

EXECUTIVE SUMMARY

“To strive towards excellence in all spheres of individual and collective activity so that nation constantly rises to higher levels of endeavour and achievement”

- Article 51 A (J) of the Constitution of India
(Fundamental Duties of Indian Citizen)

1. **Introduction :** The quality of education system is dependent, to a large extent, on the teachers. The quality of teachers is dependent, to a large extent, on the system of teacher education. It is heartening to note that the concern for raising the quality and status of teacher’s education has caught the attention of the nation and the same is reflected in the National Policy on Education (NPE) - 1986 and Programme of Action (POA) - 1992.

After adoption of NPE-1986 in pursuance of its provisions on teacher education, a Centrally Sponsored Scheme (CSS) of Restructuring and Re-organization of Teacher Education was approved in October, 1987, by the Government of India. The five components of this CSS are;

- i. Setting up of District Institutes of Education and Training (DIETs) to organise pre-service and in-service courses for elementary school teachers and for personnel working in non-formal and adult education.
- ii. Strengthening of Colleges of Teacher Education (CTEs) and development of about 50 of them as Institutes of Advanced Studies in Education (IASEs).
- iii. Revitalization of State Councils of Education, Research and Training (SCERTs).

- iv. Mass Orientation of School Teachers (MOST) under a planned programme to be implemented under the supervision of NCERT.
- v. Establishment and Strengthening of Departments of Education in the Universities through University Grants Commission (UGC).

The 'Draft Guidelines' for implementing the DIET Component were got prepared through Ed. CIL and were circulated by the Central Government to all states and UTs in October 1987: The ED.CIL document together with certain subsequent circulars, formed the basis for its implementation of the DIET scheme. The first lot of DIETs were sanctioned in February-March, 1988.

According to 155th Report of the Department-related Parliamentary Standing Committee on Human Resource Development (Department of Elementary Education and Literacy-MHRD, GOI), 498 DIETs, 86 CTEs, and 38 IASEs have been sanctioned so far (as on 26th February, 2005) by the Central Government. The major task of DIETs is to offer superior-quality in-service and pre-service programmes for primary school teachers, personnel of adult education and non-formal education. DIETs were established primarily as pace setting and innovative institutions to lift primary teacher education from its low status and put it on the high pedestal of professionalism. DIETs are required to, take up initial and incumbent teacher training; planning and management of the primary, adult and non-formal education of the district; research and development (R&D); curriculum and material development, co-ordination of innovations; providing work experience; use of education technology and development of low and no-cost gadgets, evaluation etc. In fact, DIET is the 'Academic Lead Institution' and 'Centre of Excellence' of the district. In form and structure, DIETs have great similarity with state and national level institutions like SCERT and NCERT.

The DIETs are expected to work as 'Referral Units' for solving all the academic problems thrown up by the education field of the district, in the areas of elementary teacher training, elementary education, nursery education, adult education and non- formal education, by effectively involving the various Governmental Agencies, Voluntary Agencies, Non Governmental Organizations, Alumni and Community at large. The DIET should grow as a role-model to be emulated by all academic institutions of the district. DIETs have to function as Friend, Philosopher and Guide for all academic functionaries of the district.

A Comprehensive set of Guidelines has been prepared for the successful implementation of DIET scheme, in close collaboration with NCERT, NIEPA and the Directorate of Adult Education (DAE) with Prof. J.S. Rajput as Joint Education Advisor, in 1989. The same was approved and in 1989, Ministry of Human Resource Development (MHRD), Govt. of India, has issued DIET Guidelines. The DIET scheme as envisioned in the DIET Guidelines (MHRD, 1989) is not prescriptive (or directive) but indicative. The DIET Guidelines offers a set of guidelines to enable the DIETs to grow and evolve in the local context. The states have considerable freedom in promoting DIETs as per their own needs and experiences. The DIET Guidelines are subject to renewal in its own words "*As further experience is gained guidelines for DIETs would also continue to evolve*"

The State Governments can implement the DIET programme with necessary local variations and adaptations. However the DIET Guidelines are rigid in the following areas.

- i. Total number of posts
- ii. Pre-conditions to be fulfilled by State Government
- iii. Maintenance of Residential facilities and
- iv. Maintenance of DIETs as non-vacation institutions.

The DIET scheme was implemented in Karnataka State in 1993, by upgrading 20 existing Primary Teacher Training Institutes into DIETs. The seven branch pattern of DIETs viz. Pre-service Teacher Education (PSTE), District Resource Unit (DRU) for Adult Education/Non formal Education (NFE) ; Work Experience(WE), In-service Programmes, Field Interaction and Innovation Co-ordination(IFIC), Curriculum, Material Development and Evaluation (CMDE), Education Technology (ET) and Planning and Management (P&M) was adopted and implemented in Karnataka State. In fact, the DIETs are established in 1993 in Karnataka state and are functioning from more than last twelve (one dozen) years. Hence, to take a realistic and gestaltic view of the extent to which the DIET scheme, has been able to establish and achieve its mandate, as outlined in DIET Guidelines (MHRD, 1989), the present institutional evaluation study to evaluate the establishment and functioning of the DIETs in Karnataka state was initiated.

2. **Research Questions Addressed:** The basic research questions addressed through this institutional evaluation project are ;
 - i. Whether the DIETs in Karnataka State have evolved and pursuing a philosophical base, in terms of Vision, Mission, Goals, Objectives and Quality Policy?
 - ii. Whether the DIETs in Karnataka state have sufficient establishment i.e. technical and infrastructural capacity for carrying out its assigned functions?
 - iii. Whether the progress in implementation of the DIET scheme (as per MHRD Guidelines, 1989) in Karnataka State is upto the mark?
 - iv. Whether the DIETs in Karnataka State are performing in all the functional areas setout in the DIET scheme?
 - v. What are the Strengths, Weaknesses, Opportunities and Threats (SWOT) of DIETs in Karnataka state?

- vi. What are the problems faced by the DIETs in carrying out their functions?
- vii. Is there a need for re-structuring and re-organization of DIETs Scheme to fit the local requirements of Karnataka state in general and the districts in particular?
- viii. Whether the DIETs have conceptualized and are implementing healthy practices?
- ix. What is the impact of DIETs on BRC/CRC/School etc.?
- x. What are the opinion of the Experts and Authorities about the DIETs of Karnataka State ?
- xi. How is the culture of documentation in DIETs of Karnataka State ?
- xii. What is the worth of DIETs in terms of the rating of its functionaries, beneficiaries and others?

The present institutional evaluation study was systematically carried out, to find out answers to the above and such other questions.

3. **Parameters of the DIETs Observed:** To arrive at a comprehensive picture of the DIETs in Karnataka state and assess the status of implementation of DIET scheme envisioned by MHRD (1989) and performance of DIETs, a comparison with the model of organizational structure, support facilities and services and functions as conceptualized in the MHRD Guidelines (1989) for this purpose was made. The broad parameters taken into account, included the following;

- i. Philosophical bases of the DIETs
- ii. Historical roots and culture of the DIETs
- iii. Planning, Management and Development activities in the DIETs
- iv. Physical and Learning Resources of the DIETs.
- v. Human Resources (Teaching, Non-Teaching staff and Students) of the DIETs

- vi. Staff Development and other technical support provided by the DIETs
- vii. Academic, Administrative and Financial aspects of DIETs
- viii. Pre-Service and In-Service Training and Education Activities in the DIETs
- ix. Research and Development activities of the DIETs.
- x. Status and contributions of the Alumni of the DIETs
- xi. Intra and Inter Departmental linkages of the DIETs
- xii. Healthy/Innovative practices evolved/adopted in DIETs
- xiii. Impact of DIETs on BRC/CRC/Schools etc.
- xiv. Actual functioning of DIETs vis-à-vis expected functions of DIET (as per DIET Guidelines)
- xv. Intellectual capital generated and disseminated in the DIETs
- xvi. SWOT analysis of DIETs

The data pertaining to these parameters were collected from both primary as well as secondary sources.

4. **Procedure Followed for Collection of Data:** The descriptive (qualitative) and quantitative data required for the present institutional evaluation of DIET project, was collected using the following tools, which were developed exclusively for the purpose of this study;
- i. Institutional Self-Evaluation Format
 - ii. Proforma for Ascertainment of functioning of the institution
 - iii. Proforma for Presentation of Healthy/Innovative Practices
 - iv. Assessment of Impact of DIET on BRC/CRC/Schools etc.
 - v. Observation Schedule
 - vi. Interview Schedule
 - vii. Rating scales for Assessment of DIETs on six indicators.
 - viii. Opinionnaire for Experts and Authorities.

The data by using the above tools was collected from the multi-stakeholders like Principal, Teacher Educators, Students, Members of the GC/EC/PAC, In-service course participants, and experts/officers, who have close association with DIETs. The data collection tools were deliberately constructed so as to catch a mix of qualitative and quantitative information, which gives a realistic view of the DIETs.

Appraisal of 20 DIETs, spread over 20 districts in Karnataka state, set up during 1992-93, is presented in this report.

5. Overall Appraisal of the Establishment and Functioning of the DIETs in Karnataka State : The specific findings about the DIETs in Karnataka state are presented in detail, in the fifth chapter. The overall appraisal-based general observations, about the DIETs of Karnataka State are summarized below;

5.1 Pursuit of the Mission of DIETs: The DIETs in Karnataka state are pursuing their mission, but are lagging behind in the following areas;

- i. Development of locally relevant teaching-learning material,
- ii. Evaluation of teachers, programmes and institutions and
- iii. Field studies, Action Research and Experimentation for tackling specific local level problems, encountered in achieving goals of UEE and UAE. It is found that the DIETs are active in providing academic training, guidance and advice to the functionaries in the area of elementary education.

5.2. Achievement of the Objectives of DIETs: To strive for the achievement of total elementary education and total adult education, in the district, being two objectives, the DIETs, are functional in the area of elementary education but to a greater extent dysfunctional in the area of adult education and non-formal education.

5.3. Performance of the Pace-Setting Role of DIETs: Pursuit of excellence being the guiding spirit, the DIETs of Karnataka, are yet to travel a very long way to achieve;

- i. **Excellence in the Institute's own Work:** The Government of Karnataka has to make many more efforts to provide to DIETs all the necessary physical and manpower resources, as indicated in the DIET Guidelines (MHRD, 1989). The existing DIETs have not received the required grants for infrastructure for the 8th and 9th plan periods. During the 10th plan all DIETs require funds for completion of incomplete civil works and take up the construction of needed facilities namely, seminar room rooms for different wings, labs etc. Also the requirements of equipments and materials should be fulfilled. The DIETs have not fully harnessed the already provided and available resources, to achieve and promote excellence in the work of the institute.
- ii. **Fostering Excellence in the Elementary and Adult Education System:** The DIETs are striving in this direction, but are yet to accomplish many more academic and resource support roles and come out of the outdated and irrelevant system of inspecting the schools. The DIETs have not yet fully grown as 'Friend, Guide and Philosopher' of the district education system.

5.4. Establishing Linkages by the DIETs and Functioning as a part of a larger national design for achieving UEE and UAE : The DIETs in the Karnataka state are lagging behind in effectively establishing inter-dependent and mutually reinforcing vertical and horizontal working relationship with reputed professional organizations and institutions, at various levels. The DIETs are not viewing themselves in isolation, but are yet to make stronger and wider efforts to faithfully discharge their role of supplementing and complementing other parallel initiatives, of public and private sectors, to achieve national goals of UEE and UAE.

5.5. Transactional Philosophy and Approach of DIETs: As per the DIET Guidelines (MHRD, 1989), the DIETs are required to adopt the attitude of a 'life-long learner'; wherein the functionaries of DIET will be 'perennial learners'. The DIET should not have the attitude that it is an oracle or known-all or omniscient institute. The 'District in its entirety', should be the 'school' to derive the learning experiences by the DIET functionaries. In fact every bit and piece of the knowledge about all aspects of the district should be known to every functionary of DIET and should be well documented in DIETs.

In Karnataka state, DIETs have to yet take up comprehensive work of studying and documenting all-round knowledge of the district and using it as a 'wisdom' for educating the prospective and practicing elementary school teachers, personnel of adult/non-formal education, and others, who in turn will serve as dedicated and competent teachers and instructors.

As visualized in NPE and POA, the DIETs are required to act as catalysts of 'child-centered approach' in elementary education, adult education and non-formal education of the district. To achieve this, the DIET is expected to follow 'learner (trainee) -centered mode' in transacting its own programmes. The DIETs in Karnataka state, have to yet fully gear themselves to the culture of 'enabling trainees to experiment, discover, learn, practice and innovate for themselves, rather than being lectured to', and also 'duly recognize, encourage, display and publish the good work done by the trainees'.

5.6. Autonomy and Accountability of DIETs : The guiding consideration of the NPE being the creation of a spirit of autonomy, the DIETs need adequate functional autonomy in three areas ;

- i. Academic
- ii. Administrative and
- iii. Financial

The DIETs in Karnataka State have only their individual autonomy as against functional autonomy. They are governed and run by the DSERT. The control of the entire in-service and pre-service programmes is by the DSERT. There is an *expectancy dependency syndrome* prevailing in the DIETs, which are looking often to the DSERT.

The DIETs are institutions of the Karnataka State Government and are answerable to the Government. The District Board of Education (DBE), as envisioned in NPE, is yet to be formed in Karnataka State, which will be the immediate supervisory authority of the DIETs. The State Government is exercising its supervisory powers / functions over DIETs through the DSERT.

5.7. Organizational Structure of DIET: As per the DIET Guidelines (MHRD, 1989) the organizational model of the DIET has seven academic branches namely; (i) PSTE (ii) WE (iii) DRU (iv) IFIC (v) CMDE (vi) ET and (vii) P &M, the same has been adopted by the Government of Karnataka and implemented without any alterations. The Government of Karnataka has not evolved any alternative structures for the DIETs.

5.8. Library of the DIET: The library is the knowledge resource for the learners and teachers. As per the DIET Guidelines, (MHRD, 1989) the DIET library should be with about 10,000 books. The library should have Reference Books, Dictionaries, Encyclopedia, Year Books, Constitution of India, Reports of Education Commissions, Educational Surveys, Abstracts of Research in Education, Books on Foundations of Education, Text-books, Handbooks for Teachers / Instructors, and Journals, published by the Governmental and reputed agencies. Expecting DIET Dharwad and Hassan, all other DIETs have books below 10,000 in their library. Majority of the DIETs have no subscription to the reputed / professional/ refereed Indian and foreign Journals. The indicated library staff in the DIET - Guidelines ((MHRD, 1989) is;

- i. Librarian -1
- ii. Clerk -1

However, excepting DIET, Dharwad, no DIET in the state has a full-time Librarian and a separate Clerk for the library.

In the DIETs of Karnataka state, well-stacked and up-to-date library with current professional journals needs to be improved. Even the maintenance of reading rooms is very poor in the DIETs.

- 5.9. Hostel of the DIET:** The DIETs are conceived as Residential Institution, for participants of both in-service and pre-service education and training courses. The DIETs are required to have separate hostel for men and women with a capacity of 150 to 200 seats, which should be sufficient to meet fully the residential requirements of the inmates.

None of the DIET in the Karnataka state has developed into a fully residential institute with reasonably comfortable facilities, for 150 to 200 inmates, in the hostels.

- 5.10. Clinic of the DIET:** According to DIET Guidelines (MHRD, 1989), each DIET should have a 'Institute Clinic' manned by a Part-time Medical Officer, to treat ordinary ailments of trainees and DIET staff and provide first aid and common medicines.

No DIET in Karnataka state has established its 'Institute Clinic', with a part-time medical officer. However, DIET Dharwad has its Institute Clinic with a medical officer who is giving service once in a week.

- 5.11. Engagement of Consultants/ Resource Persons by the DIETs:** The DIET Guidelines (MHRD, 1989), have clearly made a provision for engaging the services of Consultants/ Resource Persons (apart from the regular staff) for short durations, (normally not exceeding three months) to meet the manpower requirements in various functional areas of the DIETs. Using

this provision the DIETs can avail the services of willing reputed Resource Persons in various disciplines, as Consultants to add richness to the academic pursuit of the institute.

The DIETs in Karnataka have not yet fully tapped this provision, and availed the expertise of the Consultants/Resource Persons on tenure basis.

Also, the Government of Karnataka is yet to lay down 'Norms and Guidelines for engaging Consultants/ Resource Persons' fixing their honoraria and other details of this scheme. The full-scale activation of this scheme will add new academic strength to the DIETs.

5.12. Physical and Learning Facilities of the DIETs: As per the DIET Guidelines, (MHRD, 1989) a DIET needs to have adequate physical facilities on the following lines;

- i. **Campus of the DIET:** The DIETs should be housed on a campus of adequate area, preferably 10 acres. In Karnataka state -09 (45%) DIETs located at Mysore, Mandya, Kudige, Chickmagalur, Kumta, Ilkal, Dharwad, Bidar and Yeramaras have a campus area of 10 acres and above. Other DIETs have to yet get the minimum of 10 acres. The Government of Karnataka has to take suitable legal steps in this direction. Also as pace setting institutes, the DIETs are required to maintain a clean and attractive campus. The maintenance of the campus is poor in many DIETs in Karnataka state.

The efforts to make campus attractive made by the DIETS located at Mysore, Tumkur, and Dharwad are approaching satisfactory levels. But yet not reached the expected levels.

- ii. **Building of the DIET:** The DIET should be housed in a building with roughly 10,000 sq. ft. carpet area.

The essential components of the DIET Building are;

1. Chamber for the Principal	-	1
2. Administrative Block	-	1
3. Academic Block for Branches, workshops, resource rooms and staff cubicles)	-	7 1
4. Library and Reading Room	-	1
5. Institute Clinic	-	1
6. Hostels	-	2 (Men and Women)
7. Classrooms	-	4
8. Seminar Room	-	1
9. Girls Common Room	-	1
10. Auditorium	-	1
11. Canteen	-	1
12. Staff Quarters	-	5

All the DIETs in the Karnataka State are housed in their own building. But provision of adequate facilities as specified in the DIET Guidelines (MHRD, 1989) needs to be provided in a phased but time-bound manner to all the DIETs.

iii. **Staff Quarters in DIETs:** In each DIET, there should be staff quarters, for atleast the following five staff members;

- a. Principal
- b. Two faculty members (specially for hostel warden)
- c. Two class IV employees.

The staff quarters available in DIETs located at Bangalore Rural, Kudige, Chickmagalur, Kumta and Dharwad are satisfactory.

iv. **Methods Laboratories for Physical and Life Science:** The DIETs in Karnataka state have not separately created these two laboratories, and equipped them properly.

v. **Laboratories for Psychology Experiments, Social Studies and Language Teaching:** The DIETs in the state have not developed full-

fledged Education Psychology Laboratory with equipments for psychological experiments and tests. Also the DIETs are lagging behind in procuring and developing advanced equipments for the teaching-learning of social studies and languages.

- vi. **Workshop and Garden/Farm for Work Experience Activities:** The Work Experience Branch of the DIETs are not active to the level expected in the DIET Guidelines, (MHRD, 1989) and relating themselves to the trends and needs of the current times. For giving learning experiences of skills, involved in the various works, the DIETs should develop Workshops. But the DIETs in the state have neither developed good Workshop nor good Garden/Farm for providing work experience activities.
- vii. **Equipment for Education in Visual and Performing Arts:** The DIETs in Karnataka state have procured furniture, equipments, and materials for visual and performing arts like fine arts, music etc. However due to the non-availability of specialized teachers in these areas on the staff of the many DIETs, these equipments have remained underutilized.
- viii. **Playgrounds and Equipment for Physical Education and Sports:** The DIETs in Karnataka state have requisite facilities for physical education and sports, but due to the non-availability of 'Health and Physical Education Instructors', in many DIETs they have remained underutilized.
- ix. **Audio-Visual Aids:** The DIETs are required to develop a '*Display Area of Audio-Visual Aids*', which no DIET of the Karnataka state has done fully.
- x. **Computer Room:** The DIETs in the state have Computer Rooms with computers and are using the same for various administrative and academic purposes.
- xi. **Equipment for Education of the Handicapped:** The DIETs in the Karnataka state are lagging behind in procuring and using 'Equipments

of Special Education', which will be useful to the physically and mentally handicapped.

- xii. **Special Materials and Equipment Relevant for Adult and Non-Formal Education:** The DRU wings in majority of the DIETs, in the state are not active, to the level expected in the DIET Guidelines (MHRD, 1989). Hence, the DIETs are lagging behind in the procurement and use of special materials and equipments relevant for adult education and non-formal education.
- xiii. **Intercom System for the DIET:** The intercom system, for facilitation of speedy Intra-DIET communication, is not available in many of the DIETs of the Karnataka state. DIET Dharwad has this system but it is not working properly.

5.13. Human Resource (Staffing) Pattern in DIETs: As per the DIET Guidelines (MHRD, 1989), the academic, administrative and technical branch-wise staffing pattern is as follows:

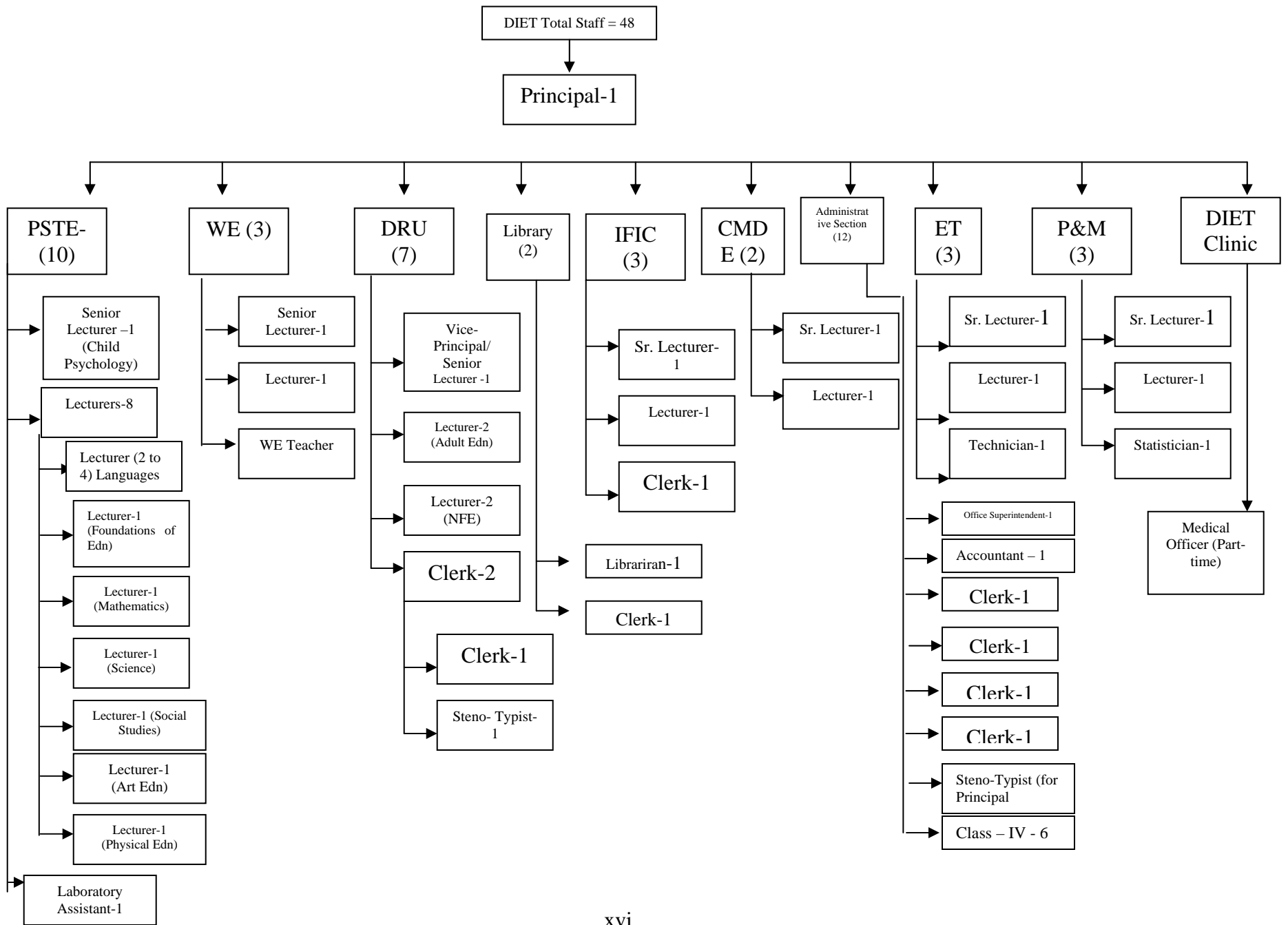


Table - The total Staff of the DIETs as per MHRD Guidelines

SL.No	Branches and Constituent Section of the DIET	Principal	STAFF													Total	
			Senior Lecturer	Lecturer	Lab. Asst.	Craft Instructor	Technician	Statistician	Office Superintendent	Accountant	Steno-Typist	Librarian	Medical Officers Engaged on (Part Time basis)	Clerk	Class-IV		
1	PSSTE	01	01	8	1	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	10	
2	WE		01	1	NO	1	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	03
3	DRU		01	4	NO	NO	NO	NO	NO	NO	01	NO	NO	01	NO	07	
4	IFIC		01	1	NO	NO	NO	NO	NO	NO	NO	NO	NO	01	NO	03	
5	CMDE		01	1	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	02	
6	ET		01	1	NO	NO	01	NO	NO	NO	NO	NO	NO	NO	NO	03	
7	P & M		01	1	NO	NO	NO	01	NO	NO	NO	NO	NO	NO	NO	03	
8	Administrative Section		NO	NO	NO	NO	NO	NO	01	01	01	NO	NO	04	06	13 (+1 Principal)	
9	Library		NO	NO	NO	NO	NO	NO	NO	NO	NO	01	NO	01	NO	02	
10	Institute Clinic		NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	01	NO	NO	01	
	Total	01	07	17	01	01	01	01	01	01	02	01	07	06	48		

* In addition to the above posts, the DIETs can engage consultants / Resource Persons for upto 50 man months in a year at maximum of Rs. 3000 per man month.

So, each DIET is expected to have a total of 48 staff members including 1-Principapl, 7- Sr. Lecturers, 17- Lecturers, 1- Lab. Assistant, 1-Craft Instructor, 1-Technician, 1-Statstician, 1-Librarian, 1-Part-time Medical Officer, 1-Office Superintendent, 1-Accountant, 2-Steno-Typists, 07-Clerks, and 6 Class-IV employees,

None of the DIETs in Karnataka state have the required full competent staff, as per the DIET Guidelines.

The total number of personnel, the Government of Karnataka has to ensure for 20 old DIETs of Karnataka State are as follows :

Sl. No.	Designation	Personnel per DIET	Personel Required for 20 DIETs
1	Principal	01	020
2	Senior Lecturer (including 20 vice-Principals)	07	140
3	Lecturer	17	340
4	Laboratory Assistant	01	020
5	Craft Instructor	01	020
6	Technician	01	020
7	Statistician	01	020
8	Office superintendent	01	020
9	Accountant	01	020
10	Steno-typist	02	040
11	Librarian	01	020
12	Clark	07	140
13	Class - IV Employees	06	120
14	Medical Officer (Part-time)	01	020
	Total	48	960

Also, the total staff required for 7 new DIETs is 220. Hence, the grand total of DIET staff of Karnataka is 1180. The Government of Karnataka should take necessary steps to ensure the services of 1180 personnel, as per DIET Guidelines, at a given point of time.

5.14. Fixation of Specific Goals and Performance Norms for the DIET: As per the DIET Guidelines (MHRD, 1989), the District Board of Education (DBE), has to fix specific goals and performance norms, (quantitative as well as qualitative) for the DIET both for short and medium terms, which may serve as its beacon light. Due to the non-existence of DBE in Karnataka state, this practice is not there.

In the absence of DBE, the DSERT would have taken up this responsibility, but a gap has remained.

5.15. Preparation of Quinquennial Plan and Annual Plan of DIET: The DIET Guidelines (MHRD, 1989), have clearly laid down a procedure of preparing and processing five year and one year institutional plan of the DIET, which will serve as blueprint, to achieve its mission with the available resources. The DIETs of Karnataka State, by this time would have, completed two five year plans and remained at the stage of implementation of third one, but none of the DIET in the state has prepared five year plan, (co-terminus or otherwise, with the national and state five year plans). Also, the DIETs, have not prepared Annual Institutional Plan (AIP), for the development of the DIETs.

5.16. Annual Self -Evaluation of DIET: As per DIET Guidelines (MHRD, 1989), at the end of the academic year, the DIET should conduct a Self-Evaluation Exercise (SEE) vis-à-vis its targets and norms, and prepare a 'Self-Evaluation Report (SER), and submit the same for the review of higher bodies.

None of the DIETs in Karnataka State have undertaken SEE and prepared SER.

5.17. External Evaluation of DIET: The DIET Guidelines (MHRD, 1989), have stipulated that the Union and State Governments and their agencies, should submit the DIETs for external evaluation, with a view of SWOT analysis and strengthening them.

Excepting an external evaluation by the NIEPA (sponsored by the UNICEF, at the behest of the MHRD), the DIETs in Karnataka state have not undergone the process of rigorous external evaluation.

5.18. Publication of DIET Journal, Newsletter and other Literature : As per the DIET Guidelines (MHRD, 1989), each DIET is required to publish the following literature :

- i. Newsletter of the DIET (Quarterly)
- ii. DIET Journal (Annual / Bi-annual)
- iii. Pamphlets, Brochures, Mimeographs, etc., for use by teachers and others.

None of the DIETs in Karnataka State are publishing 'Institute Journal'. Two DIETs located at Ilkal and Dharwad are publishing Newsletter. The DIETs are publishing the third category of literature, but the quality needs improvement.

5.19. Execution of Sponsored Field Studies, Action Research and Innovative Project : The faculty of DIETs in Karnataka State have not availed financial support from Ministry of HRD, NCERT, NCTE, NIEPA, etc. for execution of Research and Development (R and D) activities in elementary education, adult education, non-formal education, elementary teacher education. etc.

5.20. Performance of DIET Faculty : The performance of the DIET faculty in Karnataka State, in the following areas is not upto the mark ;

- i. Publication of Research Articles in Professional Journals
- ii. Academic visits to schools / AE/ NFE centers.
- iii. Execution of Action Research Projects
- iv. Pursuing studies through distance education channels
- v. Participation in National and International level seminars, conferences etc.
- vi. Developing evaluative instruments.
- vii. Developing resource material useful to the target groups
- viii. Organization of seminars, conferences, symposia, etc.
- ix. Conceptualization and Implementation of healthy practices, which make difference to the quality of education.

5.21. Performance of Different Wings of the DIETs : The performance of the seven branches of the DIETs in the State, is generally not impressive. The wing-wise observations are given below.

Sl. No.	Branch of the DIET	Specific Functions	General Observations about the Functional Areas where the Branches are weak / not performing
1	PSTE (Pre-Service Training and Education)	Organizing pre-service training programme	<ol style="list-style-type: none"> i. Maintenance of Science laboratory (Physical and life Science separately), Psychology laboratory, Resource Room for Education of the Disabled Children, Rooms for Art Education and facilities for Physical Education etc. ii. Offering innovative pre-service education courses, like B.El. Ed., Certificate Courses etc.
2	WE (Work Experience)	Providing work experience related inputs to all programmes and activities	<ol style="list-style-type: none"> i. WE in DIETs have not identified and documented locally relevant WE areas and developed sample curricular units, and evaluation tools and techniques in such areas. ii. WE are not active in keeping the campus and its surroundings clean and green iii. There are no workshops or farms for WE activities
3	DRU (District Resource Unit)	Nodal branch for planning and co-ordination of all activities including training programmes in the areas of Adult Education and Non-	<ol style="list-style-type: none"> i. Maintained very poor contact and field interaction with the AE/NFE systems of the district ii. Poor in development of new locally relevant items including in widely spoken dialects of the district. iii. Action Researches in the area of adult

		Formal Education	education and NFE are almost nil
4	IFIC (Innovation, Field Interact and Co- ordination)	Planning and co- ordination of In- service Programmes, field Interaction and Innovation Activities	<ul style="list-style-type: none"> i. Poor in Systematically identifying and prioritizing training and education needs of the target groups and preparation of perspective plan for meeting such needs. ii. Poor in extending academic interaction with the field by giving inspirational visits to schools / AE/NFE centers and iii. Poor in coordinating with all the agencies of the district and preparing annual calendar of all programmes to be held in and outside the DIET. iv. Not active in organizing programmes through distance education mode and maintaining data-base of different courses offered by universities and other agencies for teachers, who wish to continue their education. v. Poor in developing a culture of documentation of research studies in the areas of concern of DIET and activation of a system of action researches, innovative projects and their dissemination through Newsletter / Journal.
5	CMDE (Curriculum Material Development and Evaluation)	Curriculum, material development and evaluative exercises in the education system of the district	<ul style="list-style-type: none"> i. Poor in development of locally relevant curricular units on various aspects of the district. ii. Poor in development of teaching-learning material of the following types : <ul style="list-style-type: none"> a. Self-Learning Material b. Comic Books for Children c. Work-Books for Children d. Handbook for Teachers e. Question Banks f. Pocket Dictionaries g. Resource Units h. Model Lesson Plans, Unit Test, etc., iii. Poor in launching programmes like appraisal of teachers, programmes, curriculum, institutions etc.,
6	ET (Educational Technology)	Development of hardware , software and course-ware useful in the areas of concern of DIET	<ul style="list-style-type: none"> i. Not developed of a Display Area for good and low-cost audio-visual aids. ii. Poor in development of a bank of cassettes / CD's etc., on the themes of education which can be used by the target institutions of DIET iii. Not established good and sustainable working relationship with Radio / TV/and other media / press channels for arranging the broadcast / telecast of educational programmes
7	P&M (Planning and Management)	Planning and Management related functions in the areas of concern for DIET	<ul style="list-style-type: none"> i. Not developing complete data -base for the district and updating the same, on a continuing basis. ii. Not conducting studies with a view of giving policy advices to the authorities.

			iii. Weak in institution planning and institutional evaluation.
			iv. Not at all acting as the nodal branch for preparing quin-quennial and annual institutional plans and annual self-evaluation reports for the DIET.

5.22. Experts and Administrator's Opinion about DIETs : The major opinions of the Experts about DIET are as follows ;

Sl. No.	Opinion	Aspect of DIET
1	To achieve qualitative improvement in elementary education, adult education and NFE	Expectations from DIETs
2	To coordinate the various departmental programmes at the district level	
3	To work towards girls and women's education, adult education, and special education and NFE	
4	To conduct action researches related to the improvement of elementary education	
5	Research and evaluation activities in primary and adult education	Innovative Practices and Experiments which are Essential in DIET
6	Evaluation of various schemes of UEE	
7	All round development of the Lab area	
8	Starting need-based Distance Education Courses	
9	Developing the culture of innovative / healthy practices in primary education	
10	Popularising Institutional Planning, Microplanning, School Mapping, Institutional Evaluation Practices	
11	Publication of illustrative literature like Dictionaries, Handbooks, Resource Books, Workbooks etc.	
12	Publication of Magazines and Journals useful to the D. Ed. Colleges, Primary Schools and adult education	Role Expectancy from Universities for Improvement of the DIETs
13	Conducting orientation and refresher programmes to DIET staff	
14	Conduct critical Research studies on working of DIETs	
15	To introduce to DIETs the new inventions in the field of education	Role Expectancy from DSERT for Improvement of the DIET
16	Providing financial help for various programmes and other needs, in time	
17	Providing in-service capacity building programmes to DIET staff, in time	
18	Maintenance of quickness in communication (culture of responsiveness)	
19	To conduct periodic academic and financial audit of DIET performance	Role Expectancy from Academically Active NGO's for Improvement of the DIET
20	Bridging the gap between DIETs and society	
21	To give publicity for DIETs working	
22	Lack of qualified and experienced exclusive cadre of faculty for DIETs.	Reasons for Non-fulfilment of the Results expected from the DIET
23	Lack of aptitude willingness and commitment in presently working faculty	

24	Lack of clarity among DIET staff regarding the concept of DIET according MHRD guidelines	
25	Induction of bureaucrats as academic faculty	
26	The mentality of contempt for academics in DIET faculty	
27	Through direct recruitment (separate cadre and recruitment should be constituted and inter changing should be restricted)	Desirable Mode of Recruitment of Teacher Educators in DIETs
28	Some appointments should be on contract basis or part-time basis e.g., drawing, music, craft, fine art etc.	
29	The MHRD Guidelines should be accepted in total	
30	M.Ed. with M.Phil. and Ph.D. (Education)	Desirable Qualification of Teacher Educators in DIETs
31	Promotions should be given on the basis of performance and merit of the teacher educators	Suggested Policy for Promotion of Teacher Educators of DIET
32	After passing the 'efficiency test' with experience	
33	Lack of sufficient grants and funds for development of physical facilities and infrastructure	Problems Related to the Financial Resources of the DIETs
34	Every month DIET should convene a meeting of the school heads and heads of AE/NFE centres	Suggestions for Strengthening the Working Relationship between DIETs and School and Adult Education Centres
35	Lack of administrative authority to regulate the schools and NFE / AE centres	Weaknesses of DIETs in Karnataka State
36	Lack of conceptual clarity in DIET staff about the role and responsibilities of the DIET	
37	Lack of documentation regarding work of the DIET	
38	The MHRD guidelines should be fully implemented	Suggestions for making DIETs into World Class Institutions
39	DIETs must be subjected to international assessment and accreditation processes like ISI - 9000 : 2000.	
40	DIETs should be periodically evaluated by professional processes	Suggestions for Re-structuring the DIETs
41	The academic culture prevailing in IITs, IIMs, Universities, AIIMS, NITTTR etc. should be introduced in DIETs	

5.23. Impact of the DIET on BRC/CRC/Schools : The DIETs have made positive impact on the quality of functioning of BRCs, CRCs and schools. There is yet lot of scope for DIETs to work hard and to create better impact.

5.24. Healthy Practices in DIETs :

The DIETs of Karnataka State have not conceptualized path-breaking innovations and developed the same as healthy practices. Even the simple conceptualizations are not operationalised properly. The healthy practices operationalized and documented by the DIETs lack clarity.

5.25. Maintenance of Facilities and Services in DIETs : The campus and buildings of the DIETs are not kept green and clean. The labs, library, clinic etc., needs lot of improvement.

5.26. Interview / Focused Group Discussion with Stakeholder of DIETs : The interviews and focused group discussions held with various constituent human resources of the DIETs have revealed several deficiencies of the DIETs. The DIETs and Government agencies should look into the same and take positive actions for the fulfillment of the deficiencies.

5.27. Rating Ranking and Classifications of DIETs : The parameter-wise quality of the establishment and functioning of the DIETs, as rated by the stakeholders and beneficiaries are as follows ;

Sl. No.	Name of the DIET	Parameter-wise Quality of the DIET											
		Principles and Practices of DIET		Planning, Management and Development		Physical and Learning Resources		Human Resources		Curricular and Co-curricular Activities		Intellectual Capital and Its Dissemination	
		Establishment	Functioning	Establishment	Functioning	Establishment	Functioning	Establishment	Functioning	Establishment	Functioning	Establishment	Functioning
1	Mangalore	C	C	C	C	C	C	C	C	C	C	C	C
2	Kumta	C	B	C	C	C	B	C	B	C	C	B	B
3	Dharwad	C	C	C	C	B	B	C	C	C	C	C	C
4	Hassan	C	C	C	C	C	C	C	B	C	C	C	C
5	Ilkal	C	C	C	C	C	D	B	B	B	B	C	B
6	Gulbarga	D	D	D	D	D	D	D	E	E	D	E	E
7	Bidar	C	C	C	C	C	C	D	D	C	C	D	D
8	Shimoga	C	C	C	C	C	C	C	C	C	C	C	C
9	Chikmangalore	C	C	C	C	C	C	C	C	C	C	C	C
10	Raichur	C	C	C	C	C	C	C	C	C	C	C	C
11	Mandya	C	B	C	C	C	B	B	B	C	C	C	C
12	Kudige	B	C	B	B	B	B	B	C	B	B	B	C
13	Bellary	C	C	C	C	C	C	C	C	C	C	C	C
14	Belgaum	C	C	D	D	D	D	C	C	C	D	D	D
15	Tumkur	C	C	C	C	C	C	C	C	C	C	C	C
16	Kolar	C	C	D	D	C	C	C	C	C	C	C	C
17	Bangalore Urban	C	D	C	C	C	C	C	C	C	C	C	C
18	Bangalore Rural	C	C	C	B	C	C	C	C	C	B	C	C
19	Mysore	B	B	B	B	C	C	C	C	C	C	B	B

20	Davangere	C	C	C	C	C	C	C	C	B	C	C	C

A – very Good, B – Good, C – Average, D – Satisfactory, E – Unsatisfactory

6. SUGGESTIONS (ACTION POINTS) FOR REFORMATION OF DIETS IN KARNATAKA STATE : The Government of Karnataka should take appropriate actions for implementation of the following suggestions for reforming the DIETs to achieve UEE and UAE ;

- 1. Constitution of Karnataka State Monitoring and Review Committee for DIETs:** Looking to the elaborate structure and functions of the DIET, it is very clear that implementing DIET scheme is a complex task. No institutions of this kind have existed before, and bringing into existence and operationalising such novel and sophisticated institutions, on the scale envisaged, is a challenge. Several groups of activities, involving diverse agencies have to be coordinated to operationalise DIETs in an efficient and effective manner. Due to the absence of meticulous monitoring and exhaustive review of the DIETs, at the state level, things have not happened as visualized in DIET Guidelines. It is the responsibility of the Government of Karnataka, to ensure that the DIETs function properly.

Hence, for steering, monitoring and review of the working of the DIETs, a '*Karnataka State Monitoring and Review Committee for DIETs*' should be constituted, with the following members;

1. Principal Secretary to Govt., Department of Primary Education - Chairman
2. Principal Secretary to Govt., Department of Finance - Member
3. Commissioner of Public Instruction (CPI) - Member
4. State Project Director-SSA, Karnataka - Member
5. Member Secretary, State Planning Board - Member
6. Regional Director, NCTE- SRC, Bangalore - Member
7. Director, State Literacy Mission Authority - Member
8. Academicians/Experts, who have close association with DIETs (2) - Member

(Preferably former Vice- chancellors/Professors of Education)

9. Field Advisor, NCERT (Karnataka) - Member
10. Director, DSERT - Member Secretary

The above High Power Committee should meet at least once in three months, and more frequently if necessary, to review the progress of each DIET of Karnataka state, and extend necessary resources and guidance for their efficient and effective functioning.

The Karnataka state Monitoring and Review Committee for DIETs should set specific goals (long, medium and short term) and performance norms for each of the DIETs. It should also review the DIET's performance vis-à-vis specified goals and norms on an on-going basis and guide the DIETs to achieve the same.

2. **Re-constitution of Governing Council (GC) and Executive Committee (EC) of DIET:** Government of Karnataka vide its G.O. No: ED: 15: MPE 1996, Bangalore dated 26th February, 1996, has constituted a Governing Council (GC) for DIETs with the following 14 members:

1. Chief Executive Officer, Zilla Panchayat - President
2. J.D.P. I. - Vice President
3. D.D.P.I. - Member
4. Vice-Principal of DIET - Member
5. Principal of a B.Ed college of the District - Member
6. Chairman of a T.T.I in the District - Member
7. Education Expert of the District (one) - Member
8. Reputed Literateur of the District (one) - Member
9. Head Master of High school of the District (one) - Member
10. Award Winning Teacher of the District (one) - Member
11. Award Winning Women Primary Teacher of the District (one) - Member
12. Reputed Sportsperson of the District (one) - Member
13. District Youth Service Officer - Member

14. Principal of the DIET -Member Secretary

The above GC, should be re-constituted with following members to make GC more representative of functional areas of the DIETs;

1. Deputy Commissioner of the District - President
2. Chief Executive Officer, Zilla Pachayat (Z.P) - Vice- President
3. J.D.P.I. - Member
4. D.D.P.I. - Member
5. District Adult Education Officer (DAEO) - Member
6. District Women and Child Welfare Officer - Member
7. Chairman, ZP Standing Committee on Education - Member
8. Chairman, Corporation/ Municipal Council Standing Committee on Education - Member
9. District Horticulture Officer - Member
10. District Youth Service Officer - Member
11. Former Vice-chancellors - Member
12. Reputed Academicians (2) - Member
13. District Information and Publicity Officer - Member
14. Principal of the DIET - Member Secretary

The above GC, should meet at least once in two months, to consider all matters concerning DIETs and take appropriate decisions.

The Executive Committee (EC) for DIETs was Constituted by the Government of Karnataka vide G.O. No ED: 15 : MPE 96, Bangalore dated 26th February, 1996 is as follows:

1. J.D.P.I. - President
2. D.D.P.I. - Member
3. Vice- Principal of the DIET - Member
4. Principal of the DIET - Member Secretary

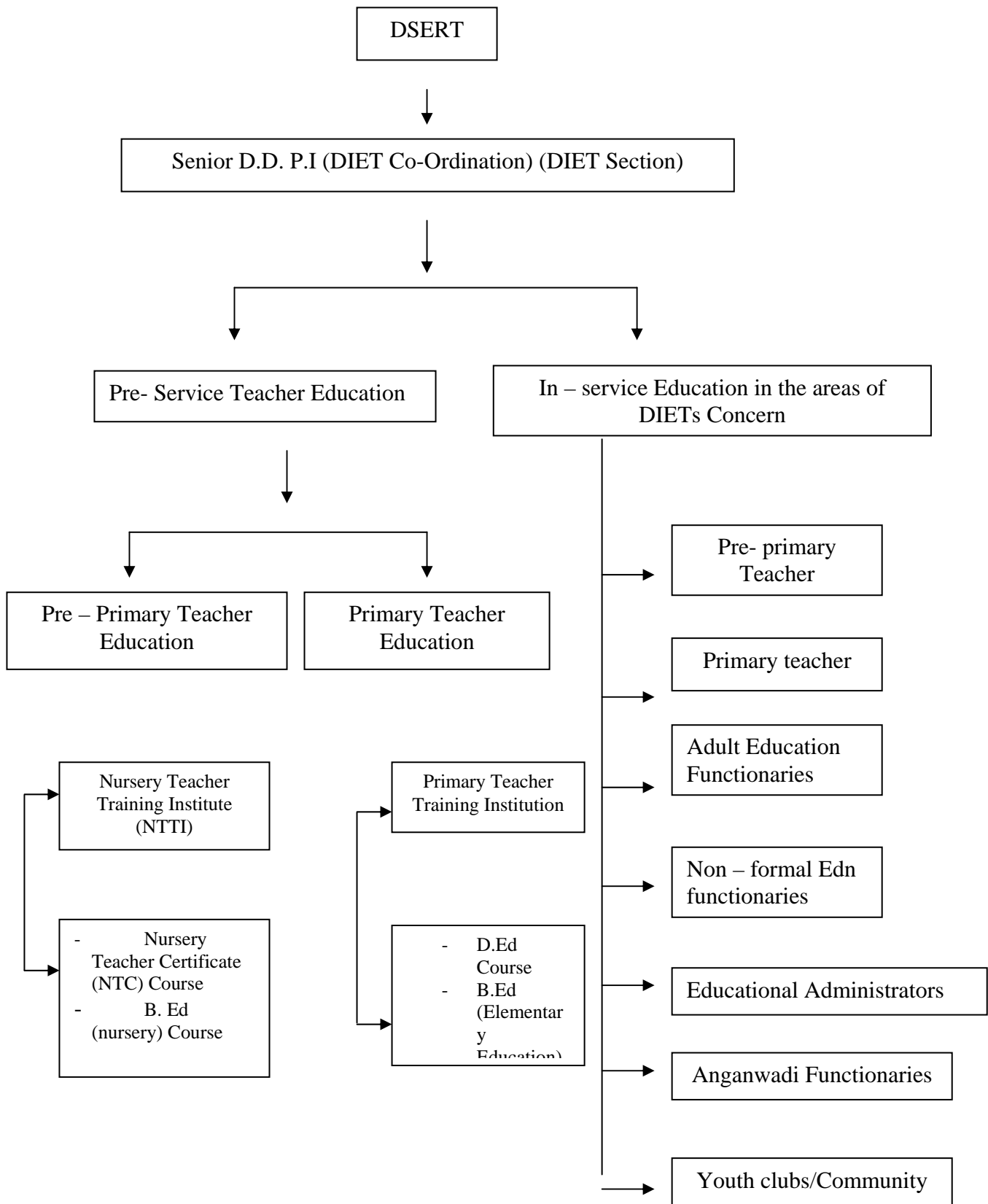
The above Executive Committee should be re-constructed to broad base it with the following members: and re- named as Programme Advisory-cum-Executive Committee;

- | | |
|--|--------------------|
| 1. J. D.P.I. | - President |
| 2. D. D. P. I. | - Member |
| 3. Sr. Lecturers of all branches of DIET | - Members |
| 4. District Adult Education Officer | - Member |
| 5. Principal of the DIET | - Member Secretary |

The above re-constituted Programme Advisory-cum-Executive Committee should meet at least once in a month and take all necessary decisions to implement the resolutions of G.C and the mandate of the DIET.

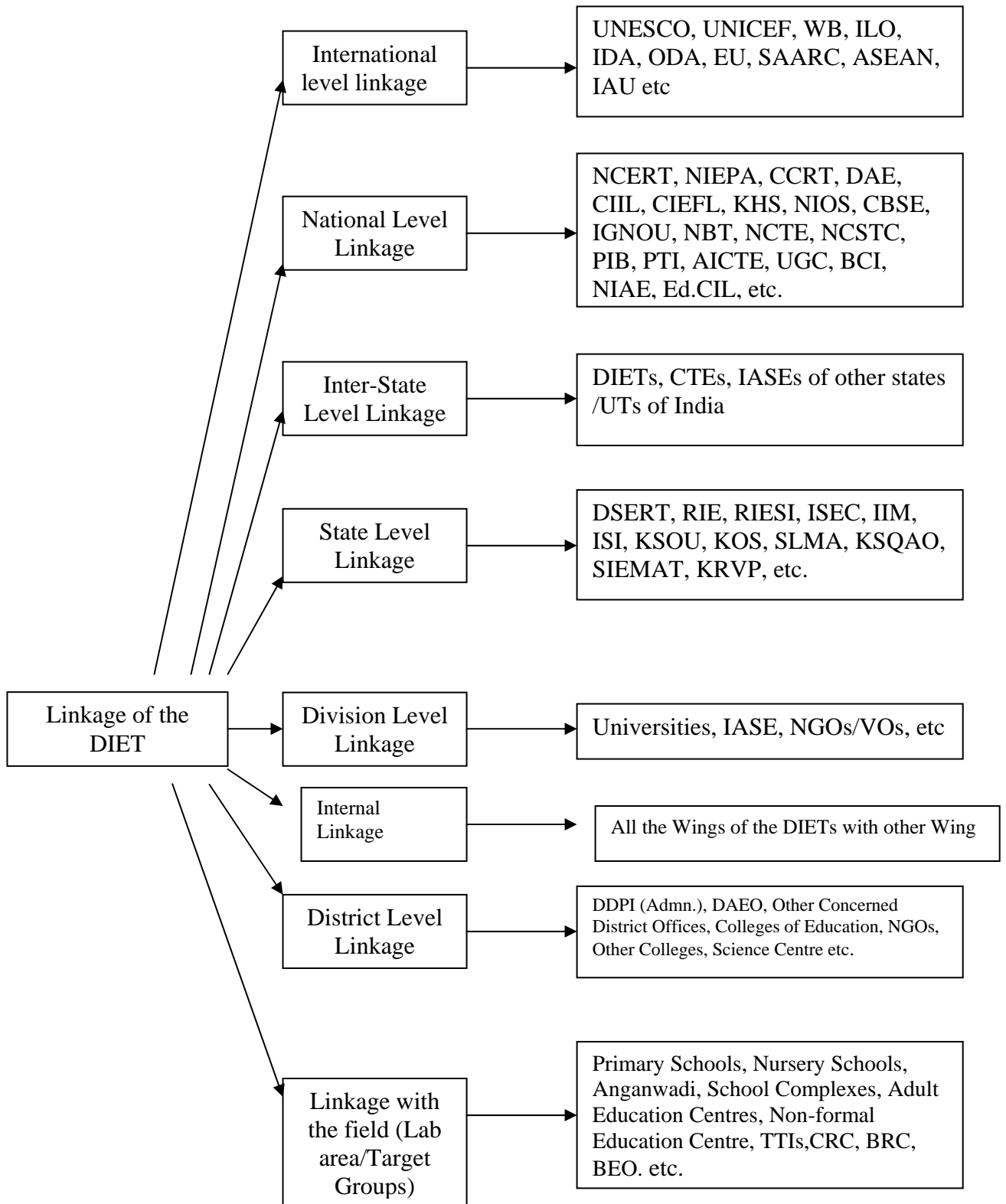
- Maintenance of Clean and Attractive Campus:** Presently the maintenance of the campus of the DIETs is poor. Hence, Government of Karnataka should take necessary steps to bring together the Departments like PWD, Horticulture, Forest etc. and create '*very clean and lush green*' campus for the DIETs, wherein everyone feels happy to work, teach and learn.
- Creating Separate Section for DIETs in the DSERT :** The Government of Karnataka should create exclusive 'DIET Section' with a senior D.D.P.I rank officer in DSERT, to co- ordinate the activities of all DIETs ;

The D.D.P.I. (DIET-Coordination), should take necessary steps for effective functioning of DIETs in their areas of concern, as shown below;



The D.D.P. I (DIET Co-ordination) should convene the meetings of DIET Principals and other staff to bring harmony, efficiency and variety in the activities of DIETs. The replication and duplication of activities, which is happening in DIETs and across the DIETs should be stopped and thereby wastage of state's precious resources, should be achieved by this section.

The 'DIET Section' should help the DIETs to establish close linkages for synergetic effect and symbiotic relations with the following organizations/institutions.



The DDPI (DIET Coordination) should be made responsible for collection and consolidation of information, from all the DIETs and submitting the same in compliance with the Periodic Reporting System (PRS) to the Central Government (MHRD) as per MHRD, D. O. Letter No. F.1-2/88-TE (Desk), dated 29-08-1988, in the following three Forms:

Form-I : Monthly Progress Report (MPR)

Form-II: Quarterly Progress Report (QPR)

Form-III: Quarterly Statement of Academic Staff in position

The DDPI (DIET coordination) should take-up the grievances/problems/ requests of the DIETs with competent authorities for finding appropriate remedies.

6. **Preparation of Annual Institutional Plan (AIP):** Each DIET in the state, after analyzing its SWOT and academic needs of the district should prepare 'Annual Institutional Plan' for its development keeping in view its mission. This document should be passed through the three bodies namely, Programme Advisory-cum- Executive Committee, Governing Council and Karnataka State Monitoring and Review Committee for DIETs. The DSERT should set a time-norm for evolving and approval of AIP.
7. **Preparation of Quinquennial Plan (QP) :** Each DIET in the state should prepare a 'Five-year Plan', taking into consideration the ground realities of DIET as well as its lab area(field). The guiding principle in preparation of the Five-year plan should be 'Pursuit of Excellence', with two inter-related aspects.
 - i. Excellence in DIET's own work and
 - ii. Helping the elementary education, adult education, non-formal education and elementary teacher education of the district in achieving excellence.

The Quinquennial Plan should be passed through the three bodies namely, Programme Advisory-cum-Executive Committee, Governing Council and Karnataka State Monitoring and Review Committee for DIETs.

For preparation of Annual and Quinquennial Institutional Plan, the DIET's should avail the services of the Experts from the Universities, NIEPA, NCERT, State Planning Board etc.

8. **Conduct of Annual Self-Evaluation Exercise:** Each DIET should conduct, at the end of its academic year, Annual Self Evaluation, to determine how far it succeeded in achieving its norms and targets fixed for the year. Based on annual self-evaluation exercise, it should prepare a 'Report of the Self-Evaluation' and submit for consideration and approval to the three bodies namely ;
 - i. Programme Advisory cum Executive Committee of the DIET
 - ii. Governing Council of the DIET
 - iii. Karnataka State Monitoring and Review Committee for DIETs
9. **Periodic External Evaluation of DIETs :**To make DIETs more relevant and effective institutions, the Government of Karnataka, should constitute once in Five Years a 'Karnataka DIETs Review Committee' consisting of Experts to evaluate the performance of the DIET. The External Evaluation Report, after due consideration by the Karnataka State Monitoring and Review Committee of DIETs, should be placed before both houses of the State Legislature.
10. **Development of Good Quality Website of the DIET :** Each DIET in the state should develop its own website with a link to the DSERT and state Government website. The DIET website should contain all the basic information as well as the 'Calendar of Events' of all the branches of the DIET, for the use of the target groups.

The Website of DIETs should be designed by taking into consideration the model websites of NCERT, NIEPA, NCTE, IIT, IIM, IGNOU, GCERT etc. The DSERT should provide all technical and financial support for designing, re-designing and updating the websites.

11. **Filling up of all the Posts/Vacancies in the DIETs :** All the teaching and non-teaching posts in the DIETs should be filled up with competent and qualified personnel. Since the DIET Guidelines (MHRD, 1989) has stipulated to rigidly apply the guidelines in regard to total number of posts, it is not wise to compromise in number of posts. Certain posts in DIETs are lying vacant from the beginning like Librarian, Technician, Statistician, Laboratory Assistants. etc, which is affecting the functioning of the institute.

All the posts in DIETs specified in the DIET Guidelines (MHRD, 1989) should be filled up with duly qualified and outstanding persons.

12. **Stopping Transferability of Staff between DIETs and State Education Administration :** The DIET Guidelines (MHRD, 1989) have given the following warnings ;

1. The posts in the DIET's should not become mere promotion posts for incumbents of lower level posts in the State Education Department, nor a dumping ground for the un-wanted elements of the Department.
2. Free transferability between the DIETs and other positions in the State Education Department must at all cost be avoided. It has to be ensured that personnel in the DIET's are not normally subjected to lateral transfers to posts elsewhere and that positions in the DIET are not readily accessible by transfer from the State Education Department or else where.

3. The academic posts in the DIETs should be filled by eligible personnel, who are WILLING to serve in those posts. No postings should be made in a unilateral fashion.

In Karnataka state the above warnings of MHRD have gone unheeded and it has become one of the root-cause of the poor quality of the DIETs. Hence, the Government of Karnataka should immediately impose ban on the transferability of staff and evolve exclusive 'C&R Rules for DIETs' with higher scale of salary and recruit persons of good ability, high qualifications and record.

13. **Fulfillment of all the Norms and Standards for DIET as prescribed by the MHRD** : The Government of Karnataka should release funds for fulfillment of the requirements as per norms and standards of all the DIETs. The norms and standards are clearly laid down in the DIET Guidelines (MHRD, 1989) in terms of ;

- i. Staffing Pattern
- ii. Physical Facilities
- iii. Furniture, Equipment and Materials
- iv. Programmes
- v. Physical Norms for the buildings of a DIET
- vi. Library and Laboratories

The same may be fulfilled without any compromise by the Government of Karnataka.

14. **Performance Appraisal of DIET Faculty** : The DSERT should evolve a 'Performance Appraisal Proforma for DIET Teacher Educator' and use the same for annual appraisal of DIET faculty. The performance should be appraised in terms of;

- i. Continuing education pursued by the teacher educator
- ii. Publications like books, booklets, Research Articles etc.

- iii. Attending National/state level conferences/seminar etc.
- iv. Participation in improving the corporate life of the DIET.
- v. Participation in Radio/TV Programmes of academic nature
- vi. Regularity, Punctuality and commitment to DIET
- vii. State/National level awards received
- viii. Any other outstanding achievement

15. Publication of Academic Literature : The DIETs should publish academic literature, which will be useful to its target groups in English, Kannada and any other local and tribal languages. The literature may be published in the following subject areas ;

- i. Model Lesson Plans for Teaching various school subjects.
- ii. Question Banks on school subjects
- iii. Pocket Dictionaries in school subjects
- iv. Professional Code of conduct for Teachers
- v. Recent Trends in Andragogy (Science and Art of Teaching Adults)
- vi. Recent Trends in Pedagogy (Science and Art of Teaching the learners)
- vii. Innovative practices in fostering better and joyful learning in children.
- viii. Modern techniques of school management
- ix. Model Institutional Plans
- x. Statistical techniques of analyzing the achievement scores of the learners.
- xi. Self-Learning Material for school teachers.
- xii. Comic books for children
- xiii. Art and Science of Productive and Healthful Living Series for children
- xiv. Profile of the villages of the district.
- xv. Joyful Teaching-Learning series
- xvi. Audio-video CD's on school subjects

- xvii. Condensed course material for non-formal learners
- xviii. Primers for Adult Learners
- xix. Content Enrichment Material for Teacher Educators
- xx. Innovative Practices in Elementary Teacher Education.
- xxi. Work books for school children
- xxii. Resource Units for Talented Children
- xxiii. Remedial Material for Special children
- xxiv. Journal of the DIET
- xxv. Newsletter of the DIET
- xxvi. Micro-planning and monitoring progress towards UEE
- xxvii. Personality Development Series
- xxviii. Yoga Education
- xxix. Value Education Series
- xxx. Success Stories in Primary Education/ Adult Education/Non-Formal Education
- xxxi. Research Abstracts etc.

16. Organization of Intellectual Meets in DIETs : The DIETs for bringing a culture of 'peer-learning' should organize periodically the intellectual meets like;

- a. Seminar
- b. Conference
- c. Symposia
- d. Focused Group Discussion
- e. Special Lecture Series etc. by involving academicians, experts, teacher educators, school teachers, adult education functionaries etc.

In these meets more opportunities should be given for participants to share their views and opinions.

17. Reducing the Frequency of Training Programmes and Designing Short-Term Certificate Courses : The target groups of DIETs have expressed that

the training programmes of the DIETs are not much useful to them. Hence, the DIETs should organize few, well thought out and need-based training programmes with complete resource material. Instead of training programmes, Short-term Certificate Courses, with inbuilt evaluation mechanism, should be designed by the DIETs. The Short-term Certificate Courses should be run on professional lines, so that the Teachers/NFE and AE personnel/Teacher Educators, voluntarily compete to join these programmes and avail the benefits.

Instead of training, the DIETs in collaboration with the Institutions like P.G Departments of Universities, IASE, CTE, RIE-Mysore, IIM-Bangalore, RIESE-Bangalore etc should take steps to design short-term and long-term academic courses for which the DIETs have to work out the syllabus, course modalities and evaluation and certification procedures. The DIETs should develop model study material in print and electronic forms and provide the same to the interested teachers. In this way, the DIETs can slowly transform themselves from face-to face training mode to the high-tech mediated distance education mode.

The Courses/Programmes should be designed keeping in view the following target groups, which is 'the field' of DIETs;

- i. Newly recruited teachers
- ii. Primary school Teachers (incumbent)
- iii. Head masters of Primary schools
- iv. BRC/ CRC functionaries
- v. Teachers Associations
- vi. Working Children (Child Labourers)
- vii. Inhabitants of hilly, desert and other inaccessible areas
- viii. Teacher Educators of Elementary Teacher Training Institutes (ETTs)
- ix. Adult Education Functionaries

- x. Non-formal Education Functionaries
- xi. Nursery education/ Anganwadi functionaries and
- xii. Youth clubs/Voluntary organizations/Para education workers etc

In this venture, the DIETs, may think of entering into Memorandum of Understanding (MoU) with IGNOU, KSOU, NIOS, Karnataka Open School etc.

18. Re-organizing and Re-structuring of DIETs : It is observed that, in DIETs the focus is more on the 'Pre-service D. Ed. Course' and on 'in-service training' programmes. The focus on the above two aspects has made the DIETs to lag behind in the following areas;

- i. Work Experience (Entrepreneurship Education)
- ii. Curriculum Development
- iii. Study Material Development
- iv. Evaluation of Student, Teacher, Programme and Institutions
- v. Field Interaction and Extension Work
- vi. Innovation Coordination
- vii. Action Research
- viii. Resource Support (Extension/Guidance, development of materials, aids, evaluation tools etc.) for primary, adult, non-formal and teacher education.
- ix. Preparation of ICT based courseware
- x. Planning and Management, activities
- xi. Studying success stories in the district with a view to further field testing them and disseminating their messages.
- xii. Engaging weekly/fortnightly classes by the faculty of DIET in elementary school, AE Centre or NFE Centre.

Due to the above reason and in the backdrop of opening of several D.Ed. colleges in the Karnataka state in the last two to three years,

the PSTE branch of the DIET may be closed down or given better work like running B.El.Ed course, B.Ed (Nursery) course etc. The DIETs being pace setting institutions, as a 'Role Model' to other TTIs, four DIETs (one DIET Division) may retain PSTE, with D.Ed. Course.

As stipulated in DIET Guidelines (MHRD, 1989) "DIETs and other Elementary Teacher Education Institutions (ETEIs) in a state will offer content wise, the same programme, since there has of necessity to be a common syllabus, terminal evaluation etc. for all pre-service trainees in a state (as prescribed by the State Board of Examination), but the transaction of the programme would be expected to be qualitatively much richer in the DIETs". Looking to the present functioning of DIETs, few experts have labeled DIETs as 'Glorified TTIs'.

The DIET Guidelines (MHRD, 1989) permits the State Government to evolve alternative structures (models) of DIET (by making minor as well as major variations on seven branch model) keeping in view their circumstances and experiences as well as can relate the DIET structure to the characteristics of the district. The DIET model suggested by the MHRD is not unique, a DIET can be with or without branches.

It may be noted that unlike the internal structure recommended in the MHRD Guidelines, DIETs in Maharashtra state have four (4) branches and the DIETs in Madhya Pradesh state have eleven (11) branches as listed below;

A. DIET branches in Madhya Pradesh state :

1. In-service and Field Interaction
2. District Resource Unit
3. P & M. Innovation co-ordination
4. Mass Media and Education Technology

5. Work Experience
6. Curriculum and Learning Material Development
7. Methods and Evaluation
8. Education for Quality
9. Academic Consultancy and Guidance
10. Physical Education
11. Art and Aesthetic Experience Education

B. DIET Branches in Maharashtra State :

1. Pre-service and In-service Training
2. Educational Technology
3. Curriculum Development and Evaluation
4. Planning, Management and Administration

Dr. Raja Ramanna Task Force on Education constituted by the Government of Karnataka (2001) has recommended separation of PSTE wing from DIETs. The rationale of the Task Force is as follows;

“The PSTE wing has the most number of DIET faculty i.e. 8. It is found that the Principal and other faculty concentrate most of their time and effort on the PSTE course. As a result required attention is not paid to the other wings of DIET. It is therefore suggested that the PSTE wing be separated from DIETs as TTIs, which will enable the DIET to devote its entire effort for in-service training and other quality improvement resources. Since BRC/CRCs are actively giving in-service training programmes and teleconferencing mode of training is becoming popular, the DIETs role in in-service programme, also is automatically reduced.

Hence, the Government of Karnataka, in the interest of creating a very relevant and effective instrument of UEE and UAE, should re-structure and re-organise, the existing DIETs with following internal constituent units;

SL. No	Constituent Unit of DIET	Functions of the Constituent Unit	Target Group of the constituent unit
1.	Centre for Teacher Education (CTE)	<ul style="list-style-type: none"> i. Conducting courses like D.Ed, B.El.Ed, B.Ed.(Nursery) and B.Ed (Special Education) ii. Undertaking action research studies in the area of nursery and primary teacher education. iii. Providing need based programmes for the capacity building of the elementary teacher education institutions of the district. iv. Providing consultancy services to the various problems of the nursery and primary teacher education institutes v. Publication of courseware (in print as well as soft form) useful in the area of teacher education. 	<ul style="list-style-type: none"> i. Nursery Teacher Educators ii. Primary Teacher Educators iii. Nursery and Primary Teacher Training Institutes iv. Students of D. Ed. Course
2.	Centre for School Education (CSE)	<ul style="list-style-type: none"> i. Providing technical support to primary schools of the district ii. Enriching the knowledge of school teachers by means of generation of new ideas, conducting, seminars, meetings, workshops, conferences etc. iii. Developing locally relevant curriculum as supplement/complement to the national/state curriculum for the schools. iv. Publication of academic literature for the use of primary school teachers and students. v. Development of low-cost and no-cost teaching learning material/aids relevant to the school education. vi. Conducting academic appraisal test for primary teachers of the district. vii. Assessment of the school quality viii. Development of institutional plan, micro-plans and school mapping for the primary education of the district. ix. Undertaking action research studies. 	<ul style="list-style-type: none"> i. Primary schools of the district ii. Primary Teachers of the District iii. Primary school students of the District iv. Pre-school education system of the district such as LKG, UKG, Anganwadi, Montessorri etc.
3	Centre for Non-Formal Education and Alternative Schooling (CNEAS)	<ul style="list-style-type: none"> i. Undertaking action research studies on working children, dropouts and non-enrolled children. ii. Development of learner-specific and skill based teaching-learning materials/aids iii. Capacity building of the NFE and AS functionaries iv. Solving the problems of the NFE and AS 	<ul style="list-style-type: none"> 1. Non-Formal Education Centres 2. NFE Faculty 3. Alternative Schooling systems in the district
4	Centre for Adult Education (CAE)	<ul style="list-style-type: none"> i. Conducting induction and refresher training programmes for AE instructors/functionaries ii. Undertaking action researches on adult education of the district iii. Preparation of Learner -friendly 	<ul style="list-style-type: none"> i. District Adult Education Administration ii. Jan Shikshan Nilayams iii. Adult Education Centre iv. Adult Education Personnel

		<p>academic Literature for adult learners</p> <p>iv. Documentation of success stories in the sector of adult education.</p> <p>v. Preparation of District Adult Education Plan for liquidation of illiteracy etc.</p>	
5	Centre for Open and Distance Education (CODE)	<p>i. Designing short-term and long-term relevant and useful Certificate and Diploma courses</p> <p>ii. Developing Self-Learning Material</p> <p>iii. Developing Audio-visual Material/aids</p> <p>iv. Establishing Continuing Education Centres (CES) in the lab area of the DIET</p> <p>v. Developing good quality material and floating on the website</p> <p>vi. Stating and sustaining the culture of e-education.</p> <p>vii. Developing the culture of multimedia based tele-education.</p>	<p>i. Elementary Teacher Educators</p> <p>ii. Primary School Teachers</p> <p>iii. Adult Education Personnel</p> <p>iv. NFE Faculty</p> <p>v. BRC/CRC functionaries</p> <p>vi. Para-education functionaries</p> <p>vii. Anganwadi workers</p> <p>viii. Private Tutorial Coaches</p> <p>ix. Educational administrators</p>
6	Centre for Documentation and Publication	<p>i. Documentation of educational statistics of the district</p> <p>ii. Documentation of success stories in education sector of the district</p> <p>iii. Documentation of the profile of the all education institutions and education service providers of the district</p> <p>iv. Documentation of the educational news of the district</p> <p>v. Publication of useful books and booklets on various themes of education</p> <p>vi. Publication of DIET Newsletter and DIET journal</p> <p>vii. Collection of the reports of the education commissions/committees constituted by the various Government agencies.</p>	<p>i. Elementary Teacher Education</p> <p>ii. Primary School Teachers</p> <p>iii. Adult Education Personnel</p> <p>iv. NFE Faculty</p> <p>v. BRC/CRC functionaries</p> <p>vi. Para-education functionaries</p> <p>vii. Anganwadi workers</p> <p>viii. Private tutorial coaches</p> <p>ix. Educational administrators</p> <p>x. School Children</p> <p>xi. Parents/Guardian</p> <p>xii. Youth Associations</p> <p>xiii. Community members</p>
7	Centre for Development of Entrepreneurship in Education (CDEE)	<p>i. Developing entrepreneurial spirit in the education sector of the district</p> <p>ii. Activating the spirit of Gandhiji's Basic Education and Inswar Bhai Patel's Socially Useful Productive Work (SUPW) among the educational institutions of the district.</p> <p>iii. Developing the spirit of Self-Employment among the students of the district.</p> <p>iv. Preparation of the case studies on entrepreneurial success stories in education.</p> <p>v. Providing vocational education to the students and teachers of the district</p> <p>vi. Publication of literature on local entrepreneurial opportunities in the district.</p>	<p>i. Teacher Educators</p> <p>ii. Primary School Teachers</p> <p>iii. Adult Education Personnel</p> <p>iv. NFE Faculty</p> <p>v. BRC/CRC functionaries</p> <p>vi. Para-education functionaries</p> <p>vii. Anganwadi workers</p> <p>viii. Private tutorial coaches</p> <p>ix. Educational administrators</p> <p>x. School Children</p> <p>xi. Parents/Guardian</p> <p>xii. Youth Associations</p> <p>xiv. Community members</p>
8	Centre for Special Education of	<p>i. Organizing pre-service and in-service teacher education course with the recognition of Rehabilitation Council of</p>	<p>i. Physically handicapped children</p> <p>ii. Mentally retarded</p>

	the Disabled (CSED)	India (RCI) ii. Facilitation of Integrated Education of the Disabled in the district iii. Developing academic literature for the exceptional learners iv. Conducting action researches in the area of special education in the district.	children iii. Exceptional learners iv. Gifted children v. Education institutes for the special children.
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Also, Centre for Physical Education, Centre for Visual and Performing Arts, Centre for Evaluation, Centre for Value Education, etc. should be created in the DIETs depending upon the needs of the district.

The Government of Karnataka, taking into consideration the needs of the district should allow the DIETs to have 4 to 5 centers to achieve excellence. The DSERT should workout the staffing pattern and other required details for these and such other academic centers of the DIET, depending on the work-load of the centres.

Each one of the above Centres of the DIET should symbiotically associate with other centres and linkages with external organizations for creating synergetic effect of DIET as a Centre of Excellence and academic lead institute of the district. The ultimate result of the DIET functioning should be achieving cent percent quality education for all in the district, and thereby creating a learning and enlightened society.

- 20. Preparation of Model Blue-prints (Maps) of the Building and Campus for the DIET based on norms of MHRD :** The DSERT with the help of civil engineers and academicians should develop model Blue-prints (Maps) of the building and campus of the DIET based on the norms prescribed in the DIET Guidelines and take steps for development of the DIETs accordingly. The same may be used for creating infrastructure for the new DIETs.

An Expert Committee should be constituted to work out the Academic facilities to be created in DIETs as per the scheme of DIETs as laid down in the MHRD Guidelines : The Committee should work out the

model organizational structures, equipments to be purchased, staff to be appointed, designs for building, library, laboratory etc.

21. Starting of Higher Education Courses in Elementary Teacher Education :

Government of Karnataka, with the recognition of professional course regulating bodies like NCTE, RCI, DEC, UGC etc. should start the following higher education courses in elementary teacher education in DIETs ;

- i. Bachelor of Elementary Education (B.El.Ed)
(on the lines of Delhi University)
- ii. Bachelor of Education (Nursery)
(On the lines of Jamia Mila Islamia University, New Delhi)
- iii. Bachelor of Education (Special Education)
(On the lines of Jamia Mila Islamia)

For this purpose, the Universities in the Karnataka State should be requested to frame and approve the syllabus and regulations of the above courses. The DIET may be affiliated to the concerned University to run the above courses.

22. Organization of Capacity Building Programmes for the DIET Faculties :

The DSERT with the support of UNESCO, UNICEF, NCERT, NIEPA, NCTE, RCI, DEC, NIOS, IGNOU, NCSTC, Universities, CIIL, CIEFL etc. should organize long term and short term capacity building programmes for the faculties of the DIETs. The programmes should be organized on the following themes;

- i. Structure and Functions of DIET
- ii. What to do in a DIET?
- iii. National Professional Education Regularity Bodies in India
(NCTE, AICTE, RCI, DEC, MCI, NAAC, etc)
- iv. Action Research in Elementary and Adult Education

- v. Special Education
- vi. Marketing of Education Services in the era of GATS
- vii. Development of Courseware in DIETs
- viii. Innovative Teaching
- ix. Documentation and Report writing
- x. Healthy Practices in DIETs/Elementary Schools/Adult Education/
Elementary Teacher Education/Non-Formal Education institutions
- xi. Conducting Effective Meeting
- xii. Conducting In-service Programmes
- xiii. Professional Code of conduct for DIET faculty
- xiv. Career Advancement Opportunities for DIET Faculties
- xv. Effective Communication
- xvi. Evaluation of Programmes and Institutions
- xvii. Examination Reforms
- xviii. Planning and Management in DIET
- xix. Development of Self Learning Material
- xx. How to improve the schools?
- xxi. Assessment of Education Quality in schools
- xxii. Legal Foundations of DIET
- xxiii. Information and Communication Technology (ICT)
- xxiv. Management Information System (MIS)
- xxv. Entrepreneurship in Education / Entrepreneurship Education
- xxvi. Distance Education and Special Education
- xxvii. Adult Education and Non-formal Education
- xxviii. Modern Management Strategies in Educational institutions
- xxix. Content Enrichment Series
- xxx. Knowledge Management
- xxxi. Useful Websites for Education Functionaries
- xxxii. ISO 9001:2000 Certification for Educational institutions
- xxxiii. Assessment and Accreditation
- xxxiv. Education of First Generation Learners

- xxxv. Education of the Gifted
- xxxvi. Creative Writing in Education
- xxxvii. Educational Journalism
- xxxviii. E-Learning in Knowledge Society
- xxxix. Pursuit of Excellence in Education
- xl. Preparation of Annual Report of the DIET
- xli. Preparation of Five Year Plan of the DIET
- xlii. Self-Evaluation Exercise in DIET: Concept and Modus Operandi
- xliii. Innovations in Teacher Education (Ekalavya, Digantar, Rishi Valley School, M.V. Foundation, Banasthali Vidyapeeth-Anweshana, etc.
- xliv. Preparation of District Data-base
- xlv. Roles and Responsibilities of wings of DIETs
- xlvi. Current and Futuristic Trends in Education
- xlvii. Empowering Teachers and Students

- 23. Recognizing Talented Teacher Educators in DIETs :** It is necessary to evolve a system whereby outstanding teacher educators working in DIETs are recognized and rewarded for excellence in performance. The system of screening and recognizing the teacher educators should be rigorous and based on merit and performance. Such teacher educators should be honoured in a manner that motivates a large number of others to work for excellence in performance.
- 24. Minimum Qualifications and Experience for Recruitment of DIET Faculty:** The post-wise minimum educational qualification of DIET faculties are suggested below;

Sl. No	Name of the Post	Minimum Educational Qualifications	Minimum Experience
1	Principal	1. M.A. / M. Sc./ M. Com/M.B.A. 2. M.Ed. or M. A, (Education) and 3. Ph. D.	1. Ten years of teaching experience in elementary teacher training institute 2. Two years of teaching experience in a school/non-formal education centre/adult education centre.
2	Vice - Principal	1. M. A./ M. Sc./ M. Com/M.B.A. 2. M. Ed./ M. A. (Education) and 3. M. Phil 4. Ph.D. (Desirable)	1. Five years of teaching experience in a elementary teacher education institute 2. One year of teaching experience in a school / AE/ NFE centre.
3	Senior Lecturer	1. M.A./ M. Sc./ M. Com/M. B. A. 2. M. Ed. or M.A (Education) 3. Post - Graduate or Graduate Diploma in Educational Planning & Administration/ Education Technology/ Special Education/ ECCE/Basic Education/ Distance Education/ Education Communication/ Adult Education/Non-Formal Education/Entrepreneurship Education/ School Social Work/Extension Education	1. Three years of teaching experience in a elementary teacher education institute 2. One Year of teaching experience in a school/ AE/ NFE centre.
4	Lecturer	1. M. A./ M. Sc./ M. Com/ M. B. A 2. M. Ed. or M. A. (Education)	1. Three years of teaching experience in a elementary teacher education institute 2. One Year of teaching experience in a school/ AE/ NFE centre.

Note :

- i. In case, the DIET starts higher elementary teacher education courses like B. El. Ed., B. Ed (Nursery) B. Ed. (Special Education), then the qualification prescribed by the UGC, NCTE, RCI etc should be applied.
- ii. The Constituent unit-wise requirements like M.A/M.Sc, with specializations (language/science/arts etc.) and PG/Diploma in concerned subjects, should be prescribed.

- iii. In all categories of posts other than Principal, preference should be given to people with Ph. D /D. Litt./ D. Sc. etc and such higher qualifications
- iv. People who have made special achievements in the concerned discipline of the Units of DIET should be given preference.
- v. The qualification of M.Ed degree should be made compulsory for all teaching staff of the DIET, irrespective of the branch, where they work.

25. Documentation and Implementation of Healthy Practices: The DSERT should procure healthy practices/success stories/innovative practices being operated and found successful in the DIETs of different states/UTs of India, through its counterpart SCERT and disseminate the same to all the DIETs in the state, for implementation. The DSERT should undertake this exercise twice in a year, without fail, with a follow-up mechanism.

26. Collection of Self- Learning Material (SLM) and other Reference Material (RM): The SLM developed in Print and Audio Video CD's/Cassette form by the Open and Distance Learning (ODL) institutions will be a very good reference material for the use of the teacher educators, school teachers and students. The SLM developed for educational and other courses of the following ODL institutions should be purchased and kept for the use in DIETs;

- i. Indira Gadhi National Open University, New Delhi
- ii. National Institute of Open Schooling, New Delhi
- iii. Yashwantrao Chavan Maharashtra Open University, Nashik
- iv. Karnataka State Open University (KSOU), Mysore
- v. United Kingdom Open University
- vi. Tamil Nadu Open University, Chennai
- vii. Raja Bhoj Open University, Kota
- viii. Other Open Universities/schools of India and Foreign Languages.

Also related Material and Journals/Periodicals published from the following agencies should be purchased and kept for use in DIETs;

- i. National Council for Teacher Education (NCTE)
- ii. National Council for Education Research & Training (NCERT)
- iii. National Institute of Educational Planning & Administration (NIEPA)
- iv. National Book Trust (NBT)
- v. Indian Council of Cultural Relations (ICCR)
- vi. Centre for Cultural Resources and Training (CCRT)
- vii. Association of Indian Universities (AIU)
- viii. University Grants Commission (UGC)
- ix. National Assessment and Accreditation Council (NAAC)
- x. Press Information Bureau (PIB)
- xi. Indian Council of Historical Research (ICHR)
- xii. National Sample Survey Organization (NSSO)
- xiii. Planning Commission of India (PCI)
- xiv. National Literacy Mission (NLM)
- xv. Central Board of Secondary Education (CBSE)
- xvi. National Bal Bhavan (NBB)
- xvii. Kendriya Vidyalaya Sanghatana (KVS)
- xviii. Central Tibetan Schools Administration (CTSA)
- xix. Indian Institute of Technology (IIT)
- xx. Indian Institutes of Management (IIM)
- xxi. Indian Council of Social Science Research (ICSSR)
- xxii. Indian Council of Philosophical Research (ICPR)
- xxiii. National Literacy Resource Centre (NLRC)
- xxiv. Central Hindi Directorate (CHD)
- xxv. Central Institute of Indian Languages (CIIL)
- xxvi. Central Institute of English and Foreign Languages (CIEFL)
- xxvii. UNESCO, UNICEF, ILO etc

- xxviii. Commonwealth of Learning (COL)
- xxix. World Bank/WTO/IMF/EU
- xxx. National Institute of Adult Education (NIAE)

The DSERT should issue a circular to the DIETs to purchase publications of the above and such reputed agencies on priority

- 27. Obtaining National and International Recognition to the DIET :** Government of Karnataka may enter into special MoU with national and international professional bodies and should issue suitable direction and financial support to all the DIETs in the state to obtain recognitions, which are mandatory as well as desirable such as;

- i. National Council for Teacher Education (NCTE)
- ii. ISO 9001 : 2000 for Educational Institutions
- iii. National Assessment and Accreditation Council (NAAC)

Also, the Government of Karnataka should request the Periodicals/media like INDIA TODAY (which annually publishes Top Ten Colleges of India survey) to rate and rank DIETs independently and publish articles.

These exercises will expose the DIETs to the attention of public and thereby fosters a competitive spirit in the DIETs. This will lead the DIETs towards achievement of excellence and there by makes DIETs as world class institutions, in the long-run.

The DIETs should develop a culture of spreading the academic news and views through reputed periodicals, newspapers, Radio and TV channels.

- 28. Promotion of the Culture of Visionary Planning and Impressionistic Documentation in DIETs:** The Government of Karnataka should make it mandatory for every DIET to publish the following documents;

- i. Profile/ Prospectus of the DIET
- ii. Annual Report of the DIET
- iii. Annual Accounts of the DIET
- iv. Annual Audit Report of the DIET
- v. Monthly Newsletter of the DIET
- vi. Quarterly / Bi- annual Research Journal of the DIET
- vii. Staff Profile (Who's Who) of the DIET
- viii. Action Research Reports / Abstracts

Presently, the culture of publication of the above documents is very poorly done in few DIETs and non-existent in many DIETs. Hence Government of Karnataka should take necessary steps in this direction in order to infuse the culture of transparency and accountability in DIETs.

The state government should promote the culture of visionary planning and impressionistic documentation in the DIETs.

29. Fixation of Workload for DIET Faculty : The DSERT should fix the weekly workload for the Principal and teacher educators (senior lecturers / lecturers working in the different wings of the DIET in terms of ;

- i. Teaching in DIET (Pre-service/in -service programmes)
- ii. Teaching in School/AE- NFE centres
- iii. Extension work
- iv. Project work / Action Research work
- v. Field Visits
- vi. Development of courseware/A-V aids
- vii. Participation in Corporate life of the DIET etc.

30. Maintenance and Updation of District Database in the DIETs; Each DIET should develop a comprehensive data-base of its 'lab area' taking into consideration the inputs needed for preparation of 'District Perspective Plan of Education' and update the same on an ongoing basis.

- 31. Restructuring and Upgradation of BRC and CRC as BIET and CIET :** The existing BRCs and CRCs in the Karnataka state should be upgraded and developed as Block Institute of Education and Training (BIET) and Cluster Institute of Education and Training (CIET), on the pattern of DIET, to help the DIETs to discharge the mandate effectively. The internal structure, functions and manpower of BIET and CIET should be worked out by the DSERT in consultation with experts. The head of BRC, should be appointed from the cadre of BEO and designated as BEO (Development).

The combination of DIET, BIET and CIET will become a part of national design and go a long way in achieving Universalization of Elementary Education and Universalization of Adult Education.

- 32. Development of Digital Library in each DIET :** In each DIET a digital library of the 'Universal Knowledge Base', which provides access to every book, encyclopedia, dictionary, newspaper, periodical, journal, magazine, report, document, music, movie, photographs to anyone and anytime, instantaneously should be created. The library helps to accomplish the task of knowledge acquisition (learning) knowledge imparting (teaching) knowledge creation (research) and knowledge sharing (extension).

- 33. Preparation of Implementation Guidelines for Various Activities of the DIETs :** The Director of Teacher Education, Research and Training (DTERT), Tamil Nadu state has prepared 'Tenth Five Year Plan for Teacher Education (2004-2005)'-Implementation Guideline for effective utilization of the funds allotted to DIETs. The implementation Guidelines have been laid down for the following 31 programmes;

Sl.No	Title of the Programme	Mode	Allotment (In Lakhs)
1	Module Preparation on Theme Specific Programems	Workshop	29.00
2	Action Research	Research	21.75
3	Assessment of In-service Training	Study	29.00

4	Review of Material	Study	7.25
5	District Specific Modules	Workshop	29.00
6	Research Projects	Project	145.00
7	Preparation of Modules for Extension Services	Workshop	14.50
8	Capacity Building-Training Programme for BRC Supervisors and Teacher Educators	Training	58.00
9	Theme Specific Programme for BRTEs and Teachers	Training	58.00
10	BRTE-Workshop on TLM	Workshop	14.50
11	Review of Textbooks (6 th to 10 th Std.)	Study	29.00
12	Inter DIET seminar	Seminar	14.50
13	Computer Training Programme	Training	14.50
14	Institutional Assessment Training	Training	14.50
15	Audio Visual Equipment Training	Training	14.50
16	Advanced Research Methodology Training	Training	2.436
17	Managerial Skills Training for Principals and DIET Faculty	Training	2.436
18	Content Enrichment	Training	2.436
19	Induction Training	Training	0.783
20	Faculty Development: National Level Seminar	Seminar	1.943
21	Faculty Development: Inter National Level Seminar	Seminar	1.276
22	Other Seminars	Seminar	2.204
23	Publication of Journals and Newsletters	Publication	1.595
24	Excellence Awards	Award	0.029
25	Subscription to Journals	Subscription	5.800
26	Faculty Exchange Programme	Visit	4.350
27	Exposure Visits	Visit	0.290
28	Conference	Conference	2.001
29	Accreditation by NAAC	Evaluation	0.203
30	Web Resources	Web Site	0.406
31	Tele Conferencing	Distance Education	0.812
Total Amount (in Lakhs)			522.00

The DSERT, should look into each one of these Guidelines, to adopt/adapt the same for implementation in the DIETs of Karnataka state.

- 34. Requesting Universities/Research Organizations to take up R & D activities Related to the DIETs :** The Government of Karnataka should request all the universities / Research Organizations to take up R & D activities on various aspects of the DIETs by the Departments functioning under the Faculties of Educaiotn , Management, Commerce, Arts and Humanities.

The DSERT should issue suitable directions to all the DIETs to readily provide all data required by the Universities for R & D activities. Steps should be taken to maintain copies of the Reports of all such R & D activities in the library of the DIETs.

- 35. Organization of Compulsory Orientation Programme and Periodic Refresher Programme for DIET Faculty :** The main weakness observed in the faculties of DIETs is regarding their confusion about the purpose or target of a DIET. It is observed during formal and informal interaction with the DIET faculty that majority of them have not read even once the document DIET Guidelines (MHRD, 1989), which is the 'must to be read and to be mastered' document, for every functionary of the DIET.

Hence, the Government of Karnataka should make it compulsory for every faculty before their induction into DIET to undergo a one month Orientation Programme on the vision, mission, role, structure, functions and accomplishments' of DIETs'. At the end of the Orientation Programme a Test of 100 marks should be conducted for the participants. Those who scores 60% and above only should be allowed to work in the DIETs.

The DIET faculty should undergo atleast one Refresher Course in a period of two years. The SIEMAT should be asked to organize periodic Refresher Courses of one month duration for the DIET functionaries

- 37. Delinking the DIETs from the Work of CAC :** The Central Admission Cell (CAC) of the Karnataka State is dependent on DIETs for execution of various of its

tasks. As a result of CAC workload, the DIETs faculty are facing difficulties in attending the regular work of the DIETs.

Hence, the Government of Karnataka, should avail the services of the nationalized banks for distribution of Application to the students or float the Application Form / Prospectus on the Web-site and allow the students to use the same. Many universities in the State are following this model. Also a software for processing of the data in the application form, should be developed to scrutinise and accept/reject the application forms (COMEDK Model may be followed). The services of the Banks, Internet, Private Service Providers (Outsourcing), the concerned TTIs etc., should be used for avoiding the additional non-academic workload created due to the CAC, on the DIETs of the Karnataka State.

37. Establishment of a University of Pedagogical Sciences : The Government of Karnataka has already established Rajiv Gandhi University of Health Sciences, Vishveshwariah Technology University, University of Agricultural Sciences, etc. On the same lines and to give a big support to the teacher education from lowest to the highest levels, the Government of Karnataka should take steps to establish a 'Karnataka State University of Pedagogical Sciences'.

38. Avoiding the Mismatch between the Academic Year of the DIETs (D.Ed. Course) and Primary Schools : The academic year of the primary schools is normally between June month of the given year to March month of the next year. The academic year of the D.Ed. Course is normally between October month of the given year to the October month of the next year. Due to this DIETs are facing several problems. Hence, Government of Karnataka should take necessary steps to avoid mismatch and bring goodness of fit between these two academic years.

39. Development of DIETs as Mini-Universities : The Government of Karnataka should prepare efficient and effective plan for execution of each one of the above suggestions in a time-bound manner. The effective implementation should culminate in the rise of each DIET of the state as a

Mini-University, to fulfill and excel their norms, functions, goals, mission and vision, with world- class quality.

The Government of Karnataka should do all out efforts, in collaboration with Government of India, in making DIETs functional, productive and qualitative institutions of international repute. In this direction, the above suggestions, therefore be implemented with all sincerity and responsibility in the interest of ensuring fundamental human right to quality elementary education for all and total eradication of illiteracy from our society.

