

DISTRICT INSTITUTE OF EDUCATION AND TRAINING

An Introduction

The Education Commission (1964-66) had observed, “of all the factors that influence the quality of education... the quality, competence and character of teachers are undoubtedly the most significant”. But these in turn depend substantially on the quality of training and other support provided to them. Until the adoption of the National Policy of Education (NPE) 1986, this support in the area of elementary education was being provided largely at the national and state levels only by institutions like National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), and State Council of Educational Research and Training (SCERTs) as Resource Centers (SRCs) at the State level. Below the State level, there were elementary teacher education institutions but their activities were confined mostly to pre-service teacher education. In Karnataka, the state resource center is the Department of Educational Research and Training (DSERT).

Elementary and adult education systems were already too vast to be adequately supported by national and state level agencies alone. The NPE 1986 implied their further expansion as also considerable qualitative improvement. Provision of support to them in a decentralized manner had therefore become imperative. The NPE 1986 and Programme of Action (POA) 1992 accordingly envisaged addition of a third-district level-tier to the support system in the shape of District Institutes of Education and Training (DIETs). With this, expectation would be of wider quantitative coverage as well as qualitatively better support as these institutes would be closer to the field, and therefore more alive to its problems and needs.

Pursuant to the provisions of NPE 1986 on teacher education, a Centrally sponsored Scheme of Restructuring and Reorganization of Teacher Education was approved in October 1987. One of the five components of the Scheme was establishment of DIETs. Draft guidelines for implementing the DIET component were circulated to States in October 1987 and have, together with certain subsequent circulars, formed the basis for its implementation so far. Till October 1989, Central assistance had been sanctioned under the scheme for setting up a total of 216 DIETs in the country and simultaneously DIET were established all over India.

The District Institute of Education and Training (DIET), Bengaluru Rural District started functioning since 1994 and it is located at Rajajinagar Bangalore.

Importance of DIET

DIETs have been established as centers of guidance for educational institutes and schools of the district. It also works as a platform for research and experimental work in education. It also organizes programs to train teachers for new innovations. Purpose of DIET is to conduct different kinds of trainings programs to improve the quality of basic and secondary education

and to create a desirable environment within the district to enroll more children of school going age and pave the way for retention of those who are admitted in the schools.

Functions of DIET

1. Training and Orientation of
 - Elementary school teachers (both pre-service and In-service).
 - Heads of the institutions, Heads of School complex, Block level education officers.
 - Instructors of formal and non-formal education.
 - School Development and Monitoring Committee members.
 - Faculty of Block Resource Centers and Cluster Resource Centers.
2. Academic and Resource support for
 - Conducting academic activities and interaction at the field level.
 - Development of learning centers for teachers.
 - Development of local specific curriculum, teaching aids and evaluation tools.
3. Action research and experimentation on specific problems of the district in achieving the objectives in the areas of elementary education.