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RESEARCH ARTICLE

A STUDY OF DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIETs) ROLE IN IMPROVING THE KNOWLEDGE AND SKILL OF IN-SERVICE ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

In-service training plays a crucial role in teacher's development. The National Policy on Education, (1986) stipulated that "Teacher education is a continuous process and its pre-service and in-service components are inseparable." UNESCO (1986) also stresses the importance of In-service education and observes, "In-service training is on the whole as effective as pre-service training, if not more so in its effect on quality". Professional development of a teacher begins with Pre-service and gets renewed through In-service programs. It does not mean that there is a simple linearity between the two. There are elements of 'change' and 'continuity' in teacher education system, which necessitate renewal, and up gradation of skills and competencies. In-service courses are offered to teachers to upgrade knowledge and pedagogical skills. In-service courses are also offered to prepare teachers for new roles. It can be offered through long or short-term orientation or enrichment programs. The present study has been carried out to study of the role-played by DIETs in improving the knowledge and skills of in-service elementary school teacher's. The main findings are: In-service training program organized by DIETs helped to improve the teaching learning process, refreshing knowledge and improving teaching skills among teachers. Majority of the teachers opined that the content covered during In-service training was appropriate and according to their need, these programs improve the communication ability and self confidence in teachers.

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INTRODUCTION

The DIET is designed to improve and enrich the academic background of elementary school and other personnel at the lowest level of the educational system. If the teachers acquire professional competencies and commitment to perform their multiple tasks in the classrooms, schools and community in genuinely professional manner, then a chain of reactions can begin by starting with a sound teacher performance, culminating into high quality learning in the students' cognitive, affective and psychomotor areas of human development. The role of the teacher in the growth of education and child has always been recognized. District Institutes of Education and Training (DIETs) were set up in the country with a view to improve the quality of elementary education. It was envisaged that the DIET would provide Pre-service as well as In-service education to all the elementary teachers in the districts. A DIET is charged with the responsibility of educational development of its catchment area (district). Besides providing Pre-service and In-service teacher education, DIETs are required to provide training. A DIET has seven academic branches having different roles and functions as per the direction of MHRD. The main task of DIET to lend

academic and resource support at the grass root level for the successful implementation of various strategies and programs concerned with Elementary Education.

Justification of the study

These institutes have been in existence for more than 2 decades and contributing in the development of elementary education in their areas of jurisdiction i.e., Revenue District of their location. DIETs are expected to work as a mission and they have a very important pace-setting role to play for quality elementary education. It was thought pertinent to examine the efficacy of these institutes in improving the knowledge and skills of in-service elementary school teachers.

Objective of the Study

The main objective of the study was to study the role of DIETs in improving the knowledge and skills of in-service elementary school teachers in Delhi.

Research Method

The present study has been carried out to study of the role-played by DIETs in improving the knowledge of in-service elementary school teacher's in Delhi. Therefore, all the DIETs

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situated in Delhi constitute the population of the present study, four DIETs were selected randomly. The DIETs thus selected were DIET Daryaganj, DIET Ghumanhera, DIET Moti Bagh and DIET Pitam Pura. 200 teachers (50 teachers from each DIET) who received In-service training from those four sampled DIETs were selected on purposive basis from the schools lying under the jurisdiction of the respective DIETs. In order to collect data, the researcher used self-developed questionnaires. To interpret and analyze the data, percentage and average statistical technique were used.

Analysis and Interpretation of data

Table 1. DIETs Role towards Quality of In-service Education (N=200)

S.No	Description of Items	Agree to Large Extent	Agree to Some Extent	Least Agree
1	DIET contributes towards improvement of teaching-learning processes in elementary education	(43) 86	(53.5) 107	(3.5) 7
2	As a nodal agency DIET coordinates with all concerned agencies in District for development of elementary education.	(36) 72	(58.5) 117	(5.5) 11
3	DIET develops leadership qualities among teachers to solve problems of elementary education at local level	(34) 68	(56.5) 113	(9.5) 19
4	DIET provides quality in-service training for refreshing knowledge and improving teaching skills among teachers	(49) 98	(48) 96	(3) 6
5	DIET guides teachers from time to time for improvement of elementary school system.	(46.5) 93	(51.5) 103	(2) 4
6	DIET provides experience-based training to Teachers.	(42) 84	(50) 100	(8) 16
7	DIET enables teachers to solve day-to-day problems for teaching effectively.	(37) 74	(46.5) 93	(16.5) 33
8	DIET enables teachers to manage school system effectively with community support.	(36.5) 73	(43) 86	(20.5) 41

(Figure shown in parenthesis indicate percentage)

- It is evident from the responses on Item No. 1 of Table 1 that 53.5% of the respondents were of the view that DIET contributes, to some extent, towards improvement of teaching-learning processes in elementary education whereas 43% respondents agreed, it does, to a large extent, and 3.5% were least agreed to this issue.
- Item No. 2 reveals that 58.5% respondents opined that DIETs work as a nodal agencies and co-ordinates with all concerned agencies in the district for the development of elementary education whereas 36 percent respondents agreed it does to large extent and 5.5% were least agreed.
- With regard to Item No. 3, 56.5% of the respondents agreed that the DIET develops leadership qualities among teachers to solve problems of elementary education at local level to some extent, whereas 34% respondents agreed it does, to large extent, and 9.5% least agreed on this issue.
- The data on Item No. 4 shows that 49% of the respondents agreed that DIET provides quality In-service training for refreshing knowledge and improving teaching skills among teachers to some extent, whereas 48% respondents agreed it does to large extent and 3% least agreed to this point.
- In Item No.5, 51.5% teachers agreed that DIET guides teachers from time to time for improvement of elementary school system to some extent, whereas 46.5% agreed it does to large extent and 2% least agreed on this issue.
- On Item No. 6, 50% of the respondents agreed that DIET provides, experience-based training to teachers, to some extent, whereas 42% agreed it does to large extent and 8% least agreed on this issue.
- The data on Item No. 7 indicates 46.5% teachers agreed that DIET, to large extent, enables teachers to solve day-to-day problems for teaching effectively to some extent, whereas 37% respondents agreed it does to large extent and 16.5% least on this issue.
- The data on Item No. 8, indicates that 36.5% respondents agreed that DIET enables teachers to manage school system effectively with community support to large extent, whereas 43% agreed it does to some extent but 20.5% least agreed on this view.
- Item No. 1 of Table 2 reveals that 53% of the respondents agreed to some extent that physical facilities for In-service training activities in DIET were appropriate, whereas 33% least agreed and 14% agreed to large extent on this issue.
- Item No. 2 shows that 54.5% of the respondents agreed to some extent that the objectives of in-service training are relevant to the needs and problems of teachers whereas 27% agreed to large extent and 18.5% least agreed on this issue.
- With regard to Item No. 3, 60.5% of the respondents agreed to some extent that learning materials supplied to trainees during In-service training were useful whereas 28% were least agreed and 11.5% agreed to a large extent.
- In Item No. 4, 70% of the teachers agreed to some extent that the heads of delivery of content during in-service training are appropriate whereas 19% respondents agreed to large extent and 11% least agreed on this issue.
- The same table also reveals that for Item No. 5, 52% respondents agreed to some extent that audio-visual aids/media used during training help in better communication but 30% of them agreed to large extent and 18% least agreed.
- The responses on Item No. 6 indicates 58.5% respondents agreed to some extent that group activities organized during In-service training were appropriate whereas 32.5% respondents were agreed to large extent and 9% least agreed on this issue. On Item No. 7, 51% respondents agreed to some extent that resource persons of

training were competent whereas 25% respondents agreed to large extent and 24% least agreed on this issue.

- With regard to Item No. 8, only 51% of the teachers agree to some extent that assignments given during training (whether in question answer project) help to improve their competency whereas 31.5 % agreed to large extent and 17.5% least agreed.

agreed to some extent that activities organized during in-service training program helped them to improve their competency in using different methods of teaching whereas 31.5% respondents agreed to large extent and 10.5% least agreed on this issue. The data on Item No. 6 indicates that 72% of the respondents agreed to some extent that activities organized during in-service training Program help to improve

Table 2. Quality of In-service Training Program Organized by DIETs (N= 200)

S.No	Description of Items (What are your perception of the quality of training Program organized for In-service teachers by DIET) In your opinion:	Agree to Large Extent	Agree to Some Extent	Least Agree
1.	Physical facilities for in-service training activities in DIET are appropriate.	(14) 28	(53) 106	(33) 66
2.	The objectives of in-service training are relevant to the needs and problems of teachers.	(27) 54	(54.5) 109	(18.5) 37
3.	Usefulness of the learning material supplied to trainees during in-service training.	(11.5) 23	(60.5) 121	(28) 56
4.	Appropriateness of content during in-service training.	(19) 38	(70) 140	(11) 22
5.	Audio-visual aids / media used during training help in better communication.	(30) 60	(52) 104	(18) 36
6.	Group activities organized during in-service training are appropriate.	(32.5) 65	(58.5) 117	(9) 18
7.	Resource persons of training are competent.	(25) 50	(51) 102	(24) 48
8.	Assignments given during training (whether in question answer project) help you to improve your competency	(31.5) 63	(51) 102	(17.5) 35

(Figure shown in parenthesis indicate percentage)

Table 3. Enhancement of skills during In-service Training (N=200)

S.No	Description of Items (In your opinion activities organized during In-service training help to enhance your:	Agree to Large Extent	Agree to Some Extent	Least Agree
1	Communication abilities.	(23) 46	(69.5) 139	(7.5) 15
2	Self-confidence in dealing with complex problems of teaching.	(21.5) 43	(70.5) 141	(8) 16
3	Organizational skills.	(21) 42	(65.5) 131	(13.5) 27
4	Content mastery in new subjects.	(29.5) 59	(57.5) 115	(13) 26
5	Competency in using different methods of teaching.	(31.5) 63	(58) 116	(10.5) 21
6	Acquaintance with new technology in teaching- learning system.	(16) 32	(72) 144	(12) 24
7	Skills of effective evaluation of learner's performance.	(13.5) 27	(73) 146	(13.5) 27

(Figure shown in parenthesis indicate percentage)

It is evident from the responses on Item No.1 of Table 3 that 69.5% of respondents agreed to some extent that activities organized during In-service training program helped them to improve their communication abilities, whereas 23% respondents agreed that it helped them to a large extent and 7.5% least agreed to this issue. On Item No. 2, 70.5% of the respondents agreed to some extent that activities organized during In-service training program helped them to improve their self-confidence in dealing with complex problems of teaching whereas 21.5% respondents agreed to large extent and 8% least agreed to this issue. The responses on Item No. 3, 65.5% of the respondents agreed to some extent that activities organized during In-service training program helped them to improve their organizational skills whereas 21% percent respondents agreed to large extent and 13.5% least agreed on this issue.

The data on Item No. 4 shows that 57.5% of the respondents agreed to some extent that activities organized during In-service training program helped them to improve their content mastery in new subjects whereas 29.5% respondents agreed to large extent and 13% least agreed on this view. From the above table it shows that on Item No. 5, 58% of respondents

their acquaintance with new technology in teaching- learning system whereas 16% respondents agreed to large extent and 12% least agreed about this issue.

With regard to Item No.7, the results reveal that only 73% respondents agreed to some extent that activities organized during in-service training Program helped them to improve their skills of effective evaluation of learner's performance whereas 13.5% respondents each agreed to a large extent and least agreed about this issue.

Main Findings

1. On the strength of in-service programs organized by DIETs, the in-service teachers found these Programs interesting with methodology of curriculum transaction used very effectively.
2. The in-service teachers also opined that, In-service training program organized by DIETs helped to improve the teaching learning process, refreshing knowledge and improving teaching skills to some extent.
3. Majority of the teachers opined that the content covered during In-service training was appropriate and according to their need.

4. The In-service teachers agree to some extent that the physical facilities during In-service training were appropriate and the use of audio-visual aids helped them to improve their communication ability and self confidence.
5. The teachers agree to some extent that In-service training program improve the competency in using different methods of teaching and skills of effective evaluation.

Educational Implication

1. The study has its implications for strengthening DIETs, policy makers, administrators, curriculum framers, and faculty of DIETs. The findings of the present study can help the authorities to implement the DIETs scheme in an effective manner.
2. Evaluation of In-service training program helps in better planning and coordination which will enrich the quality of future program, thus modifying the course design and filling the gap between course content and lecture delivered.

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