



DIET ROLES AND FUNCTIONS

CONTENTS

This Chapter consists of Following Sections

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2. COMPETENCIES OF DIET FUNCTIONARIES
3. LINKAGES - ACADEMIC
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DIET ROLES AND FUNCTIONS



This section has been titled as *DIET ROLES AND FUNCTIONS* because the DIET Principal's, Sr lecturer's and lecturer's roles and functions are also the functions of the DIETs. Secondly, though our concern is with the roles of individuals, they are understood better in the context of the institution in which these roles are performed.



Objectives

This section of the programme is aimed at

1. Understanding the roles and responsibilities of a DIET functionary in the context of the functions of a DIET
2. Critically examine the inter relationship of various wings in the DIET and rebuild appropriate relationships
3. Assess the multiple tasks and capabilities required by each faculty member to achieve progress.

THE ESTABLISHMENT OF DIETS

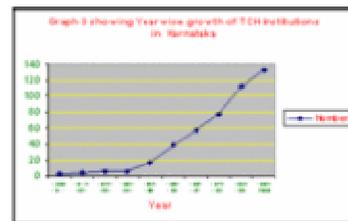


Universalisation of elementary education and eradication of adult illiteracy were two important objectives of post-independent India. Though as a result of constructive efforts the literacy percentage 16.7% in 1961 raised to 52.11% in 1991, and 61% in 2007, the dream of complete literacy has remained only a dream. (Could present a graph and ask them to interpret/Read an article and Conclude)

The difference in literacy rates between male and female, rural and urban, advantaged and disadvantaged groups are quite alarming even today. The gaps are more than 20%.

In universalisation of elementary education, universal enrolment, universal attendance and universal attainment are the three challenges. Efforts are made under DPEP and SSA to ensure the first two, yet we are unable to improve the quality of elementary education. In view of this, the Government of India introduced Minimum Levels of Learning programme to raise the learning levels of children and ensure an equitable quality across different contexts of schooling.

To fulfill these basic requirements of elementary education, we need responsible teachers who can serve the cause more judiciously. To keep elementary teachers more active through continuous training, giving opportunity for continuing their education for the enhancement of their professional competencies. National and state



level institutions like NCERT, NIEPA, DSERT etc. exist to cater to the needs of our elementary education. But, India as a geographically huge nation needs decentralisation.

Recent years have witnessed an enormous growth in elementary schools and adult education centers. This lead to the establishment of district level institutions to meet immediate needs of the teachers. Thus District Institutions of Education and Training (DIETs) have been setup in each district.

The DIETs have been established with all the required infrastructural facilities so as to meet the pre-service and inservice training needs and other requirements of primary education functionaries. Often, DIET is seen as an agency linking primary and secondary school system too.



Reading

Read this write-up on DIET <http://www.educationforallindia.com/page112.html>



Activity

Prepare a Write-up

Prepare a list of agencies involved in the promotion of primary education in your district.

**Send the Completed
Activity Sheet to:
bhatvd@yahoo.co.in**



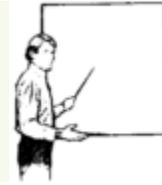
The DIETs have been established by upgrading erstwhile teacher training institutions in each district. DIETs which have been established with a Mission of “Providing academic and resource support (vide para 1.5) at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education.

The structure of these new establishments has been evolved considering the functions of the DIETs. You are aware that the structure of a DIET is visualized as consisting of the following seven wings.



Lab Area

- [1] The Lab Area Approach of District Institutes of Education and Training
- [2] Lab area activities-Shimoga



Summary

Main Points

What has been presented in this section may be summarised as follows:

1. *DIETs have been established by upgrading the pre-service teacher training institutions.*
2. *DIETs have been visualised as an academic and intellectual body at the district level to offer all the support required to improve the standard of primary education.*
3. *The main functions of a DIET are identified in the background of achieving UEE. They are training, resource support, research and monitoring, evaluation, coordination etc.*
4. *The DIET faculty, in order to fulfil the roles and responsibilities assigned and to be able to meet future demands, need to develop certain competencies with self effort/involvement and through following the directions of State/National agencies.*



Activity

(1) Go through the DIET manual(DIET guidelines) which is available in your DIET.

- Write how all wings of a DIET interlinked for a qualitative purpose in both pre service and inservice trainings.
- How an activity like identifying teachers' needs can cut across all the wings and to what extent every wing can contribute to this activity or a study.

(2) Visit a training institution, other than a government department and try to analyse what are the merits and short falls of your institution.

(3) Read the following titles and reflect on incorporating the training design, the techniques in your training programmes.

Divya Swapna - by *Geeju Bai Badekha*-Published by National Book Trust, Bangalore.

Watch the movie “**Thaare Zamin Par**” directed by Amir Khan. Write down your feelings. (Importance must be on the feelings). Create an MS word file, attach to mail and send it to harivana@gmail.com

You can download Activity Sheet from here [DIET Roles & Functions](#)

Send the Completed
Activity Sheet to:
harivana@gmail.com



Web Based Induction Programme for Elementary Teacher Educators	
For District Institutes of Education and Training (DIET), India	
DIET Roles and Functions	Functions of DIETS Competencies of DIET Functionaries Academic Linkages Administrative Linkages NGO Linkages
Trainer Skills	Role Expectations Communication Skills Management Skills Transactional Skills Evaluation Skills
Action Research	General Orientation to Research Action Research in Relation to Other Types of Research The Procedure of Action Research A Review of Efforts Done So Far Report Writing & Documentation of Research Appraisal of Research Supporting Action Research at the School Level
E-Media	Getting started Slideshow Presentations Recording and Presenting Data Using eMail Finding resource on the Internet Computers and Audio-visual resources Creating Forms Handling Hardware Using Digital Projectors Analyzing Data Creating Educational Programs ICT in Education
Planning	Introduction
General Topics	Rights of the Child UEE and ELL Gender Equity Inclusive Education Peace Education Critical Pedagogy Constructivism Multi-Grade & Multi-Level Teaching State and Central Schemes National Policies Right to Information, Civilian Charter Dealing with Legal Matters Alternative Schooling NGO Initiatives in Education in Karnataka Karnataka Education Act Education for Sustainable Development



FUNCTIONS OF DIETS



FUNCTIONS OF DIETS

Functions of DIETs can be classified into four categories.

1. *Developing, Organising, managing and supervision of Training*
2. *Educational Resources support*
3. *DIET as a reseach centre*
4. *Miscellaneous*

The main reasons for this kind of categories of functions of DIET are as follows:

1. As Teacher Education is a continuous process it cannot be classified as pre-service and in-service.
2. If DIETs are fully equipped with both human and material resources the quality of education at district level can be raised.
3. If appropriate facilities are available in the DIETs to train adult education workers and elementary school teachers UEE can be achieved.
4. DIET will integrate both formal and informal agency of elementary education so as to ascertain and ensure equal level or standard,
5. DIET will also coordinate its functions with the functions of other district level departments who have active role for the cause of elementary education in terms of monitoring.
6. DIETs also have to perform evaluation, liaison with the higher authorities, formulate plans and related primary education to secondary education.



TRAINING

Before implimenting the trainings DIETs have got autonomy

1. To conduct the surveys of techer identified needs and trainer identified needs.
2. To Design the training module according to the local needs

DIETs are expected to provide training inputs to the following personnel of the district

- i.) Elementary school teachers. (Pre and In-service)
- ii.) Heads of schools, school complexes and educational officers at the cluster and block levels.
- iii.) Instructors and supervisors of adult education.
- iv.) Members of District Education Council, Members of SDMC,CAC, social leaders,women of self help help groups and youths and volunteers who are involved in educational programmes.
- v.) Identified Resource persons who can be utilised by DIETs for its programmes.



RESOURCE SUPPORT

Providing educational services, resources and advice to elementary schools and adult education centers in the district level in the form of:

1. *Extension services through its actions and interactions.*
2. *As a resource center for instructors and teachers.*
3. *Provide Teaching and Learning material and evaluation tools.*
4. *Functioning as evaluation center for formal and non-formal educational institutions.*
5. *Provide resource support to state agencies in the form of data, software, etc.*
6. *Provide advanced technology resource support.*



RESEARCH

In order to sustain the status and position conferred on them and in a state of readiness to meet the challenges of the future, DIETs have to be continuously equipping themselves. What is this process? Getting books, furniture, more people, and machinery, teaching aids, students - more of these?

To an extent, yes. But, above all, equipping means having a firm understanding of the changing circumstances. Today enrolment in schools is improving but quality of attainment is poor. Tomorrow, attainment standards might improve and higher level could be aspired. Diversified courses could be started. Different kinds and types of teacher training might be introduced. When the whole population is brought into the school-fold, the methodology of catering to their needs might vary. The capacity to deal with this challenge of the future cannot be given by an outsider/agency but has to emerge from within. This ‘emerging’ is possible when the institutions undertake research work in elementary education and work with the teacher to undertake ‘Action research’ to solve the problems in school activities. Only then perhaps the institution is set in motion. This activity should be integrated in the regular day-to-day functions of the faculty in DIETs.

✓ MISCELLANEOUS FUNCTIONS



The three functions noted above create a multitude of activities/functions. They are:

1. Regular monitoring of the learning imparted in schools and evolving monitoring mechanism with local specific inputs.
2. Evaluating several schemes and programmes introduced/implemented by the department. This calls for different abilities. i.e., collection of the data (quantitative and qualitative) compilation of data, analysis-inference, reporting etc.
3. Coordination with the various agencies involved in the promotion of elementary education.
4. Interacting with various projects and implementing new-projects, building & developing the capacity of the community.
5. Practicing a participatory approach in all programmes and trainings conducted.
6. Conducting various exams called Departmental examination of KPSC, Commerce exams, Hindi and music exams.
7. It acts as a nodal agency of centralised admission of B.Ed., and D.Ed., courses.

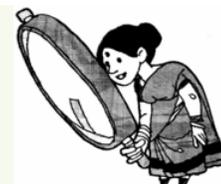


Web Resources

You may be wondering whether there are ways in which the public image of an institution can be changed.

If you seek to know how to go about with this, you may visit the following Wiki Educator Site: [\[\[1\]\]Public Relations](#)

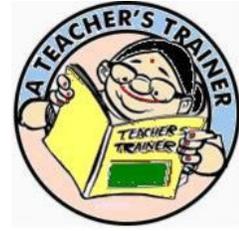
For more information on status of teacher education you may [visit\[\[2\]\]here](#)



Reflection

In the background of this section on DIET Functions, do you think that your DIET has been performing all these functions to your satisfaction?

Do you think that your DIET has a positive public image in the eyes of the stakeholders such as parents, teachers, administrators, etc. Substantiate your views. Discuss with your colleagues and suggest how a DIET should function to gain positive image. Send your reflections to tkrkes@zapak.com



COMPETENCIES OF DIET FUNCTIONARIES



Definition

What is a competency?

“Competency” according to the Dictionary meaning is “the capability to perform” and a person who has this quality is called “competent”.

Competency is that capability/capacity, which is a synthesis of knowledge, awareness, skill, understanding and applicability.

Study the following listing of competencies. They were identified as required for DIET faculty members.

a) Competency based teaching.

1. Formation of learning experience.
2. Preparation of teaching material
3. Formation of activity centered learning
4. Individualizing learning
5. Use of teaching aids (maps, graphs, etc.)
6. Determining the value of pupil achievement.
7. Undertaking remedial work
8. Organizing fieldwork, workshop
9. Introspection.

b) Counselling and guidance competency

1. Providing educational, individual, social and professional Counselling.
2. Providing advice.

c) Competency of preparing teaching aids

1. Identification of local material
2. Preparation of low-cost material
3. Development of audio programmes/video programmes/slides
4. Repairing of teaching material including sports articles.
5. Copying on to audio/video cassettes.

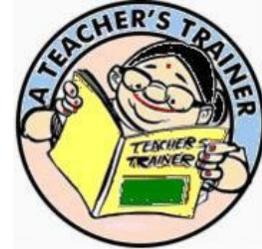
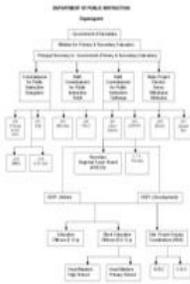
d) Competency of designing training programmes

1. Identification of needs of training programmes.
2. Preparation of training programmes
3. Preparation of training materials
4. Supervising training programmes
5. Organization of follow-up activities after the training.

e) Competency of transaction

1. Child centered teaching
2. Multi-grade teaching
3. Activity based teaching
4. Preparation and implementation of institutional planning
5. Action research
6. Educational Technology
7. Work experience
8. Joyful learning
9. Meeting needs of students under special circumstances.





LINKAGES – ACADEMIC

ACADEMIC LINKAGES OF A DIET

DSERT

The Department of State Educational Research and Training, popularly known as DSERT is the academic wing of the Department of Public Instruction in Karnataka. It aims at providing academic leadership in school education as well as improving the quality of education provided in primary and secondary schools in the state. The DSERT was formed as a small academic unit of the Department of Public Instruction. It was then known as the State Institute of Education (SIE), started functioning at Dharwar in 1964. This unit was later shifted to Bangalore and the other academic units of the department of public instruction – State Institute of Science (SIS), State Educational Evaluation Unit (SEEU) and Educational Vocational Guidance Bureau (EVG), were merged in 1975 to form a single monolithic Department of State Educational Research and Training.

To know the institution in detail and its activities, you may visit its official site.

- [DSERT\[1\]](#)

The Structure of DSERT

The DSERT is headed by the Director. Director DSERT has direct link with DIETs for all administrative and academic purposes. At present Shri M. N. Baig is the Director of DSERT.

Structure of DSERT

BRC

BRC is a Block level institution to carry out the academic activities related mainly to primary education. BRC carries out its academic programmes under the guidance and supervision of DIET. Every BRC should have a vision shared with the vision of the DIET at the District level. To ensure realisation of vision BRC plans, implements, trains. It implements teacher training programs at the block level using the staff meant for it.



Have you ever worked as a co-ordinator in any Block Resource Center? If yes, write down your experiences how your office worked in co-ordination with DIET.

1. What are the ways in which you sought help from DIET?
2. What are the information wer you providing to DIET regularly?
3. How were DIET staff involved in carrying out your academic activities in a meaningful way?
4. What are the roles and reponsibilities you have assigned to your CRPS?
5. How were you taking the community support in carrying out and implementing BRC programmes?



As a lecturer in DIET, you may be visiting BRC.

1. What are the things you observe while visiting BRC?
2. In what way are you providing academic support to BRC?
3. How would you supervise & provide guidance and support in academic activities?

BRC is linked with DIET in the following ways. BRC has to prepare an Action Plan about the trainings to be provided to the teachers in its block well in time and submit it to the DIET for approval. It has to submit the budget required to carry out the training programs to the DIET. It should send the progress of the academic activities and trainings to the DIET every month. It should plan the activities as per the guidelines issued from the DIET and other concerned offices.



Activity

1. Discuss with your colleagues how a BRC should act in co-ordination with DIET.
2. Assume that you are a co-ordinator of a BRC. Write down how you would expect the guidance and support from DIET related with the functions of BRC.



Reading

To know the Roles and Functions of BRC, BRP and CRP visit the website
<http://ssa.nic.in/finmanagement/fmp.pdf-38>

CAEO

CAEO is both academic and administrative head of the cluster. He has to monitor the quality issues. He has to visit schools frequently to make teachers alert in their work. He has to arrange parents sharing meetings to control the childrens absentism and dropout. He should maintain individual school files which contains facilities both Physical and Human resources. CAEO should be aware of all educationl programmes implemeted by Government of Karnataka.

Activity

Have you worked as a CAEO?

Send the Completed
Activity Sheet to:
bhatvd@yahoo.co.in



1. If yes, list out the challenges faced by you in improving the quality of education at your cluster.
2. What type of guidance and support you expect from CRC, BRC and DIET at District level?
3. In your view how a CAEO should function in improving the qulaity of education at the cluster level?

Discuss with your colleagues how best a CAEO can monitor the academic issues in his cluster with the available resources. Send your opinions to bhatvd@yahoo.co.in



Reading



To know the duties and functions of CAEO refer the web resource

CRC

The programmes designed at the block level are implemented at cluster levels through Cluster Resource Centres. The Cluster Resource Person at the cluster level has to ensure quality of the education at the school levels. Monthly experience sharing meetings are to be arranged at the cluster levels. The CRP has to maintain the data base of all the teachers in his cluster. He should also conduct community mobilisation trainings at the cluster levels. CRC is linked directly to BRC, which in turn is linked with the DIET at the District level.



Activity

1. How would you expect a Cluster Resource Person(CRP) to discharge academic activities?
2. What are the academic requisites you think essential for a CRP?
3. Who are the persons best suited to work as CRPs?

You can download Activity Sheet from here [LINKAGES-ACADEMIC](#)





LINKAGES – ADMINISTRATIVE

ADMINISTRATIVE LINKAGES OF A DIET



Overview

Apart from being an academic institution at the district level, the DIETs are also a part of the administrative structure of education in Karnataka. As a staff of DIET, you too have administrative linkages with others in the structure. This section deals with such linkages.



Objectives

After going through this section, you would be in a better position to

- Spell out various administrative linkages of a DIET faculty.
- Understand and Appreciate the administrative linkages of a DIET

CPI

The Department of Public Instruction is headed by the Commissioner of Public Instruction (CPI). As such, the CPI is overall in charge of the activities and programmes of the department. CPI guides DIETs for academic and administrative purposes. CPI is responsible for the implementation of various programmes of the department. Principals of DIETs are being deputed for various academic and administrative purposes by CPI. Some of the administrative aspects like conducting inspection of Block education offices, Review of ICT and e governance, Conducting enquiries according to the needs and functioning as presenting/enquiry officers in the departmental enquiries. You may be aware that the CPI is the appointing officer for the Class B posts in the department. Thus, the appointment and transfer of the lecturers of DIET (Group B) is under the jurisdiction of the CPI.

KSEEB



Children during Examination



KSEEB-organisational structure

Karnataka Secondary Education Examination Board came in to existence in the year 1966. As you are aware, the Board has been conducting SSLC and other examinations. *As for as DIETs are concerned all the other exams are being conducted by DIETs.* As you can see in the organisational chart of KSEEB, the Board is headed by the Commissioner for Public Instruction as its Chairman. In the executive capacity, it has two Directors, one for SSLC Examination who is also the chairman of KSQAO and the other director for other examinations.

Karnataka Secondary Education Examination Board was conducting many examinations from a number of years. As the number of students grew and number of examinations increased two directorates were established one for S.S.L.C. and one for all other examinations from December 1997. *Directorate of other exams conducts 13 main examinations or 57 subsidiary examinations throughout the year through DIETs and other institutions.* Some examinations are job oriented (like D.Ed, C.P.Ed, Hindi Shikskak which are main areas of DIETs): some for developing the cultural and classical languages (like Sanskrit and Arabic); some for aesthetic and artistic purpose (like Music, Dance, Drawing); and some cater to social needs (K.O.S., Multi-category etc). **Secratery and JDPI of KSEEB** Secratery



Web Resources

You could get an up to date information about the activities of KSEEB by visiting the site

- KSEEB [1]



Reading

The administrative linkage of DIETs with Karnataka Secondary Education Examination Board is mainly concerned with the approval of D.Ed., candidates under the management quota, providing the necessary staff to conduct the examinations(both theory and practical), evaluation and such other works assigned by the Board.

The un-aided and aided Institutions in the districts are permitted to fill up the candidates for 2 years D.Ed., course under the management quota subject to the rules that are in force from time to time. The eligibility and such criterion to be fulfilled by the students and management are verified and is approved as per the norms and is submitted to the Board for the future course of actions. The ongoing programme KSQUAO is also supported by the DIETs.

Centralised Admission Cell (CAC)

The Centralised Admission Cell at the state level looks after the selection of candidates for D.Ed., and B.Ed., courses at State Level. CAC invites applications from the eligible candidates by giving due publicity in news papers. DIETs are designated as nodal centres at the District Level to issue and collect applications.

The Administrative linkage of DIET with CAC is concerned with the following points.

1. The DIETs should issue and collect the applications for admission to D.Ed., and B.Ed., courses at the district level as per the instructions and guidelines from CAC.
2. The applications so received are to be entered in the formats issued by CAC and the same is to be submitted within the specified time.
3. The applications are scrutinised at the CAC and the list of candidates selected is announced by CAC in Nodal Centres. DIETs have to collect these lists from CAC and display it in their respective centres for reference.
4. DIETs have to receive the Original documents from the selected candidates by giving due acknowledgement, which inturn is to be submitted to CAC.
5. After the verification of original documents, final list of selected candidates is finalised by CAC which inturn is to be received by DIETs to display in their respective centres.
6. The selected candidates have to pay the required fees in the designated Bank and submit a copy of the same to the DIET to get the Admission Slip.
7. A candidate who is not desirous of getting admission into the Institution allotted by CAC can opt for counselling after submitting the application in the specified form to the DIET.

8. DIET has to submit the list of candidates who sought admission to different institutions and the list of candidates who have opted for counselling.
9. The dates for counselling dates will be announced by CAC which intun is displayed in DIETs for the reference of eligible candidates.
10. Depending on the vacant seats, the CAC prepares list of candidates further eligible which will again be collected and displayed in DIETs.
11. For admission into B.Ed., course an examination will be conducted by CAC, the required assistance is to be provided by the DIETs as per the instructions from the Special Officer of CAC.



**Send the Completed
Activity Sheet to:
tkrkes@zapak.com**



Activity

You might have worked as a Nodal Officer for CAC work or assigned CAC work in you DIET.

1. Write down your experiences while carrying out CAC work.
2. Did you face any problems/difficulties in carrying out your work? How did you overcome them?

You can download Activity Sheet from here [LINKAGES-ADMINISTRATIVE](#)



**Send the Completed
Reflection Sheet to:
tkrkes@zapak.com**



Reflection

1. Discuss with your colleagues and friends how can technology be used to speed up CAC work.
2. Think of the innovative methods of using the online fecilities for processing the applications at the District Nodal Centres.



Reading

- *For more information, application form, etc. you may visit the following site [\[2\]](#)*

CTE Principal and JDPI(Development)

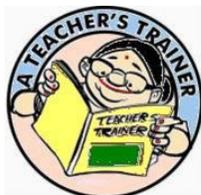
Every DIET would come under the jurisdiction of one CTE for certain administrative measures. The Principal who is also called as JDPI approves TA of DIET principals, nominates a member for governing Council from CTE.

DDPI(Administration)

DDPI(Admin) is also the district coordinator of all SSA activities and the implementing officer of SSA programmes at the District Level. Technically Inservice teacher training plan and budget under SSA prepared under DDPI though DIETs prepare and submit the plan. Deputing office staff of District for various purposes including training is also the responsibility of DDPI. Every DIET has a Governing Council under the Chairmanship of the Chief Executive Officer of the concerned Zilla Panchayat. DDPI(administration) is a member of the Governing Council. DDPI is bound to support the academic activities that are implemented through DIET.



LINKAGES - NON GOVERNMENTAL ORGANISATIONS



Overview

Let us begin by reading these paragraphs from the Chapter on Elementary Education (SSA & Girls Education) for the XIth Plan Working Group Report

Public-Private Partnership in SSA The role of NGOs, voluntary organizations has been discussed in relation to the development sector and education over the last three decades. The NGO sector has changed considerably since the mid-nineties. More and more NGOs and Foundations entering the field of education. A number of Foundations supported by corporates or wealthy individuals in India and abroad have also been engaging in different aspects of the field of education and allied sectors. Another remarkable difference that has come about over the last five years or so is that the number of voluntary organizations that want to work in collaboration with governments at different levels has increased considerably and this has been reciprocated to some extent by governments at different levels. The financial contribution of the voluntary sector to the efforts towards universal elementary education is quite small compared to the resources of the government. In fact, most NGOs do not have sufficient financial resources of their own and find it difficult to raise resources. But, more than the financial help, the voluntary and the overall private sector can bring with it dedicated people, expertise and skills that are much needed in order to improve the status of education, particularly the quality of education in India. The areas of work where the voluntary sector or the non-governmental sector can make significant contributions are:

1. Community mobilization, encouraging community participation, and interfacing with village education committees or panchayats and ward committees for greater awareness

2. Experiments and innovations in education including use of technology
3. Research and evaluation including data gathering and processing.
4. Providing outsourced services that the government cannot deliver or deliver efficiently. These can range from designing teaching-learning materials to handling tasks related to the care and education of the extremely marginalized and vulnerable children.
5. In addition to the above areas, it could be possible to seek help of NGOs and institutions in education planning and management – execution or capacity-building, or systematizing- especially at the district level. This may be important when planning for quality.
6. Financial contribution to programs that could use funds beyond those permitted by norms or other restrictions.

LINKAGES - NON GOVERNMENTAL ORGANISATIONS Let us read the following quotation from the National Curriculum Framework-2005.



Reading



Role of NGOs, Civil Society Groups, and Teacher Organisations: One of the distinct features of the last decade was the increasing involvement of non-government organizations and civil society groups in education. NGOs have played a major role in creating innovative models of schooling, training of teachers, development of textbooks and curricular materials, community mobilisation and advocacy. Their formal association with schools and resource centres would be extremely important for curriculum development, academic support, as well as monitoring and research. Civil society groups have also helped to give education a visible public space, and facilitated the emergence of a discourse on the child's right to education. (*NCF-2005, Chapter V, Page 121*)



Activity

Send the Completed
Activity Sheet to:
bhatvd@yahoo.co.in



Visit the following web site, select any two NGOs listed and prepare a brief write-up for orienting the teachers on the activities of the NGO concerned

<http://www.ngo.org/links/index.htm#anchor81099>

You can download Activity Sheet from here LINKAGES-NON GOVERNMENTAL ORGANISATIONS

You may like to know more!

Visit this site of unesco for information

http://portal.unesco.org/education/en/ev.php-URL_ID=40719&URL_DO=DO_TOPIC&URL_SECTION=201.html

