

Government of West Bengal  
School Education Department

Job Chart for Senior Lecturers/ Lecturers

The Academic works of DIETs should be divided broadly in 3 (three) wings. The Senior Lecturer/Lecturer posted any particular wing will have to perform/ assist in these jobs in addition to any other job assigned to him/ her by the Principal of the DIET

I. Pre-Service Training Wing.

- i) Organizing Pre-service course (including admissions, instructions and examination and evaluation etc. of the trainees under this course)
- ii) Development of teaching aid, supervision of action research to be conducted by trainee-like ways to improve learning by disadvantaged children etc
- iii) All matters concerning teaching methodology Development, application etc. among trainees
- iv) All matters relating to learning by children of disadvantaged groups - special remedial instructions to first Generation Learners.
- v) Education of children with major handicaps
- vi) Field interaction activities - field tours to Primary/Elementary schools of the locality
- vii) To organize activities for cleanliness, up keep and development of the Institute Campus roads, playgrounds, lawns, gardens etc and its surroundings - basic maintenance of properties of Institute
- viii) To organize community service activities on health, environment and education related programmes like Pulse/Polio, Immunization, planting of trees, participation in the Non-Formal Education programme - to promote such activities on extra curricular basis.

II. In Service Programme Wing.

- 1) To assist educational authorities in planning and coordination of In-service education programme for elementary/primary teachers throughout the district and to plan and coordinate such programmes held in DIET

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Pursuant to this, the following activities may be undertaken.

- a) Identify training needs of teachers in district and prepare a perspective plan.
- b) Prepare an annual calendar of all programmes to be held in the DIET
  - 2) Orientation programme for Resource Persons both in the DIET and in other centres of the District
  - 3) To maintain a data base on all persons who undergo training in the Institute and to organize follow up activities pursuant to such training.
  - 4) To evaluate and monitor the quality and efficacy of in-service programme.
  - 5) To serve as a reference and resource centres for teachers who wish to continue their further studies/ research in respect of his /her subjects of teaching.
  - 6) To act as Nodal Branch for all action research field interaction - surveys etc. which would include.
    - (i) Co-ordination of in-house (and out of the house too) action research activities and dissemination of results
    - (ii) Acting as clearing house for information on results of all studies, research, innovation etc. in the area of Primary/Elementary Education whenever undertaken
    - (iii) Publication of periodic news letter of Institute etc.

### III. Resource: CURRICULA AND EDUCATIONAL TECHNOLOGY WING:

1. To adopt existing items and develop new items of the following kinds so that they suit local circumstances, and can be used in elementary education and elementary teacher education programmes:
  - (i) Curricular units –
    - (a) English Learning – English Language Cells to be maintained in each DIET. These cells will not only prepare resource materials and TLMS but also act as a help desk to the primary school teachers and the Primary Board for the purpose of orientation in English
    - (b) Locally relevant units could be developed for the district in various subjects to supplement the generally prescribed curricula. Such units may

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geography, folklore, legend, customs, forests, flora and fauna, fairs and festivals, demography, geology, minerals, agriculture, industry, service occupations, folk art, handicrafts, communities and tribes, institutions etc

- (ii) Teaching and learning for general as well as locally developed curricular units - specially primers for classes I and II in tribal languages in districts having substantial tribal population.
- (iii) Techniques and guidelines for continuous and summative learner - evaluation.
- (iv) Tests, question/ item banks, rating scales, observation schedules, guidelines for diagnostic testing/ remedial programmes talent identification procedures etc.

Most of the adaptation/ development work as above would be done through workshops involving other concerned faculty, institutions, experts, teachers and instructors.

- 2 To undertake testing on sample basis to assess achievement levels among learners, especially with reference to Min levels prescribed for the primary and upper primary stage and for adult learners under NLM.
3. To maintain the following:
  - i) All A.V. equipment of the Institute.
  - ii) Computer Lab.,
  - iii) A display area for good, low cost teaching aids developed in house as well as elsewhere, and
  - iv) A library of educational video/ audio cassettes and, if the Institute has a film projector of films.
4. To lend slides, cassettes and films to institutions having playing/ projection facilities, and to borrow them from others Resource Centres.
- 5 To liase with nearby Radio station for arranging educational broadcasts suitable for elementary school children AE/ NFE learners, teachers/ instructors etc. of the district.
6. To conduct appropriate in service programmes for teachers in the area of ET, with special emphasis on:-
  - (i) Effective utilization of educational broadcasts, telecasts, cassettes and aids, and
  - (ii) Development of simple, low cost teaching aids

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7. To maintain an appropriate data-base for the district which may be required for various planning exercises aimed at the UPE/UUE/NLM goals and for monitoring progress towards these goals.
8. To conduct studies with a view to giving policy advice to educational planners/ administrators/ DBE regarding UUE/ NLM. Some of the important areas for such studies would be:-
- (i) Enrolment, Retention and regularity of attendance of children and adult learners (Especially females, SC/ST, minorities, handicapped, slum-dwellers and other disadvantaged groups) – various factors affecting these.
  - (ii) Effect of various interventions (including incentives) on the above.
  - (iii) Community's perception of and participation in the process of basic education.
  - (iv) Development of norms, criteria and techniques for evaluation of Institutions (Schools and AE/NFE Centres) of the district.
- One or two educationally backward pockets of the district, which may be within easy reach from the District will be specially chosen for conducting above studies as well as a lot of action research activities. These may be called the 'Lab. area' of the DIET. However, while a lot of studies and action research will be concentrated in the lab. area, they would not be necessarily confined to this area, and other suitable areas would also be chosen depending on the nature of work involved.
9. To provide technical assistance to educational authorities in (i) school mapping, (ii) Micro-planning for UPE/ AUEE in an are specific and target group specific manner, (iii) formation and activation of school complexes (iv) institutional planning for school complexes, schools etc., and (v) Institutional evaluation.
10. To serve as the nodal branch in relation to all programmes of community involvement in basic education, and in particular, to conduct orientation programmes for members of DBE, VECs, community leaders, youth and other voluntary educational workers.
11. To conduct appropriate programmes for Head Masters, Heads of School Complexes and Block level educational functionaries in P & M, covering areas like leadership, motivation, involving the community, educational administration, finance and accounting, office procedure, planning for UPE/ UEE, institutional planning etc.

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COMMON TO ALL WINGS

1. Maintenance of Science Lab, Psychology equipment, Resource Room for Education of Disabled Children, Rooms for Art Education, and of equipment and facilities for Sports and Physical Education
2. Promotion of and support to co-curricular activities in areas related to the substantive work of the Branch, e.g. debates and elocution, literature, Science Fairs, Visual and Performing Arts, Sports and Physical Education competitions, Yoga, Hobbies etc

Library wing

Apart from Librarian, the Principal may place a senior faculty member having interest in library development and management, in overall charge of the library to guide and supervise its work

The duties of Library wing is to

1. To assist authorities in selection and purchase of need books journals for subscription etc.
2. Cataloguing of the Books and Journals, indexing etc.
3. Issue, receipt of Books and journals to and from trainees, academicians lecturers
4. Management of peaceful atmosphere in reading room of the library etc.
5. To work as information centre for the faculty and the trainees

Administrative Wing, Hostel and Clinic Wing (s)

- A. The administrative section will provide administrative support to the entire Institute with the help of
  - 1) Head clerk (office suptd.)
  - 2) Accountant
  - 3) Clerk-cum-Typist
  - 4) Gr. D Staff
- B. The Principal may appoint a senior faculty member (Senior Lecturer) as Warden for Hostel of male trainees in addition to his duties. A separate lady warden should be appointed whole time basis for the Ladies Hostel. Her post will be strictly residential in nature.

The Warden (s) will be responsible for the smooth and peaceful functioning of the hostels.

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- C The Institutes clinic will be manned by a part time Medical Officer, preferably an elderly doctor retired from Government service. The Institute will treat ordinary ailments of trainees and Institute staff and provide first aid and common medicines. It should have a sick room for isolation of patients under contagious diseases like small pox etc.

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