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CHAPTER: 2
HISTORICAL BACKGROUND OF THE STUDY

2.0.0 INTRODUCTION:

Previous chapter dealt with discussed about the statement, objectives, and limitation of the study. It also dealt with the definition of terms and variable under investigation.

In this chapter general information regarding DIET, its objectives, different types of training programme, its importance and some hurdles regarding DIET are to be discussed.

Extension services were started in Europe as extramural department in early eighteenth century. After a gap, the services changed its nomenclature and called workers in-service training education department. Birkbech College was established as an out put of these efforts. The objectives of this education were to propagate "secular", "scientific" knowledge to once impact by church.

Buddhist were perhaps first to start evening classes for imparting "useful" knowledge. It was presumed, in those days, that all monks had to learn a extra trade of "secular" skill. In old days people extended their education in the community discussion. Folk stories (katha) etc.. were strong means. Providing education in the professional sense is a development of recent times.

The need for the in-service education of teachers was recognized in India as early as 1904 in Lord Curzen's Resolution on education policy. The need for regular programme of in-service education was stressed in
subsequent reports of various commissions in 1918, 1929, 1937, and 1944.

After independence in 1949, the Government of India concentrated on improvement of standards of education. University Education Commission (Radha Krishnan Commission) (1949) recommended that

_The scheme of refresher courses could be made a real success if the authorities of schools and colleges and Government Education Department made certified attendance at University refresher course, one in a four or five year, a qualification for promotion._

In 1950 the first conference of principals of the training college at Baroda recommended..

_To ensure continued professional growth of trained teachers and to prevent their laps in to unprogressive methods, refresher courses, both general and special should be organized._

As a result of various commissions, international project teams and third conference of principals of training college All India Council for Secondary Education (ICSE) was established in 1955, with objectives to promote in-service training to secondary school teacher in well planned and organized way.

In 1959, the formation of All India Council for secondary Education was changed. The Directorate of Extension Programme for Secondary Education (DEPSE) was established by Ministry of Education, Government of India. All extension services centers were taken over by DEPSE. In 1961, National Council of Educational Research and Training (NCERT) was established and DEPSE became the part of NCERT and renamed as field services.
During this long span of time, approximately one third training colleges have extension centre. But these extension centers had some limitations and constrains. Many schemes have been launched to overcome the limitations faced by the extension centers. Extension service centers were handed over to State Education Department, where others have not taken any stand.

The Government of India approved NPE in 1986. It also stressed in-service education of teachers at all level strongly.

It suggested......

*The teacher education is continuous process and its pre-service and in-service components are inseparable. As the first step, the system of teacher education should be overhauled.*

This policy statement emphasizes the attachment of in-service programme with training colleges. An equal weightage is given for in-service education with pre-service education.

In the light of NPE (1986), *programme of massive orientation scheme for teachers (PMOST)* is now in practice. About five lac of teachers were oriented under this scheme, several camps during summer vacation were organized for primary and secondary school teachers. These participants in this programme were exposed to new thrust envisaged in the policy. The enthusiasm shown by nation in this regard is highly appreciable. Teachers, resource persons, key resource persons, and administrators worked hard.
During implementation of NPE (1986), a *Programme of Action* (POA) (1986) was planned, which was a time bound programme for implementation. The other point suggested in the policy was *The new programme of teachers education emphasize continuing education and the need for teachers to meet the thrust envisaged in the policy*. It was recalled in NPE (1986), that there should be smooth machinery which co-ordinates in-service education of the teachers at primary level. Looking to the huge number of primary schools and its teachers, it was decided to assign to district level institute. In view of it the DIETs were established. There was a provision of in-service education and pre-service education cell in each DIET with one senior member as its head. This cell will have to look after the training and in-service education of teachers of primary level of entire district. It was expected that such institute will provide in-service education at the elementary level effectively.

### 2.1.0 DISTRICT INSTITUTE OF EDUCATION AND TRAINING - DIET:

The education commission (1964-66) has observed that...

> Of all the factors that influence the quality of education .... The quality, competence and character of teachers are undoubtedly the most significant

But these in turn depend substantially on the quality of training and other support provided to school teachers.

Until the adoption of NPE, the support for teachers in elementary was largely provided at the state level only by the institute like regional centre of NCERT, *National Institute of Educational Planning and Administration* (NIEPA) presently known as *National University of Educational Planning*
and Administration (NUEPA) and State Council of Educational Research and Training (SCERTs). Below the state level, there were elementary teacher education institutes, but their activities were limited to pre-service teacher education only.

At the time of adoption of NPE, elementary and adult education systems were already too vast. Therefore it was difficult to adequately support them by national and state level agencies alone. The NPE implied their further expansion for considerable qualitative improvement. Provision of support to elementary and adult education system in a decentralized manner had therefore become imperative. The NPE and POA accordingly envisaged addition of a third district level later to support the system in the shape of DIET. With this, expectation would be of a wider quantitative coverage as well as qualitatively better support as these institutes were closer to the field and therefore more alert to its problems and needs.

2.1.1 MISSION AND ROLE OF DIET:

MISSION:-

The establishment of DIETs has specific mission and role with context to specific objectives to quality education.

As stated in POA the mission of DIET suggested is

To provide academic and resource support at the grass-root level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education with special reference to the following objectives:—
ELEMENTARY EDUCATION:

Univeralization of elementary/primary education.

ADULT EDUCATION:

National Literacy Mission (NLM) targets in regard to functional literacy in the 15-35 age groups.

The above were the general mission statements and they have to be translated into specific goals according to the need of the state and district accordingly.

ROLE:

The role of the DIET in districts as pace setting has two interrelated aspects.

i) Excellence in the institute's own work.

ii) Helping the elementary and adult education system in the district in achieving excellence.

With these contexts, DIET had very pace setting role to play. They were expected to become model for other educational institutions in the district, in terms of meticulous, efficient and effective planning and execution of functions, harmonious and creative organizational climate, maintenance of a clean and attractive campus etc..

It is clear that DIETs were a part of a larger strategy to achieve national goals in the area of elementary and adult education. Various components of strategies were interdependent and mutually
reinforcing. Thus DIETs cannot afford to view themselves in isolation.

2.1.2 **FUNCTIONS OF DIET:**

As we have gone through the mission and role of the DIETs. Following are the functions of DIET as stated in POA (1986):

1. Training orientation of the following target group

   ✓ Elementary school teachers (both pre-service and in-service).

   ✓ Head masters, head of school complexes and officer of educational department up to block level.

   ✓ Instructor and supervisors of non-formal and adult education (induction level and continuing education).

   ✓ Members of village education committees (VECs), community leaders, youth and other volunteers who wish to work as educational activist.

   ✓ Resource persons who will conduct suitable programmes for the target group mentioned above, at learning centre other than DIET.

2. Academic and resource support to the elementary and adult education system in the district in other ways e.g

   ✓ Extension activities and interaction with the field.

   ✓ Provision of services of a resource and learning centre for teachers and instructors.
✓ Development of locally relevant materials, teaching aids, evaluation tool etc.

✓ Serving as an evaluation centre for elementary schools and programme of *Non Formal Education (NFE)/ Alternative Education (AE)*

(3) Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

2.2.0 **DIFFERENT TYPES OF IN-SERVICE TRAINING PROGRAMME:**

As per the 5th All India Educational survey (1998-1992) about 87% of the teachers were trained i.e. they have undergone pre-service training. Thereafter with establishment of the DIETs it was expected that all in-service teachers will undergo the intensive in-service training during the cycle of five year.

Keeping that in mind DIETs of Gujarat state under the guidance of *Gujarat Council of Educational Research and Training* (GCERT) were planning and organizing different types of training programmes in every academic year. The orientation programmes for teachers were organized whenever there was a change in syllabi or text-books.

Basically the frameworks of this training programme were based on two criteria.

Financial Assistance

Origin of Training

[ 22 ]
FINANCIAL ASSISTANCE:

DIETs in Gujarat were organizing the different training programmes for in-service primary school teachers in which the financial source plays the role on deciding the structure of training.

There were mainly two major financial sources of training (1) State Government and (2) Central Government. Generally state Government source is known as EDN grant while central Government source is known as general in-service grant. There were some other sources are there i.e United Nations International Children Emergency Fund (UNICEF), District Primary Education Programme (DPEP)- Sarva Shiksha Abhiyan Mission (SSAM) etc...

TRAINING PROGRAMMES UNDER EDN GRANTS:

The training programmes under this scheme were generally organized for resource person training. The main objective of these training programmes was to train teacher as resource person for district and block level training. These training programmes were of residential type where boarding and lodging was provided by DIET and training schedules was of three sessions.

TRAINING PROGRAMME UNDER GENERAL GRANT:

The training programmes under this scheme were basically for the in-service teachers. The main objective of it was to orient teachers towards new trends of education. Methodological aspect and content based training were also given. Such trainings were non residential and organized during day time only
ORIGIN OF TRAINING:

In Gujarat in-service teacher training was again originated from three major sources.
(1) Need Base (2) Field Base (3) Research Base

NEED BASED TRAINING PROGRAMME:

There are different branches in DIETs working together in co-ordination with each other. In-service Field Interaction and Innovative Co-ordination (IFIC) is the branch making co-ordination at different level, with District Primary Education Officer (DPEO) at district level, Education Inspector (EI) and Block Resource Centre Coordinator (BRCC) at block level, with Cluster Resource Centre Coordinator (CRCC) at cluster level, also with school head masters and teachers, and with teacher union and federation representative at district and block level.

With such coordination this branch makes out the need of different types of training for teachers. Every month coordination committee consists of several above mentioned members meet at DIET and discuss about the future need of the training. Every six month i.e in both academic sessions Programme Advisory Committee (PAC) meet at DIET level having members such as educationists, representative of all district level education offices, representative of BRCC and CRCC, representative of pre-service trainees. The PAC discuss about the need of the trainings analyze the training which has been carried out and approves the Annual Work Plan (AWP) of the academic session. On the basis of these information Planning and Management (P&M) branch of DIET with the help and discussion of different branches of DIET plans the different types of training programmes
which fulfill the need of the district.

**FIELD BASED TRAINING PROGRAMME:**

It is not possible to implement same training strategies and programmes to the whole state. Because every block and every district has their own problems in executing the same.

Hence, DIETs are free to organize and plan such training programmes according to their need. The basis of organizing such training were geographical, demographical and dialect problems. Gender disparity is one of the issues in some districts.

On the basis of requirement of the field, DIETs were planning and organizing the different training programmes.

**RESEARCH BASED TRAINING PROGRAMME:**

GCERT and all DIETs are actively involved in educational research. All GCERT and DIET faculties as well as BRCC, CRCC, in-service teachers and members of *State Resource Group for Pedagogy* (SRG) are actively involved in research process.

Researches conducted by above stakeholders are based on class-room problems, teaching learning process, gender education, evaluation of student, student’s achievement, teacher attitude and aptitude, effectiveness of training programmes, and text book evaluation.

Researches conducted by stakeholders are well documented and on the basis research abstract series has been published. Financial assistance is also given to the external third party agency which is doing research work in promotion of primary education and dealing with the root cause of the
Above all GCERT and DIET with coordination of external agency like Bhavnagar University, Saurastra University are executing one large scale research project. The main objective of this research project is to find out the average achievement of the primary school children studying in Government school in the std 3 to 7. The other objective of this research is to find out the percentage achievement level of the student at 35%, 50% and 75%. This research project is carried out with standardized test at every alternate year starting from 1997-98 to 2004-05. This project is popularly known as *Gujarat Achievement at Primary* (GAP). This project basically deals with the learning hard spots of the content. With the help of this research GCERT and DIETs gets the learning hard points of all the subjects both area wise and gender wise.

All above findings of research works are shared at both state and district level. On the basis of the findings and outcome of these research findings in-service training programmes are planned and organized. Here are some of the researches which have somehow given the contribution in the process of refining the in-service training programmes.

Mehta, Zibba and Shah (1997) conducted a study of effectiveness of MLL training for the primary teachers in Baroda district. The major findings were as: (1) The teacher felt that the training was helpful to the teacher as it was improving their efficiency. (2) *Most of the teachers demanded that recurring training should be given to them.* (3) The teacher faced difficulties regarding the preparation of record of evaluation due to extra work.

Mehta (1999) made critical study of working of DIET in Gujarat. The
objectives of the study were to study the training programmes and other programmes with special reference to the DIETs of Gujarat state. The major findings were: (1) According to guideline infrastructure facilities should be increased. (2) **Most of the teachers believed that training programmes are useful to them.** (3) Due to more training programmes less attention was paid on the preparation of the programmes by lectures of DIET.

Vohra (2000) studied the opinions of primary teachers towards in-service training programme. The main objective of the study was to have opinions about the time duration and implementation training. The major findings were: (1) **The time period of 11 a.m to 5 p.m is appropriate for the daytime training.** (2) **The training could be more fruitful by using innovative activities and innovative ways and means.** (3) **Co-operation of teachers increases due to group discussions.**

Patel and Solanki (2000) studied the difficulties, the requirements regarding training of primary teachers of Panchmahal District and to make the training programme more effective by making necessary changes. The findings were: (1) **The teachers faced difficulties regarding pre-planning of the training programme, its objectives, time-duration and related material.** (2) **The teacher also found difficulties regarding lack of proper information/guidance for the content, TLM preparation and its application and use of local environment.** (3) **Teacher felt that they must be involved in preparing training module.**

Rabari (2000) studied the principal's responses towards 'Principal Orientation Programme'. The main purpose of the study was to bring out activeness regarding educational and administrative role of principals for implementation of competency based curriculum. The major
findings were: (1) Principal felt that the training was useful. The working of experts and their presentation were appropriate. (2) Exchange of educative experience was effective and training leading towards qualitative education, (3) All respondents felt that Acharya Navsanskaran Training was organized first-time after independaence.

Above are some of the research projects performed by DIET faculties. On the observation of the findings some major changes has made regarding the teachers training in Gujarat state. Large number of primary school teachers is involved in the process of teacher training both in academic as well as administrative role. More training programmes are organized for TLM preparation and the activity based mode of training is adopted. More of the innovative methods rather than traditional method are used. Larger numbers of training programmes are organized on day time.

2.3.0 IMPORTANCE OF TRAINING PROGRAMME:

History says that need for in-service training was recognized as early as in 1904 by Lord Curzon’s resolution.

In 1964 with keeping teachers training in mind State Institutes of Education (SIE) were established. Today SIEs/State Council of Educational Research and Training (SCERT) are the main agencies for planning, implementing and monitoring in-service and pre-service teachers training programme at state level, while DIETs are performing the same role at district level.
As stated in NPE (1986) the importance of training programmes are stated as follows:

✓ The pre-service teacher education which merely leads a prospective teacher education to the profession of teaching is never complete, if it is not supplemented by periodic in-service training due to faster changes in context areas, pedagogical science, changes in socio-political scenario and job expectation of teachers.

✓ The fresh teachers need support and guidance during the period of transition from the supporting culture of pre-service education to the actual problems of the school, otherwise he falls back for more survivals to the routine ways.

✓ In-service training of the teachers becomes all the more necessary, not only in view of the advancement in knowledge of the subject, but also due to innovative experiment in the field of pedagogy and the skill required to adopt those innovative practices. Periodic adoption of new education policies and consequent changes in curricula and instructional material also necessitate in-service training problem for teacher in order to enable them to handle the new material with ease and effectively.

✓ A teacher can make his teaching more interesting in effective way with the help of teaching aid produced with ever developing technology. They need to be trained and retrained periodically in the production and use of appropriate audio-visual aids.

✓ A teacher has to handle special group of children like gifted, the socially disadvantaged and economically deprived. In pre-service
education this knowledge is given theoretically. While in-service training further equips the teacher with necessary practical skill to handle such children.

- In-service education brings in to focus the desirability of a teacher to always remain a learner during his \textit{professional} life. This avoiding obsolescence, fossilization and irrelevance of knowledge.

- The teacher could be made abreast of global perspectives regarding changes in ideas about the theory and practice of education in different countries, which may help them to give a fresh look \textit{at} their own thinking and working styles.

However in-service training coverage has been extremely limited although the same is very \textit{important}. \textit{NPE also stated that teacher education is a continuous process, and} its in-service and pre-service are inseparable (\textit{DIET guideline-1989}). Therefore teacher training programme occupies a very important role in training organized by DIETs.

\textbf{2.4.0 CONCLUSION:}

Thus, in this chapter all the details of historical background of the DIET was clarified, such as meaning of DIET, mission and role of DIET, functions of DIET, different types of training programmes and as well as importance of training programmes. Now in the next chapter review of related studies would be discussed, along with the review, how present study differed from past studies was mentioned point by point.
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