CHAPTER II

DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) – A BRIEF SKETCH

District Institute of Education and Training (DIET) is a nodal agency for providing academic and resource support at the grass-root level for the success of various strategies and programmes undertaken in the areas of elementary and adult education, with special reference to Universalisation of Primary / Elementary Education and National Literacy Mission (NLM) targets with regards to functional literacy in 15-35 age group. DIETs are the special institutions established with the special aim of improving primary education.

2.1 THE BEGINNING OF DIET

Until the adaptation of NPE 1986, academic and resource support in the area of elementary education was being provided largely at national and state levels only by institutions like NCERT, NIEPA and SCERTs. Likewise in the area of adult education, the support was provided by the Central Directorate of Adult Education at the national level and by State Resource Centres at the state level. Below the state level, there were elementary teacher education institutions, but their activities were confined mostly to pre-service teacher education.
Quality of education is substantially affected by the quality of teacher training. This, in turn, depends upon the stature and status as well as the role and functions of teacher education institutions. The physical, human and academic resources of most of the teacher education institutions are inadequate, even for the role of pre-service teacher education.

By the time of adaptation of NPE in the year 1986 elementary and adult education systems were already too vast to be adequately supported by national and state level agencies alone. The NPE categorically called for further expansion together with considerable qualitative improvement. The NPE and PoA accordingly envisaged addition of a third district-level tire to the support system in the shape of District Institutes of Education and Training (DIET). DIETs were being established with the financial support from the Central Government in pursuance of NPE 86.

The basic transaction approach of the DIET is placing the learner at the centre to make education a joyful, innovative and satisfying learning activity, rather than a system of rote and cheerless, authoritarian instruction. In the case of Adult Education programme Functional Literacy should be imparted to adults in a participative, learner-active mode.
2.2 SPECIAL TARGET GROUP OF DIETs

"To promote equality, it will be necessary to provide for equal opportunity to all not only on access, but also in the conditions for success" (NPE, 1986). The concept of national system of education envisages access for all students, irrespective of caste, creed, location and sex, to education of comparable quality. The DIETs in all aspects of their work would have to give primary attention to promotion of education of the following groups:

(1) Girls and women. (2) Scheduled Caste and Scheduled Tribe. (3) Minorities. (4) Handicapped. (5) Other educationally disadvantaged groups, working children, slum dwellers, inhabitants of hilly, desert and other inaccessible areas etc.

2.3 THE GOALS OF DIETs

The following goals are expected to be achieved by the DIETs:

(1) Provide leadership in innovating pre-service primary teacher training.

(2) Contribute to development of quality learning materials for primary education.

(3) Carry out innovations for improving the functioning of primary schools.

(4) Conduct in-service training programmes to primary school teachers.
(5) Carry out field base empirical studies to improve the primary schools.

(6) Train functionaries in NFE and adult education.

(7) Provide support to district authorities in planning in Universalisation of Elementary Education (UEE).

The guideline proposes to give adequate functional autonomy - academic, administrative and financial.

2.4. STRUCTURE OF DIETs

In order to facilitate suitable structure to implement the innovative concept of DIET, seven academic branches have been suggested.

(1) Pre-Service Teacher Education (PSTE)

(2) Work Experience (WE)

(3) District Resource Unit (DRU)

(4) In-service programmes, Field interaction and Innovation and Coordination (IFIC)

(5) Curriculum Material Development and Evaluation (CMDE)

(6) Educational Technology (ET)

(7) Planning and Management (P&M)
DIETs Academic Branches-Structure and Staff Patterns

as envisaged in the Guideline

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Branch</th>
<th>Sr. Lecturer</th>
<th>Lecturers</th>
<th>Special categories</th>
<th>Class IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>PSTE</td>
<td>1</td>
<td>8</td>
<td>-</td>
<td>1 lab Asst.</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>WE</td>
<td>1</td>
<td>1</td>
<td>1 WE Teacher</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>DRU</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>2 Steno</td>
<td>7</td>
</tr>
<tr>
<td>4.</td>
<td>IFIC</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1 Clerk</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>CMDE</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>ET</td>
<td>1</td>
<td>1</td>
<td>1 Teacher</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>P and M</td>
<td>1</td>
<td>1</td>
<td>1 Statistician</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>Library</td>
<td>-</td>
<td>-</td>
<td>1 Librarian</td>
<td>1 Clerk</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Admi. Section</td>
<td>-</td>
<td>-</td>
<td>1 Office Superintendent</td>
<td>1 Accountant 5 Clerks</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>7</td>
<td>17</td>
<td>5</td>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>

1 Principal + 1
Steno to Principal + 1

Total = 48
Though the different branches are fully responsible for the task indicated on their titles, it may not be assumed that only one branch will do that particular task. For example, more than one branch will look after the work of educational technology. Similarly teaching in pre-service and in-service education courses may be undertaken by the members of staff in most of the other branches. Therefore, this branches may not be considered as mutually exclusive.

The different tasks of the branches are implemented properly. Each branch will be headed by a senior lecturer and further support will be provided by lecturers, instructors and other categories of officials. Apart from the staff, sufficient facilities have been provided by way of building, libraries, laboratories etc. Separate hostels have to be provided for men and women. On the administrative side, posts have been sanctioned for one superintendent, one accountant, five clerks and six class IV employees. Equipment facilities include sufficient materials for psychological experiments, education in visual and performing arts, physical education and sports, computer training, education of the physically and mentally handicapped and relevant materials for Adult and Non-Formal Education.
2.5 FUNCTIONS OF DIET

The major functions of DIETs are pre-service education at primary level, in-service education to primary teachers and non-formal and adult education functionaries, resource support to primary schools and adult education centres and action research in the area of Primary Education and Adult Education.

2.6 MAJOR FUNCTIONS OF ACADEMIC BRANCHES

The programmes and activities of different branches in the context of the mission of DIET have wider innovative base, marking significant departure from the existing practices.

2.6.1. Pre-service Teacher Education (PSTE) Branch

DIET will organise two years teacher training programmes for around 50 students. The minimum academic qualification for admission is senior secondary schooling. The curriculum to be followed in DIETs shall be approved by NCTE in due course of time.

2.6.1.1 Functions of PSTE Branch

1. Organisation of Pre-service Teacher Education for Elementary Teachers
2. Promotion of child centred education. preparation of Aids and Action Research
3. Multigrade/ peer group teaching for NFE/ AE
4. Providing Guidance Service in Schools/ NFE/ AE Centres
5. Learning and Remedial Instruction for first generation learner
6. Education of Mild and Major disabled children
7. Provide inputs to other branches of DIET

2.6.2 Work Experience (W.E)Branch

This branch will identify locally relevant areas related to work experience. The curricular materials, low-cost teaching aids and evaluation by tools/techniques etc. will be developed by this unit. It will also help educational authorities to plan and implement work experience in the district effectively in all the schools and AE/NFE centres.

2.6.2.1 Functions of W.E.Branch

1. Identification of work experience (WE) areas and development of teaching-learning material.
2. Help School/NFE/ AE authorities to introduce Work Experience (WE).
3. Conduct in-service programmer to help staff in WE.
4. Provide WE input in all programmes of DIETs.
5. Maintenance of DIETs.
6. Organisation of community service activities.
7. Maintain workshop and work related hobbies.
2.6.3 District Resource Unit (DRU) Branch

This branch assists educational authorities in planning and co-ordination of training programmes for Adult and Non-formal Education personnel throughout the district and to provide necessary support in organising such programmes. The instructional and training materials relating to adult and non-formal education will be developed by this branch. The necessary evaluation technique and tools will also be prepared for judging the effectiveness of the programme.

2.6.3.1 Functions of DRU

1. To assist educational authorities in planning and co-ordination of training programmes for AE/NFE personnel.

2. To serve as the nodal branch for organising: Programmes of induction training and continuing education for instructors and supervisors/preraks of NFE/AE to be organised in the DIET.

3. To evaluate and monitor the quality and efficacy of training programmes for NFE/AE personnel held in and outside the DIET, and to strive for their continuous improvement.

4. To maintain a data base on all NFE/AE personnel who undergo training at the Institute, and to organise follow up activities pursuant to such training.

5. To undertake field interaction (including extension) work vis-à-vis the AE/NFE projects and centres in the district, and to act as
the referral unit for academic problems thrown up by the field in the areas of NFE/AE.

6. The help the DBE and NFE/AE authorities, in organising, media support for the NFE/AE programmes (including by harnessing traditional media).

2.6.4 In-service programmes, Field Interaction and Innovation Co-ordination (IFIC) Branch

Continuous in-service education of teachers is necessary to keep them abreast of the changes taking place in their professional environment and to develop their skills and attitudes in the light of their changing role. Latest approaches and methodologies should be followed in the training. This branch should have also interaction with field to identify problems and prescribe solutions. Information about worthwhile experiences, innovations and success stories etc. should be obtained. Action research and experimentation needs to be conducted to tackle the specific problems. These field experiences should be used in different in-service education programmes.

2.6.4.1 Functions of IFIC Branch

1. Planning and co-ordination of In-service Education

2. Identify teachers for Training. Prepare Annual Calendar of Training in and outside DIET.
3. Acts as the nodal Branch for organising In-service programme for all categories of staff in Elementary Education. Resource Programme using distance, distance-cum-teaching mode.

4. Evaluate/monitor the quality and efficiency of work programme in and outside DIET.

5. Maintain data base of all persons except of NFE/AE who undergo training in DIET

6. Serve as a reference/resource centre

7. Serve as nodal branch for all action research

8. Facilitate dissemination of information and co-ordination of activities.

2.6.5 Curriculum Material Development and Evaluation (CMDE) Branch

Curriculum for elementary Teacher Education, Adult Education and Non-Formal Education needs to be developed according to local environment and circumstances. The curriculum developed at the district level should include topics like local geography, folklore, legends, customs, forests, flora and fauna, fairs and festivals, demography, geology, minerals, agriculture, industry, communities and tribes etc. This branch may also conduct development of techniques and tools like test, question banks, rating scales, observation schedules.
diagnostic testing to be used for continuous and summative learner evaluation.

2.6.5.1 Functions of CMDE Branch

1. Development of curriculum for elementary education and elementary teacher education
2. Develop tests for evaluation, diagnostic and remedial teaching and guidelines for teachers
3. Assist DRU for the same exercise given in no.2 for NFE/AE
4. Assessment to be undertaken in samples for minimum learning competencies
5. Publish periodicals/ journals for the use of elementary school teachers and other staff.

2.6.6 Educational Technology (ET) Branch

Educational technology faculty plays a vital role in effective teaching and learning. This department will prepare low cost teaching aids like charts, diagrams, models, photographs, slides, audio tapes etc. for elementary and non-formal education and provide training to teachers and prospective teachers in the use technology in teaching.

2.6.6.1 Functions of ET Branch

1. Development of simple low cost teaching aids for various subjects relating for elementary education and elementary teacher education. The same attempts shall be made for NFE/AE.
2. Maintenance of the Audio-visual Equipment including a library of such materials and films with lending and borrowing facilities.

3. Liaison with TV, AIR for broadcast on relevant topics in the areas of Elementary Teacher Education, NFE/AE.

4. Appropriate tests of evaluation of such TV/AIR programme.

5. Organising workshops for material development as per curriculum.

6. Provide inputs to other pre-service and in-service programmes.

2.6.7. Planning and Management (P&M) Branch

Planning and management faculty plays an important role in the functioning of DIET. This unit will maintain an appropriate database for the district regarding Universalisation of Elementary Education (VEE) and National Literacy Mission (NLM). In this regard some studies on enrolment, retention, regularity of attendance including SC/ST children may be conducted for framing policies. It also provides technical assistance in the areas of school mapping, microplanning for specific areas, school complexes and instructional areas etc. Besides this, it acts as nodal branch to select all programmes of community involvement in basic education particularly District Board of Education, Village Education Committee (DBE), (VEC) & Community leaders etc.
2.6.7.1 Functions of P & M Branch

1. Prepare database for educational planning within the district and monitor facilities in UEE/NLM.

2. Conduct policy oriented research in the areas of enrolment, retention, attendance, interventions community perception and participation, development of norms on Elementary School Children NFE/AE.

3. Provide Assistance to educational authorities in school mapping, micro planning for UPE/UPE in area specific group, institutional planning and evaluation.

2.7 MONITORING AND REVIEW OF THE FUNCTIONS OF DIET

Although the DIET has an important role in the strengthening of primary education, it has a complex task. DIET is visualized as a novel and sophisticated institution. So monitoring and review of its function is vital. The DIET guideline recommends the following mechanisms for proper monitoring and review of DIET functions:

2.7.1. State Level Steering-cum-Monitoring Committee

This committee includes the following members:

(1) State Education Secretary - Chairman

(2) Representative of the State Finance Department
(3) Director of Education

(4) Director(s) Adult and Non-Formal Education

(5) Directors of SCERT and SRC

(6) Senior state level officers of agencies entrusted with construction work for various DIET Projects

Monitoring and review of the implementation of training and working of the newly set up DIETs is the duty of this committee. This committee is advised to meet very frequently to discharge the assigned work.

2.7.2. Machinery at DIET level

At every DIET, a committee has to be set up for sorting out field level problems in operationalising the DIET. The members of the committee are:

(1) Principals and Vice principals of the DIETs

(2) District level officers of Education and Adult Education

(3) Executive Engineer of the Construction work.

2.7.3. Annual Self-Evaluation

DIETs have to prepare an annual self evaluation report which will be sent to SCERT and SRC for assessing the efficiency of its functioning.
2.8. OTHER FUNCTIONS OF DIETS IN KERALA

As a part of National Policy of Education DIETs were formulated in Kerala in 1989. There are 14 DIETS in Kerala, one in each district. In 1989, seven DIETs were started. Three DIETs were started in 1990 and the remaining four were started in the year 1992. Most of the DIETs in Kerala are situated in rural areas - 5 in municipalities and 9 in panchayaths.

Sufficient faculty members were appointed in all DIETs. The faculty members were selected from the qualified teachers who were working at government schools of the state. In each faculty there are one senior lecturer and one lecturer except PSTE faculty, where there is one senior lecturer and eight lecturers. Even though there are Principals in each DIET, Vice Principals were not appointed. The supporting staff like librarian, laboratory assistant, computer technician etc. were not posted till date. In administrative posts one superintendent, three clerks and four last grade servants were posted. There is no accountant in any DIET. Administrative staff members were not distributed to faculties.

Schemes were launched to construct sufficient buildings in DIETs. In most of the DIETs the construction of administrative block, hostel and quarters etc. has been completed. But the functioning of those newly built buildings is yet to begin.
As directed in the DIET guideline seven faculties are functioning in all DIETs. All the members in the faculties are working together irrespective of their different faculties. On an average 2500 teachers are receiving faculty-wise training from DIETs. For conducting cluster level in-service training and field interaction in all the schools and sub districts, charges were given to each faculty member.

The DIETs in Kerala have become an integral part in the elementary teacher education programme and a vital component in the primary education system in Kerala. How effectively have they been playing their role is a matter that is currently attracting the attention of everyone concerned with primary education and primary teacher education.
References


CHAPTER III
REVIEW OF RELATED LITERATURE AND STUDIES

- INTRODUCTION
- RELATED LITERATURE
- SUPPORTING STUDIES