CHAPTER I

INTRODUCTION

Education has become one of the determining factors of social development. Changes are attested in the field of knowledge, technology and industry. These have effectuated conspicuous impact on the concept, philosophy, discipline, theory and practice in education. There is a continuous growing demand and dialogue to further improve the design and expand the goals and means of education especially in the field of primary education. Drastic changes have been taking place in the curriculum of primary education. These necessitate a redefinition of the roles of learner, learning material, learning environment, teacher, parent and the society.

Role of Learner

"The learner" is considered as the centre of education process. The nature of the learner has to be taken as a major factor in designing the curriculum and its transaction. So learner centred approach has been adopted in the field of education. The autonomy of learner is important in a learner centred curriculum. In this context, the role of learner has drastically changed.

Learning Material

In the traditional system of education, textbooks were the only recognised learning material which had to be followed by the
learner. It leads to the shrinking of the learning sphere of a dynamic learner. Text book is considered as one of the learning materials. The materials used by the learner for his information and study including periodicals, the environment, society and electronic media etc. have equal importance and relevance with the text book.

Learning Environment

The learning environment, in the view of the new educational perspective, includes the situations available to the learner inside and outside the school. The local resources are the best resources for this mode of study. The learning experience gained through the classroom learning is not enough for the total development of the learner.

Parents and Society

The parents and society play a vital role in the process of education. Society is considered as the final consumer of the impact of the educational process. As society has the power to determine its educational goals, the inter-linkage between society and school is crucial.

Teacher - a new Perspective

In the conventional system of education teacher was considered as the centre of the educational process. While we place the learner at the centre, the role of teacher has changed as a facilitator. It
demands the upgradation of knowledge and skills among teachers. In a growing world, which is shrinking as a village, the teacher has to face a number of challenges. In order to equip himself he has to become a researcher and he needs lifelong education. It can create a kind of professionalism.

In the discussion document published by NCTE (1998) 'Competency Based and Commitment Oriented Teacher Education for Quality School Education' the role of teacher is described as follows.

The teacher may be one who:

- is liked and loved by the children, appreciated by the community, and endured by the peers;
- is modest and has the necessary self-confidence and self-image of being a partner in the nation-building process;
- is aware of the impact of knowledge explosion, population explosion and explosion of the rising expectations from education;
- knows how to collect information from the right sources and process it for the teaching learning strategies;
- is willing to renew his/her approach, methodology and techniques in accordance with the changing times;
- is confident, willing and skilled to achieve professional upgradation, particularly through self-directed learning:
realises his position as a role model for the children and as a communicator of new developments to the community; and

has the capacity, as a socialising agent, to interact with all those who could help enhance institutional efficiency and contribute to the growth, relevance and utility of education.

The development of the teachers detailed above can be possible through proper teacher education. It may be carried out in two ways — as "pre-service" and "in-service". Pre-service teacher education is a process of transformation of a layman into a competent and qualified teacher. So it is the initial improvement and enlightenment stage of professional transformation. However, the in-service education is considered as the further empowerment and re-empowerment as a consequence of changes in the school system.

**Importance of In-service Teacher Training**

In-service teacher training is necessary to keep the attention focussed on the need for improved quality of educational outcome through better performance. It helps to maintain an environment that would facilitate quality learning in schools through teachers' own commitment and enable teachers to develop their competency which they need to pursue in their career options. It is important in developing the concept of teaching as a profession offering
career-long challenges, satisfaction and rewards and it maintains the motivation and enthusiasm of teachers and other functionaries.

In service Training - A historical perspective

The need for in-service training was felt in 1949 when the University Education Commission under the Chairmanship of S. Radhakrishnan stressed the importance and essentiality of re-empowerment of the teacher. The Commission observed that it is extraordinary that our school teachers teach whatever the subject they learn before reaching the age of 24 or 25 and their further education is left to experience which in most cases is another name for stagnation. The Commission also recommended that the scheme of refresher courses could be made a real success if the authorities of schools and colleges and government education departments made certified attendance at the university refresher courses every four or five years, a qualification for promotion.

The Secondary Education Commission in its report stressed the importance of in-service teacher training at secondary school level. It points out: “However excellent the programmes of teacher training may be, it does not by itself produce an excellent teacher. It can only engender the knowledge, skills and attitudes which will enable the teacher to begin his work with a reasonable degree of confidence and with the minimum amount of experience. Increased efficiency will
come through experience critically analysed and through individual and group efforts and improvement. The teacher training institution should, therefore, accept its responsibilities for assisting in this in-service of teacher training”.

The Education Commission (1964-66) highlighted the significance of in-service education in all respects. The Commission observes: “In all the professions there is a need to provide further training and special course of study, on a continuing basis, after initial professional preparation. The need is most urgent in the teaching profession because of the rapid advancement in all fields of knowledge and the continuing evolution of pedagogical theory and practice”.

This Commission has specified the following considerations for teacher training programme:

“A comprehensive programme of improvement is urgently needed in teacher-education and we propose to discuss this under the following heads.

- Remove the isolation of training institutions by bringing them into the direct stream of the academic life of the Universities and by building up closer relations with the schools and training institutions preparing teachers for different levels.

- Improving the quality of training programmes and training institutions.
- Expanding training facilities.

- Making adequate provisions for the continuing professional education for all teachers; and

- Creating appropriate agencies, both at the Centre and States, for the maintenance of students in teacher education”.

The National Council of Educational Research and Training (NCERT) was established on 1961 with the aim of improving the quality of education in the country. One of the major functions of NCERT is designing in-service teacher training. It promotes the experimentation in classroom instruction by the teachers through the Extension Services Departments. The NCERT has organised in-service education activities for teachers and teacher educators at primary and secondary levels.

In 1964 State Institutes of Education (SIEs) were established for organising in-service education for the educational practitioners especially concerned with primary education. The State Councils of Educational Research and Training (SCERTs) are the main agencies for planning, implementation and monitoring in-service education for teachers both primary and secondary. Some of the SCERTs have developed innovative strategies for in-service education of primary teachers.
The National Commission on Teachers (NCT) was established in 1985. It highlighted the fact that the explosion of knowledge, revolution in the world of media with contemporary issues demanding urgent attention would necessitate the need for helping teachers to keep abreast of things. The Commission recommended that the attendance in an in-service training course be made mandatory for every teacher at least once in five years, and that the average length of such a course be made two weeks. The NCT-1 further highlighted the absence of clear-cut policies and priorities of in-service education and the lack of any systematic identification of needs. They observed that the content and the quality of programmes offered are generally poor and the strategies for training are vague and apathetic consequently.

National Council of Teacher Education (NCTE) was established for the strengthening of teacher education in the country.

The National Policy on Education (NPE), 1986 gives paramount importance to the status and professional competence of teachers. In the Programme of Action (PoA-86) the state of teacher education was reviewed. Some of the broad conclusions in respect of teacher education in the country are as follows:

1. The professional commitment and overall competence of teachers leaves much to be desired.
2. The quality of pre-service education has not only improved with recent developments in pedagogical science, but has actually shown signs of deteriorating.

3. Teacher education programmes consist mainly of pre-service teacher training, with practically no systematic programmes of in-service training facilities which are lacking.

4. There has been an increase in sub-standard institutions of teacher education, and there are numerous reports of gross malpractices.

5. The support system provided by the State Councils of Educational Research and Training (SCERT) and University Departments of Education has been insufficient and there is no support system below the state level.

The Programme of Action of National Policy on Education (PoA-. NPE 86) observed that the present arrangement for in-service training is insufficient and adhoc. It emphasizes that the teacher education is a continuous process, with the pre-service and in-service components being inseparable.

The District Institutes of Education and Training (DIETs) were established in 1989 as part of the centrally sponsored scheme for the restructuring and reorganisation of teacher education which was formulated in the light of above perspective. These institutes are intended to organize pre-service and in-service courses for elementary
school teachers and for the personnel working in non-formal and adult education. Other functions of the DIETs include action research and experimentation work, serving as resource and learning centres for primary and upper primary schools as well as non-formal and adult education programmes and providing educational technology and computer education support at the district level.

The Committee for Review of National Policy on Education -1986, under the Chairmanship of Shri Acharya Ramamurti (1990) emphasized the strengthening of District Institute of Education and Training (DIET). The Commission argues that the state governments must ensure full autonomy to DIETs for embarking upon their own programme of research and training, so that they will be able to play their expected role in bringing about quality improvement and reforms.

The Central Advisory Board of Education Committee on Policy (1991) under the Chairmanship of Shri N. Janardhana Reddy emphasized that training and management of in-service training programmes for elementary teachers should be the responsibility of the DIETs only. It has recommended for district level identity with enough operational flexibility to the DIETs.

Revised Programme of Action of NPE (1992) gives stress on keeping in view the desired goal of providing in-service training to all teachers at the interval of five years while attempt will be made to
provide maximum coverage through DIETs. Special Orientation Programmes for teachers will also be launched. It recommended that the SCERTs be made independent and autonomous, overseeing the functioning of DIETs, DRU, etc. It proposes that the existing programme for teacher educators be suitably modified taking into account the present day training needs. The induction and continuing training programmes for the DIETs/CTEs/SCERTs faculty will be designed and implemented by the NCERT, NIEPA etc. The Distant mode of in-service training will be implemented by NCERT through SCERTs and DIETs. Under this programme as well as under the training programmes conducted by the DIETs, the emphasis will be on training the teachers in the use of Operation Black Board Materials and orienting them towards the MLL strategy with a focus on teaching of language, Mathematics and environmental studies.

1.1 NEED AND SIGNIFICANCE OF THE STUDY

District Institute of Education and Training (DIET) was formulated mainly with the aim of improving the quality of primary education. It has three main functions in the area of primary education:

1. Training
2. Resource support
3. Action Research
Considerable development has taken place with the establishment of DIETs in the area of primary education. DIETs have launched many in-service teacher-training programmes which help the teachers to enrich themselves in conceptualisation content and methodology. Even then there are some pitfalls in the functioning of DIETs which needs immediate attention.

The Central and State Governments are spending a huge amount for the functioning of DIETs. This investment demands a good return in the form of Quality Primary Education. In order to achieve this goal timely assessment and reviewing are needed. The strengthening of DIETs will yield a good deal in the area of primary education.

The functioning of DIETs is not up to the mark due to some academic and administrative problems. The limitations pointed out by many sources regarding the functioning of the DIETs are the following:

1. Inadequate infrastructural facilities for conducting extensive in-service teacher training programmes to fulfil the need and demands of primary education field.
2. Lack of adequately trained personnel for designing and carrying out meaningful training programmes.
3. Lack of proper directions and timely funding from the authorities.
4. Lack of academic autonomy to DIETs for initiating varieties of programmes.

5. Limited co-ordination with the education department.

6. Lack of co-ordination among faculties in the DIETs.

A close scrutiny is needed in the designing, planning and implementation of in-service teacher training programmes for making them meaningful. Each and every course has to be evaluated with various measures for identifying its effectiveness. The training programmes will become a waste of resources if proper follow-up activities are not formulated. The improvement reflected in the school administration as a result of the management training to Headmasters has also to be reviewed. By reviewing all the above factors, decision can be taken for the re-designing of the role and function of DIETs.

The impact of all the activities of DIETs related to primary education has to be assessed in terms of classroom situation. The changes in mode of transaction and student achievement are the main measures in assessing the effectiveness of in-service training programmes. So facility for classroom observation is essential for distinguishing the desirable changes has been provided by in-service training.

Primary schools expect a sustainable resource support from the DIETs. It can be in the form of printed materials, on site support or
audio-video materials. The DIETs in Kerala are launching many programmes to satisfy this need. A close scrutiny is needed in this regard to assess the adequacy and appropriateness of the resource support provided by the DIETs.

Promotion of action research is identified as one of the main functions of DIET. The problems emerging from time to time in primary education in general and in classrooms in particular have to be solved. Teachers are expected to be trained to do action research for the enrichment of primary education. DIETs themselves have to carry out action researches in the field of primary education. Many DIETs have done the same in their own way.

Co-ordination and promotion is needed to expand the action researches by DIETs. So it is important to review the functioning of DIETs in this regard.

In considering the infrastructural facilities of DIETs in Kerala, it is important that Government. TTIls were converted to DIETs by adding some infrastructural facilities. The function of TTIls and DIETs are different. The infrastructural facilities of DIETs are not uniform. But they have to satisfy the same functions. So it needs to analyze the infrastructural facilities of DIETs in the view of their new mission. The utilization of the available infrastructural facilities is also to be reviewed.
The functioning of DIETs in the field of primary education is a matter of serious examination. By considering the importance of DIETs in the development of primary education, scientific studies on objectives, activities and impact of DIETs are needed. Only a few research studies were carried by researchers in this regard. SCERT used to assess the functioning of DIETs with the help of statistical data collected from DIETs by sorting performance. It is hard to get truthful report by this way. A scientific field study is essential in this regard. However, only limited studies have been conducted by the researchers in this field till the date. An in-depth study is needed to analyse the above factors.

1.2 STATEMENT OF THE PROBLEM

Effectiveness of In-service Training Programmes for Teachers and Headmasters by DIETs.

1.3 DEFINITION OF TERMS

Effectiveness - Having the intended or expected effect of In-service Training Programme Organised by District Institutes of Education and Training (DIET).

In-service Training Programmes

Educational and training programmes given to teachers and Headmasters who are in service for updating their information and skills for better performance and quality improvement.
Teachers: Primary Departmental teachers - Lower Primary School Assistants/ Upper Primary School Assistants who are working in Government or Aided Schools in Kerala.

Headmasters: Heads of the Primary Schools who are responsible for academic and administrative co-ordination and supervision.

DIET - District Institute of Education and Training established by Ministry of Human Resource Development in pursuance of NPE '86 for providing academic and resource support to primary school education.

1.4 OBJECTIVES OF THE STUDY

1. To examine the functions of DIETs in the area of primary education in the present context with reference to DIET guidelines.

2. To study the infrastructural facilities available in and utilised by the DIETs

3. To study the in-service training programmes organised by DIETs with special reference to-
   a. Need assessment
   b. Planning and implementation
   c. Training techniques and strategies
   d. Monitoring and Evaluation

4. To enumerate the follow-up activities organized by DIETs as a part of the in-service programmes.
5. To find out the effectiveness of In-service Training Programmes conducted by each faculty of DIET.

6. To identify the problems and hindrances in organising in-service training programmes for teachers and Headmasters by DIETs.

7. To ascertain the influence of in-service training programme in classroom practice of the teacher.

8. To study the influence of the training programmes on Headmasters in the area of planning and management of schools.

9. To suggest measures for the quality improvement of in-service training programmes organised by DIETs based on the study.

1.5 PROCEDURE OF THE STUDY

Method: Normative survey method is used in this study. This study attempts to analyse the effectiveness of in-service training programmes for primary teachers and headmasters organised by DIETs. The effectiveness is identified in terms of the present status of the training programmes and their output. In order to ascertain the training output, a large number of data have to be collected and analysed. A systematic approach has been used for this purpose. Normative survey method has been found suitable for this study.
Population: Primary teachers, primary headmasters and DIET faculty members of the State, form the population of this study.

Sample: By using random sampling procedures, 784 primary teachers, 210 primary headmasters and 36 DIET faculty members were taken as the sample for this study.

1.6 TOOLS USED FOR THE STUDY

The main tools used for the study are the following:

1) Questionnaire (A) to collect data from teachers who have attended the in-service training programmes in the IFIC faculty of DIETs.

2) Questionnaire (B) to collect data from teachers who have attended the in-service training programme in the CMDE faculty of DIETs.

3) Questionnaire (C) to collect data from teachers who have attended the in-service training programme in the W.E faculty of DIETs.

4) Questionnaire (D) to collect data from teachers who have attended the in-service training programme in the E.T. faculty of DIETs.

5) Questionnaire (E) to collect data from Headmasters who have attended the in-service training programme in the P&M faculty of DIETs.
(6) Interview schedule to members of DIET faculty

(7) Observation Schedule (A) (Training) for observing the training programmes of IFIC. ET. WE. CMDE. P&M. faculties of DIET.

(8) Observation Schedule (B) (Class) for evaluating class room practices of both teachers who have undergone in-service training at DIET and not.

(9) Observation Schedule (C) (School) for observing the influence of P&M training to both Headmasters who have undergone the training programme.

1.7 STATISTICAL TECHNIQUES USED

The data collected were tabulated and analysed with the help of computer. Critical ratio and percentage were calculated.

1.8 SCOPE AND LIMITATIONS OF THE STUDY

The present study aimed at analysing the strength, weakness, opportunities and threats in the functioning of DIETs in Kerala. DIETs have a vital role in the promotion of primary education in their respective districts. They organise regular in-service training to primary teachers for updating their knowledge, skill and attitude from time to time. This is essential for the strengthening of education system. The findings of this study may help to strengthen in DIETs.

There are some academic and administrative problems which adversely affect the proper functioning of DIETs. The
inadequacy in infrastructure facilities is another weakness of DIETs. The present study attempted to trace the weakness of DIETs, especially in the area of in-service training and may help to reduce the same.

It is expected to provide some opportunities in the area of primary education and DIET administration. To organise the governmental policy of programmes it may provide proper directions. It will be helpful for DIET faculty members to try new strategies and techniques in in-service education by realising the actual output of their effects. The study may help teachers to provide new learning experiences to their pupils. The study may provide opportunities to the local body member and society to extend their attention to the weaker areas of primary education.

It seems there are some threats to the functioning of DIETs. The Primary education in Kerala is controlled from many angles: educational officers from one side and local authorities from the other side control the functioning of primary schools. At the same time DIETs are devoted to strengthening the academic side of primary schools. Thus DIETs have to tackle the threats of non-co-operation from teachers who are governed by both education officers and local bodies. The present study is expected to reduce the threats by providing proper directions for the coordination of the above driving forces. The organisational structure of DIETs is also not favourable to
face the challenges in the field of primary education in Kerala. This threat can be overcome by giving directions to take steps for the reorganisation of DIETs.

The study is expected to identify the drawbacks in the planning, designing and implementation of in-service training programmes and their follow-up activities.

The investigator has five years experience as a faculty member in DIET and has conducted in-service training programmes for teachers. Having a service of 11 years as a primary teacher, the investigator has a vision on the needs of a primary teacher to strengthen his potentials. As an Assistant Professor in SCERT the investigator has got experience in the academic co-ordination of DIETs and also has conducted orientation programmes for DIET faculty members. The investigator is in constant touch with the DIETs for the last 8 years.

There are 14 DIETs in Kerala, one in each district. The present study has been carried out only in six DIETs, which were considered as the representative districts on the basis of their geographic, nature and socio-economic status. Out of 8 districts remaining, 6 were under the project of DPEP. The functioning of DIETs in these districts was entirely different at the time of the present study. The DIETs in this districts were giving resource support to the DPEP project. So the usual functioning of DIETs was interrupted. In
this circumstances the investigator has selected 6 DIETs for the present study by considering them as a cross section of DIETs in Kerala (Appendix No-X).

There are 7 faculties in every DIET. One among them is engaged in pre-service training and another one is engaged in adult education, which are not related to the area of the study. So the remaining 5 faculties (IFIC, CMDE, WE, E.T and P &M) are included in the present study.

The sample of teacher population selected is from the teachers who have participated only in one training programme under one faculty. There are teachers who have participated in more than one training of DIET. They were not included in the study.

The office records related to financial regulations of DIET were not examined due to the non-availability of such records. There is no system of maintaining the financial records connected with the conduct of in-service trainings in DIETs. So the data collected by the SCERT and the reports available in DPI Office were the source for this purpose.

The investigator could not analyse the student achievement in view of development in teacher competency, because it was practically not possible to conduct standardized pre-test and post-test
by taking control group and experimental group in the class where both trained teachers and untrained teachers are taking class.

Class observation has been made in the following classes: Mother-tongue. Environmental studies (Social Science and Basic Science). English and Mathematics. The classes of teachers who were teaching minor languages and Hindi have not been observed.

The Lower Primary Schools and Upper Primary Schools were taken for study from both aided and government sectors. The primary schools attached to High Schools were not taken for the study due to lack of adequate participation in the in-service training of DIETs.

The opinions of teachers. DIET faculty members, Headmasters and Principals of DIETs were also collected for the present study. The opinions of SCERT officials. Educational officers and Resource persons participated in the in-service training were not included in the study.

1.9 ORGANISATION OF THE THESIS

The present thesis is divided into six chapters. The first chapter is introduction. It deals with the organisation of primary education in Kerala. importance of in-service teacher training. historic perspective. need and significance of the study. statement of the problem. definition of terms. objectives of the study. procedure of the
study, tools of study, statistical techniques, scope and limitations of the study.

The second chapter focuses on the structure and functions of DIETs. It contains the background of organising DIETs, special target group of DIETs, goal of DIETs, structure of DIETs, functions of DIETs, major functions of academic branches, monitoring and evaluation of DIET functions.

The third chapter contains the related literature and studies in three parts. The first part deals with the studies in Kerala. The second part deals with the national level studies from other States of India and the third part deals with the studies from abroad.

The fourth chapter is Methodology of the study. It contains design of the study, tools prepared for the study, the process of tools development, procedure of data collection and treatment of the data.

The fifth chapter is the Analysis and Interpretation of data. Here the data gathered are analysed in terms of the objectives of the study.

The sixth chapter includes Findings and Conclusions of the study.
References


CHAPTER II

DISTRICT INSTITUTE OF EDUCATION AND TRAINING- A BRIEF SKETCH

- THE BEGINNING OF DIET
- SPECIAL TARGET GROUP OF DIETs
- THE GOALS OF DIETs
- STRUCTURE OF DIETs
- FUNCTIONS OF DIETs
- MAJOR FUNCTIONS OF ACADEMIC BRANCHES
- MONITORING AND REVIEW OF THE FUNCTIONS OF DIETs
- OTHER FUNCTIONS OF DIETs IN KERALA