Chapter: 3

Review Of Related Literature

3.0.0 Introduction

3.1.0 Importance Of Review Of Literature

3.2.0 Review Of Past Studies

3.3.0 Discussion Of Findings

3.4.0 How Present Study Differs From Past Studies

3.5.0 Conclusion

References
CHAPTER: 3

REVIEW OF RELATED LITERATURE

3.0.0 INTRODUCTION:

In previous chapter historical background and theoretical aspects of DIET were discussed. Aim and objectives of DIET and different types of training programmes organized by the DIETs were studied out. Brief history of teacher education and importance of training programmes were also pointed out. In this chapter different types of research work done in the field of teacher education and research based history of teacher education is mentioned. Efforts have been made to find out how present study differs from previous studies.

This chapter deals with importance of review of literature, review of theoretical part and past studies. Findings of different studies are to be evaluated in the context of similarities and contradiction in findings of different past studies. Evaluation of findings will lead to identify research gaps and lead to action plan.

3.1.0 IMPORTANCE OF REVIEW OF LITERATURE:

It is very essential for every research that, the investigator has to review related literature. It provides following influx to the Investigator.

- To show whether the evidence already available to solve the problem adequately without further investigation.
- To provide hypothesis, ideas, theories, or explanations valuable in formulating the problem.
• To suggest the appropriateness of methods used for the solution of the problem.
• To locate comparative data useful in the interpretation of result, and
• To contribute to the general scholarship of the investigator.

Review of related studies provides Investigator the present scenario of the status of his study. It provides the outline that what has been done, how it has been done, and what is the findings and outcome of the studies. It provides Investigator the theoretical and practical framework of the study. Review of past studies makes Investigator to know that what is common and what is different in the present study. It also provides research gaps which are to be filled up in future.

3.2.0 REVIEW OF PAST STUDIES:-

As the present study deals with the present status and working of DIETs of Gujarat State, investigator has gone through all the case studies of different DIETs. These case studies were done by different faculties of different universities of Gujarat State. The funding for this project was given by GCERT. Apart from this, the Investigator has gone through the different studies done at national level regarding the case study of different institutes and the study related to the in-service and pre-service teacher training institutes all over the nation.

[ 33 ]
3.2.1

<table>
<thead>
<tr>
<th>Title: A CASE STUDY OF DIET–RAJKOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator D.A. Uchat, and Others</td>
</tr>
<tr>
<td>Year 2003</td>
</tr>
<tr>
<td>Agency GCERT -GANDHINAGAR</td>
</tr>
<tr>
<td>Level Independent study</td>
</tr>
<tr>
<td>Objectives</td>
</tr>
<tr>
<td>To study periodical development of DIET–Rajkot from the time of its establishment.</td>
</tr>
<tr>
<td>To study the in-service and pre-service program of DIET–Rajkot.</td>
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<tr>
<td>To study the research work done by DIET–Rajkot.</td>
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<td>To study the publication and teaching learning material developed by DIET – Rajkot.</td>
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<td>To study qualities of DIET–Rajkot.</td>
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<td>To study limitations of DIET – Rajkot.</td>
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<tr>
<td>To study present educational environment of DIET–Rajkot.</td>
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<tr>
<td>Sample DIET – Rajkot was selected as the unit of CASE STUDY</td>
</tr>
<tr>
<td>Tool The tool containing 15 questions was prepared and annual reports were also used as the tool.</td>
</tr>
</tbody>
</table>
Method

Case Study

Major

Findings

➢ DIET- Rajkot was upgraded from Burten Training College
  For women on 6/12/1990

➢ There were 5 lecturers appointed through GCERT at the
time of establishment.

➢ There were 381 sports equipments, 39 music instruments,
  480 electronics instruments, 263 furniture and 375
  educational aids as per the dead-stock.

➢ The majority of expenditure was made during 1997-2003.

➢ There were 20 sections and 22484 books were found on
  accession register of the library at DIET Rajkot.

➢ There were 63 science instruments were purchased in the
  year 1990. Five instruments were gifted by UNICEF
  during 1975. All the chemicals were purchased in 2002.

➢ DIET Rajkot was well equipped with furniture than Burten
  College; the picture in terms of Kitchen Utensils was
  reverse.

➢ DIET-Rajkot has received financial, physical and human
  resource support from 35 different institutes.

➢ Six hundred and fourteen students were enrolled during
  1995 to 2002, out of which six trainees ranked top in the
  state board of examination.

➢ Hostel building meant for in-service teacher trainees is
  being used for pre-service teacher trainees and it can
  accommodate 100 trainees at a time.

➢ Twenty four different programs were conducted for pre-
service trainees.

- For in-service teacher training approximately 656 experts from primary schools, principal of secondary schools, C.R.C C, B.R.C C, lecturers from B.Ed and other colleges, professors from Saurastra University are offering their noble services.
- There were 32 educational researches done by lecturers during the year 1995 to 2002.
- There were 45 modules prepared by lecturers during the year 1995 to 2002.
- Regular visit was not taken by the liaison officer from head office, and the Performa was not developed for such visit.

3.2.2

<table>
<thead>
<tr>
<th>Title</th>
<th>A CASE STUDY OF DIET– JUNAGADH</th>
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<tbody>
<tr>
<td>Investigator</td>
<td>D.A. Uchat, and Others</td>
</tr>
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<td>Objectives</td>
<td>To study the periodical development of DIET – Junagadh from the time of its establishment.</td>
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<td>To study the research work done by DIET – Junagadh.</td>
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</table>

[36]
➢ To study the publication and teaching learning material developed by DIET – Junagadh.
➢ To study monitoring and evaluation system in respect of DIET – Junagadh.
➢ To study qualities of DIET – Junagadh.
➢ To study limitations of DIET – Junagadh.
➢ To study present educational environment of DIET – Junagadh.

➢ Sample
DIET – Junagadh was selected as the unit of CASE STUDY

➢ Tool
The tool containing 15 questions was prepared and annual reports were also used as the tool.

➢ Method
Case Study

➢ Major Findings
➢ DIET–Junagadh was upgraded from Mahila Adhyapan Mandir on 18/1/1991
➢ There were total 20 employees at the time of establishment of DIET – Junagadh.
➢ As compare to previous Mahila Adhyapan Mandir DIET – Junagadh had larger facilities as on 2003.
➢ There were total 1480 instruments in the institute in which, 164 were of sports, 13 were of music, 380 were of electronics, and 453 were of furniture, while 470 were educational aids.
➢ There were 20 sections and 1950 books were found in accession register.
➢ There was no purchase for laboratory after 1991.
In respect to furniture, hostel facility and kitchen utensils DIET – Junagadh was well equipped.

The DIET had enrolled total 699 trainees during 1995 to 2002. Out of which 400 has got distinction, 257 has got first class and the remaining were declared second class in the board examination taken by State Examination Board.

There was sufficient hostel facility for one hundred pre-service trainees.

The DIET had organized 23 different programs for pre-service trainees.

There were 15 educational researches done by lecturers during the year 1995 to 2002,

There were 45 modules prepared by lecturers during the year 1995 to 2002.

Regular visit was not taken by the liaison officer from head office, and the Performa was not developed for such visit.

3.2.3

<table>
<thead>
<tr>
<th>Title</th>
<th>A CASE STUDY OF DIET– BHUJ(KUTCHH)</th>
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<tr>
<td>Investigator</td>
<td>Kantibhai, Gor. and Sanjay, Thaker.</td>
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<td>GCERT-GANDHINAGAR</td>
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<tr>
<td>Level</td>
<td>Independent study</td>
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Objectives

➢ To study the periodical development of DIET – Kutchh from the time of its establishment.
➢ To study the in-service and pre-service program of DIET – Kutchh
➢ To study the research work done by DIET – Kutchh.
➢ To study the publication and teaching learning material developed by DIET – Kutchh.
➢ To study monitoring and evaluation system in respect of DIET – Kutchh.
➢ To study qualities of DIET – Kutchh.
➢ To study limitations of DIET – Kutchh.
➢ To study present educational environment of DIET – Kutchh.

Sample

DIET – Bhuj(Kutchh) was selected as the unit of CASE STUDY

Method

Case Study

Findings

➢ DIET – Bhuj(Kutchh) was upgraded from Sarkari Purush Adhyapan Mandir on 6/4/1990
➢ There were total 15945 books in the library.
➢ In respect to furniture, hostel facility and kitchen utensils DIET – Bhuj(Kutchh) was well equipped.
➢ The DIET had enrolled total 357 trainees during year 1995 to 2002 in first year and 341 were enrolled in second year.
➢ There was no availability of Hostel building for pre-
service teacher trainees due to earthquake.

- There were 30 educational researches done by lecturers during the year 1995 to 2002.
- DIET had prepared programs in local kutchhi dialect.
- A stress relief programme for children of different primary schools was conducted by the DIET after earthquake i.e in the year 2001.

### 3.2.4

<table>
<thead>
<tr>
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<th>A CASE STUDY OF DIET– JAMNAGAR</th>
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<tr>
<td><strong>Investigator</strong></td>
<td>D.A. Uchat, and Jadeja, P</td>
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<td><strong>Year</strong></td>
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<tr>
<td><strong>Level</strong></td>
<td>Independent study</td>
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<td><strong>Objectives</strong></td>
<td>To study periodical development of DIET – Jamnagar from the time of its establishment.</td>
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<tr>
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<td>To study the in-service and pre-service program of DIET – Jamnagar.</td>
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<td>To study the publication and teaching learning material developed by DIET – Jamnagar.</td>
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<td>To study monitoring and evaluation system in respect of DIET – Jamnagar.</td>
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<td>To study qualities of DIET – Jamnagar.</td>
</tr>
</tbody>
</table>
➢ To study limitations of DIET – Jamnagar.
➢ To study present educational environment of DIET – Jamnagar.

➢ Sample
DIET – Jamnagar was selected as the unit of CASE STUDY

➢ Tool
The tool containing 15 questions was prepared and annual reports were also used as the tool.

➢ Method
Case Study

➢ Findings
➢ DIET–Jamnagar was upgraded from Sarkari Purush Adhyapan Mandir, Dhrol in 1990.
➢ On the day of establishment of DIET – Jamnagar out of 13 lecturers 3 were appointed through GCERT
➢ There were total 288 instruments registered on dead-stock, out of which majority were of electronics and technology.
➢ There were total 26 sections and total numbers of 4064 books were found of accession register.
➢ There was no Separate room for laboratory available in new DIET, while this facility was available in old adhyapan mandir.
➢ The DIET had well equipped furniture facility than old institute while the situation was reverse in the case of hostel facility and kitchen utensils.
➢ DIET – Jamnagar had received financial, physical and human resource support from 12 different institutes.
A sufficient hosted facility for accommodating 100 trainees was found.

DIET had conducted 11 different programs for pre-service trainees.

In in-service training approximately 450 experts from 12 different institutes were giving their noble service.

There were 22 educational researches done by lecturers during the year 1995 to 2002.

There were 11 modules prepared by lecturers during the year 1995-2002.

The Performa was not developed for monitoring the work of DIET- Jamnagar.

Electricity and water problems were faced by the DIET due to its remote location.

### 3.2.5

<table>
<thead>
<tr>
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<th>A CASE STUDY OF DIET– BHAVNAGAR</th>
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<tr>
<td>Investigator</td>
<td>J.P. Pandya</td>
</tr>
<tr>
<td>Year</td>
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<tr>
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<td>Independent study</td>
</tr>
<tr>
<td>Sample</td>
<td>DIET – Bhavnagar was selected as the unit of CASE STUDY</td>
</tr>
</tbody>
</table>
➢ Tool
The tool comprised of questionnaire of organizational climate and interviews.

➢ Method
Case Study

➢ Major Findings
➢ The staff of the Bhavnagar DIET was not only highly qualified but was skillful also.
➢ The DIET had enrolled 46 trainees in the year 2001, out of which 41 secured distinction and rest were awarded with first class.
➢ This DIET was awarded for its campus development activities by the chief minister.
➢ The DIET was fortunate enough to obtain the academic support from the nationally reputed institutions such as the Central Salt and Marine Chemical Research Institute (CSMCRI).
➢ The DIET had sufficient staff only in PSTE branch.
➢ The DIET had majority of research work done in survey type.
➢ Overall organizational climate of the DIET was very good.
➢ The DIET faculties were highly efficient.

3.2.6

<table>
<thead>
<tr>
<th>Title</th>
<th>A CASE STUDY OF DIET– PATAN</th>
</tr>
</thead>
</table>

➢ Investigator J.H.Pancholi

➢ Year 2002
Agency: GCERT-GANDHINAGAR
Level: Independent study
Sample: DIET – Patan was selected as the unit of CASE STUDY
Tool: The questionnaire was prepared as a tool and annual reports were also used as the tool.

Method: Case Study
- The DIET faculties were interested in Research work.
- Majority of staff were of their own native land.
- The commitment in work of DIET faculties was good.
- There was a good coordination and support from the other institutes like B.Ed College and P.T.C institutes.
- There was a good use of library by the staff members.
- Library was resourceful with all types of books.
- The DIET faculty faced difficulties in using proper educational aids at the remote place.
- There were no branch wise computers, all the computers were in computer room and all of them were not working properly.
- There was not sufficient use of science laboratory; there was a lack of scientific aptitude.
- There was no liberty for working branch wise.
- There was no branch wise job chart is fixed, because all the branches were interrelated and therefore all the work was to be undertaken by principal. Therefore branch wise working
was not efficient.

3.7

<table>
<thead>
<tr>
<th>Title</th>
<th>A CASE STUDY OF DIET–SURAT</th>
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</tr>
<tr>
<td>Year</td>
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<td>Sample</td>
<td>DIET – Surat was selected as the unit of CASE STUDY</td>
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<tr>
<td>Tool</td>
<td>The tool containing 15 questions was prepared and annual reports were also used as the tool.</td>
</tr>
<tr>
<td>Method</td>
<td>Case Study</td>
</tr>
<tr>
<td>Major Findings</td>
<td>DIET–Surat was upgraded from Sorabji J.J Training on 6/08/1989</td>
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<tr>
<td></td>
<td>Pre-service trainees were involved in the process of action research and they were guided by the DIET lecturers.</td>
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<td></td>
<td>Pre-service trainees were using the computers in their annual lessons.</td>
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<td></td>
<td>There was no separate hostel building having boarding and lodging facility.</td>
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<td></td>
<td>There was no separate residential facility for the warden in hostel.</td>
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</tbody>
</table>
The DIET was in most urgent needs of the new building with all the physical facilities.
There was no separate ground for the sports activities.
There were no separate branch wise rooms for the lecturer.
There were no staff quarters for academic and administrative staff in the DIET campus.

3.2.8

<table>
<thead>
<tr>
<th>Title</th>
<th>A CASE STUDY OF DIET– Vadodara</th>
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<tbody>
<tr>
<td>Investigator</td>
<td>K.S.Likhiya</td>
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<td>Level</td>
<td>Independent study</td>
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<tr>
<td>Objectives</td>
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<td></td>
<td>To study the physical facilities of DIET Vadodara.</td>
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<td></td>
<td>To study the work of the DIET.</td>
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<td></td>
<td>To study the different types of the work of DIET.</td>
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<td>To study the support of different institute and organization received by the Vadodara DIET.</td>
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<td>To study the pre service training program organized by the Vadodara DIET.</td>
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<td>To study the in service training program organized by the Vadodara DIET.</td>
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<td>To study the Educational research work done by</td>
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</table>
Vadodara DIET.

➢ To study the publication and training module prepared by the Vadodara DIET.

➢ To study the specialty and find out the reasons for that of vadodara DIET.

➢ Sample

DIET – Vadodara was selected as the unit of CASE STUDY

➢ Tool

The tool containing interview inventory, personal visit and personal meeting were arranged for data collection.

➢ Method

Case Study

➢ Major Findings

➢ The DIET was having sufficient academic and administrative staff as compare to other districts.

➢ DIET was having sufficient physical facility.

➢ Computer room of DIET was in very fine condition it was used by the pre service trainees and in service training regularly. All the academic as well as administrative staff were also using computer in their routine work.

➢ The DIET was having model library. There was a proper bifurcation done for the different books.

➢ Good and useful modules were prepared on the basis of hard points defined on the basis of research.

➢ Good awareness was created in the district by the different training programs conducted by the DIET.
Due to the inspiration of the DIET at the district level good organization of Science Fair, Bal Mela and Bal Ramatostav had became possible task.

To improve the girl child education and decrease the drop out rate of the girl child efforts had been made by the DIET.

Bal mitra class was made out of the waste material by the DIET.

There was a good example of team work given by this DIET.

The DIET had prepared psychology laboratory well equipped with the instruments of the for the psychology experiments with help of the experts.

The DIET had made great efforts for adult education with the help of other institutes and organization.

### 3.2.9

<table>
<thead>
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<th>Title</th>
<th>A CASE STUDY OF DIET– Ahmedabad</th>
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<tbody>
<tr>
<td>Investigator</td>
<td>J.P.Pandya,</td>
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<tr>
<td>Objectives</td>
<td>To study periodical development of DIET–Ahmedabad from the time of its establishment.</td>
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</table>
➢ To study the in-service and pre-service program of DIET–Ahmedabad.
➢ To study the research work done by DIET–Ahmedabad.
➢ To study the publication and teaching learning material developed by DIET–Ahmedabad.
➢ To study monitoring and evaluation system in respect of DIET–Ahmedabad.
➢ To study qualities of DIET–Ahmedabad.
➢ To study limitations of DIET–Ahmedabad.
➢ To study present educational environment of DIET–Ahmedabad.

➢ **Sample**

DIET – Ahmedabad was selected as the unit of CASE STUDY

➢ **Tool**

The tool containing 15 questions was prepared and annual reports were also used as the tool.

➢ **Method**

Case Study

➢ **Major Findings**

➢ DIET – Ahmedabad was upgraded from Mahalaxmi Training College For women on 17/12/1994
➢ The DIET members were hard working and highly efficient in their work.
➢ The DIET had tremendous potential of paving new path that can be seen by the CRC level Science fair conducted in past and that had become now a tradition in the state.
The DIET was utilizing the available resources as much as possible.

The DIET waits for none in following good thing for education.

In the DIET the faculties were so highly resourceful that, they decide themselves what to do and how to do so as to achieve the goal.

The DIET had historical and old building which was also damaged because of the earth quake.

The DIET had sufficient academic staff only in PSTE branch.

There was no enough monitoring and evaluation system developed as per the guideline.

Organizational climate of the DIET was really very good.

### 3.2.10

<table>
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<th>Title</th>
<th>A CASE STUDY OF DIET– Amreli</th>
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<td>Investigator</td>
<td>A.P. Kasvekar,</td>
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<td>Agency</td>
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<tr>
<td>Objectives</td>
<td>To study periodical development of DIET–Amreli from the time of its establishment.</td>
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</table>

[ 50 ]
To study the in-service and pre-service program of DIET–Amreli.

To study the research work done by DIET–Amreli.

To study the publication and teaching learning material developed by DIET–Amreli.

To study monitoring and evaluation system in respect of DIET–Amreli.

To study qualities of DIET–Amreli.

To study limitations of DIET–Amreli.

To study present educational environment of DIET–Amreli.

Sample
DIET – Amreli was selected as the unit of CASE STUDY

Tool
The tool containing 15 questions was prepared and annual reports were also used as the tool.

Method
Case Study

Major Findings
DIET–Amreli was upgraded from Purush Adyapan Mandir on 12/4/1994

The campus of DIET –Amreli was good but it was inadequate for organizing the big seminars.

There were no separate rooms available for science corner, psychology laboratory, and ELT corner.

There were no separate rooms for the different branches.

There were no full furniture facilities for the PSTE trainees i.e. bench and sitting facilities.
The Academic building was good but need some more facilities.

The post of principal was filled with class-I officer having no administrative experience and constant transfers of such post obstructs to fulfill the goal of the institute.

The pay scale of the lecturer was very low and need to be revised as the workload of the faculties was very high.

The monitoring of the in-service training was there but there was no provision for the steps to be taken in regards.

The research work of the DIET was very good.

### 3.2.11

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<tr>
<th>Title</th>
<th>A CASE STUDY OF DIET – Kathalal</th>
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<tbody>
<tr>
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<tr>
<td>Level</td>
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<tr>
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<td>To study the financial system of DIET –Kathalal.</td>
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<td></td>
<td>To study the branch wise staff pattern for academic and non academic staff of DIET –Kathalal.</td>
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</tbody>
</table>
➢ To study the publication and teaching learning material developed by DIET – Kathlal
➢ To study monitoring and evaluation system in respect to DIET – Kathlal.
➢ To study qualities of DIET – Kathlal.
➢ To study limitations of DIET – Kathlal.
➢ To study present educational environment of DIET – Kathlal.

➢ Sample
DIET – Kathlal was selected as the unit of CASE STUDY

➢ Tool
The tool containing 15 questions was prepared and annual reports were also used as the tool.

➢ Method
Case Study

➢ Major Findings
➢ The DIET had published good and quality modules for different subjects.
➢ The DIET had organized the teacher training taking in view the need of the teacher.
➢ The DIETs had organized all the programs with good planning and with special vision.
➢ The DIET had very excellent facilities for sports.
➢ There were three DIET faculties having doctorate degree.
➢ There was good psychology laboratory and testing was done.
➢ There was no permanent principal who can provide good and visionary leadership to the institute.

[ 53 ]
➢ The DIET had insufficient academic staff.
➢ There were no adequate furniture facilities available to the hostel.
➢ There was no system for evaluating the development of the institutes.
➢ There was no system for evaluation of the in-service training.

### 3.2.12

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>A CASE STUDY OF DIET -Palanpur</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investigator</strong></td>
<td>J.H.Pancholi</td>
</tr>
<tr>
<td><strong>Year</strong></td>
<td>2002</td>
</tr>
<tr>
<td><strong>Agency</strong></td>
<td>GCERT-GANDHINAGAR</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Independent study</td>
</tr>
<tr>
<td><strong>Sample</strong></td>
<td>DIET – Palanpur was selected as the unit of CASE STUDY</td>
</tr>
<tr>
<td><strong>Tool</strong></td>
<td>The tool containing 15 questions was prepared and annual reports were also used as the tool.</td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>Case Study</td>
</tr>
<tr>
<td><strong>Major Findings</strong></td>
<td>DIET–Palanpur was upgraded from Government P.T.C College on 6/6/1991</td>
</tr>
<tr>
<td></td>
<td>The DIET faculty faced the difficulties in using educational aid at remote places.</td>
</tr>
</tbody>
</table>
There was polarity between the senior and junior lecturer.
> There was very limited use of the library.
> There was no branch wise fixed job chart.
> There was no involvement and participation of in-service branch faculty in PSTE branch.
> There was lack of in-depth knowledge of staff in subject.
> There was no computerized Information available in P&M Branch.
> There were no specific number criteria for organizing training programme.
> The Resource persons in training were coming with insufficient preparation.
> There was no inter staff co-ordination.

### 3.2.13

<table>
<thead>
<tr>
<th>Title</th>
<th>A CASE STUDY OF DIET – Santrampur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator</td>
<td>K.S.Likhiya</td>
</tr>
<tr>
<td>Year</td>
<td>2003</td>
</tr>
<tr>
<td>Agency</td>
<td>GCERT-GANDHINAGAR</td>
</tr>
<tr>
<td>Level</td>
<td>Independent study</td>
</tr>
<tr>
<td>Objectives</td>
<td>To study the physical development of DIET Santrampur.</td>
</tr>
</tbody>
</table>
➢ To study the number of students, teachers, and literacy rate in context to DIET - Santrampur.
➢ To study the number of academic and non-academic staff of DIET - Santrampur.
➢ To study the working of DIET - Santrampur.
➢ To study the type of work done by DIET - Santrampur.
➢ To study the resource support received by DIET - Santrampur.
➢ To study In-service and Pre-service training programs done by DIET - Santrampur.
➢ To prepare suggestions for improvement of programs of DIET - Santrampur.

➢ **Sample**

DIET - Santrampur was selected as the unit of CASE STUDY

➢ **Tool**

The tool containing 15 questions was prepared and annual reports were also used as the tool.

➢ **Method**

Case Study

➢ **Major Findings**

➢ The computer room of the DIET was good equipped with the facilities like computer, printer, internet, etc.
➢ The DIET had prepared good modules for primary schools and for in-service training.
➢ The DIET had organized the in-service training programmes on the basis of the requirement of the teachers.
➢ The In-service training programs conducted by DIET
had created good awareness in the district.

- The DIET had organized the “Ma-Beti” Milan Mela to create good women literacy and girl child education awareness.
- There was no good furniture facility available in the hostel.
- There was insufficient staff in all the branches of DIET.
- There was no such efforts made by DIET to help school teacher to perform action research.
- Lack of co-ordination was found between DEO and DPEO and DIET.

3.2.14

| ➢ | Title | A CASE STUDY OF DIET – Gandhinagar |
| ➢ | Investigator | Artiben Kasvekar |
| ➢ | Year | 2003 |
| ➢ | Agency | GCERT-GANDHINAGAR |
| ➢ | Level | Independent study |
| ➢ | Sample | DIET – Gandhinagar was selected as the unit of CASE STUDY |
| ➢ | Tool | The tool containing 15 questions was prepared and annual reports were also used as the tool. |
Method
Case Study

Major Findings

➢ The DIET-Gandhinagar was having good physical environment.
➢ This DIET was funded by Gujrat Unconventional Energy Development Authority (GEDA) with sum of rupees 4,00,000/- for energy park.
➢ The DIET had unique quality development school program of “Abhinav Shala”.
➢ This DIET had good educational technology branch having equipped with latest IT instruments.
➢ The DIET had fully equipped psychology laboratory.
➢ There was in-sufficient staff in major branches of DIET.
➢ There was no availability of sufficient space for hostel as well as good seminar hall for workshop.
➢ There were no separate rooms for all the branches available.
➢ It was lagging in the co-ordination between the DIET and DPEP/SSA
➢ The research work in DIET was not up to the satisfactory level.

3.2.15

<table>
<thead>
<tr>
<th>Title</th>
<th>A CASE STUDY OF DIET – Surendranagar</th>
</tr>
</thead>
</table>

➢ Investigator M.L.Joshi
Year 2003

Agency GCERT-GANDHINAGAR

Level Independent study

Sample DIET-Surendranagar was selected as the unit of CASE STUDY

Tool The tool containing 15 questions was prepared and annual reports were also used as the tool.

Method Case Study

Findings

- This DIET was having unique science park in open space.
- This DIET was having fully equipped good computer room.
- This DIET was having “open shelf” library and good reading environment was created.
- There was highly appreciable publication work done by DIET.
- The DIET had organized sufficient number of in-service training work-shop according to the requirement of the teachers.
- The DIET had good self made psychology laboratory.
- There was insufficient academic staff and most of the posts were vacant
- There was no enough space available for special labs.
There was no facility for residential in-service training at DIET level.

There was inadequate furniture in hostel.

There was no provision for effective monitoring and institutional evaluation.

### Table

<table>
<thead>
<tr>
<th>Title</th>
<th>A CASE STUDY OF DIET – Idar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator</td>
<td>M.L.Joshi</td>
</tr>
<tr>
<td>Year</td>
<td>2003</td>
</tr>
<tr>
<td>Agency</td>
<td>GCERT-GANDHINAGAR</td>
</tr>
<tr>
<td>Level</td>
<td>Independent study</td>
</tr>
<tr>
<td>Sample</td>
<td>DIET – Idar was selected as the unit of CASE STUDY</td>
</tr>
<tr>
<td>Tool</td>
<td>The tool containing 15 questions was prepared and annual reports were also used as the tool.</td>
</tr>
<tr>
<td>Method</td>
<td>Case Study</td>
</tr>
</tbody>
</table>
| Findings | The DIET had created good relation with parents of pre-service trainees and received good response from the parents. 
The N.S.S unit of this DIET was working very good and performed good society awareness programe. 
The DIET had created the awareness among the teaching society regarding quality education. |

[ 60 ]
This DIET was physically well equipped with all facility.

The educational research projects were carried out at some level.

There was no stable establishment found in the institute.

There was no psychology laboratory in the DIET.

There was no adequate staff in DIET.

There was no full time rector in the girls’ hostel.

There was no monitoring system developed for in-service training and class-room transaction.

3.2.17

<table>
<thead>
<tr>
<th>Title</th>
<th>A STUDY OF THE DEVELOPMENT OF PRE-PRIMARY EDUCATION IN GUJARAT DURING POST-INDEPENDENCE PERIOD.</th>
</tr>
</thead>
</table>

- **Investigator**: Mayani, J.P.

- **Year**: 1989

- **University**: Bhavnagar University

- **Level**: Ph.D

- **Objectives**
  - To know the quantitative and qualitative development of pre-primary education in Gujarat state.
  - To know the beginning and the development of pre-primary education in Gujarat.
  - To understand the philosophical, sociological and
psychological base of pre-primary education.

➢ To get acquainted with the creation of literature for children in Gujarat during the post independence era,

➢ To know the quantitative development of pre-primary educational institute in state of Gujarat.

➢ To know the management style adopted in pre-primary education in Gujarat state during the post independence era,

➢ To collect information regarding the set up of pre-primary teachers in Gujarat during the post-independence era.

➢ To become familiar with the problems of pre-primary education

➢ Tool

Open ended questionnaire and Government document were used as the tool for the data collection.

➢ Population

Present study covered all the pre-primary schools of the era

➢ Method

Documentary Survey

➢ Major Findings

➢ Present set-up of pre-primary education was not satisfactory.

➢ The main economic burden was on parents though some help was given by the Government

➢ There were very less number of trained teachers working at this level.

➢ A need for education was felt.
There was an increase in awareness of parents, literature of children, number of children’s playground, number of TV and radio Programmes for children.

No grant was given by the Government to private pre-primary school so the management of such pre-primary schools had a profit motive.

The problems of this level were: (a) the salary of pre-primary teachers was very low (b) teachers training setup was not satisfactory (c) there was no clarity about Government role and responsibility.

The social welfare department also runs ‘Balwadi’ for SC, ST and such other casts.

3.2.18

<table>
<thead>
<tr>
<th>Title</th>
<th>A STUDY OF THE TEACHER EDUCATION PROGRAMME AT THE PRIMARY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator</td>
<td>Mishra, A.</td>
</tr>
<tr>
<td>Year</td>
<td>1989</td>
</tr>
<tr>
<td>University</td>
<td>Utkal University</td>
</tr>
<tr>
<td>Level</td>
<td>Ph.D</td>
</tr>
</tbody>
</table>

- To study the development of the teacher education programme in Orissa.
- To study the objectives of the primary teacher education programme.
➢ To study the curriculum of the primary teacher education programme of Orissa,
➢ To suggest measure for the improvement of the primary level teacher education programme in Orissa.

➢ Tool
Two questionnaires were prepared by the Investigator

➢ Sample
All 70 secondary teacher training schools of the state formed the sample.

➢ Method
Qualitative and percentage analysis were used to treat the data.

➢ Major Findings
➢ The professional training of the teachers in Orissa started in 1864 by establishing Cuttack Normal Class.
➢ The aims and objectives of the teacher education programme have not been specified in the curriculum: on the other hand, the objectives of the different content areas have been specified. The curriculum did not suggest learning experiences for the realization of the proposed objectives.
➢ There were 70 Secondary Training (ST) schools and three Elementary Training (ET) Schools in Orissa. The ST schools admitted H.S.C pass candidates and the ET schools admitted middle school passed candidate.
➢ The syllabi used by the majority of the ST schools were found heavy.
➢ UNICEF projects were implemented with ST schools as field level implementing agencies. Many ST schools
lacked in necessary resources to implement these projects.

3.2.19

<table>
<thead>
<tr>
<th>Title</th>
<th>A CRITICAL STUDY OF THE SYSTEM OF TEACHER EDUCATION AT THE SECONDARY LEVEL IN MAHARASTRA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator</td>
<td>Nagpure, V.R.</td>
</tr>
<tr>
<td>Year</td>
<td>1991</td>
</tr>
<tr>
<td>University</td>
<td>Poona University</td>
</tr>
<tr>
<td>Level</td>
<td>Ph.D</td>
</tr>
<tr>
<td>Objectives</td>
<td>➢ To study the present situation of the system of teacher education at the secondary level in Maharastra with reference to physical facilities, academic work, finance, administration, examination and development activities. ➢ To analyze the professional requirement of secondary teachers in the state (pre-service and in-service) with reference to the quality of teacher education as envisaged in the National Policy on Education 1986.</td>
</tr>
<tr>
<td>Tool</td>
<td>Questionnaire, opinionnaire and interview schedule were used as the tool for data collection.</td>
</tr>
<tr>
<td>Sample</td>
<td>The sample comprises of 853 trained graduate secondary</td>
</tr>
</tbody>
</table>
school teacher and 25 teacher educator and principal

- **Method (Research)**
  
  Survey Method was used for data collection.

- **Method (Analysis)**
  
  Data collected with interviewee were classified and percentages were calculated for meaningful findings and conclusions.

- **Major Findings**
  
  ➢ There were 41 percent of Government colleges having permanent affiliation while 71 percent of private aided colleges had permanent affiliation.
  
  ➢ The average expenditure per private unaided college of education was Rs.2.38 lac which is one third of the expenditure per private aided college.
  
  ➢ A majority of students admitted had no teaching experience.
  
  ➢ Innovative methods like a team teaching and models of teaching were rarely tried out in college of education.
  
  ➢ About 30 percent colleges of education run centers for vocational guidance, adult education, population education, continuing education and distance education.

### 3.2.20

<table>
<thead>
<tr>
<th>Title</th>
<th>A STUDY OF TEACHER EDUCATION PROGRAMME FOR RURAL DEVELOPMENT IN THAILAND</th>
</tr>
</thead>
</table>

[66]
To study *Teacher Education Programme for Rural Development* (TERD) project in terms of
(a) its historical evolution
(b) its course content, planning, organization and implementation.
(c) Its impact and limitations through the perception of functionaries and beneficiaries.

Records of teachers college, official document regarding project, questionnaire and opinionnaire were used as a tool for data collection.

The sample consist of rectors, vice-rectors, directors of the project and staff of colleges.

Survey Method was used.

Data collected with interview were classified and tabulated.

The data were treated with percentiles and chi-square tests for meaningful conclusions.

The majority (61.5 percent) of the respondents found the content-matter of TERD quite relevant.
Findings

➢ The TERD project was instrumental in bringing about rural development as the concerned schools became known as community centers.

➢ Social awareness and confidence among the villagers were created for development and desire for change.

➢ The teacher trainees gained the required knowledge and skill not only in teaching but also in social service.

3.2.21

<table>
<thead>
<tr>
<th>Title</th>
<th>SECONDARY TEACHER EDUCATION PROGRAMMES IN NORTHERN INDIA : AN EVALUATIVE STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator</td>
<td>Walta, K.</td>
</tr>
<tr>
<td>Year</td>
<td>1992</td>
</tr>
<tr>
<td>University</td>
<td>Jamia Millia Islamia university</td>
</tr>
<tr>
<td>Level</td>
<td>Ph.D</td>
</tr>
</tbody>
</table>
| Objectives |➢ To study the curriculum of teacher education at the secondary level.  
➢ To discover the weaknesses and disfunctionality of the curriculum and practices at this work out a functionally useful teacher education programme for the country. |
| Tool | Questionnaire pertaining to different dimensions of the |
syllabi for secondary teacher programme was prepared for data collection.

- **Sample**  
  17 universities of six northern states of India were the sample of the study.

- **Method (Research)**  
  Documentary Survey

- **Method (Analysis)**  
  Questionnaires were filled from the syllabi and then the data were classified and tabulated. From the tabulated data comparisons and contradictions in the syllabi were found out for meaningful conclusion.

- **Major Findings**
  - The curriculum of the secondary teacher education lacked uniformity and clear-cut definition.
  - The majority of teacher education institutions had late defective admission criteria and late admissions.
  - The trainees had to select one optional paper. The range for optional paper to select was 4 to 39 papers in different universities.
  - A four year teacher education programme was preferred to the existing one year B.Ed.
<table>
<thead>
<tr>
<th>➢ Title</th>
<th>A COMPARATIVE STUDY OF THE TEACHER EDUCATION PROGRAMMES IN SELECTED DEVELOPED AND DEVELOPING COUNTRIES.</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Investigator</td>
<td>Leelevathy, T.K</td>
</tr>
<tr>
<td>➢ Year</td>
<td>1984</td>
</tr>
<tr>
<td>➢ University</td>
<td>Calicut University</td>
</tr>
<tr>
<td>➢ Level</td>
<td>Ph.D</td>
</tr>
</tbody>
</table>
| ➢ Objectives | ➢ To study and analyze the teacher education programmes prevalent in the U.K., the erstwhile U.S.S.R., the U.S.A., Nigeria and India.  
➢ To make comparison of the programmes in vogue in the selected areas.  
➢ To suggest steps for revitalizing the teacher education programmes in India on the basis of the comparative study. |
| ➢ Tool | Government documents were studied and were used as the tool for data collections. |
| ➢ Method (Research) | Documentary Trend Survey Method was Used. |
| ➢ Method (Analysis) | The data regarding the Pattern, Organization, Selection, Certification, and Administration of teacher education |
programmes were summarized. The trends were then examined in detail.

➤ **Findings**

➤ In the developed countries the trend was towards organizing concurrent programmes of teacher education as opposed to the consecutive pattern still in vogue in India.

➤ The teacher education programme in the developed countries were subjected to constant change in the light of the result of experimentation in pedagogy, educational technology, philosophy of the nation etc, while developing countries (India, Nigeria) were less dynamic.

➤ The trend in the developing countries was to break the isolation between the teacher education programme at all levels; to make in-service training obligatory for the teachers to get promotions, increments for trainees.

➤ Both in developed and developing countries the trends were to link teacher training programme with the society.

➤ Inter continuous assessment together with certification from some prestigious validating body, training under senior teachers, and decentralization of the administration of the institutions were some other trends noticed in developed countries.

➤ In India, there was least provision for diversification of the courses of study for teacher training.
In India there were limited aspects of education linking with advanced theory were found.

There was no provision for professional training followed by probation training under senior teacher in India.

3.2.23

<table>
<thead>
<tr>
<th>Title</th>
<th>A CRITICAL STUDY OF WORKING OF DIET IN GUJARAT STATE</th>
</tr>
</thead>
</table>

- **Investigator**: Mehta, I.D.
- **Year**: 1999
- **University**: Sardar Patel University, Vallabh Vidhyanagar
- **Level**: Ph.D
- **Objectives**
  - To study the training and other programmes with reference to DIET of Gujarat.
  - To study the opinions of teachers regarding the training programme.
  - To study the opinions of resource persons regarding the training programme.
  - To study the opinions of lecturers regarding the working of DIET
  - To study the infrastructure facilities of DIET of Gujarat.

- **Sample**: Three DIETs, Panchmahal, Vadodara and Kheda of Gujarat were selected as sample of the study.
Tool

Questionnaire was used for data collection.

Method

Different questionnaires for lecturers, resource persons and teachers were distributed and the collected data was analyzed.

Findings

- According to guideline the infrastructure facilities should be increased.
- Most of the teachers believed that training programmes are useful to them.
- Due to more training programmes less attention was paid on the preparation of the programmes by the lecturers of DIET.

3.2.24

<table>
<thead>
<tr>
<th>Title</th>
<th>DISTRICT INSTITUTE OF EDUCATION AND TRAINING: A COMPARATIVE STUDY IN THREE INDIAN STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator</td>
<td>Caroline, D and Choksi, A</td>
</tr>
<tr>
<td>Year</td>
<td>2004</td>
</tr>
<tr>
<td>University</td>
<td>Department of international Development, University of Leeds, United Kingdom</td>
</tr>
<tr>
<td>Level</td>
<td>Independent study</td>
</tr>
</tbody>
</table>

Objectives

- To appraise existing situation in selected elementary school vis-a-vis physical conditions, climate, availability
of teaching learning material, teacher motivation, classroom management style, pedagogical approaches, administrative and pedagogical support, interaction with village communities and so on.

(a) To analyze each DIET's contribution to the professional development of teacher.

➢ To assess each DIET’s internal managerial capacity and its external relationships with institutions in the district and other levels of the administrative hierarchy.

➢ To use research findings in a continuous process of providing support and initiative to assist the development of capacity in DIET and to use this research project to strengthen and expand that capacity through both participation and example, both at the district and other level of the administration where stakeholders have been identified.

➢ **Sample**

Total Six DIETs (Two from each three states: **Gujarat, Rajasthan and Madhya Pradesh**) were selected as the sample of the study.

➢ **Tool**

There were different tools used for the data collection as per the objectives of the study:

➢ To appraise existing situation in selected elementary schools- pedagogical support, availability of teaching material, interaction with villagers etc.. were used.

➢ To analyze DIETs contribution to professional
development of teachers- the willingness of pre-service teachers to work in different situations.

➢ Field visit and interview schedule were prepared for data collection.

➢ Method

Survey method was used to collect the data.

➢ Major Findings

➢ The need for sharper conceptualization of institutional purpose and the roles of DIET branches and DIET staff in relation to that institutional purpose.

➢ The need for a holistic rather than compartmentalized approach to teacher development through DIETs.

➢ The need to recognize the specialized nature of elementary teaching and teacher education and recruit DIET staff, as elementary teacher educators, accordingly.

➢ No follow up impact of training programmes were taken up by DIETs.

➢ There was no clear understanding about the role of DIET faculty in the elementary education by the faculty themselves.

3.3.0 DISCUSSION OF FINDINGS:

For present study the investigator has gone through 24 studies out of which 16 are the case studies of the DIET of Gujarat. While 3 were the international studies related to the teacher education system in foreign countries. And the others were related to the in-service training programme

[ 75 ]
conducted by DIET, teachers training programme of secondary level and critical study.

These international studies suggested that the teacher education programme of developing countries like India is not of the dynamic type and not meeting to the social demands. While other study relating the comparison of secondary teacher training programmes suggested that there is a lack of uniformity in the programmes.

After studying all the case studies some similarities and contradictions were found in the findings. They were as follows:

**Similarities:**

- All the DIETs were having insufficient academic staff.
- Majority of the DIETs were having well-equipped furniture facilities.
- Majority of the DIETs had fully functional computer laboratory.
- In majority of the DIETs monitoring system was not established and no Performa for such matter was developed.
- Pre-service trainees were having high academic achievement in the board examination.
- All the DIETs were publishing good quality modules and teaching material for in-service as well as pre-service trainees.

**Contradiction:**

- Some DIETs were having good District level co-ordination while some DIETs were legging in the co-ordination.
- Not all the DIETs were having satisfactory and sufficient hostel facility.
Not all the DIETs were in the position to develop operational psychology laboratory.

There were no consistent similarities in the field of research work in all the DIETs.

All the DIETs were not competent to receive external financial and human resource supports.

From all the studies undergone we can see that all the DIETs are working hard. From the date of establishment, all the DIETs have made good physical and infrastructure developments. The in-service program and pre-service program were conducted in good manner. In general all the in-service trainings were organized on the requirement of the school teachers. All the DIET are related with the society awareness program in one or the other way.

The staff of all the DIETs is working with all their efficiency for quality education and social awareness among the teaching society.

Most of the DIETs were having very small amount of work in research which was an alarming sign. All the DIETs should concentrate in research work because it is the base of quality improvement.

It was found from the findings of the case studies that, in majority of the studies it was stated that DIETs were well-equipped with facilities, while the same study suggested, insufficient facilities in the hostel.

As per the DIET guideline it was suggested that the DIET has to work in the field of Non Formal Education (NFE) and Adult Education, which was not included in majority of the studies.
It was found from the findings that, all the studies were related to present situation and showing the availability of the resources. Use of resources and facilities were not studied out. It is more important that how the available resources and facilities are used.

3.4.0 HOW PRESENT STUDY DIFFERS FROM PAST STUDIES:

From all the referred studies it was clear that all of them were concentrated to single DIET. All of these studies were mainly Case Studies. They all were highly based on the physical infrastructure and equipment available in the DIET All the studies were basically studying the periodic development of the DIET.

This study was based on the present situation of the DIET in context with the guideline setup by the central government. The study was not only based on the qualitative data, but it also considered the quantitative data.

The area of this study was wider than all the previously referenced studies. It covered all the DIETs of Gujarat. It also had the comparative situation of all the DIETs.

In this study the emphasis was given on the use of human as well as physical resource and not on the number of resources. Trend study was done in this study to compare the position of the DIET at the time of its establishment to the present situation at the time of study.

This study had some statistical calculations also. In some of these contexts this study differs from the previous studies. More emphasis was given on the usability of the available resources than its availability.
In this study different types of difficulties faced by different DIETs and possible suggestions for smoothening of them were also carried out.

These are some of the points of consideration as the difference of present study from the past studies.

3.5.0 CONCLUSION:

In this chapter 16 case studies of DIET were reviewed. The international studies about in-service training along with studies for doctorate degree of state and national level were also reviewed. In the next chapter details of the research design would be discuss.
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7. R.B. Chaudhary, (2003), A Case Study of DIET – Surat (Independent Study), GCERT.
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