CHAPTER I

INTRODUCTION

The growth and development of any economy is by and large determined by the availability of resources. Resource endowment of a nation encompasses both Natural and Human resources. While natural resources and capital are passive by their nature, it is the human resources which activise the former in the production process. Historical evidences show that in the initial stages of development, the countries normally focus on equipping their physical capital. Educational services may have more potential demand than real demand. In the backdrop of information and communication technology, modern economy gives adequate emphasis on human resources. This has been facilitated by information of all kinds since we live in a knowledge society. The importance of information and knowledge in augmenting the process of development has already been highlighted by not less a person than the former President of India Dr A.P.J. Abdulkalam in his ‘Vision 2020’. In his vision, greater thrust has been given to the development of rural areas by providing better connectivity of villages through education, technology, health etc. The role of education in promoting growth and development has already been acknowledged by almost all educationists and national leaders. Accordingly, several steps have been initiated for the Universalisation of
Elementary Education. At the same time, providing quality education at the Elementary level is considered as the cornerstone of the Human Resources Development of a Nation.

Education, according to Indian tradition, is not merely a means to earn a living nor it is only a nursery of thought or a school of citizenship. It is an initiation into the life of spirit, a training of human soul in pursuit of truth and practice of virtue. Aristotle, however, held that, education exist exclusively to develop man’s intellect in a world of reality, which men can know and understand. Even though our school system has been expanding steadily since independence, the fundamental prerequisite, i.e., all-round development of the various sections of the society has not been achieved so far. However, the educational scenario in Kerala is far better than that of the rest of India. A large share of government expenditure of Kerala is devoted to education. The state spends about 26% of its budget on education. The concerted efforts over several decades of various agencies - the state, voluntary agencies and religious organization have taken Kerala to a high level of educational achievement.

1.1 Education- A human resource endeavour

The word ‘Education’ has a very wide connotation. It is hard to define as there is no single objective, which can over the world of life with
its various manifestation. The two poles of our concern, the temporal and the world of spirit are widely apart, philosophers and thinkers from Socrates to Dewey in the west and from Yajnavalkya to Gandhi in the east, have defined education in accordance with their philosophy of life. With the result, there emerged divergent concepts and definitions for education. The concept of education is like a diamond, which appears in different colours when viewed from different angles.

‘Education is essentially a human affair and it is an important social activity also. It helps to bring out the innate capacities of an individual through a process of training and developing the knowledge, skill, mind, character etc by formal or informal means. Thus the major single source of capital has always been formal and informal education’. (Alex, 1983). Education involves production and distribution of knowledge. Education in economic terms can be considered as a commodity, more a service commodity that involves the process of developing or producing knowledge, skill, attitude among the people and the groups. “Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.” (Kofi Annan, 2005)
In order to bring out the innate potentials of the students, teachers play a very significant role in the process of education. The essence of education lies in stimulating the growing generation. With a consistent, compelling and creative system of values around which cultural heritage, both spiritual and material of the community is transmitted to the tender souls so as to develop them into civilized, creative and productive members of a progressive society. It would be better to share the view of Barack Obama “We have an obligation and a responsibility to be investing in our students and our schools. We must make sure that people who have the grades, the desire and the will, but not the money, can still get the best education possible.” (Barack Obama, 2005)

1.2 Education in Economic Perspective

Education is looked upon as a source of developing human resource for several utilities. In this level, Education is viewed as a commodity. Economics of Education is ‘the study of how man and society with or without the use of money, to employ productive resources to various type of training, the development of knowledge skill, mind and character etc especially schooling’. (Cohn, 1989)

Economics of Education is concerned with the process by which education is produced. What types of educational activities are to be
chosen? How much money should be shared by society? How should the available education be distributed among competing groups and individuals? Economics of Education focuses on costing and financing of school plan. It describes and explains the resource allocation to educational activities and the distribution among competing groups and individuals. It also deals with the impact of education on the occupational structure of the labour force. Education trains people and develops the required skill in them for various occupations.

The economic development and the social perspectives helped to improve the system of education in Kerala when compared to other states in the country. The state of Kerala has a diverse culture that emerged out of its vast heredity from time immemorial. The contributions of our enlightened rulers of Travancore-Cochin and Malabar areas helped to evolve educational institutions before the emergence of educational institutions in the nearby states. The contact of foreign traders to India doored through the Kerala coast caused for spreading European and Arab culture among the Kerala society. Historical evidences have shown that there were merchants stayed in Kerala from the South East Asian countries and even from China. This contact of continuous culture caused for the emergence of new educational vision in the state. The contribution of Christian missionaries and the enlightened educational reforms of the
democratic governments from time to time also caused for a brilliant educational system sustained for a Kerala model among Indian educational scenario. In recent years the economists and sociologists have started showing interest in Education. Discussions on education in the specialised economic terms, technical language will help us to understand the changes in the dimensions of education. In a short period of about a decade, economics of education has gained the status of a discipline in its own right.

1.3. Growth and Expansion of Human Resource Development

The 1986 policy and its connected activities visioned for an absolute educational change - both in quantity and quality of education - through Universalization of Elementary Education (UEE). The 11th plan of Indian Economy visioned for a quality education in the secondary sector by achieving Universalization of Secondary Education (USE). The series of actions taken for obtaining these goals with the Programme Of Action (POA-1992) helped to invest a huge amount of finance in the economic sector of education by seeking help from International Agencies and third world economic agencies. The economic achievement obtained through various agencies focused on quality dimensions in the primary and secondary sectors in education scenario. Such investments expanded the educational vision which caused for educational restructuring in many of
the states in the country. The implementations of Operation Black Board (OBB) scheme - a centrally sponsored programme- focused on improving pedagogy by incorporating several teaching learning materials in the learning. It also insisted two rooms and two teachers as minimum essential for a primary school and encouraged activities for developing a scientific curriculum that would help the child to cater his needs to meet the challenges in daily life. (Government of India, 1986)

The National Policy on Education (NPE) 1986 is the beginning of educational reforms in the state at the grass root level. The state has experimented with the Minimum Levels of Learning (MLL) goals and aspired in a quite scientific manner. New text books, Hand books and Work books were prepared and a dynamic curriculum was also formulated for implementing the programme. The experiments were conducted in selected schools by observing the diverse nature of the learners, school infrastructure and community participation. Large number of training at different levels were organized and the materials obtained from OBB scheme were familiarised. Constant follow up were made in the form of On Sight Support (OSS) and MidTerm reviews. The success in the implementation of Minimum Levels of Learning (MLL) prompted the authorities to expand the methodology, strategy and dynamic trends in all the schools in the state. It was at this juncture that the centrally sponsored
but internationally funded project–District Primary Education Programme (DPEP) came in to the scene as an additional input for educational improvement. Before these experimentations of all these efforts - the teacher training programmes and educational monitoring system were conducted in a centralized manner. With the inception of DIET in 1989 the centralised training system transformed in to a more transparent manner by extending training to the doors of the teachers.

NPE 1986 stated that “of the all factors which determined the quality of education and the contribution of national development, the teacher is undoubtedly the most important. It is on his professional quality and character, his educational qualification and professional competence that the success of all educational endeavor must ultimately depends”.

(Government of india, 1986) This is an extension of the vision of the Kothari Commision which also portrays “the destiny of India is being shaped in class rooms”.

(Kothari Commision,1964-66) In a world which is based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. The quality of the number of persons coming out of our schools and colleges will depend the success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people. This has been substantiated by National Council for Teacher Education (NCTE) in its vision on
professional education in the following words “professional competence has an edge over economic factor which is necessary to improve the status of the teacher”. (NCTE,1998) The debates and discussion in education demanded for further revamping of education to suit to the need and requirement of the modern society

1.4 Education –A Process of Expansion

The success story of educational reforms that have been taken place in the state of Kerala impressed the educational reforms of many other states in recent past. The National Council for Educational Research and Training (NCERT), National Council for Teacher Education and such other National Agencies recognized the need for a changed strategy in the educational system to copup with the emerging needs of the fast developing society. The role of education in promoting growth and development has already been acknowledged by the government of India. The declaration of Education For All (EFA) strengthened the vision of educational expansion and upliftment of the down-trodden. Education has been considered as a human right and education is termed as a means for Human Resource Development (HRD). There should never be discrimination on the basis of caste, creed or even disability. The Directive Principles, which are obligatory to be implemented by states should be
given priority when projects and programmes are formulated by the Local Self Government (LSG).

Education in the present context have achieved a new status in the HRD process. The development of HRD depends on the effective educational inputs through democratic process. The rights of the child have been reassured and education has become a fundamental right. The constitutional amendments and the action taken there after gave emphasis on new legislation for right to education. The National Knowledge Commission (NKC, 2008) organised for reinforcing the fundamental rights in education has examined a range of issues related to school education including access, quality and other related issues. It is with the vision that universal access to school education became a part of development. Quality education is a necessary condition for progress towards a knowledge society. The National Knowledge Commission recommended a series of measures for HRD to the central government. As a result the Central Government responded to certain specific issues including the formation of model Rights to Education Bill. The Bill has been circulated among the secretaries of state education departments with initiatives for the State Government to enact the bill. The enactment of the legislature is to enforce the Central Government to make follow up in the commitment made in the constitution amendment article 24A.
The National Knowledge Commission has spelt that the right to education bill can make changes through an appropriate central legislation which takes into account the following proposals. They include Central legislation, Financial commitment, Time frame, Schedule of norms and standards, Specification of teachers, Justifiability, Redressal mechanism and Universal schooling.

The State of Kerala has obtained the credit of being the prime state in the production and distribution of Human resource. This developmental processes are obtained through several measures by incorporating all the diverse situations prevailing in the state.

The position of Kerala among Indian states in the formulation of Human Resource is foremost. The Human Resources evolved in the state are being utilized for national reconstruction and also for international utility. The economic status of the state is shaped from the rich and varied achievement of the individuals worked at national and International level. This has caused for the evolution of a new social system that is reflected in political, social and cultural scenario.

The growth of educational system in the state has a history of centuries back. The trends in the modern system emerged due to the technological development which caused for speed track at various levels.
Beginning from the Minimum Levels of Learning (MLL), progress of academic development has been continued during the last one and a half decades. Several measures have been adopted to draw the varying factors caused for the educational deterioration in the state. This thought has come at a situation when studies conducted by several agencies who nodded against the achievement level of the state. Surveys at various levels through structured questionnaire for social assessment study, studies on the educational status of parents, Base line Assessment Study to measure the achievement of learners at different levels etc were held. The most attractive process in the category was the People Participation Planning (PPP) conducted at school, panchayath, Block, District and State levels. Stakeholders of education from all walks of life were invited and educational thinkers and experts added their contribution to identify the causes for the deterioration of Human Resource Development.

The major hazard to implement the reforms as per the desires of the community was located in the financial area. Those hazards were resolved by obtaining the centrally sponsored schemes and active participation of local self governments. The process of educational expansion in the state started in 1996 with the inception of District Primary Education Programme (DPEP). The project was implemented in two phases by taking three districts at each phase. The academic support for framing curriculum,
preparation of Teaching Learning Materials were entrusted to DIETs, who have wider experiences in the field of academic dissemination.

There was a highly structured vision on curriculum formation, material preparation, and training packages. The entire expenditure incurred on this dimension was brought forth from national fund stipulated for specific objectives. Several studies have been conducted at national level, state level and district level to identify the nature of flow of funds and the achievement of HRD.

Hence the researcher has tried to identify the various efforts that have been made at different levels for enhancing HRD in the state. The nature of funding, process of utilization and level of achievement are being examined at different levels through different means. The study started with the reform activities initiated by the state education department through DIETs, and its subsidiary agencies that have emerged through the projects implemented in the state. To get a real picture of the process for HRD and value of financial utility, the analysis of various efforts are verified. The philosophy of teacher training, factors caused for the evolution of new curriculum and the theories behind the pedagogic transformation, the nature of child, the psychology of community participation and the role of the parents are put for analysis.
Now education has become one of the determining factors of HRD and thereby social development. Changes are taking place in the field of knowledge, technology and industry. These have effectuated conspicuous impact on the concept of Philosophy, discipline, theory and practice in education. There is a continuously growing demand and dialogue to improve the design and expansion of the goals and means of education especially in the field of primary sector. Drastic changes have been taken place in the primary sector in the curriculum of all states. These changes have been looked up on the new psychological principles of learning.

The scope of education in the present context have a wider perspective. Education causes for the production of a quality society. Quality Society is associated with resource and development. Developments depended upon HR production. Thus the production of HR is associated with good environment (land), excellence in activities (Labour), well furnished institutions with all infrastructure facilities (capital) and highly visioned guidance (organisation). The three mantras of HRD are Excellence, Expansion and Inclusion according to National Knowledge Commission. For the attainment of excellence a citizen is to be adorned with skills which are scientifically triggerd phenomenon that are to be nurtured through natural environment. The expansion of vision is associated with better social interaction and cohesiveness. An educational
institution needs to have all facilities for initiating all these qualities enitiated for cumulative transition. A child is not an empty vessel. The innate nature of the child to know his environment is to be channelised through better life situation. The acquisition of knowledge is natural and self designed. The natural inquisitiveness of the learner is to be updated and upgraded by a good facilitator who should always be wise in his behaviour and nice in his dealings, it is for these purposes that scientific methods are to be adopted in the classroom process and in the training environment.

Knowledge is the fifth factor in the production of HR. Knowledge is acquired through non-formal atmosphere. Non-formal atmosphere can be provided in the out of the four walls of the conventional classroom. Good education is the conclusion that is drawn by a learner through observation classification and analysis.

1.5. Structure and functions of DIETs in Kerala

The emergence of DIETs caused for a new culture in the teacher training scenario that resulted in the changes in the field of teaching learning process of primary sector. As per the DIET guide line the mission of DIETs is ‘to provide academic and resource support at the grass root
level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education with special reference to Universalisation of Primary/Elementary Education, Adult Education (1989 Government of India). As a sponsored scheme, the establishment of DIETs envisioned for reaching changes in the field of education particularly in the elementary sector. The funds that flow from the Government of India to the state through the Directorate of Education is as per the plan proposals prepared at the District level and consolidated by the Directorate. The funds are proposed for infrastructural improvement, academic renewal and curriculum restructuring. As an institution, each DIET is assigned with several activities for educational renewal including teacher training, curriculum and material development, evaluation devices, research activities, technological innovations and adult education programme.

As the abbreviation puts— DIET is District Institute of Education and Training. This further indicates that it is an institution for research and training. Research programmes are confined to class room processes, pedagogic improvement, Training and in the areas of academic capacity building of teachers, heads of schools and parents. The major focus area of research is in action research to resolve the problems of reflective practitioner. The Planning and Management of DIET which is a thrust area
for educational development, focus on educational planning and administration. Better planning yields better results in education. Education as a long term investment requires plan in real sense and thoughts of diversity. The funds are being allotted for specific activities proposed by the seven faculties in DIETs. The ultimate attention in all the programme of the different faculties is the learners and their educational rights. The technology that includes in the training programmes will lead to an enlightened society of learners who need to be accountable to the fast tracking society. This means that the entire activities enunciated by DIETs are meant for Human Resource Development.

1.6. Need and Significance

Kerala has witnessed several movements for quality education in the primary as well as in the secondary level during the last two decades. These experiments and experiences primarily concentrate on curriculum developments, educational planning pedagogic transaction, teacher training and research activities. Kerala may perhaps the only state that has revised its curriculum continuously after specific intervals. Curriculum revision has taken place three times in the state since 1996 and the process is still continuing. The state has obtained its credit for having been the first state with a State Resource Group (SRG) by including the experts from
various national agencies associated with education. The teacher training strategies were overhauled by Educational Consultancy of India. Several studies have been conducted by national agencies and Non Governmental Organisations (NGO) to measure the level of achievement of learners in specific subject at specific levels. Discussions and seminars were conducted at proper intervals to validate the finding among educationists as well as general public. State level studies were also initiated by individual DIETs, district level agencies of centrally sponsored schemes and state level units in charge of different interventions.

It is unfortunate to note that the finding and its far reaching effects have not been taken up seriously by the policy makers and implementing agencies. The ultimate outcome of these negligence are found in the low level of enrolment at the government and aided sector and unpredicted results in the level of achievement. Hence the researcher has focused on the problem of fund sanction by Ministry of Human Resource and Development (MHRD) to DIETs since 1992, activities undertaken by DIETs in different areas during the last five years and the nature of utilisation of funds by DIETs. The researcher also focuses on the problems in the planning process of the DIETs from the perspectives of different faculties and principal, the role of Principal in planning, implementation and administration, contribution of DIET faculty members in the
implementation of planning and evaluation of training programme and overall result of the training programme to the teachers and learning community. The contribution of DIETs for the professional and academic empowerment of teachers are also viewed.

The desired level of achievement has not been found in the establishment and functions of DIETs even after its inception in 1989. The researcher as a faculty member of DIET establishment is very much in need of exposing the problems included in the DIET function. Hence a study of this nature becomes imperative and unavoidable. In this context this study occupies a very important role among achievement studies.

1.7 Research problem

Development is determined by the availability of resource in any nature of society. Mobilisation of resource depended upon the nature of human resource and its development. History showed that initial stages of development are focussed on equiping physical capital of a society. Intangible resources are potential demand for the society for which educational service gives more potential demand. The process of information and knowledge depended upon the nature of human resource and the formalities undertaken for its maximum empowerment.
The role of education in the process of human resource development is acknowledged at all levels. It is with the vision that the developing countries have undertaken steps for universalisation of education as a major task goal at every aspect of its developmental planning. In India, constitutional provisions are earmarked for these objectives.

The most dependable resource of a nation is a quality society. Quality society is considered as developed and civilized human components. If the human resources are acquainted to the need of their environment, the environmental potential can be utilised as scarce resources. Thus the utilisation of resources at the maximum level for the benefits of a nation is channelised through the human resources. Human resources are developed in accordance with the vision, the desire and the goal of a nation building. Providing facilities, nurturing the biologically triggered skills and patronising the human resources yield better output to any live society.

The basic motto of human resource development is excellence, expansion and inclusion of available resources in an effective manner. The training proposed by training institution must have provision for expanding the existing human resources to the maximum excellence. This expansion is through proper guidance by providing proper environment. The expanded
capacity of an individual need to be retrieved and that must be used for further development. The teacher skills need to be expanded with the vision when training programmes are planned.

The NPE of 1986 visioned for a dynamic educational atmosphere in India. The Programme of Action (POA) 1992 pin pointed the thrust areas that need to be focused on the guideline prepared for the establishment. MHRD wishes to identify local specific needs for the educational development by considering the desired cultural background of the nation. Thus a revenue district is chosen as a primary unit for educational planning. The guidelines proposed seven major faculties with a vision of seven major areas that need to be emphasised on educational planning and implementation. The guideline suggested to recruit of serving teachers as faculty members who are to be selected through a process of skimming and scanning. All these visioned factors are typical suggestion for HRD and teacher empowerment. MHRD does not see any other institution for this purpose in a district other than DIETs.

Training manipulates the existing skills of any profession. The significance of teaching learning process associates with the changes that take place in the society. The theories of learning, the methods of teaching and the process of classroom transactions are getting changed day by day.
The theory of learner as “tabularasa” has been transformed into the extreme level in the teacher pupil relationship. Teacher has become a facilitator or sometimes behaves like a democratic leader. The theories of collective learning are getting stimulus response in the pedagogic side. The quality of a teacher needs to be professionalised in terms of the changing vision and thus requires constant training to update the skills.

A learner in the modern classroom is the pivotal character and the teacher requires higher potentials for updating his resources. The significance of training diversities modernises the techniques with HR theories. In this context the role of DIETs in planning and implementation of teacher training strategies requires scientific modalities with the objectives of teacher capacity and societal involvement. As a center of HRD empowerment the role of DIETs is very significant.

The state of Kerala with its 14 DIETs plan and implement training programmes since its inception in 1989. Several experimental programmes were undertaken by the DIETs independently and in collaboration with other agencies. Until the emergence of Centrally Sponsored Programmes (CSS) District Primary Education Programme (DPEP) in 1996 DIETs performed its role as trainers of Teachers. With the implementation of DPEP in the selected districts, DIETs played their role as RPs by giving
training to BRC trainers. With the establishment of Sarva Siksha Abhiyan (SSA) in the state the role of DIET became that of planners of training by opting the role of District Resource Person(DRP) While serving these duties as DRP, DIET continued their planning process for innovative programmes and research studies. The identified problems were included in the training module and remedial measures were added in the training centers. But the impact of these training programmes were not studied in depth and hence the present study is proposed to assess the impact and bridge the gap in research.

The investigator also found several problems in the teacher training programme. The major problem is in the detracking of training programme at the grassroot level which are planned and designed at the district level. This is mainly due to the lack of co-ordination, transmission loss, lack of monitoring and unprecedented duties entrusted up on the teachers by the Local Self Government(LSG), Election Commission, Census department etc.

Another major factor that delimits the quality of training is the financial allotment and its utilisation. The Investigator examined all these matters in detail and found a big gap in the existing teacher training programme organised by DIETs
To explore these limitations, problems and gaps a study like this is needed to find out the vital factors and to sort out the remedial measures for enhancing HRD through training. Hence the research problem is entitled as: Human Resources and Teacher Training in Kerala – A Study on DIETs.

1.8. Objectives of the study

The major objectives of the study are:

1. To examine the significance and the extent of benefits obtained by the teachers as part of teacher training programmes.

2. To examine the nature of academic dissemination and the utilization of training inputs from the teacher training centers.

3. To study the basic hurdles in implementing human resource development programmes and in the use of training inputs faced by the faculties of the training programmes.

4. To examine the utilization of financial resources for academic dissemination programmes of DIETs during the last three years.

5. To compare the structure and functions of DIETs in Kerala with the MHRD guideline.
6. To suggest the ways and means for empowering the training programmes on the basis of the feedback from the stakeholders.

1.9. Methodology

This study is a blending of both primary and secondary data. The researcher has adopted the Survey Method for data collection and analysis. Primary Survey has been made through questionnaires and interviews. The analysis of the important documents collected from secondary sources were also used for finding out the utilization of financial resources. Statistical techniques like percentage analysis, Z-test of significance and Chi square were also used for interpretation.

The researcher has chosen three DIETs as sample from the 14 DIETs of Kerala. The three DIETs were selected based on the regional differences, geographical division and socio cultural background. The first is DIET Trissur, which is one among the first phase (1989) DIETs which comes in the centre of the state. Trissur is a district with historical background and cultural diversities. The district is called cultural district of Kerala where diversion is observed in education, social life, cultural background and geographic division.
The second one is opted for this study is DIET Palakkadu, which is known for tribal population and Tamil speaking population. DIET Palakkadu is a second phase DIET(1991) and is having a totally different social, cultural and educational background.

The third is DIET Kollam, where the investigator presently works as a faculty member for the last seven years which helps to provide more experiences. Kollam is situated at the middle of the southern Kerala having diverse geographical culture and educational reservations. The DIET started in the third phase during 1992. By taking these three DIETs, the researcher has focused on a cross section of the DIETs which are samples of three phases of DIETs establishments.

The researcher has chosen entire Principals and Faculty members of the sample DIETs for the collecting the data related to DIET.180 teachers who have obtained training from different faculties at different time have been selected from each district for getting their view on training, quality dissemination and DIET experiences. The selected teachers as samples are proportionately represented all the sub-district of the educational district.

The identification of samples in the selected district from parents numbered 25 each. Maximum attention have been paved on locating the
sample from the area of teachers selected as samples. Hence a wide distribution has been achieved for obtaining parental sample from different areas of the three districts.

The researcher did not limit the sample at DIET Principals, Faculties, teachers and parents. As the ultimate gainer – learner is identified as the results source and hence 50 students from each districts were also selected as sample.

The questions were prepared for collecting primary data from DIETs and administered among DIET Principals and faculty members and teachers from sample districts. Students and parents were also interviewed to study their perception on the impact of teacher training in the real classroom situation.

1.10. Limitations of the study

The researcher has chosen three DIETs from the 14 DIETs of Kerala as samples - DIET Trissur, which is one among the first phase DIETs and DIET Palghat, which is known for tribal population and Tamil speaking population. DIET Palghat is a second phase DIET and is having a totally different social, cultural and educational background. DIET Kollam, which is situated at the middle of the southern Kerala having diverse
geographical culture and educational reservations, which started in the third phase in 1992.

By choosing these three DIETs, the researcher could focus only on a cross section of the DIETs which are samples of three phases of DIET establishments. The reason for limiting the sample to three DIETs are the following. They are having equal number of faculty members, all are having almost uniform performance and selection process and appointment process of faculty members are similar.

The major limitation is in the selection of samples from teachers, pupils and parents. The regional imbalance will definitely picture the totality of teachers, students and parents. Since the proposed samples are limited to three districts in Kerala, the result of the study is difficult to universalise for the states of Kerala as a whole.

Since the study focuses on the quantitative improvement of the teachers and faculty using follow up of the training programme, it is difficult to evaluate precisely the exact qualitative improvement occurred as part of the training programme. Thus quantitative measurement of the quality aspects stands as another limitation of the study.

1.11. Chapter layout
The present work is discussed in eight chapters. The FIRST chapter explains the introduction covering the research problem, objectives, hypotheses, methodology, importance of the study and major limitations. The SECOND chapter presents the review of literature. The THIRD chapter deals with the theoretical overview of the study. The FOURTH chapter titled as DIETs for Restructuring the Academic Edifice, covering the role and functions of DIETs and the District profile of the sample districts. Human Resource Development and Teacher Training – an analysis is done in the FIFTH. The SIXTH chapter titled as DIETs and Human Resource Development deals a detailed analysis of the present status, programmes in action and the use of training input in the training centers, and the Problems in implementing Human Resource Development Programmes. The SEVENTH 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 EIGHTH chapter deals with the major Findings that emerged from this study, Conclusions based on the Findings and Suggestions for further research.