

DIET PALAKKAD

Perspective Plan 2012-17 & Annual Work Plan 2012-13



DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)

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SUGGESTED LIST OF ITEMS IN ANNUAL PLAN / PERSPECTIVE PLAN

INTRODUCTION

HISTORICAL BACKGROUND

Palakkad District lies between North, Latitude 10.46' and 10.5' and east longitude 76 28 and 76 39. It is bounded on the east by the Coimbatore district of Tamil Nadu, on the North and North West by Malappuram district and on the south by Thrissur district.

Palakkad district has a rich historical heritage. It has its own special characteristics. The fort of Hyder Ali tells us the story of Mysore invasion and the advent of the British to this part of the country. The Victoria College started in 1866, marks the beginning of higher education in Malabar. The Jain Temple near Chunnambuthara speaks of the magnanimity of the king of Palakkad who provided shelter to the people who escaped the religious persecutions of the king of Mysore five hundred years ago.

The ancient history of Palakkad is shrouded. According to William Logan, the author of the 'Malabar Manual' the Pallava dynasty of Kanchi might have invaded Malabar in the second or third century. One of their head quarters was a place called 'Palakada' which would be the present day Palakkad. Malabar had been invaded by many of the South Indian Rulers. For many centuries it was ruled by Perumals. They had under them some powerful Uthayavars who held the authority in their own respective territories. After the rule of the Perumals, the country was divided among these chieftains. The Valluvakonathiri (Ruler of Valluvandad), the ruler of Vengunad (Kollengode Rajas) and Sekhari Varma (Raja of Palakkad) were the prominent rulers of this region, after the Perumals.

When the Zamorin of Kozhikode invaded Palakkad in 1757, the Raja of Palakkad sought the help of Hyder Ali of Mysore. Hyder Ali's help forced the Zamorin to retreat. Later, Hyder Ali subjugated territories in Palakkad which were under the possession of

Zamorin. Then the whole areas possessed by the Raja of Palakkad passed in the hands of Mysore rulers. Hyder Ali and his son Tippu Sulthan. The war between Tippu and the East Indian Company ended with the treaty of 1872 and all the possession of Tippu in Malabar were added to be British gradually, there formed part of the Malabar district of the Madras presidency.

SOCIO ECONOMIC FEATURES

In Palakkad district 8, 77,809 peoples are workers. Out of them 5,72,539 are males and 3,05,270 are females. As in any part of the states the socio and economic status of the people in the district is undergoing changes. The breaking up of the joint family system and the increase in partition of all 'Taravads' has led to the disappearance of the importance of High caste Hindus society. A survey of the social and economic scene shows that those of education, employment, trade commerce and industry have replaced the values based on caste and land in reason times.

CULTURAL AND LINGUISTIC FEATURES

The proximity and easy approach to Tamil Nadu have caused the admixture of Malayalam and Tamil culture here. Palakkad district has a glorious cultural tradition, worthy contributions have been made by talented artists of this district for maintaining and enriching the classical dance forms of Kerala. The Musical tradition of Palakkad district is unchallenged. The district has been blessed with the birth of late Sri. Chembai Vaidhyanatha Bagavathar, the exponent of Carnatic Music and Sri. Palakkad Mani Iyer, the inimitable master of Mridangam.

Konganpada is a grand festival of historical importance in the Bhagavathi - Temple at Chittur. There is an ancient Jain Temple at Jainimedu, Near the Palakkad Town. Kalpathy Viswanathaswamy Temple is the oldest Siva Temple in Malabar. The district is gifted with this beauty of virgin and verdant Nelliampathi Hills, the precious and unique Silent Valley National Park, the famous Parambikulam Wild Life Sanctuary, Attappadi Hills and

more than held a dozen dams like Malampuzha and Mangalam, Pothundi, Kanjirapuzha, Shiruvani and Parambikulam.

RELIGION AND CUSTOMS

Hinduism is the Predominant religion in the district. Nearly 76% of the populations belong to Hindu community. All the sub casts of Hindu community are well represented in the district the Vellodis and Nedungadis, two sections of Nair community, peculiar to Malabar area are represented in this district also. Sections of Hindu community peculiar to this district are Muthuvan, Mannadiar, Gupthan and Tharakan.

Vishnu and Siva and popularly worshiped. Kshethrams and Ambalams are dedicated to these major deities. The Kavs Kovils are dedicated to deities like Ayyappan, Subramanian, Badhrakali, Hanuman and even malignant demons. Snake worship has been widely prevalent in these parts. The worship of ancestors is also practiced by Hindus. Offerings are made to departed souls on new moon Samkranthi days.

The Muslim community is the second largest, forming 21.2% of the populations. A particular section of the Muslim community whose mother tongue is Tamil, are known as Ravuthars. These people came as traders and soldiers. They belong to the Hanafi sect of Islam. Most of the residences are in Alathur, Chittur and Palakkad Taluks. The way of the life this particular section is much influenced by the Tamil Culture, especially in marriage customs and food habits.

There is another sect of Muslims known as pattanis. They are also called as Decanese. They came from Decan with Mysore rulers and settled here. Traditionally, they are well trained horseman. Their influence in Palakkad can be seen from fact that a street is named after them as pattani street. They also belong to Hanafi sect of Muslims. The rest of muslims community is known as Mappilas.

The forest region of Palakkad district is notable for its tribal population. Irular, Kurumbar, Mudugar, Eravalas, Malamalasar, Malasar, Kadar, Malayar, etc. are the tribal

living in these forests. Attapady is an important center of tribal people the belief. Customs and ways of these tribal people are distinct; each class having its own traditional customs and ways of life.

ADMINISTRATION

The present Palakkad District, as an administrative unit, was formed on the first of January 1957, comprising of Palakkad, Perinthalmanna, Ponnani, Ottapalam, Alathur and Chittur.

When the Malappuram district was formed on the 16th of June 1969 Ponnani taluk excluding Thrithala firka and the villages of Vadakkekad, Punnayur and Punnayurkulam, Perinthalmanna taluk consisting of Manakada firka Perinthalmanna firka excluding Karkkidamkunnu and Chethallor amsoms were transferred to Malappuram district. A new taluk namely Mannarghat was formed by grouping 19 villages of the erstwhile Perinthalmanna taluk. While retaining the Thrithala were brought under Chowghat taluk. Recently some portions of Karavarakundu Village of Malappuram district were also added to Palakkad.

At present the Palakkad district consists of two revenue divisions, five taluk and 145 villages. The revenue divisions are Palakkad and Ottapalam, Palakkad, Alathur and Chittur taluks from Palakkad revenue division and Ottapalam and Mannarkkad taluks from the Ottapalam revenue division. There are 13 development blocks and 90 panchayaths in the district. The total area of the district is 4480sq.Kms

TABLE 1**The revenue divisions and Development Blocks**

Taluk	Block	Area in Sq. Kms
Alathur	Alathur	312
	Kuzhalmannam	315
Mannarkkad	Attapadi	827
	Mannarkkad	359
Chittur	Chittur	290
	Kollengode	328
	Nemmara	640
Ottapalam	Ottapalam	220
	Pattambi	224
	Sreekrishnapuram	219
	Trithala	172
Palakkad	Palakkad	723
	Malampuzha	247

AGRICULTURE

‘Rice bowl of Kerala’ is the synonym for Palakkad. The net cultivated area of the district is 284 lakh hectares i.e, 64% of the geographical area. Major portion of the cultivable land is used for raising food crops. All food crops together accounts for about 80% of the gross cropped area and paddy alone accounts for about 60% of it. Coconut, ground nut, cotton, sugarcane, pepper, banana and cashew are some of the major cash crops raised. The intensive Agriculture Development Programme, popularly known as the package programme was started in the District in 1962-63 in five developmental blocks. The programme was implemented in stages in the entire district, except the Attapadi tribal block. Introduction of highly yielding variety of paddy seeds has augmented the production of paddy considerably.

The Intensive Paddy Development Unit Programme or the “Ela” programme and the T and V Programme were introduced in the district in 1971 and 1982 respectively. These programmes were discontinued and Krishi Bhavans started functioning in 1987 in all panchayaths and municipalities.

There are a number of Agricultural institutions like the Regional Agricultural Research Station, Soil Testing Laboratory, Fertilizers Quality Control Laboratory, Mushroom Laboratory and Agriculture Engineering Work shop.

Seeds of different paddy varieties are produced and distributed through the five State seed farms in the district situated at Alathur, Ananganadi, Kongad, Nelliampathy orange, coffee, cardamom, mango and vegetables are cultivated. The fruit processing unit in this farm is popular for its squashes, jams and jellies. The Integrated seed development farm at Malampuzha is some of the other important institution where coconut, vegetables, mango and ornamentals are cultivated. Training centers such as RATTC, Malampuzha and F T C Alathur started functioning for imparting training to agricultural officers and farmers respectively. A special rice production programme with financial assistance of Rs. 20 cores is being implemented from 1994-94 for boosting paddy production.

ART AND CULTURE

Palakkad District has a glorious cultural tradition. It is said that Thunchathu Ramanujan Ezhuthachan, the father of Malayalam Literature, spent his days in Chittur. To commemorate this there is the Thunchathu Acharya Madam at Chittur. Kunjan Nambiar the most popular poet of Malayalam and the founder of Thullal purely a Kerala Art form, and his birth in a small village called Killikurussi Mangalam (Lakkidi) in this district.

Worthy contributions have been made by talented artists of this district for maintaining and enriching the classical dance form of Kerala, such as Chakkiyar kooth, Thullal, Kathakali and Mohiniyatam. Mani Madhava Chakkiyar for Koothu and Vazhenkada Kunju Nair for Kathakali are the two names to be remembered for in this context. The Kalluvazhi chitta the most popular school of Kathakali had its origin in Palakkad District and its exponent was the Late Sri. Vazhenkada Kunju Nair. The Musical tradition of Palakkad is unchallenged. The district has been blessed with the birth of Sri. Chembai Vaidyanatha Bagavathar, the exponent of Carnatic music and Sri. Palakkad Mani

Iyer the inimitable master of Mridangam. Sri. C. Sanakaran Nair also belongs to Mankara a place in the district. Among the eminent personalities of the district late KPS Menon, diplomat and author who won the Lenin Prize and Late KP Keshava Menon, the freedom fighter, celebrated author and journalist. Swadeshabimani Ramakrishna Pillai spent his life in exile at Vadakkanthara near Palakkad town. Some of the old temples in the district have in them beautiful and sculptures of great artistic value.

GEOGRAPHICAL FEATURES

Based on the physical features, the district is divided into two natural divisions midland and highland. The midland region consists of valleys and plains. It leads up to the highland which consists of high mountain peaks, long spurs, extensive ravines, forests and tangled Jungles. While Ottapalam taluk lays completely in the midland region, all other taluks in the district lie in the midland and highland regions. The road and rail links between Kerala and Tamil Nadu pass through Palakkad gap.

The Western Ghats has an average altitude of 5000 feet except for two peaks of more than 6000ft the important peaks above an altitude of 4000 ft. are Anginda peak (7628ft), Karimala peak (6556ft.), Nellikotta or Padagri peak (5200ft) and Karimala Gopuram (4721ft.)

TOPOGRAPHY AND CLIMATE

Palakkad District lies between north latitude 10° 46' and 10° 59' and east longitude 76° 28' and 76° 39'. It is bounded on the east by the Coimbatore district of Tamilnadu, on the north – west by Malappuram district and on the south by Thrissur district.

The climate of the district is tropical. The obvious fact which strikes the observer, according to Logan, is the uniformity of temperature in the Malabar area. During dry weather, hot winds blew from the burning plains of Coimbatore through the Palakkad gap. Palakkad district has uniform rainfall as well.

SOIL

The soil of palakkad district is mainly of four types namely, Petty (Kari), Laterite, Forest and black soil. Peaty solid is found only in Thrithala firka of Ottappalam Taluk, Laterite is seen in the major portion of all taluks. Forest soil is confined to Mannarghat and Ottappalam Taluks, Alathur taluks and along the southern boundary of Chittur taluk.

Black soil is seen mostly in the eastern sector of Chittur Taluk and a small part of Palakkad taluk.

MINERALS

Low grade iron ore (magnetite) is found at Kollengode, Nammarkkar and Muthalamada. Limestone deposits are found in the Chittur and Kozhinjampara firkas. Limestone deposit is found in Walayar forest area where the government has started a cement factory.

RIVERS

Bharathapuzha, with her tributaries, sprawls across the entire district. The river takes its origin from Annamalai hills and flows through the district of Palakkad, Malappuram and Thrissur before entering into the Arabian sea at Ponnani. Its four main tributaries are Gayathripuzha, Mannadipuzha, Kalpathipuzha and Thuthapuzha.

GAYATHRIPUZHA

This river originates from Annamalai hills and after traversing through Kollengode, Nemmara, Alathur, Vadakkancherry and Pazhayannur joins Bharathapuzha at Mayannur. This tributary has five main sub tributaries, they are Mangala river, Ayalurpuzha, Vandazhipuzha, Mennkara Puzha and Chulliyar.

KANNADIPUZHA

It is also known as Chitturpuzha or Amaravanipuzha. The river which also starts from the Annamalai hills, flows through Thathamangalam and Chittur and joins the main river at Parli. Three main streams combine to form this river. They are Palayar, Aliyar and Upper.

THUTHAPUZHA

Thuthapuzha, otherwise known as pilanthol river, starts from the Silent Valley hills and joins the main river about two kms. off Pallipuram railway station. The important streams which feed this tributary are Kunthipuzha, Kanjirapuzha, Ambankadavu and Thuppandipuzha.

The length of Bharathapuzha is 374.40 kms. And its catchment area is 6186 sq.kms.

The Bhavani river originates from the Kund mountains in the Nilgiris, makes a circuitous course through the Attappady valley and returns of the shadow to Nilgiri mountains. The catchment area of the Bhavani river Kerala is 220 sq. miles yielding and annual run off 27,000 million cubic feet of water. Of the rivers of Kerala, Bhavani Rivers one among the three, which prefers Bay of Bengal to the Arabian Sea.

FLORA AND FAUNA

The flora of Palakkad district is characteristically tropical. Owing to the seasonal rainfall, moderate temperature and the mountainous eastern border. Major portion of the district comes under the midland region and is under cultivation. Some of the dominant tress in the region are Eppothi (*Msacaraga Indica*), Mavu (*Mangifere*), Parngimavu (*Ancvardium Occidental*) Pillavu (*Anocarpus integriofilia*), Elavu (*Cieba Pentandra m*) Ezhhilampala (*Asomia Scholoris*), Urakkalam Thoongi (*Enterolobium Saman*), Mulumurikku (*Erythrina Indica*) and Aranamaram (*Polyathia Longiflia*). Interminged with these are other trees like *Osboekia Ostadra*, *Lantana Sculeata*, etc, Rubber and teak with these are on the tress like *Osboekia Osadra*, *Lantana Sculeata* common in the jill. The mindland region gradually merges with the hilly forests.

No Animal can be mentioned peculiar to this district. Elephants are common in almost all parts if the forest. Tiger leopard Gaur, Bear etc., are sometimes found in the thick forests. Samnar and Spotted Deer are seen in large numbers. Nilgiri langur, bonnet monkey, slender loris, jungle cat, different types of mongoose. Jackals, squirrels, hers, etc. are found in the forest. Birds are represented by the jungle crow, crow myna, wood peckers sunbird, king fishers, sky lark paradise fly catcher, parrots, peacocks, poisonous and nonpoisonous snakes are common in the district. The silent Valley area, 40 Kms from Mannarkkad town has the distinction of being a rain forest, very rare in the world. It is spread over an area of about 9000 hectors. This thick forest is rich in some of the rare species of plants and animals.

FOREST

Silent Valley evergreen forest, situated 46 Kms north of Mannarkkad, is famous for its unique flora and faunas. The herbs from Silent Valley and indigenous medical know-how of the tribal chieftains are world famous. The high altitude area of Attapadi is known for the production of spices and forests products like Sandalwood, honey etc.

EDUCATIONAL PROFILE

There are two educational districts in Palakkad Revenue District namely Palakkad and Ottapalam. There are also divided into 13 Sub districts namely Thrithala, Pattambi, Shornur, Ottapalam, Cherpulassery, Mannarkkad, Parli, Palakkad, Alathur, Chittur, Koyalmannam and Agali. The first five is under the jurisdiction of Ottapalam DEO and other 8th under Palakkad DEO.

Palakkad was one among the eight districts where DPEP was implemented from 1997. A high investment cash of Rs. 30 crore were provided for comprehensive improvement of primary education. DPEP Palakkad initiated various innovative. Schemes, involvement of parents, community ownership of schools, considerable improvement in Physical facilities, learner achievement and improvement in capacities of academic institution are the hall mark of this program.

In continuation with DPEP, Sarva Siksha Abhiyan (SSA) launched in the district during the year 2002-03. SSA is an effort to universalize elementary education by community - ownership of the school system. The SSA is also an attempt to provide an opportunity for improving human capabilities to the poorest children, through provision of community-owned quality education is a mission mode.

HARISREE

Palakkad District Panchayath initiated an innovative program namely “Harisree” to improve the teaching – learning practices in the school. It provides funds for various programmes like teacher training to improve the result of SSLC. Some learning materials both for teachers and pupils are distributed to schools time to time.

Block Panchayath and Grama Panchayath of Palakkad are also actively involve in various quality improvement programmes in schools like Sahavasa Camp, Printing of Magazines for children, Ayalkoottam etc for improvement of Physical facilities in schools.

NATURE OF LP, UP, HS

After the implementation of DPEP and SSA the academic and infrastructure facilities of the institution are raised. But some more facilities are to be imparted to them. For the fulfillment of these goals the eleventh plans of SSA is our trust.

EDUCATIONAL ADMINISTRATIVE STRUCTURE

The General education system of this district is headed by the Deputy Director of Education. For administrative purposes, it is divided into two educational districts and twelve sub districts. The education district is headed by District Education Officer and the sub districts by Assistant Education Officers. All the administrative and academic matters are monitored and supervised by this system. In addition to this system, DIET is giving academic support to the whole system. The SSA machinery and its manpower always indulged in maintaining the quality of education.

STATE & CENTRALLY SPONSORED PROGRAMMES IMPLEMENTED IN THE DISTRICT

Various state and centrally sponsored programmes were successfully implementing in this district. All these programmes were being carried out with the co-operation of local bodies and aims to improve of quality of education. Some of them are:

- **Noon meal programme:** Noon meal programme is a state programme which aims to provide with nutritious food for school children introduced in all schools from –2 to 8. This programme accelerates the total enrolment and retention and minimises the rate of dropouts. This also helps a lot in increasing the achievement level of students.
- **Free Textbook for Standard 1:** Government of Kerala is distributing free text books to all students of Standard 1 both in Government and Aided sector.
- **Scholarships:** State Government introduced scholarships to meritorious students of standard 4 and 7 annually, based on their achievement through state-wise examination once in a year.
- **CWSN Scholarships:** State also giving scholarships and conveyance allowances to children with special needs. This boosts the enrolment of CWSN and minimizes the dropouts.
- **AHADS:** This project sponsored by State Government works a lot in the tribal population of Attappady area to improve the socio-economic and educational status of the tribes and thereby bring them to the mainstream.
- **ITDP:** Integrated Tribal Development Programme tries to give a new vigour to the education of the tribes. This project provides scholarships, uniforms, study materials.

- Tribal hostels, etc. Their involvement makes quantitative and qualitative improvement in tribal education.
- **Quality Education – Pupil’s Right:** A State programme introduced based on the achievement of the pupils in the SSLC examination, to improve the quality of education. 13 schools were adopted by the Department of Education in this district. Special packages were formulated and introduced in these schools and their 23 feeding schools. Academic and monitoring support is given by the DIET. Special funds were also introduced. This programme also aiming at development of quality education.
- **DIET:** The DIET at Anakkara supporting and monitoring the whole educational scene in this district.
- **SSA:** The SSA Project indulging in developing the quality of education in this district. Special attention is giving to total enrolment, retention, girls’ education, SC/ST education, CWSN, etc. Also indulged in making better infrastructural facilities. Total quality improvement is its prime motto.
- **Literacy Mission:** The Literacy Mission launched several programmes in the field of quality education and mass education.
- **SIET and SIEMAT:** These central agencies helps the educational field through their interventions such as developing curriculum, teaching-learning processes, training strategies, studies, monitoring, etc.

DIETS AND TTIs

In this district, one DIET is functioning at Anakkara. All academic support and monitoring which leads to the uplift of quality of education is done by the DIET. The DIET implemented several programmes to enrich the quality of teachers. Subject-wise teachers training, library training, management training, computer training, etc., are some of them. Case studies, action researches, quality tracking, etc., give a new vigour to the field of education. The DIET plays a vital role in maintaining and boosting the quality of education in this district.

In addition to DIET, there are two Government TTI and four Aided TTI are there in this district. Six Unaided TTIs are also in this district. These institutions giving quality teacher education to teacher trainees.

ABOUT DIET PALAKKAD

DIET is the most significant educational intervention in the country, while the NCERT came up in the 1960,s and the state councils of education research and training came up in 1970,s, the need for a third tier of training and resource support structure, right at the district level was genuinely felt in order to improve the quality of Basic education. As a result DIET's were set up in almost all the districts of all the states in the country.

Govt. of India gave top priority to elementary education. Different education Commissions were constituted which submitted their reports and on the basis of their findings, Govt. made drastic change in the education policy. In the beginning education was a state subject but through an amendment in the constitution in 1976 the subject of education was put on the concurrent list. As a result Central Govt. as well as State Govt. now collectively frame a particular education policy viz; National education policy-1986 introduced a new pattern of education known as 10+2+3 system. Establishment of DIET's is based on the recommendations of National Education Policy 1986.

District Institute of Education and Training, Palakkad was established in 1992 by converting Swaminadha Vidyalaya Training School. The sole purpose of DIET is to conduct different kinds of trainings programmes to improve the quality of Basic education and create a desirable environment within the district in regard to enroll more and more children of school going age and pave the way for retention of those who are admitted in the school and to ensure the high literacy percentage of male and female as whole.

DIET, PALAKKAD has an academic faculty of highly qualified teachers who simultaneously work as Block Academic Co-Ordinators or Mentors too, specially to supervise the on going different schemes of Basic Education and guide the teachers to implement the scheme in an effective way through the seven departments as categorized below:

Faculty of Pre-Service Teacher Education (PSTE).

Faculty of Educational Technology (ET).

Faculty of Work Experience (WE).

Faculty of District Resource Unit for adult and non-formal education (DRU).

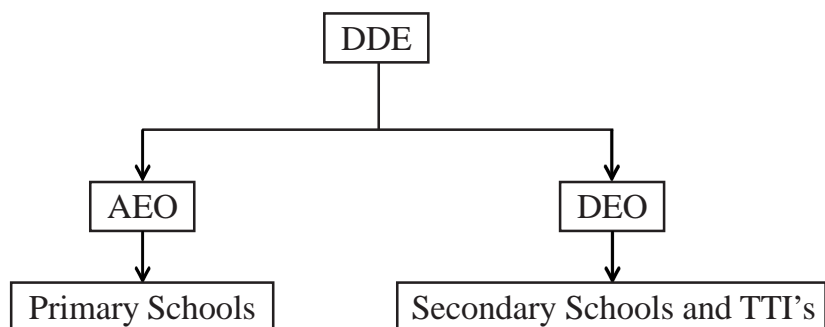
Faculty of In service programmes, Field Intervention, and innovation Coordination (IFIC).

Faculty of Curriculum, Material Development and Evaluation (CMDE).

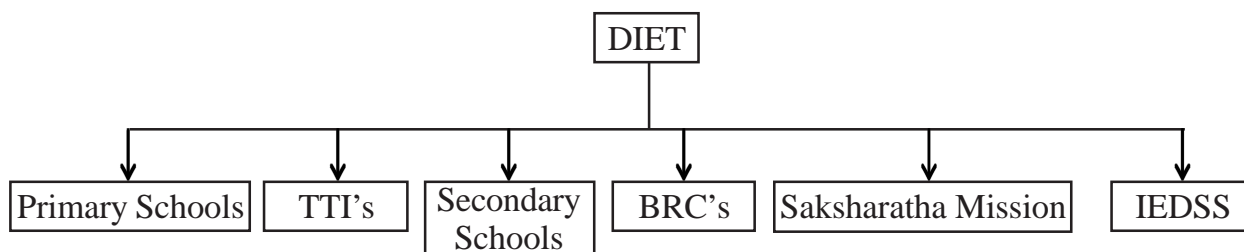
Faculty of Planning and Management (P&M).

All the above faculty are working with various academic interventions regarding Training, Research activities, Material development and monitoring.

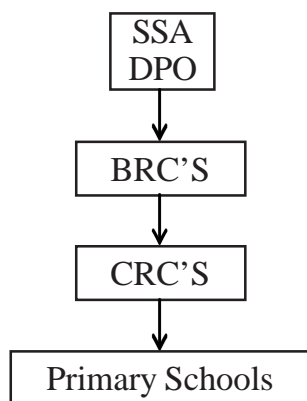
ADMINISTRATIVE STRUCTURE



ACADEMIC SUPPORT



ACADEMIC ADMINISTRATION



LSG

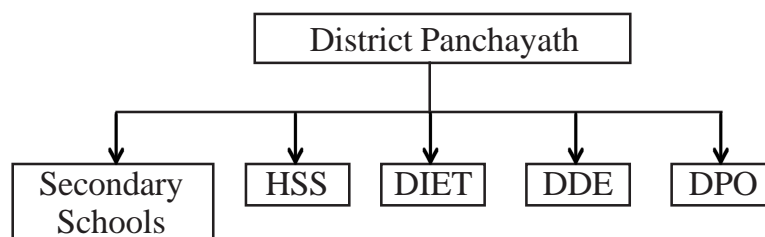


Table A.1 (Administrative Structure of the District)

Sl. No.	District	No. of Taluks	No. of Blocks	No. of Panchayat	No. of Villages	No. of Corporation	No. of Municipalities
1.	Palakkad	5	13	91	163	-	4

(Source : NIC)

Table A.2 (Population of the District - Gender wise)

Male	Female	Total
1360067	1450825	2810892

(Source :Economics Statistics Department)

Table A.3 (Population of the District - Social Group wise)

SC			ST			Hindu			Muslims			Christian			All Communities		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
220501	257351	477852	20079	22084	42163	958055	975838	1933893	369694	383625	753319	48720	63715	112435	744	942	1686

(Source :)

1.	Name of the state (with code)	Kerala - 32
2.	Name of the District (with code)/ Municipal Corporation	Palakkad - 06
3.	Population (Total)	2810892
4.	Population (Males)	1360063
5.	Population (Females)	1450825
6.	Population (Others)	4
7.	0 - 6 Yrs. Population (Total)	288366
8.	0-6 Yrs. Population (Males)	146946
9.	0-6 Yrs. Population (Females)	141419
10.	0-6 Yrs. Population (Others)	1
11.	Literates (Total)	2232190
12.	Literates (Males)	1119358
13.	Literates (Females)	1112830
14.	Literates (Others)	2

Table A.4 (Demographic Profile - Age group wise)

0 to 6			7 to 14			15 to 59			60 and above			Total		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
146946	141420	288366	238256	251759	490015	268544	385552	654096	287512	274586	562073	1360063	1450829	2810892

(Source : Data Source Census Report 2011)

B. LITERACY AND SCHOOLING PROFILE

Literacy Profile

Table B.1 (Gender wise literacy rate of the district)

Local	Male (%)	Female (%)	Total (%)
Rural	81	75	78
Urban	86	81	83

(Source : Data Source Census Report 2011)

Table B.2 (Social group wise literacy rate of the district)

Social groups	Male (%)	Female (%)	Total (%)
SC	62	60	61
ST	59	57	58
Backward classes (if available)	58	60	59

(Source : Data Source Census Report 2011)

School going children profile

Table B.3 (Class wise school going children)

Class	Boys	Girls	Total
1	14545	14806	29351
2	14720	14853	29573
3	15402	15579	30981
4	17222	17314	34536
I - IV (Total)	61889	62552	124441
5	19348	18999	38347
I - V (Total)	81237	81551	162788
6	20472	20014	40486
7	21359	20771	42130
8	22176	21198	43374
VI _ VIII (Total)	64007	62283	126290
9	23930	21814	45744
10	21992	22128	44120
X - X (Total)	45922	43932	89864
11	10127	12033	22160
12	9990	11520	21510
XI - XII (Total)	20117	25553	43670

(Source : NIC of Kerala /SSA / DPI / DD Statistics)

Out-of-school children

Table B.4 (Out-of-school children)

	Group	Boys	Girls	Total
Social Group	SC	73	76	149
	ST	58	74	132
	Minorities	23	28	51
Age Group	5 - 10	54	62	116
	11 - 13	74	98	172
	14 - 15	16	28	44

(NB : Provide data based on the reliable sources either by primary or secondary data from ILO or other organizations)

Children from weaker sections (July 2012)

Table B.5 (Class wise children from weaker sections)

	SC			ST			Muslim minority			Other minorities (specify DX/LC Christian)		
Class	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2704	2606	5310	548	530	1078	2909	2961	5871	14	15	29
2	2659	2536	5195	510	478	988	2944	2970	5914	09	08	17
3	2747	2562	5309	562	525	1087	3080	3116	6196	18	13	31
4	3227	2918	6145	489	482	971	3444	3463	6907	27	20	47
I - IV (Total)	11337	10622	21959	2109	2015	4124	12377	12510	24888	68	56	124
5	3538	3186	6724	539	541	1080	3870	3800	7670	21	13	34
I - V (Total)	14875	13808	28683	2648	2556	5204	16247	16310	32558	89	69	158
6	3787	3506	7293	492	448	940	4094	4003	8097	18	11	29
7	3907	3545	7452	460	465	925	4272	4154	8426	17	14	21
8	4019	3726	7743	433	381	814	4435	4240	8675	22	13	35
VI - VIII (Total)	11713	10775	22488	1385	1294	2679	12801	12397	25198	57	38	85
9	4528	3850	8378	435	429	864	4786	4363	9149	34	22	56
10	3858	3898	7756	272	316	588	4398	4440	8838	28	24	52
X - X (Total)	8386	7748	16134	707	745	1452	9184	8803	17987	62	46	108
11	506	602	1108	102	121	223	2025	2407	4432	11	13	24
12	499	576	1075	99	116	215	1998	2304	4302	10	14	24
XI - XII (Total)	1005	1178	2183	201	237	448	4023	4711	8734	21	27	48

(Source : NIC of Kerala /SSA / DPI / DD Statistics)

Children with special needs

Table B.6 (Class wise children with special needs)

	MR			LV			HI			SI			CP			OI			LD			Autism		
Class	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	132	142	274	552	458	1010	88	65	153	58	66	124	10	12	22	68	62	130	34	31	65	05	04	09
2	112	124	236	504	497	1001	65	82	147	60	61	121	14	10	24	68	64	132	38	30	68	04	01	05
3	120	127	247	498	522	1020	78	74	152	65	53	118	12	13	25	76	59	135	38	29	67	03	04	07
4	135	118	253	510	505	1015	68	80	148	66	54	120	11	09	20	67	64	131	37	29	66	06	03	09
5	129	113	242	523	521	1044	72	56	128	62	63	125	12	11	23	68	62	130	33	32	65	05	05	10
6	138	120	258	512	524	1036	84	80	164	59	60	119	10	14	24	64	65	129	36	24	60	07	08	15
7	110	144	254	526	499	1025	82	73	157	74	58	132	12	10	22	68	64	132	31	32	63	09	05	14
8	133	122	255	536	522	1058	69	71	140	64	58	122	13	11	24	69	63	132	34	33	67	04	04	08
9	73	44	117	45	35	80	18	6	24	2	1	03	0	01	01	28	17	45	02	01	03	01	01	02
10	59	36	95	45	43	88	12	11	23	03	02	05	0	02	02	26	20	46	05	01	06	02	01	03
11	02	02	04	38	20	58	06	03	09	04	02	06	0	0	0	15	11	26	04	04	08	0	0	0
12	02	01	03	24	23	47	03	04	07	01	01	02	0	0	0	15	15	30	03	04	07	0	0	0

(Source : SSA / IED SS Cell / DEOs)

MR : Mentally retarded, LV : Low vision, HI : Hearing impairment, SI : Speech impairment.
CP : Cerebral palsy, OI : Orthopaedic impairment, LD : Learning disability, Autism

C. ELEMENTARY AND SECONDARY PROFILE OF THE STATE

Number of schools

Table C.1 (Stage wise number of schools)

Stage	Government	Aided	Total
1 - 4	175	338	513
1 - 5	9	25	34
1 - 8	0	0	0
1 - 10	0	5	5
1 - 12	16	0	16
5 - 7	4	23	27
5 - 10	3	27	30
5 - 12	32	16	48
8 - 10	4	17	21
8 - 12	7	15	22
THSS	3	0	3
Special Schools	2	1	3

(Source : NIC of Kerala /SSA / DPI / DD Statistics)

Number of students and teachers

Table C.2 (Stage wise number of teachers)

Stage	Government		Aided		Unaided (recognized)		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
LP	51	81	89	103	21	51	161	235
UP	207	305	305	463	72	183	584	951
HS	545	849	793	1317	112	224	1450	2390
HSS	363	489	347	592	40	67	750	1148
VHSC	85	122	30	59	-	-	115	181
THSS	24	29	10	17	-	-	34	46
Special Schools	21	31	9	15	-	-	30	46

(Source : NIC of Kerala /SSA / DPI / DD Statistics)

Table C.3 (Schoolwise number of students)

Stage	Government		Aided		Unaided (recognized)		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
LP	34162	35522	35066	37415	1758	1895	70986	74832
UP	30490	29795	31277	32455	2412	2534	64179	64784
HS	32635	32037	34213	34556	3250	3547	70098	70140
HSS	9999	9294	11565	13825	550	480	22114	23599
VHSC	577	605	512	622	0	0	1089	1227
THSS	286	312	0	0	0	0	286	312
Special Schools	118	98	102	96	0	0	220	194

(Source : NIC of Kerala /SSA / DPI / DD Statistics)

TEACHER AND TEACHER RELATED INDICATORS

Pupil teacher ratio :

The pupil teacher ratio in Palakkad district is found to be 1:33.

Qualification :

The qualification prescribed for the appointment of teachers are given in the following table.

Teachers	Qualification
Primary schools	Plus Two + TTC
Upper primary schools	Plus Two + TTC / B.Ed
High Schools	Degree + B.Ed
Higher Secondary Schools	Post Graduation + B.Ed + SET
Vocational Higher secondary Schools	Post Graduation + B.Ed. + SET (Non-vocational Subjects) Post Graduation / Degree / Diploma (For Vocational Subjects)

In Palakkad District, all school teachers are trained teachers.

Enrolment and enrolment related indicator :

Genderwise : There is no genderwise difference in the enrolment of boys and girls in the district.

Socialwise : There is also no remarkable socialwise enrolment difference in the district. Almost all the community send their children to the nearby schools. Only 780 children from tribal community are not sending their children to the formal schools. Now these children are going to the Multi Grade Learning centres (MGLC). They have to be enrolled to the general stream.

Retention Position

Upto standard IX, there is no retention in Palakkad district.

Quality and quality related indicators

P.T.R. : Pupil teacher ratio of the district is 1: 33. The current status to be charged according to the PTR recommended by RTE act.

Achievement

The achievement rate in Palakkad district is to be improved. The present status of the district in SSLC result is below to the state average.

Accessibility

Some part of the districts faces a shortage of accessibility to the nearby schools, especially in Attappadi and Nelliampathy areas.

KCF / Revision of Text Books

All Text Books from standard I to 10 revised in accordance with the recommendations of Kerala Curriculum frame work. DIET faculty members participated and contributed to the text book revision.

Evaluation Strategies

Continuous and comprehensive evaluation and the term evaluation are the evaluation strategies adopted. There are three term evaluations conducting in the months of August, December and March.

Teacher Training

The quality of the teacher training in the district is well and good. The district has district resource group and block resource group and they provides quality training to the teacher community under the academic support of DIET faculty members.

Existing Projected Teachers Vacancy in 12th Five Year Plan

There is no teacher vacancy found during the period of 12th five year plan.

Performance of students by stage

The result of SSLC examination in the district is 86%. The result of +2 is 82.65% and that of VHSE is 90.24% 750 students passed LSS and 400 students passed U.S.S. examinations.

D. TEACHER EDUCATION IN THE DISTRICT

Introduction

In the context of recognising the need, strength and importance of human resource, NCF 2005, NCF 2009 and RTE 2010 have highlighted the need and significance of Teacher Education across the nation with special focus on quality attainment. DIETs, as visualised at the time of its establishment are supposed to play a major role in the very area mentioned. As a matter of fact, DIET Palakkad undertake various programmes playing a prominent role within the district.

Depending on the structure and function, Teacher Education programmes are categorised as Pre-service Teacher Education (PSTE) and In-Service Teacher Education (ISTE). In PSTE, TTIs and B.Ed Colleges undertake various roles at elementary and secondary levels respectively. At pre-primary level, Pre-Primary Teacher Training Institutes (PPTTIs) take initiative and responsibility to visualise and deal all academic affairs. At the same time Language Education Institutes offer Diploma courses as well as other programmes to provide academic support to language teachers.

In the district of Palakkad, there exist 14 Teacher Education centres including DIET. As there are 10 B.Ed. colleges, the district occupies only one PPTTI at Nemmara in government sector. No institution in the district is privileged to perform the function educating language teachers in an exclusive style / manner.

DIET would serve as an Educational Resource Centre in the district in collaboration with BIET, BRC and CRCs.

Professional development and leadership is the peculiar area in which DIET can support teacher community through workshops, seminars, training and presentations of all type. Headmasters and school management committees happen to be the real beneficiaries in this connection. Teachers are supported by providing proper guidance for conducting Action Research and tryouts in a desirable way.

Co-ordination and dissemination of newer trends and innovative attempts / practices are the other areas in which DIET can motivate the teachers, schools, educational institutions and functionaries within the district. For equipping the teachers and institutions, DIET has the privilege of conducting Research and studies as and when needed.

NO. OF TEACHER EDUCATION INSTITUTIONS IN THE DISTRICT.

(a) Pre-service Teacher Education

(i) Elementary Level (TTIs) : 14

Government : 3

1. DIET Anakkara
2. GTTI (W) Palakkad
3. GTTI Chittur

Aided : 4

1. LSNTTI Ottappalam
2. GSSTTI Perur
3. AMSMMTTI (W) Koduvayur
4. ASMMTTI, Alathur

Un-aided : 7

- | | |
|----------------------------|--------------------------|
| 1. Karuna TTI Prabhapuram | 4. TTI Mannampatta |
| 2. Ideal TTI Cherpulassery | 5. TTI Nemmara |
| 3. SNTTI Kottapuram | 6. KBRTTI Vadakkenchery |
| | 7. Guards TTI Kollengode |

(ii) Secondary Level (B.Ed. Colleges) : 13

Government : 0

Aided : 1

1. N.S.S. Training College, Ottappalam

Self Finance : 12

1. University B.Ed. Centre, Koduvayur
2. SN Training College, Kottapuram
3. Mary B.Ed. College, Koduvayur
4. Salafiya Training College, Karinganad

5. BSS B.Ed. Training College, Alathur
6. Ezhuthachan Training College, Manjapra
7. Holy Family College of Education for Women, Palakkad
8. MESKSHM Training College, Edathanattukara
9. Vivekananda Training College, Mailampuram
10. Indu Memorial Training College, Kuzhalmannam
11. Ideal Training College, Cherpulassery
12. Sneha B.Ed. College, Govindapuram

iii. Pre-primary Level (PPTTI) : 1

1. GPPTTI Nemmara

(b) In-service Teacher Education

- (i) Dist. Institutes of Education & Training : 1
- (ii) Block Resource Centres : 13
- (iii) Cluster Resource Centres : 125

**Table D1 (Structure of Teacher Education Institutions)
Human Resource : DIET**

Sl. No.	Name of Institution	Name of post	Required No.	Existing No.	Vacancy
1.	DIET Palakkad	Principal	1	1	0
	Anakkara	Senior Lecturer	7	4	3
		Lecturer	13	12	1
		Librarian	1	1	0
		Office Supdt.	1	1	0
		Clerk	3	3	0
		Typist / Data Entry Operator	1	0	1
		Class IV Employees	5	5	0

Table D2 - Physical Facilities : DIET

Sl. No.	Name of Institution	Name of post	Required No.	Existing No.
1.	DIET Palakkad	Classroom	2	2
	Anakkara	Office room	1	1
		Staff room / faculty room	7	5
		Library	1	1
		Reading room	1	1
		Science lab	3	3
		Psychology lab	1	1
		Computer lab	1	1
		Lecturer hall	2	1
		Seminar hall	2	0
		Common room	1	0
		Resource room	3	3
		Auditorium	1	1
		Toilet units	8	4

Table D1 - Human Resource : TTI

Sl. No.	Name of Institution / Post	Required No.				Existing No.				Vacancy			
		a	b	c	d	a	b	c	d	a	b	c	d
1.	GTTI(W) Palakkad	1	3	1	3	1	3	0	3	0	0	1	0
2.	GTTI Chittur	1	6	1	3	1	6	0	3	0	0	1	0
3.	ASMMTTI Alathur	1	5	1	3	1	5	0	3	0	0	1	0
4.	ASMMTTI Alathur	1	4	1	3	1	4	0	3	0	0	1	0
5.	GSSTTI Perur	1	5	1	3	1	5	0	3	0	0	1	0
6.	CSNTTI Ottappalam	1	4	1	3	1	4	0	3	0	0	1	0
7.	TTI Nemmara	1	6	1	6	1	6	1	6	0	0	0	0
8.	TTI Mannampatta	1	6	1	3	1	6	0	3	0	0	1	0
9.	Ideal TTI Cherpulassery	1	8	1	4	1	8	1	4	0	0	0	0
10.	Guards TTI Kollengode	1	5	1	4	1	3	1	2	0	2	0	2
11.	Karuna TTI Prabhapuram	1	7	1	4	1	7	0	3	0	0	1	1
12.	KBRTTI Vadakkenchery	1	5	1	4	1	5	0	1	0	0	0	3
13.	SN TTI Kottapuram	1	7	1	4	1	7	1	4	0	0	0	0

*** Post**

- a. Principal / HM
- b. Teacher Education
- c. Librarian
- d. Office Staff

Table D2 - Physical Facility : TTIS

Sl. No.	Name of Institution / Post	Required No.												Existing No.											
		a	b	c	d	e	f	g	h	i	j	k	l	a	b	c	d	e	f	g	h	i	j	k	l
1	GTTI(W) Palakkad	2	1	1	1	1	1	1	1	1	3	1	8	2	1	0	1	1	1	0	1	0	0	0	4
2.	GTTI Chittur	4	1	1	1	1	1	1	1	1	3	1	10	4	1	1	1	1	0	1	1	0	2	1	4
3.	AMSMMTTI Koduvayur	2	1	1	1	1	1	1	1	1	3	1	8	2	1	1	1	1	1	0	1	0	1	1	3
4.	ASMMTTI Alathur	2	1	1	1	1	1	1	1	1	3	1	8	2	1	1	1	1	1	1	1	1	1	1	8
5.	ASSTTI Perur	2	1	1	1	1	1	1	1	1	3	1	8	2	1	1	1	1	1	0	0	0	1	1	8
6.	CSWTTI Ottappalam	2	1	1	1	1	1	1	1	1	3	1	6	2	1	1	1	1	1	1	0	0	1	1	6
7.	TTI Nemmara	4	1	1	1	1	1	1	1	1	3	1	20	4	1	1	1	1	1	1	1	1	1	1	10
8.	TTI Mannampatta	2	1	1	1	1	1	1	1	1	3	1	10	2	1	1	1	1	0	0	1	1	0	1	10
9.	Ideal TTI Cherpulassery	4	1	1	1	1	1	1	1	1	3	1	20	4	1	1	1	1	1	1	1	1	3	1	10
10.	Guards TTI Kollengode	2	1	1	1	1	1	1	1	1	3	1	10	2	1	1	1	1	1	1	1	0	0	0	3
11.	Karuna TTI Prabhapuram	2	1	1	1	1	1	1	1	1	3	1	10	2	1	1	1	1	1	0	1	0	1	0	8
12.	KBRTTI Vadakkenchery	2	1	1	1	1	1	1	1	1	3	1	10	2	1	1	0	1	0	0	0	0	0	0	3
13.	SNTTI Kottappuram	2	1	1	1	1	1	1	1	1	3	1	10	2	1	1	1	1	0	1	1	1	3	1	4

Facility

- | | |
|-----------------|-------------------|
| a. Classroom | g. Psychology lab |
| b. Office room | h. Lecturer hall |
| c. Staff room | i. Common Room |
| d. Library | j. Resource room |
| e. Science lab | k. Auditorium |
| f. Computer lab | l. Toilet Units |

ROLE OF DIET

In the capacity of the nodal institution at district level, DIET need to focus both on PSTE and ISTE with deserving recognition. The academic leadership of DIET will definitely inspire the teacher community irrespective of other limitations and affiliations.

PSTE & DIET

DIET is assigned with the responsibility to conduct PSTE programmes as per the curriculum norms. Following are the steps that could be taken by the institution for ensuring quality in the area:

- Planning of academic activities for the whole year ensuring the involvement and initiative of other TTIs in the district.
- Systematic review and planning meeting and preparation of academic calender will definitely provide a sense of direction and synergy to all TTIs in the district.
- DIET has the unique capacity to empower the principals of TTIs by means of conducting workshops and training in professional management and curriculum transaction. The role of the DIET in developing modules for the purposes mentioned deserves special recognition.
- DIET holds key role in providing OSS to the teaches educators according to the need and requirement. The team comprising faculties and principal of DIET transmit self confidence and self respect among the teacher educators in the district through effective monitoring.
- DIET perform as an ideal Teacher Education Institute by squeezing the pedagogic scholarship of the Teacher Educators belonging to all the seven faculties especially PSTE.
- Faculty from DIET also hare the privilege to share the ideas regarding the evaluation system to be adopted in Teacher Education. This could be made possible by contributing their ideas and experiences to the visioning process of the state.
- The role of DIET in empowering Teacher Educators within the district in areas like Action Research and ICT could be made prominent.
- Approving and recognising the emerging trends, DIET can act as the academic leader to conduct co-living camps and other healthy competitions for teacher trainees of all the TTIs including DIET.

ISTE & DIET

DIET can play major roles in the following areas for empowering practicing teachers at all levels in the district viz. preprimary, elementary, secondary and continuing education.

- Conducting need assessment and need analysis studies for preparing training modules and identifying target groups.
- Conducting quality tracking in order to propose necessary changes in classroom process.
- Massive training to all teachers giving special focus on subjects and languages at various levels. Proper modules are to be developed for dealing district level resource groups and the practicing teachers.
- Providing OSs to the teachers incorporating the manpower and other resources of SSA, RMSA, IT@school and SIEMAT. For this very purpose, faculties of DIET can act as academic co-ordinators of various BRCs.
- Developing newer and sophisticated learning materials and other materials for teacher training is one of the main tasks on the part of DIET. The CMDE faculty of DIET can keenly observe and intensify the need and the materials to be developed by conducting creative workshops.
- No strategy is to be found perfect and error free. The changes at global and national level create a need in the present setup. DIET holds the leadership to conduct Research and studies for equipping the field fit for the generation. Dissemination of good practices is one of the main objectives conducting studies.
- The proficiency and scholarship of the faculties of DIET are to be creatively utilised for leading the academic programmes launched by SSA.
- DIET can also extend help and service to schools and teachers by introducing district specific innovative programmes under various heads.

Role of other TEIs

The TTIs in the district also perform the very same function as the DIET does. All the TTIs have to undertake certain activities as indicated below:

- Pre-service Teacher Education ensuring wider experience to the trainees.
- Developing annual plan and annual calendar.
- Attending all programmes organised by DIET and SCERT in connection with PSTE.
- Conducting Action Research for better professional growth.
- Participating the training programmes exclusively for Teacher Educations.
- Join hands with all other TTIs and DIET for material preparation and monitoring.

- Conducting PSTE fest and co-learning camps for trainees.
- Attending training programmes of SCERT from time to time.

Recruitment / Placement Policy (Teacher Educators at Various Levels)

Teacher Recruitment

In Elementary Teacher Education institutions (government TTIs) all the postings are done through category change from High school Assistants - HSAs - who possess masters degree in concerned discipline. In DIET, all recruitments are through interview by a board exclusively setup for the purpose by the government. Practicing teachers having better experience from govt. service are selected ensuring qualification namely masters degree in any discipline along with the same degree in Education. In aided TTIs, qualified hands are appointed by managers and are to be approved by government. In unaided sector, Teacher Educators are recruited by the management as per NCTE norms.

Student Recruitment (PSTE trainees - various levels)

Intake Capacity

Sl. No.	Institution	Intake Capacity
1.	DIET Anakkara	40
2.	Govt. TTI Palakkad	33
3.	Govt. TTI Chittoor	50
4.	SSTTI Perur	30
5.	LSNTTI Ottappalam	30
6.	AMSMM TTI Koduvayoor	40
7.	ASMTTI Alathur	40
8.	Karuna TTI, Prabhapuram	50
9.	IDEAL TTI, Cherpulassery	100
10.	SNTTI, Kottappuram	50
11.	Mannampatta TTI	50
12.	TTI Nemmara	100
13.	KBRTTI, Vadakkenchery	50
14.	Guards TTI, Kollengode	50
	Total	713

Linkage with school and BRCs / CRCs

DIET faculty members are in charge of leading all the academic activities including Teacher Training at BRC and CRC level. Moreover a team comparison. DIET faculty, AEO and BPO of each BRC conduct joint academic visit to schools in order to ensure best and smooth implementation of the pedagogic activities. The academic co-ordinator is also in charge of dealing the academic affairs related to the HMs conference of the BRCs concerned. This structure help the whole system to move ahead with same pace with uniform agenda. This also ensures the smooth communication - upward, downward and parallel.

Linkage with other TTIs

Apart from the programmes such as Planning, Review, Training and Monitoring; DIET and TTIs conduct several tryout programmes in feeder schools and disseminate the observations and findings through educational seminars, journals and news letters. All TTIs expect to gain reliable and dependable support from DIET in all academic.

Linkage with Academic Institutions

Being the apex academic institution at district level, DIET hold the unique responsibility to coordinate and strengthen the very scenario with proper pedagogic concern. All academic bodies at state and national level assign very important educational tasks to DIET for want of better results.

Linkage with SCERT

- Support in the process of curriculum development.
- Provide academic support for developing evaluation tools.
- Ensure the effective and successful Teacher Training across the state.
- Play crucial role in conducting PSTE programmes as visualised by SCERT.
- The visions and schedules developed at state / national level with respect to various orientation programmes are carried out with the active leadership of DIETs.
- Research and orientation becomes meaningful and realistic with the sensible involvement and leadership of DIET.

Linkage with SIEMAT

- Support on preparation of educational plans.
- Support in developing various modules for providing training in the field including management.

Linkage with SSA

DIET acts as the key resource centre for implementing all activities at district level.

- Leadership in developing plans at various levels.
- Leadership in developing modules for various training programmes.
- Leadership for monitoring, research and studies.
- Leadership in all interventions including LEP and IEDC.

Linkage with national and state literacy mission

- Academic leadership of DRU faculty in state level visioning.
- Academic leadership of DRU faculty on district level planning and implementation of Total Literacy Programmes.
- Leadership in all types of training given to the functionaries of continuing education.

Linkage with LSGs

- Active participation and leadership in the preparation and finalisation of educational projects.
- Active participation in the district level and block level monitoring team along with LSGs.
- Provides awareness training to LSG members and parents with regard to the emerging trends and educational policies developed at national and state level.
- Academic support and leadership for all educational programmes related to District Panchayat, including Vijayasree.
- Studies and monitoring of SSLC results.
- Innovative programmes like 'Arivarangu'.

Table D3 - Annual output of teachers by stage subject pre-service

Sl. No.	Name of Institution / Post	TTC/B.Ed/ M.Ed / PPTTI	Required No.		
			Intake No.	Output No.	Result %
1.	DIET Palakkad, Anakkara	TTC	40	40	100
2.	GTTI(W) Palakkad	”	29	29	100
3.	GTTI Chittur	”	41	32	78
4.	AMSMMTTI(W), Koduvayur	”	28	27	96
5.	ASMMTTI Alathur	”	37	33	89
6.	GSSTTI Perur	”	24	23	96
7.	LSNTTI Ottappalam	”	29	28	97
8.	TTI Nemmara	”	50	35	70
9.	TTI Mannampatta	”	32	30	94
10.	Ideal TTI Cherpulassery	”	69	46	67
11.	Guards TI Kollengode	”	35	30	86
12.	Karuna TTI Prabhapuram	”	45	36	80
13.	KBRTTI Vadakkenchery	”	21	15	71
14.	SNTTI Kotteppuram	”	42	39	93
	Total		522	443	85

* Curriculum of various teacher education programme by state.

Evaluation of quality of teacher education in the district

It has emerged considerable increase in the quality of teacher education in the district as a result of the intervention by DIET. Each TTI came to attain better achievement by solving their unique problems as a result of developing TTI development plans. So far the TTC results are concerned the district average has made a hike from 55% in 2011 to 85% in 2012. Govt, Aided TTIs are keeping better performance in this connection.

Each TTIs has made creative attempts to increase thin infrastructure facilities. Here unaided TTIs are more blessed than govt/aided ones. The TTIs in the district generally feel lacking certain facilities namely psychology lab, common room and lecture hall. The TTIs do not have sufficient number of toilets in proportion to the pupil strength.

Sufficient number of academic staff are available in almost all TTIs in the district irrespective of their management. In unaided TTIs most of the teaching staff are posted as guest lectures. This situation adversely affects the quality of the institution.

Apart from the earlier experiences, DIET could create an awakening in the functioning of TTIs during the last two years. It is so because of the intentional approach from the past of DIET in areas like planning, management, ICT, curriculum transaction, research, innovative practices and the like.

E. PERFORMANCE OF TEIS RELATED TE AND SE CURRICULUM AND MATERIAL DEVELOPMENT. SUPPORT TO SCHOOLS DIETS, BRCS, CRCS ETC.

Support given by DIET to teacher Education

Area of Teacher Education necessitates qualitative changes based on the emerging trends in the field. DIET, being the nodal institution to deal academic affairs, provides all types of support of Teacher Education.

Material Development

DIET Palakkad could bold an active role in developing various materials for supporting PSTE in the district. Guidelines for curriculum transaction, modules for duster training, handouts and worksheets are few among them. The TTI planner INSIGHT was a dosing attempt in this connection. Additional reading materials and evaluation tools for TTIs were also developed from time to time.

Support to School Education

The practicing teachers in the field were provided with the academic support of DIET in all sense and spirit. This was intended to raise the teacher proficiency in areas like content and pedagogy.

Training

Teachers of elementary school were supported by imparting cluster training in a systematic manner. RACE, a specific programme launched by SSA in English was given all possible academic support. As a part of the district specific innovative tryout programme STEP, selected schools were given training in ICT and documentation. The PSPM faculty of DIET had taken special initiative to provide administrative cum managerial training to the HMs of target group in HEEP. In order to implement the STEP, the CMDF & IFIC faculty gave special training to the teachers on the materials developed by DIET namely Disa, Bhramanam etc.

Material Development

For helping the teachers dealing classes in Std. I, a unique supporting material Disa was developed.

In addition to it, learning materials were developed for teachers dealing Malayalam (UP level) and Mathematics (HS level) and Mathematics (HS Level) as a part of distance mode training. Kaiyoppukal is the product from the part of teacher trainees incorporating their creative works. For the purpose of dissemination, DIET published its journal namely 'Reflections'.

OSS

The faculty of DIET are in charge of monitoring the academic activities at school level. Joint visits are conducted as a part of this. To enhance the activities at SSLC level, DIET also conducted team visit to High Schools. DIET faculties were members of panchayat level and Block level monitoring team.

Evaluation Tool

At elementary level, DIET provide the academic leadership to SSA for developing evaluation tools. For high schools, DIET prepare the tools by conducting exclusive workshops for the purpose. Moreover, evaluation tools are also developed as is demanded by the state

Educational CDs

5 schools developed educational CDs with the academic and financial support of DIET. This was done as a part of STEP.

Action Research

18 teachers from the district completed Action Research and prepared the final report along with the presentation. This was totally guided by the faculties of DIET. The observations and findings were disseminated through seminars and journals.

Support to BRCs and CRGs

Faculties of DIET attend the weekly review meeting held at BRCs for providing academic leadership. For all types of teacher training programmes, modules are prepared by DIET. Moreover the faculties used to monitor the programme at Block level. In addition to this parental orientation, LSS / USS training / HMs training are the other focus areas.

The field visit is carried out to ensure monitoring as well as to provide feedback to all teachers and schools to ensure better performance.

F. SUPPORT FOR STATE AND OTHER INSTITUTIONS

DIET since its introduction is functioning as a nodal institution for improving the quality of elementary education and supporting agency to the area of quality education with in the district and in the state. As a district vital educational institution it extends its educational support to other state educational agencies such as SCERT, SIEMAT, SSA, IT@school, DPI, LSG and universities.

DIET is given support to other state educational agencies by giving its manpower support, academic support, research support and infrastructural support.

The support given by DIET to their educational agencies are as follows:-

- Performing as resource person.
- Framing modules
- Conducting field level training in district.
- Conduct survey and seminars.
- Assisting and a nodal agency for these agencies.
- Attending text book workshops.
- Attending handbook workshops.
- Attending various types of visioning surveys
- Conduct field level surveys.
- Conducting competitive examination like LSS / USS.
- Preparing evaluation tools.
- Providing academic support to ICT training.
- Prepare educational plans for LSG.
- Involve all educational activities of district panchayats.
- Provide monitoring support to there educational agencies.

Apart from this DIET is responsible to do the activities directed by department of education from time to time.

H. REVIEW OF INSERVICE EDUCATION

Table H.I

Sl. No.	Programme	Coverage (No. of Participants)
1.	Training (2011-12)	1681
2.	Material development	162
3.	Workshops (28)	281
4.	Seminars (5)	305
5.	Meetings (14)	360
6.	Action research (2011-12)	16

Mode of assessment of quality, impact of programme and followup activities:-

I. Training

(a) **Feedback sessions** - Each and every training there will be a feedback session. Participants open by comment about the impact of the programmes, Resource persons transactional strategies and the followup activities to be undertaken in the schools and classrooms based on the proforma distributed by DIET.

Impact of various training programmes

3 CDRG training prior to Teacher Training Programmes were held. After the CDRG DIET faculty members monitored the DRG and Teacher Training Programmes thoroughly using monitoring tools developed in the DIET faculty meeting.

The findings shared in the monthly educational officers meeting and headmasters conference.

The above process reflected in the headmasters school administration and classroom practices of teachers. DIET conducted major studies and 16 action research programmes in the field to identify the problems, issues and followup activities regarding teacher training. The findings of the above studies published during 2011-12 namely 'Reflections' - Journal of Research and innovative practices in Education.

- Teacher training in Geography
- Teacher training in Science
- TTI teachers training

- Special training to 1st std. teachers
- Teacher training in Mathematics.
- Distance mode training in Malayalam.
- ICT training
- LSS / USS invigilators training
- Training to parents
- Training to educational offices and headmasters.

During 2011-12 about 1681 participants covered under above mentioned training programmes.

II. Material Development

Four district level materials for the promotion of classroom transaction were developed under STEP (School Teachers Empowerment Programme)

- ‘Disa’ (Part I & II) for Std. I.
- ‘Maths through lines’ (UP Mathematics)
- Ayutham (UP Mathematics)
- Science towards common main for up schools science teachers.
- ‘Bharamanam’ for UP school social science teachers.

These were the main materials develop and distributed among teachers during 2011-12.

Other materials developed for learning impact

- Learning and teaching of Algebra.
- ‘Dhikshana’ - A camp for gifted students (Articles for USS winners)
- Management study report (Educational officers)
- Guidance for HM empowerment
- INSIGHT (Comprehensive planner for preservice teacher educators).
- ‘Reaching the unreached’ - UNICEF Budget study report for agricultural, linguistic minority and tribal areas of Palakkad district.
- ‘Anweshanam’ (SSLC result improvement programme).
- ‘Arivarangu’ - classroom theatre tryout conducted in selected high schools to improve the quality of highschool learning process.

III. Workshops

28 workshops conducted for various programmes during 2011-12 in connection with trainings, material development and research programmes. Around 281 participants representing. Educational officers, DIET faculties, BRC trainers and teachers. These workshops are conducted prior to training and material development programme.

IV. Seminars

5 seminars conducted in the district to disseminate the findings of quality enhancement studies DIET conducted during 2011-12 at district level. 305 participants actively participated in the seminars. This participation shows that the programme have been well accepted by teacher community.

V. Meetings

District level educational officers meeting were conducted in each and every month by DIET Palakkad.

- Deputy director of education
- District educational officers
- Asst. educational officers
- Block programme officers - SSA
- District project officers - SSA
- District programme officers - SSA
- DIET principal and faculty members

14 meetings conducted under the leadership of DIET principal and DEE participating the above mentioned officers working at district level and subdistrict level. In each and every month, all issues and problems discussed and chalkout remedial strategies to be implemented in the field.

VI. Action Researchs

16 Action researchs conducted during 2011-12. The findings were published in the DIET Research journal namely 'REFLECTIONS'. (Refer the fund).

VII. Followup activities

- Leadership of CDRG, DRG and DIET faculty members are continued and enhanced.
- Evaluation tools for various programmes are developed.
- Report of teacher training programmes are documented and discussed at various levels.

- Quality tracking in every academic year.
- Trainings programmes are extended to HS, HSS, TTI teachers.
- Counselling for SSLC students.
- Academic leadership for comprehensive education programme of MLAs and district panchayats.
- Empowerment programmes for DIET faculty members, including inter state visits to leading institutions.
- Maintenance of ICT lab, pedagogy lab and updation.
- Website upgradation.
- Grass root level academic impact studies.
- Material development.
- IEDC - adaptation material (X std . Geography) development.

I. REVIEW OF MODALITIES FOR TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATOR

Participation in the curriculum development process on teacher education

The Teacher Education curriculum was revised in 2005. After that there is no attempt made from the part of Kerala state to develop. Teacher Education curriculum incorporating the norms and regulations of NCFTE (2009). So that there is no chance for DIET faculties to participate in curriculum development process on teacher education.

Orientation programmes on NCFTE and RTE Act

Orientation programmes were conducted to all teacher educators and headmasters of all TTI's about NCFTE and RTE Act. It was done during the monthly conferences of headmasters of TTI's and termly teacher educators training.

National Level workshop on various aspects of curriculum

No DIET faculties were participated in national level workshops on curriculum for the year 2011-2012.

Trainings

The DIET have been conducting various trainings for stakeholders of education such as teachers from standard one to ten, headmasters of various subdistricts, educational officers of the district, teacher educators and head masters of all TTIs of district, Anganavady, Prerak's of Saksharatha Mission, head masters and SRG conveners of selected schools as tryout schools

etc. CDRG and DRG trainings also have been conducting for the smooth conduct of training at the grass root level.

Visit to other institutions (Faculty Improvement Programme)

As a part of faculty improvement programme all DIET faculties visited educational institutions of various states of India. Comparative studies also made between the states about the structure and functioning of various levels, strata and stakeholders of scenario of education. The teams of DIET faculties prepared and submitted research proposals to DPI and approval granted. The team visited West Bengal, Assam, Hyderabad and Pondichery. *Some of the findings of the study are*

- A remarkable pace setting noted by other states was that of Kerala system of education as the directions followed by NCF, 2005. The state prepared KCF (2007) based on the principles of constructivism and critical pedagogy. The team got appreciation regarding the same.
- In other states the posts of DIET faculties are intertransferable with general education department. The posts of DDE with DIET Principal, DEO with Senior Lecturer, AEO with lecturers are inter transferable.
- There is no role for DIET faculties of Pondichery state in teacher training, monitoring teacher training, BRC review and planning and other district or subdistrict level educational and academic activities etc.

Interaction with Educationalists

There are opportunities for DIET faculties to interact with each other and with experts during the periodical faculty improvement programmes conducted by SIEMAT. Most of the DIET faculties have been interacting frequently with professors and associate professors of various universities of Kerala such as Calicut University, Mahatma Gandhi University, Rajagiri College of Education, Kalamassery, for finalisation of research proposals, refinements of tools, analysis of data and structuring the research report. All DIET faculty members have been interacting with UNICEF representative as a part of research and dissemination seminars.

Researches

The DIET conducted various researches and action researches during the year 2011-12. Some of them are furnished below:

- a. Reaching the unreached - UNICEF Research.
- b. Re-organising pre-service teacher education through innovations.
- c. search for excellence in communication of mathematics.

- d. Effectiveness of pedagogical tools in teaching.
- e. Making resource persons “Resourceful” - The need and reflections.
- f. A ‘STEP’ ahead towards excellence its.

Action Researches

- a. Role and relevance of “Ammapatasala” in supplementing and promoting learning.
- b. Effective editing techniques.
- c. Campus hygiene and academic performance of children.
- d. A package to overcome the learning backwardness in UP classes.
- e. Improving graphical reading and writing skills of children in standard II, etc. are some of them.

Publications

- 1. *Disa* (Part I and Part II) for standard I.
- 2. Maths through lines - UP Mathematics.
- 3. Ayutham - UP Mathematics
- 4. Science towards communion for up school science teachers.
- 5. ‘Bhramanam’ for UP school social science teachers.
- 6. Learning and teaching of Algebra.
- 7. ‘Dikshana’ - Articles for USS winners.
- 8. Management study report (educational officers).
- 9. Guidance for HM empowerment.
- 10. INSIGHT (Comprehensive planner for preservice teacher educators)
- 11. Reaching the unreached - UNICEF budget study report.
- 12. ‘Anweshanam’ study report (SSLC result improvement programme)
- 13. ‘Munnakkam’ 2011-2012.
- 14. Arivarangu - (Material based on classroom theatre)
- 15. Reflections : Journal of research and innovate practices in Education.
- 16. Kayyoppukal : Magazine.
- 17. DIET Development Plan (TTI Development Plan)

Attending orientation programmes

All the faculties participated in orientation programmes conducted by SIEMAT and SCERT. Even though, it is necessary to get trainings and orientation programmes from NCERT and NUEPA at national level to familiarise the global trends in education.

K. PLANNING PROCESS

Generally planning process of DIET is evolved after the consultation and recommendations with PAC. Each and every activities of DIET is planned by several planning process such as discussion, need analysis, baseline studies, consultation, research analysis etc. The suggestion of PAC is discussed in faculty meeting. Faculty meeting decides visionary and consultative workshop to chalk out the activities. The monthly review meeting of educational officers review the entire educational situation of the district and suggest plan and activities to strengthen the current educational platform and propose remedial measures to rectify if any maladies. The body put forward innovative activities for the planning process. The research activities also helpful for planning process.

The annual / perspective plan of DIET was evolved after the following processes.

- Faculty meeting
- Visioning workshop
- Consultative workshop for suggestion of future activities
- PAC meeting
- Consultation with educational experts
- Meeting of educational officers
- Review of research papers
- Review of the studies related to education
- Review of the studies conducted by other educational agencies

L. HIGHLIGHT OF ACTIVITIES / RESEARCH UNDERTAKEN DURING 2011-2012

PLANNING

I. Programme Advisory Committee (PAC)

PAC meeting was conducted twice during the academic year (July & March) 35 members out of 40 participated in deliberations. The first meeting concentrated on planning of activities for the current year.

Important suggestions of decisions

1. Activities of DIET need to be extended to higher secondary level.
2. More academic activities should be organised for backward areas as identified by UNICEF study.
3. An intensive programme focussed on eliminating illiteracy in schools may be organised.
4. Special programme has to be undertaken for improving the SSLC result in the district.
5. A satellite centre of DIET may be started for eastern parts of district.
6. Management training to headmasters special orientation programme for Madrassa teachers and TTI's should be organised.

II. Educational Officers Meeting

Monthly review and planning meeting of educational officers was held 8 times during the year. DDE, DEO's, AEO's, DPO, POS, IT@school co-ordinators, HSS Coordinators and DIET faculty members attended the meeting.

Discussions were held based on agenda notes which includes review of academic activities, session on a specific academic issue, and preparation of academic calendar for the following month. This programme discuss of finalise the module for the conduct of Headmasters monthly conference.

The educational officers monthly conference helped to coordinate the activities of district panchayat, department, SSA and DIET in order to ensure convergence. A common tool for monitoring school activities and schedule for monitoring were developed and internalised during each conference.

Prior to these activities DIET faculty meetings were conducted to finalise the agenda, process, materials and strategies for the smooth conduct of the programme.

III. TTI principals monthly conference

In order to co-ordinate the academic activities of TTI's within the district, DIET organised monthly conference of TTI principals. including unaided sector, for six times in current year.

- Developed TTI planner.
- Planning of academic activities
- Monitoring of activities
- Identified the training needs of teacher educators

IV. Monthly Headmasters Conference

Developed a district resource group of 24 Headmasters to conduct HM conference in sub-district. The module finalised of internalised during educational officers meeting, were used for the conduct of HM conference. Special session on a specific academic issue very effective. The monthly HM conference were very effective for school management and monitoring of school activities.

V. Teacher Training

CDRG Training

- 3 CDRG training prior to teacher empowerment programme were held.

Training for newly promoted HM's

Three day training on management, monitoring and service matters were given to 76 newly promoted HM's in the district at BRC Pattambi.

DRG Training

Subjectwise DRG training for 1049 teachers were held prior to cluster level teacher training.

Teacher training of Geography

A workshop on hardspots of Geography was conducted and a supplementary material "Bhramanam" was developed for UP school teachers.

Science training for teachers

A workshop for 12 science teachers was held and a package for "Science to the people" was developed in this connection.

TTI teachers training

3 day subjectwise training for teacher educators under the leadership of DIET faculty members were held. One day training on developing blog in TTI's was also conducted to disseminate the qualitative aspects of each institution.

Special training for I standard teachers

As part of comprehensive school development a special programme for I standard teachers was conducted and a supplementary material namely 'Disa' for distribution among 24 schools (STEP).

Mathematics teachers training

In order to make mathematical concepts concrete, using ICT and TLM, a workshop was conducted to develop 2 district materials namely, Mathematics through lines (ICT) and Mathematics worksheet (Ayudham).

Distance mode of training (Malayalam)

In order to develop professional efficiency of resource persons of Malayalam and Mathematics a special programme called Resource Persons Efficiency Enhancement Programme (REP) was conducted under DIET leadership. Workshops, tryouts, expert classes, review meetings, blog training and district mode training were the unique features of this programme.

- Printed notes were distributed to 35 resource team members. The material includes
 - historical background of maths.
 - development of concepts
 - Mathematical projects
 - Problem solving
 - Interrelationship with other subjects.
- The programme was evaluated based on pre-test and post test analysis.

ICT Training

50 Malayalam teachers, 22 Sanskrit teachers, 20 physical education teachers, 15 TTI teachers, were provided intensive ICT training, blog familiarisation, interactive mode training, ICT skills were the focus of the training.

LSS / USS invigilators training

For the smooth conduct of LSS / USS examination, special training were given to chief of LSS and USS exams and invigilators in the month of February.

VI. Parental awareness programme

As a followup action of the UNICEF study, parental awareness programme were conducted at Chittoor and Attappadi. This programme was intended to uplift to level of social and educational status of the backward sector.

VII. Material Development

Four distinct materials for the promotion of classroom transaction were developed under the STEP programme, 'Disa' (Part I and II) for standard I, 'Maths through lines' and 'Ayutham' for UP Mathematics, 'Science towards common man' for UP Science 'Bhramanam' for UP social science were the materials developed in this connection.

Other materials developed

- Learning and Teaching of Algebra
- Dhikshana (Articles of USS winners)
- Management study report (Educational Officers)
- Guideline for HM empowerment
- INSIGHT (Comprehensive Planner for TTI's)
- Signature (Kayyoppukal) (Articles of TTC Students)
- Reaching the unreached (UNICEFF and DIET Study Report)
- Anweshanam (SSLC result improvement programme)

VIII. Arivarangu

Classroom theatre tryout conducted in selected high schools to improve the quality of SSLC result.

IX. Research

- Action research report of 18 primary teachers.
- Management study (SHARE) effectiveness of intensive monitoring and support system on quality education in primary schools of Palakkad district.

X. IEDC

- Planning and review meetings of 35 RTs.
- Saturday classes
- House visits
- Field survey
- IED resource centre
- Supply of equipments
- Adopted materials development of use

XI. Seminar

To disseminate the findings of quality enhancement studies DIET conducted district level educational. Seminar at DIET campus.

XII. Convergence with other agencies

- Leadership of CDRG, DRG and TEP.
- Evaluation cool visioning of preparation.
- Report teacher empowerment programmes.
- Quality tracking
- SRG training for Sanskrit DRGS.
- Evaluation cool preparation for HS.
- Training for Saksharata prerases.
- Counselling for SSLC students.
- Academic leadership for comprehensive education programme.

XIII. Empowerment of DIET facilities

- Library renovation.
- Maintenance of computer lab.
- Maintenance of pedagogy lab of updation.
- Website upgradation

M. INSTITUTIONAL EXPECTATIONS

QUALITY DIMENSIONS

Preservice Teacher Education

- Preservice teacher education should be strengthened in the areas of inclusive education, research methodology documentation strategies, developing supplementary learning materials. Some innovative pedagogical interventions like theatre elements in pedagogy, disseminating local specific art, craft of culture and local text also to be emphasised.

Inservice Teacher Education

- Inservice education sector should be revitalised using innovative strategies efficient master resource persons should be trained for effective transaction of curriculum. Education administrators should be empowered through scientific management principles of strategies. Community leaders including PRI also to be oriented. Training needs of various beneficiaries also to be identified. Effective convergence of activities of various organisation are to be ensured.
- Teacher educators are to be empowered in NCFTE - 2009 through comprehensive orientation programmes.

Research Interventions

- Preservice students should be oriented in research methodology and practice. Teacher educators should be oriented to research methodology and forums of teacher educators should be formed. Tryouts and research should be undertaken on current issues of education in the district.

Support to schools

- Field level schools should be helped by DIET through onsite support, trainings, online training to teachers material development and journals. Monitoring format should be developed to make monitoring effective.

DIET as a resource centre

- DIET should be redesigned as a resource centre / teacher learning centre / pedagogy lab by upgrading library, local materials of importance, report of research studies, tryout report from studies.

Objectives	Issues / Problems	Strategies / Programmes
<p><u>Target to be achieved</u></p> <p>1. Teacher Education</p> <p>(a) Preservice Teacher Education</p> <ol style="list-style-type: none"> To empower preservice teacher education on inclusive education through various modes such as distance mode. To empower teacher trainees on research methodology and documentations of innovative practices. To supplement preservice teacher education curriculum through developing various supplementary learning of materials. To empower preservice students for facing teacher eligibility test. To provide training on theatre elements for effective curriculum transaction. 	<p><u>Pre-service Teacher Education</u></p> <ol style="list-style-type: none"> <ul style="list-style-type: none"> No sufficient importance is given inclusive education in curriculum. Lack of clear cut idea on the concept and strategies for inclusive education. Lack of efficient RP's to handle inclusive education. <ul style="list-style-type: none"> Lack of importance to research methodology of documentation and identification of innovative practices in curriculum. Lack of quality academic researches which are mostly peripheral. Lack of opportunities for identifying innovative practices. Lack of additional learning material to supplement TTC curriculum. No sufficient exposure or training to face teacher eligibility test in TTI's. 	<ol style="list-style-type: none"> <ul style="list-style-type: none"> Special package of inclusive education for PSTE students Proper orientation on research methodology to preserve trainees. Conducting five-day research workshop for teacher trainees in the district. Conducting a workshop on innovative practices in education for teacher trainees. Development of supplementary learning material essential for TTC curriculum transaction. <ul style="list-style-type: none"> A special training package for familiarizing TTI students. Orientation for teacher education on the package.

Objectives	Issues / Problems	Strategies / Programmes
<p>6. To empower the teacher trainees to identify, internalize, presence and disseminate level specific art, craft and culture.</p> <p>7. To introducing the idea of developing level text as an affection tool, considering of unique socio-economic and cultural aspects.</p> <p>b. In-service Teacher Education</p> <p>8. To empower master resource persons for conducting field level teacher training for effective transaction of curriculum using modern techniques and technologies.</p> <p>9. To conduct empowerment programme on school management to educational officers and HMs in the schools.</p>	<p>5. Lack of vision and experience / model in integrating theatrical elements in learning.</p> <p>6. Local specific art / cross / culture are not preserved of disseminated in society.</p> <p>7. Lack of awareness about local text and its importance in socio-economic and cultural aspects.</p> <p>Inservice Teacher Training</p> <p>8. Lack of the professional enrichment programme for MRP affects the quality of field level training.</p> <p>9. Lack of effective training on modern management strategies for the professional development of HMs and educational officers.</p> <p>10. Lack of proper owner on and awareness among SMC members representatives of local self Govt. and literacy workers.</p> <p>11. Training need not properly collected for designing suitable training.</p>	<p>5. • Residential theatre camp for PSTE students.</p> <p>• Formation of a team for leading the theatrical activities in the district.</p> <p>6. • Identification of local specific art, cultural, craft resources under TTI jurisdiction.</p> <p>Development of resource material by each TTI.</p> <p>• Establishment of a cultural corner exhibiting the unique features of art culture and tradition.</p> <p>7. • Orientation programme on local text importance, preparation and trying out.</p> <p>8. • Conduct of district level workshops and training programmes for setting up a pool of master resource persons for conducting field level teacher training.</p>

Objectives	Issues / Problems	Strategies / Programmes
<p>10. To orient and organise community leaders including SMC, heads of PRIs and literacy workers in the grassroot level.</p> <p>11. To develop a mechanism for identifying the training needs of various beneficiaries.</p> <p>12. To organise district level academic planning meeting for effective conveyance among educational functionaries.</p> <p>Professional Development of Teacher Educators</p> <p>13. To empower teacher educators of TTIs in revised curriculum based on NCF-TE 2009.</p> <p>14. To develop DIET as a resource centre / teacher learning centre of the district (Pedagogy Lab).</p>	<p>12.No effective convergence in academic programme and duplication of programmes in the district.</p> <p>Teacher educators prof. develop</p> <p>13. Lack of awareness among about NCFTE and lack teacher educators of minimum uniform activities in training institutions, which affect the quality of pre-service education.</p> <p>14. Lack of a model reference centre in the district for teachers to teacher educators.</p> <p>15. No effective mechanism for sharing of interacting among teachers 6 TEs.</p> <p>16. DIET websites are not updated and strengthened properly.</p> <p>17. Lack of proper orientation for BRC / CRC coordinators for facilitating school development plan.</p> <p>18. Lack of scientific identification of issues and solutions to academic problems.</p>	<ul style="list-style-type: none"> • Refresher training and review meeting, MRPS for renewing field level experience and refining modules. • Development of subjectwise groups and establishment of forums for exchanging and sharing ideas. <p>9. • Conduct of empowerment programme for educational officers and HMs on modern management strategies.</p> <ul style="list-style-type: none"> • Monthly review cum planning meeting of educational officers. • Monthly planning meeting of headmasters. • Training to newly headmasters. • Development of monitoring tools and support material for educational officers and headmaster.

Objectives	Issues / Problems	Strategies / Programmes
<p>15. To develop forums of teacher educators to ensure continuous interactions and sharing.</p> <p>16. To strengthen DIET website as a dynamic link between teacher educators and teachers.</p> <p>17. To empower BRC and CRC co-ordinators on school development plan, district specific issues and planning.</p> <p>18. To initiate researches on specific issues in education, among teacher educators and BRC/CRC co-ordinators.</p> <p>19. To design and familiarise new strategies on continuous school monitoring among teacher educators in the light of RTE.</p> <p>20. To conduct district and state level seminars for the professional development of teacher educators.</p>	<p>19. School monitoring and feedback system is not effective.</p> <p>20/21. Lack of forum for sharing ideas.</p> <p>Programme for institution classes</p> <p>22. DIET as a institution lack vibrant, research attitude, and innovative outlook.</p> <p>23. Lack of proper co-ordination and convergence among project functionaries and NGO's in the district.</p> <p>24. Lack of proper media and technology for sharing and exchanging ideas in the district.</p>	<ul style="list-style-type: none"> • Exposure trips to visit to management institutions. <p>10. • Orientation programmes for SMC members, PRI's and literacy workers.</p> <ul style="list-style-type: none"> • Establishment of resource persons pool and continuous updation of the group through review and refresher training for SMC, PRIs literacy programmes. • Development of additional reading materials for SMC and PRI members. • Development of monitoring tool for the functionaries of SMC and PRIs. <p>11 • Conduct of regular review meeting of DRP's, educational officers and analyse the feedback of teachers through various means.</p>

Objectives	Issues / Problems	Strategies / Programmes
<p>21. To publish journal for sharing and disseminating innovative practices in elementary education.</p> <p>Programmes for institutional changes and improvement</p> <p>22. To develop DIET as a vibrant institution by empowering human resources through researches, exposure trip and tryouts.</p> <p>23. To develop an effective mechanism for convergence among various project functionaries and non-government organisations within the district.</p> <p>24. To develop a satellite interactive terminal for sharing and exchanging ideas.</p>		<ul style="list-style-type: none"> • Conduct of researches and studies on the import and effectiveness of various programmes. • Strengthening monitoring mechanism during training and school visits. • Strengthening the existing website of blogs by making it interactive and pooling the field level responses directly. <p>12. • Conduct of monthly review cum planning meeting of educational officers.</p> <ul style="list-style-type: none"> • Publication of journal highlighting important activities conducted and future programmes designed. <p>13. • Conduct of initial training and refresher to training equip T Educators in using ICT effectively for curriculum transaction.</p>

Objectives	Issues / Problems	Strategies / Programmes
		<ul style="list-style-type: none"> • Conduct of monthly review cum planning meeting to highlight excellence and to sort out issues in curriculum transaction. • Development of supplementary learning materials and planner for easy reference for teacher educators. • Developing research team among teacher education to facilitate research, on current issues in primary education. <p>14. • Developing DIET as a resource centre by renovating library materials and resources.</p> <ul style="list-style-type: none"> • Establishing a pedagogy lab with net facilities, local materials, report of studies, innovations from the field, statistics, reference books on pedagogy, teaching aids, kits for hiring and demonstration, digital linking. <p>15. • Constituting a forum of subject teachers and teacher educators for discussion, experiments, experience and seminars.</p> <p>16. • Strengthening DIET website as a dynamic link with TE and teachers. (Modules, innovative activities etc.)</p> <ul style="list-style-type: none"> • Conduct of online courses and distance education programmes. <p>17. • Empowerment training and refresher training programme and CRC / BRC co-ordinators.</p> <ul style="list-style-type: none"> • Strengthening weekly review meeting of BRC to ensure top to bottom convergence and to address pedagogic issues at the field level.

Objectives	Issues / Problems	Strategies / Programmes
		<p>18 • Orientation programmes in research to BRC / CRC co-ordinators.</p> <p>• Conduct of action research on field issues.</p> <p>19 • Development of monitoring tools and familiarisation to CRC / BRC co-ordinators.</p> <p>20 • Conduct of district level and state level seminars on important topics of education.</p> <p>21 • Publication of journal for disseminating innovative practices in elementary education.</p> <p>Programmes for institutional changes</p> <p>22 • Initiate different research programmes and tryout on district specific issues.</p> <p>• Conduct of study tours and exposure trips for experiencing innovative practices across the nation.</p> <p>• Conduct tryout programmes in specific schools which are facing difficulties and conduct actions project to solve specific issues.</p> <p>23 • Conduct convergence meeting among educational officers and project functionaries.</p> <p>• Associate with non-government organisations working in child right, CWSN and literacy activities.</p> <p>• Associate with district panchayat to design suitable project for district and implementation as a model academic agency.</p> <p>• Associate with B.Ed. college and other teacher education centres for exchange of ideas and academic interaction.</p> <p>24 • Development of satellite interactive terminal for sharing and exchanging ideas.</p>

A. PRE-SERVICE PROGRAMME

Name of course (D.Ed)	Intake approved by NCTE	Duration of programme	Actual no. of trainees admitted in 2011-12
1	First year 40 Second year 40	2 year	40

B. RESEARCH AND ACTION RESEARCH

Function	During 2011-12			Plan for 2012-13				For the next 5 years
Research Title	Numbers	Dissemination details (How was the research used)	Total Expenditure	Planned Numbers	Dissemination details (How would the research be used)	Estimated expenditure	Expected outcomes	
Empowerment programme for BRC and CRC coordinators				150		225000		
Research studies on current issues in education				10		250000		
Action research for teachers and teacher educators	15	Seminar and journal	70243	50		100000		
District level seminar on important topics of education				5		125000		
						700000		3500000

C. RESOURCE CENTRE AND DOCUMENTATION

Function	During 2011-12			Plan for 2012-13				For the next 5 years
Resource support types	No. of documents/publications released	No. of orientation held with teachers	Total Expenditure	Planned No. of documents/publications releases	Planned no. of orientation held with teachers	Estimated expenditure	Expected outcomes	
1.								
2.								
3.								

D. TRAINING PROGRAMMES FOR TEACHERS, BRC AND CRC CO-ORDINATORS, VEC, SMC, MEMBERS, ETC.

Function	During 2011-12			Plan for 2012-13				For the next 5 years
Nature of programme	No. of participants	Average duration of programme	Total Expenditure	Planned Number of participants	Average duration of programme	Estimated expenditure	Expected outcomes	
Distance mode training on inclusive education for student teachers in the district.				600	6	450000		
Material devpt workshop for the distance mode training-inclusive education.				30	7	210000		
Material devpt workshop for student teachers-curriculum transaction.				30	7	210000		
Orientation on research methodology to student teachers				150	2	45000		
Workshop on research for student teachers.				100	5	150000		
A special training for teacher educators to familiarise supplementary material				100	3	90000		
Residential theatre camp for PSTE students.				40	5	7000		
Creative workshop of resource material to identify local specific art, cultural resources under TTI jurisdiction.				20	3	60000		
DRG - district level master resource persons to conduct field level training				80	5	200000		

Function	During 2011-12			Plan for 2012-13				For the next 5 years
Nature of programme	No. of participants	Average duration of programme	Total Expenditure	Planned Number of participants	Average duration of programme	Estimated expenditure	Expected outcomes	
Refresher training and review meeting of master resource persons.				80	10	400000		
Visioning workshop for subjectwise forum.				40	2	40000		
Refresher training and review meeting for teachers of subject wise forums.				40	6	120000		
Empowerment programme for educational officers and newly promoted Hms.				150	3	450000		
Monthly planning and review meeting of educational officers.				50	5	187500		
Orientation programme for SMC members and PRIs - DRG				50	2	30000		
Review meeting and refresher training for DRGs (personnel of SMCs and PRIs)				50	3	45000		
Monthly planning and review meeting of TTI principals.				15	10	45000		
Convergence meetings on non-govtl. organisations.				20	1	6000		
Teacher training	1681	2 days average duration	855423			2808500		14042500

E. PROGRAMMES CONDUCTED FOR FACULTY OF DIET

Function	During 2011-12			Plan for 2012-13				For the next 5 years
Name of institution	No. of DIET faculty covered	Brief nature of the programme	Total Expenditure	No. of DIET faculty to be covered	Brief nature of the programme	Estimated expenditure	Expected outcomes	
Exposure trip to DIET faculties to familiarise innovative practices across the nation.	11	Explosure trip	100000	21	Explosure trip	500000		
						500000		2500000

F. TECHNOLOGY IN TEACHER EDUCATION

Function	During 2011-12			Plan for 2012-13				For the next 5 years
	Number of teacher educators covered	Brief objective of the programme	Total Expenditure	Planned number of teachers/ teacher educators covered	Brief objectives	Estimated expenditure	Expected outcomes	
E.g. 1. EDUSAT based training 2. Teacher education MIS 3. Computer literacy programs								
Initial training and refresher training to equip teacher educators using technology in education	100		100000	100		150000		
Strengthening of DIET website			10000			25000		
One time assistance for hardware support.						500000		
Cost of hub						70000		
ICT orientation to DIET staff				20		100000		
Maintenance of DIET computer lab.			10000			200000		
						1045000		2725000

G. INNOVATIONS

Function	During 2011-12			Plan for 2012-13				For the next 5 years
Nature of innovation	No. of beneficiaries covered	Brief objective	Total Expenditure	No. of beneficiaries proposed to be covered	Brief objectives	Estimated expenditure	Expected outcomes	
Exposure trips to visit management institutions by educational officers.				50		30000		
Conduct of online courses and distance education programme (maths, SS and English)	100		50000	150		75000		
						105000		525000

H. CONTENT & MATERIAL DEVELOPMENT

Function	During 2011-12			Plan for 2012-13				For the next 5 years
Type	No. of Publications/ releases	Target Group	Total Expenditure	No. of proposed publications/ releases	Target Group	Estimated expenditure	Expected outcomes	
Material preparation for the distance mode training-inclusive education.				1	50	30000		
Supplement material essential for TTC curriculum transaction.				1	50	30000		
Resource material to identify local specific art, cultural resources under TTI jurisdiction				1	50	40000		
Creative workshop of resource material and monitoring tool for academic leaders (educational officers and hms				2	20	20000		
Hand book and monitoring tool preparation workshop for SMC and PRI.				3	20	24000		
Publication of journals for disseminating innovative practices.				3	300	75000		
Material preparation	20	2000	161490			219000		1095000

I. ON-SITE SUPPORT TO TEACHERS

Function	During 2011-12			Plan for 2012-13				For the next 5 years
Eg. Visits of schools	Numbers visited	Average duration of each visit	Total Expenditure	Planned numbers visited	Average duration of each visit	Estimated expenditure	Expected outcomes	
Tryouts and implementation of quality projects in school	5	1	130000	40	1	130000		
						130000		650000

J. SEMINAR

Function	During 2011-12				Plan for 2012-13			For the next 5 years
Programme	Planned no. of participants	Average duration of programme	Unit cost	Estimated expenditure	Planned no. of participants	Average duration of programme	Total expenditure	
National workshop on teacher education in collaboration with bed college in district.	100	1		25000	200	1	100000	
							100000	500000

K. INFRASTRUCTURE

Function	During 2011-12				Plan for 2012-13			For the next 5 years
Programme	Planned no. of participants	Average duration of programme	Unit cost	Estimated expenditure	Planned no. of participants	Average duration of programme	Total expenditure	
Auditorium					1	1	1500000	
Furnishing the auditorium					1	1	400000	
							1900000	9500000

L. RESOURCE CENTRE

Function	During 2011-12				Plan for 2012-13			For the next 5 years
Programme	Planned no. of participants	Average duration of programme	Unit cost	Estimated expenditure	Planned no. of participants	Average duration of programme	Total expenditure	
Strengthening of resource center-net facility, local material, study reports, statistical datas, reference books, teaching aids and digital library					1	1	100000	
							100000	500000

M. BUDJET AND FINANCE

Sl. No.	Head of Expenditure	Central assistance in 2011-12	Expenditure incurred	Unspent balance as on 31.03.2012	Total proposed 2012-13	State Contribution 2012-13	Claim from GOI (2012-13)
1.	Strengthening physical infrastructure civil works 2 equipments.	0	0	0	2000000 870000	500000 217500	1500000 652500
2.	Programmes and activities salary of faculty and staff sanctioned and filled up after.	1800000	1800000	0	3000000	750000	2250000
3.	Salary of faculty and staff sanctioned and filled up after upgradation.			0	13260000	3315000	9945000
4.	Faculty development	100000	100000	0	500000	125000	375000
5.	Contingency	185000	185000	0	1500000	375000	1125000
	Technology in teacher education						
12.	Hardware support				500000	125000	375000
13.	Purchase of Hub				70000	17500	52500
14.	One time orientation / training of teacher educators				100000	25000	75000
15.	Additional support / maintenance				200000	50000	150000

N. CLAIM FOR RECURRING ASSIST

S.NO	District	Upgraded or not	Year of sanction	No of posts										Estimated annual expenditure	State contribution	Net claim from GOI on account of salaries for 2012-2013					
				Principal Pay scale			Sr Lecturer Pay scale			Lecturer Pay scale			Para academic Staff								
				sanctioned		filled up as on 31.3.12	sanctioned		filled up as on 31.3.12	sanctioned		filled up as on 31.3.12	sanctioned				filled up as on 31.3.12				
				After upgradation	n		After upgradation	n		After upgradation	n		After upgradation	n							
1	Palakkad	Upgraded	1992	1		1		7		4		13		11		10		9	13260000	3315000	9945000