These DIETs likely have state-of-the-art facilities, well-maintained buildings, and all necessary amenities that support effective teaching, learning, and professional development activities.
- **Good:** About 41.01% of DIETs (251) have been rated as having a good infrastructure. These DIETs have a satisfactory level of infrastructure that enables them to function efficiently and provide a conducive environment for students and staff.
- **Average:** The majority of DIETs, approximately 41.99% (257), fall into the average category. This suggests that many DIETs have a moderate level of infrastructure quality. While they may have some areas that need improvement, they are generally capable of delivering their core services adequately.
- **Poor:** Around 8.66% of DIETs (53) have been rated as having a poor infrastructure. These DIETs may have several areas in their infrastructure that require urgent attention and improvement to meet the necessary standards and cater to the needs of students and faculty effectively.
- **Very Poor:** Only 1.80% of DIETs (11) have been rated as having a very poor infrastructure. This indicates that a very small proportion of DIETs are struggling with significant issues in their infrastructure, which may affect their overall functioning and the quality of services they provide.

Overall, the data indicates that a significant number of DIETs have an average to good infrastructure, enabling them to deliver their educational and training services effectively.

However, there is still room for improvement, as a noticeable proportion falls under the poor or very poor categories. To enhance the quality of education and training provided by DIETs, the ones with lower ratings should focus on upgrading their infrastructure and addressing any shortcomings to align with the standards expected in the education sector.



Ministry of Education
Department of School Education & Literacy
July, 2023