teachers in the classroom. It is found that learners are happy with the new evaluation system. Majority identified the evaluation system as equal to that of their classroom activities and hence the fear towards evaluation has been ruled out.

6.6 Suggestions to improve the quality of the entire DIET programmes

The faculty members of sample districts were given their suggestions to improve the quality of the DIET programmes. They include:
A) Faculty wise training programmes to enrich the faculty members
B) Conduct regular Planning and Review meeting
C) Undertake studies in the problem areas
D) Give incentives to acquire additional qualifications and
E) Appointment of subject wise faculty members.

CHAPTER VII
DIETs IN KERALA- A SWOT ANALYSIS

The District Institute of Education and Training (DIET) was established in Kerala in the year 1989. The establishment was completed in three phases. In the first and second phases, three DIETs in each phase were established and the remaining DIETs came in to being during the third phase. Thereby in the year 1992 all the 14 DIETs were made functioning in the state in accordance with the guidelines of the MHRD. In the beginning stage of the DIET establishment, training programmes
were organized at the district levels mostly in the DIETs. But with the establishment of DPEP the training programme began to be guided by DIETs from the district headquarters and functioned through BRCs. The role of DIET faculty members was changed as master trainers-trainers of teachers and resource persons at the district level.

This chapter is a SWOT analysis of DIETs. As a district level training institution, the researcher made an attempt to identify the strength, weakness, opportunities and threats in the DIET establishment. The researcher depended the information gathered through field survey in the three districts viz- Kollam, Trissur and Palakkadu along with the information gathered through interview among experts and stakeholders.

7.1 Strength

Various aspects have contributed to the sound execution of the programmes planned and organised by DIETs in Kerala. Following are the major areas of positive elements in the DIET.

7.1.1. Environment

The successful implementation of any programme depends on favourable environment. A conducive environment to the learner centered
and participatory learning is contributed by a good number of factors in the state. The first and foremost is the centpercent literacy of people and wider canvas in the field of higher education. This is obvious both in the general and technical streams. A review of the educational system in Kerala would reveal that the society is more adaptive to changes. This is explicit in the revolutionary steps initiated by the first elected ministry in the state. With the implementation of the Operation Black Board (OBB) scheme, DPEP and SSA, Kerala has proved its nature of accommodating changes in the field of education. DIETs played a major role in expanding the visions and aspirations of the democratic government in universalising education even at the interior hamlets of Kerala.

This expansion, spread and democratic accommodation in the field of curriculum development, human resource rewamping is a major strength owed to DIET after its inception in 1989. The involvement of DIET in the elementary education, adult education, and plan preparation developed a positive atmosphere for educational environment.

7.1.2. Institutional Arrangements

With the inception of DIET in Kerala, the system of education expanded through a network with the help of Educational Technology. There are 3042 Upper Primary Schools and 6801 Lower
Primary Schools, working in the government, aided and unaided sectors. (Educational statistics-2008) Apart from this, the state has 2803 High Schools with in the curriculum networking of DIET. DIET, as a center of resource, forms itself as the District Resource Group (DRG). It is this DRG that takes up the responsibility of equipping Block Resource Group (BRG) and Cluster Resource Group (CRG). All the schools are now put under website facilities. DIETs establish its relationship with LSGs and other educational offices like Deputy Director Office, District Education Offices, Assistant Education Offices, and Block Resource Centers. This network helped to disseminate educational reforms and modern trends. This must be considered as a strength of DIET.

7.1.3. Human Resource

In addition to a good network of school administrative set up, there is a sound system of human resource development for academic improvements. Human empowerment is associated with motivation and influence. The state of Kerala enlightens with human resource capacity due to the effective support attributed to individuals from the economical and cultural circumstances. Schools, collages, and training institutions are the major sources of aspiration for human empowerment. Teachers and professionals brought up from Kerala are highly marketed at different
human resource areas due to the quality and capability that they have shown in different fields. DIET is one of the major empowering institution in the field of pre-service and in-service teacher training. DIET functions as a multifarious human resource center through in-service and pre-service teacher training. This is a major strength aspired to the DIET establishment.

7.1.4. Training

Teachers of Kerala are obtaining in-service training from different sources. Trainings of DIETs are being implemented primarily through BRC trainers and Resource Persons (RP). These trainers are equipped by DIET through District Resource Group (DRG) training. In total the training programmes are organised at three levels- DIET, BRC and CRC. Apart from these there are training programme organized by LSG, Social Welfare department and other Voluntary organizations.

BRC is the basic training unit in the teacher education of Kerala. BRCs are visioned as the extended arms of DIET where creams of teachers from among the working community are to be selected and posted as trainers. The BRC trainer in charge of a cluster training center who leads the academic discussion at the CRC. Each DIET faculty is in charge of a BRC where all the academic activities are planned and reviewed periodically.

Table 7.1 shows the details of training received by teachers at different levels.
As regards to the training provided by the DIETs, and BRCs, there is considerable increase in the quantity of participation. The benefits and the rating of the training done by the teacher’s show that the trainings have great impact on the HRD management of the teachers and it in turn benefits their classrooms. Hence the training given by the DIET and plans proposed by the DIETs for human resource empowerment are obvious examples of the strength of DIETs.

7.1.5. Publications
Establishment of DIETs envisaged for quality education in the elementary section. Quality among the people is visioned through a quality educational structure at every revenue unit in the country. District is opted as the lowest revenue unit for educational reformation. The reason behind such a decision is based on the structure of the country policy. In order to have a better grass root planning, based on the regional needs educational structure need to be organized at the district level and hence DIETs were formed with such an ethics.

The MHRD gives freedom to the state educational departments to plan and implement educational proposals according their regional needs. Every year large amounts were put forward to the state educational department for educational reforms. Special emphasis had been given to the DIETs to undertake innovative activities, research works and publication of additional reading materials other than source books and work books. Sufficient funds for these purposes are also been given to the DIETs through National Education Policy (NEP) section of the DPI.

Table 7.2 Number of Publication in DIETs during the last three years

<table>
<thead>
<tr>
<th>Year</th>
<th>News Letter</th>
<th>Additional Reading Materials</th>
<th>Research Works</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KLM</td>
<td>TCR</td>
<td>PGT</td>
</tr>
<tr>
<td>2005-06</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2006-07</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2007-08</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: Field data.
The study reveals that the academic dissimilation of DIETs concentrated mostly on training and OSS discarding the most benevolent section of printed materials and its development. The analysis of training achievement shows many achievements in preparation, printing and publishing of additional reading materials. The table also shows that the DIETs engage with Action Research (AR) at several fields, but very limited in number. Though the results of ARs are not published, many are done made use for their personal empowerment. Hence it is also considered as a strength.

7.1.6. Curriculum

Curriculum is the framework for educational function. It is wider network concentrated on educational establishment. The nature of curriculum is the basis of human empowerment. A curriculum that designs at the national level needs to be reframed for grassroot level with the objectives of human resource development. The sound functioning of any educational system depends on the availability of good curriculum and other materials. In preparing and making available the school curriculum based on the changing environment, SCERT and DIET play a major role. Clearly defined, planned and well arranged curriculum always helps to
empower the human resource capacity. This is another strength of the DIET establishment.

7.1.7. Local Bodies and Infrastructure

Following decentralisation of power in 1997, certain powers have been devolved to the local bodies. Accordingly DIETs are under District Panchayaths. The district panchayath as the district level supervising body of DIETs depends this district level institutions for their plan preparation and its implementation. The development funds of panchayath for human resource development are spent through DIET. This reveals the need of a district resource center like DIET and this acceptance can also be treated as a strength.

7.2 Weakness

When any new system and institution starts their function there will be some drawbacks and limitations. Some of the weaknesses associated with the DIETs are discussed below.

7.2.1. Lack of Autonomy
The funds of DIETs are utilised as per the guidelines issued by the MHRD. Each DIET is to prepare an annual plan for academic, administrative and community involvement programme. In general DIET prepares plans by focusing local needs and demands. But these locally specific issues are not to be operational due to the strict direction from the MHRD which are strictly monitored by the SCERT and the DPI. Hence the privilege of a Principal who is to enact the budgetary provision could not be administered as demanded by the teaching community. If the principals were permitted to administer the educational proposals based on district specific issues it would produce better results.

7.2.2. Lack of Facilities

DIET is expected as a District Resource Center. A District Resource Center in the field of education requires proper infrastructure for the empowerment of teachers’ skills. The researcher with these views in mind focussed on the following areas and its current position.
The investigation shows that DIETs in Kerala are not fully equipped so far even after the establishment in 1989. Among the samples tested it is found that DIET Palakad alone has well equipped lab and well equipped computer room. All other DIETs in the samples have equipments for namesake.

Separate funds are not earmarked for enhancing the lab, library and IT facilities existing at present in DIETs. The limited facilities
existing at present in these fields are not sufficient to meet the needs of the practicing teachers. A DIET is supposed to be a laboratory which permits the teachers to experiment their teaching skills and providing experiences that updates their knowledge bank. If the funds are separately created for enhancing the facilities in these areas, that would be a better experience for the educational practitioners.

The major suggestion of the MHRD includes a well defined infrastructure for a District Resource Centre like DIET. In an advanced society where fast development of technologies are in practice, lapses in arranging facilities are a major short coming. The efforts to enhance teacher capacity required all the amenities in the doorsteps. Thus the training programmes without modern amenities especially IT enabled do not yield any result as expected. This is another major short coming.

7.2.3. Lack of subjetwise faculty members

Though the DIETs have well equipped man power, the subject specific needs could not be satisfied as the posting of faculty members does not take note of that aspect. As the DIETs are expected to give sufficient training to all subjects, faculty members of the same subjects are pooled in certain DIETs only considering the personal convenience of the faculty members. There is no provision for the appointment of faculty
members in special subjects like Hindi, Sanskrit, Arabic and Tamil. DIET is expected to give training to all subjects by taking leadership on all school subjects. Now the DIETs are to depend upon the service of Recourse Persons (RP) working in schools or other educational institutions for providing training to such subject groups. This may cause problems in planning and also in the sharing of experience and expertise.

7.2.4. Lack of Co-ordination

There are a good number of agencies involved in the State to impart training and organise other educational programmes. It is seen that there is a lack of co-ordination of activities designed and implemented by various agencies involved in the educational process. Lack of co-ordination often results in overlapping of activities occasionally creates confusion among the participants. With the proper co-ordination of various agencies involved we can solve this problem to a considerable extent. This necessitates sound planning.

7.2.5. Pattern of Employees in DIETs

MHRD guideline suggested establishing seven faculties and supporting system in DIET. There must be 47 staff members including the academic and administrative staff. Each faculty would have a Senior
Lecturer and each senior lecturer is supported by a Lecture except the PSTE and DRU faculty. In the PSTE faculty there must be eight lecturers and the DRU faculty have four lectures. Thus the academic faculties will be comprised of 25 members including the Principal. Apart from that the WE, ET, and the P&M faculties would have an additional staff as work experience teacher, technology teacher and a Statistician respectively.

The pattern proposed by MHRD guideline are not been adopted as such in Kerala. There are 16 faculty members including the Principal of DIET. The additional posts in WE, ET and the P&M faculties are not seen in the existing pattern of DIETs. In the administrative level also several posts are avoided by making a number of 33 as the total employment pattern in Kerala DIETs.

The norms are stickled on to a great extent. However there is shortage of faculty in DRU. It is very difficult to manage academics along with administration. The shortage of special category staff like accountant, statistician are the most striking drawback and the constraints in DIET. This aspect has been highlighted by faculty and principal when interviewed about administrative constraints experienced by them.

7.2.6. Faculty Enrichment Programmes
Training is always an additional input for quality development. DIETs as training institutions are equipped with faculty members of higher academic qualities. But faculty members including Principal are not obtaining proper training to develop their skills pertaining to their specialised areas. The DIET guideline issued by the MHRD specifically mentioned at several instances for the upgradation of faculty skills through extension programmes. The data from 47 faculty members of the sample DIETs were collected.

Table 7.4 Details of faculty enrichment programme

<table>
<thead>
<tr>
<th>Sl no</th>
<th>Agency</th>
<th>As participant</th>
<th>As Resource Person</th>
<th>As Master trainer</th>
<th>On Site Support Team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KLM</td>
<td>TSR</td>
<td>PGT</td>
<td>KLM</td>
<td>TSR</td>
</tr>
<tr>
<td>1</td>
<td>NCERT</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>NUEPA</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>3</td>
<td>CCERT</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>4</td>
<td>SCERT</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>5</td>
<td>SIEMAT</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>6</td>
<td>KSLMA</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>7</td>
<td>KILA</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>8</td>
<td>IT@SCHOOL</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>9</td>
<td>SSA</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>10</td>
<td>LSG</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>11</td>
<td>SIRD</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>12</td>
<td>CDiT</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
The table 7.4 reveals that the DIET faculties in Kerala are rarely been associated with extension programme organized at different level. There are very limited opportunities for the DIET faculties to associate with different educational agencies organised for quality education. The table gives a poor picture of faculty development programme which is essentially pre requisits developing trainer capacity. Though some faculties are associated as a participant in the State Council of Eucational Research and Training, State Institute Eucational Manegement and Training, Kerala State Literacy Mission Association and Kerala Institute Local Administration , their association with national agencies either as participant or as an Resourse Person is totally unsatisfied. This is a major lacuna among DIET faculties including Principals.

Though the modern pedagogy is closely associated with ICT, the DIET faculties never had any training at the IT@school and CDiT which are the major training departments in the state. DIET is having a faculty-Educational Technology-which never obtained a partnership with these ICT oriented organizations

The role of DIETs in curriculum formation, pedagogic innovation and innovative proposals are obtained through self achievement process like peer interaction or group work organized at the training camps
proposed by SSA and SCERT. The training programmes proposed and planned by DIETs for SSA are sometimes average and some time repetition. This is because of the lack of exposure obtained from the national level training camps and because of the lack of experience sharing programmes with other states and its RPs.

7.2.7. Utilisation of Fund

Every year DIETs involve in participatory planning process for the preparation of year plan and budgetary provision. It is with the help of Programme Advisory Committee, a statutory body organised for advising DIET functions every year. In the planning process each DIET prepared the proposals of its own unique activities and the expected expenditure incurred for its administration. The plan proposals are being consolidated at the state level and submitted before MHRD for approval and sanction. It is through the process that the financial flow for establishment of DIETs taken place.

Table 7.5 DIETs Central assistance and its utilization (Kerala)
Year | Received (in lakhs) | Utilised (in lakhs)
--- | --- | ---
2002-03 | 744.39 | 744.39
2003-04 | 507.63 | 507.63
2004-05 | 615.8 | 615.8
2005-06 | 393.33 | 393.33
2006-07 | 753.4 | 753.4
2007-08 | 982.52 | 912.14
2008-09 | 600 | 582.5

The source of the data is from the NEP section of the DPI and its statistical wing. The data shows that the utilization of funds is cent percent up to 2006-07. There found a small downward trend from 2007-08 in the utilization aspects when compared to the received funds.

Table 7.6 shows the expenditure of DIETs

<table>
<thead>
<tr>
<th>Financial Year</th>
<th>Salary</th>
<th>Training</th>
<th>Faculty Development</th>
<th>Contingencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>62420928</td>
<td>9222750</td>
<td>Nil</td>
<td>1783089</td>
</tr>
<tr>
<td>2006-06</td>
<td>60640222</td>
<td>13624598</td>
<td>Nil</td>
<td>1075410</td>
</tr>
<tr>
<td>2007-08</td>
<td>73403105</td>
<td>16163924</td>
<td>Nil</td>
<td>1647121</td>
</tr>
<tr>
<td>2008-09</td>
<td>101680006</td>
<td>13230552</td>
<td>1400000</td>
<td>2864020</td>
</tr>
<tr>
<td>2009-10</td>
<td>108559070</td>
<td>22405461</td>
<td>1328586</td>
<td>2857969</td>
</tr>
</tbody>
</table>

Source: Government of Kerala. Directorate of Public Instruction. Thiruvananthapuram

Table 7.7. The utilization of funds in the individual DIETs

<table>
<thead>
<tr>
<th>SLNO</th>
<th>DIET</th>
<th>Training(Rs)</th>
<th>Contingency(Rs)</th>
<th>Salary(Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TVM</td>
<td>698112</td>
<td>94286</td>
<td>6131114</td>
</tr>
<tr>
<td>2</td>
<td>KLM</td>
<td>1118762</td>
<td>61831</td>
<td>5278778</td>
</tr>
<tr>
<td>3</td>
<td>ALPA</td>
<td>805272</td>
<td>79803</td>
<td>3852049</td>
</tr>
<tr>
<td>4</td>
<td>PTA</td>
<td>1091202</td>
<td>67706</td>
<td>4445797</td>
</tr>
<tr>
<td>5</td>
<td>KTM</td>
<td>683766</td>
<td>84544</td>
<td>3722276</td>
</tr>
<tr>
<td>6</td>
<td>IDKI</td>
<td>821004</td>
<td>60000</td>
<td>2921640</td>
</tr>
<tr>
<td>7</td>
<td>EKM</td>
<td>1370048</td>
<td>97460</td>
<td>5204021</td>
</tr>
</tbody>
</table>
The financial assistance to DIETs is expanded through three major heads - Training, Contingency and Salaries. The trends of expenditure and utilization shows that DIETs use funds for training regularly in a better way. This increasing trends in the heads of training shows the increase of participants every year. But the trends in the heads of contingency are found unsatisfactory when compared to the training.

The budget allocation of every year is mostly during the end every financial year. This delay cause for pooling of activities which cause for lower quality in result. If the budget are approved sufficiently earlier, the time for implementation will be scientific. Hence the delay in plan approval is a major weakness.

7.3 Opportunities

In the midst of various weakness, there exist vast scope for further improvement of the quality aspect of the training programme under the
area of decentralised governance, exposure and development of the potentials both for the students and Teachers through the DIETs

7.3.1. Local Bodies

Functioning of local bodies and decentralised planning are considered as an important opportunity. Since the DIETs are handed over to the District Panchayath they can plan a decisive role in improving the quality of programmes. In deciding general priority in planning the local bodies are directed to prepare plans for improving quality of training. However the role of local bodies in DIETs by and large remain unexplored and hence form an opportunity.

7.3.2. Expertise

Untapped expertise is another opportunity. Kerala with its high longevity and higher education provide more qualified and experienced retired personalities. There is ample opportunities to make use of the skill, experience, expertise of these people in the field of training, monitoring, evaluation and OSS. A strategic vision has to be framed for achieving this. A feasible mechanism has to be evolved for linking them with the educational system directly or indirectly.

7.3.3. Support System
Support system is considered both as a strength and as an opportunity. Wherever they operate it is a strength, but most of the DIETs are not effectively making use of this opportunity. Steps have to be initiated under the auspices of Local bodies for strengthening the various support system, for the better performance of DIETs.

7.4 Threat

Despite the innumerable strength and opportunities, the DIET is encountered with an array of threats which create a stumbling block in the onward march of DIET in undertaking leadership of the Human Resource Development programme in the field of secondary education.

7.4.1. Multiple Curriculum

The Educational structure in the state is met with multiple curriculum. In the state we do have state syllabus, CBSE, ICSE etc., besides the international schools. All these curriculum train the students in different levels and prepare them to achieve certain common objectives. In the midst of multiple curriculum, DIETs are facing a lot of confusions in organising training. The existence of multiple curriculum desert parents from the main stream of education. Though the state syllabus supports English as a medium from the primary level, the syllabus and content of other systems make the minds of the parents in a confused stage. The DIETs as District
Resource Center do not have any role in the school having national syllabus

7.4.2. Lack of co-operation

Educational expansion expect co-operation of all sectors associated with Education. But the lack of co-operation among the institutions cause a threat for DIETs. There is no co-operation in planning, organising and implementing the training programmes among the different training institutions.

Summing up it may be stated that in the midst of all these the strength and opportunities are dominants. This is a welcome phenomena and has to maintain in a good spirit. Simultaneously identification of weakness and threat will enable us to prepare more constructive programme for mitigating them effectively. This will provide a sound footing of DIET to extent its activities to achieve the desired results.

CHAPTER VIII
SUMMARY FINDINGS AND SUGGESTIONS

8.1. Introduction