

Issues and Challenges in DIETs and Private Institutions for Teachers' Training in the Era of Changing Teaching Quality and Methodology

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Abstract

Teaching is a dynamic profession. In teaching there have been lots of innovations and pedagogical changes. Teaching is not a monologue or delivery of the content just from teacher to the students, it is the delivery of content in such a way that it increases interaction between the teacher and students and specially when the students are also the future teachers they should be trained in the manner that their outcome becomes effective. This paper is qualitative in nature and explores the specific literature review regarding how the teaching methodology is changing and whether the Teachers' training institutions are able to provide that level and quality of education. The paper further reveals the various pedagogical advancements that have come in to light during the last one or two decades.

Keywords: DIET, Teacher's Training, Private Teaching Institutions, Teaching Methodology, Teaching Pedagogy.

Introduction

National Policy of Education (NPE) in 1986 placed its first and foremost concern on generalization of elementary training and education. It emphasizes the need for qualitative and subjective improvement and to move forward positively to reach the goal. Based of this, the District Institutes of Education and Training become apparent as a considerable centrally sponsored involvement for achieving the different levels of learning. Enormous growth has been witnessed in the academic centre in the recent years, thus to stand up to the basic needs of the teacher various DIETs in each district has been setup. District Institutes of Education and Training as the centre of guidance were established Government of India, Ministry of Human Resource Development with suggesting guidelines mentioned in the "pink-book", these district-level education organization helps in synchronizing and imposing district-level Government policies as this is required by an approximate of three million teachers of primary and higher level who need repetitive familiarization to innovate new techniques in learning as well as teaching.

District Institutes of Education and Training in the academic domain is considered as a program for experimental and research work too, the special aim of the nodal organization is to provide "academic and resource support at the grass root level for the success of various strategies and program undertaken in the areas of elementary and adult education with special reference to Universalization of Primary/Elementary Education and National Literacy Mission (NLM) targets with regards to functional literacy in 15-35 age group" and achieve favorable satisfaction and outcome. Particularly it was formulated as district resource foundation to frame technical along with professional competencies of teachers including various other educational functionaries for effectual translation of recommendations of different policies.

Literature Review:

Beri and Sharma (2019) investigated about the technological pedagogical and content knowledge (TPACK) among the teacher educators and the varying contributing factors. They studied that teachers having urban and science background are found to be more competent. Moreover, female educators are also more proficient than males. Inadequacy of knowledge among educators because of factors like

gender, locality, branch of study or college type in relation to academic and curriculum knowledge capabilities seem to be hurdle in the path of using technology, content and academics efficiently in the actual classrooms. Samsujjaman (2017) researched about the principles and significance of teacher education. Education shapes the future of every individual and overall nation. Being an essential constituent of the pedagogical process, teacher education is closely associated with the community and is shaped up by the beliefs, principles and integrity of the nation. Teacher training and education is a field which teaches the prospective teachers on what has passed, where we stand, where we wish to reach, what we desire to generate etc. keeping in mind healthy and significant life. The academic changes should focus on developing teachers' skills so can they are able to handle the heterogeneity among the learners. The objective of teaching training and education should be to generate thoughtful teachers with strong value system so that they could enhance the standard of education and further produce good quality of teachers.

Vidyapati and Dayal (2018) studied about the evolving interests in the area of teacher education in Indian context. Teachers are considered as to be the 'nation's builder' and as such a huge responsibility lies on their shoulders. Henceforth, it is utmost important that teachers are aware of their duties and their characteristics should display their willingness and interest to fulfill their responsibility. These factors necessitate the need of teacher training and education. In India, the teacher education was mainly based on the outdated prototype as during British period. But in the 21st century, with the emergence of revolution in information sector, the form and range of education has expanded. Now various new methodologies are being incorporated in education. Accordingly, the teachers of current era are expected to gather the mechanisms of new age and attain the expertise of utilizing the new tools and education mechanisms if they wish to secure their position in the evolving pattern of education. Government, universities and education departments should join hands should assist teachers in updating and upgrading their knowledge and skills. Teacher education and educators need methodological appraisals of their standards monitored by a grave preparation and thoughtfulness about reformation and reorganization of the teacher training institutions. Moreover, quality parameters should be set by them for the training programs in order to make them more efficient. Gogoi and Khanikor (2016) studied about the infrastructures present in all DIETs which can be listed as: library, science laboratory, display room for Educational technology, computers, televisions and furniture. The provisions which are not present in all DIETs are: lecture hall, common room, reading room, music room, craft room, and store room. Moreover, the effective usage of the accessible facilities is also missing. They also explored that the campus area of DIET should be around 10 acres, as per the directions. But it is often seen that the facilities are inadequate and there is poor maintenance of the available provisions and campus area. Kumar and Azad (2016) presented the view that since education is vital for the growth of every country, the efficiency of teachers is very significant. There are several attributes which affects the standards of teachers' education and learners' accomplishments like: level of knowledge, commitment towards their duty, excellence and motivation level of teachers. Globally, there is a scarcity of such efficient teachers. Teachers' profession has become very challenging in the current developing world. Therefore, there is a requirement that efficient teacher training programs are framed and continuous reformation, re-consideration, evaluation and re-orientation are being carried out. There are several hurdles in the teachers' training programs such as: insufficient infrastructure, mismatch of demand and supply, poor motivating factors, budget constraints, incongruous teaching methodology etc. Considering the influence of teachers' over education, it is important to monitor teacher training programs of private institutions as well as the policies of DIETs should be refurbished from time to time.

Boudersa (2016) studied that DIETs were founded as hubs for educational institutions and schools at district level. It even serves as a podium for exploration and investigational work in education. Moreover, it also arranges workshops for imparting training to teachers for new inventions. The main

objective of DIET is to organize varied types of training programs to amend the standard of elementary and secondary education and to generate an appropriate atmosphere within the district in order to register more school going kids and pave the path for withholding who are have taken admission in the school. Moreover, it guarantees greater literacy rates of both males and females. Kaur (2013) researched about the current scenario of teacher education in India and said that India has one of the largest teacher education system. Apart from universities, allied colleges and government institutes there are several private and self-financing colleges and open universities as well which impart teacher training and education. The base line of all the training programs is similar everywhere but their quality differs across institutes and universities. They help in formulating proficient, dedicated and professionally well trained teachers who can not only cater to the needs of education system but can also serve as an interconnecting link between the schooling and higher education. In specific areas, the shortage of good quality teachers leads to the employment of less qualified or even unqualified teachers. Markedly the quality of teachers have remarkable effects on quality of education being provided. Since education is the building blocks of an economy, it is important that teachers are firstly well-trained to provide qualitative education. However, the responsibility of making qualitative alterations in institutional efficiency of the teacher education system in itself is an enormous and tough job. Majority of teacher training institutes do not actually practice what they expound. Quite a lot of expertise attained and approaches studied are rarely applied in real school structure. This stresses on the requirement of incorporating practicality and enthusiasm in the course structure. Singh (2015) observed that teacher training and education is a significant medium to enhance the standards of education in the country. The regeneration and establishment of the teacher training programs are influential channels for the growth in the field of education. It indoctrinates the required academic capabilities and proficiencies among the teachers and makes them professionally capable to cater to the mandates of the society. The teacher training programs have to cope up with the challenges of insufficient provisions for teacher educators and trainees. The training programs should be made more appropriate and operative. It is required that the government and universities work together for framing techniques for continuous evaluation of the faculty positions occupied and their expertise. DIETs were established for training the teachers and enhancing the level of elementary education. They focus on pre-service and in-service training of teachers and same policies are followed by all training institutes like DIETs. They supervise the educational institutes and schools of a district and also conduct research work in the field of education. Their main focus is to organize varied training programs for teachers in order to improve the standards of education and improve the literacy rate.

Subrahmanian (2001) did a research about the effect of DIETs on the effectiveness and quality of work done by Primary school teachers in the state of Kerala. For the work around 400 primary teachers were studied upon. The objective of the study was to evaluate the productivity of the teachers after undertaking In-service training organized by DIETs. The assessment was done in respect of course enhancement, management of the class, gauging and group involvement. The research described that the In-service training programmes had significant and fair effects on the caliber and productivity of the teachers. Koul and Sharma (2000) studied and compared the DIETs of Himachal Pradesh and concluded that the purpose of In-service programmes was linked to the requirements and issues of teaching. In the pedagogy programmes, Educational talks were mainly organized as the methodology to train the In-service teachers and the Pre-service trainees. In addition it was found that these instructive plans focused on three fields, namely aspects related to content, pedagogy, technology and management.

Conclusion:

There has been a lot of work in training institutions with respect to the guidance to teachers so that they can better contribute to the teaching and learning process. The major aspect this paper highlights through the extant literature are the use of technology, content and academics efficiently in the actual

classrooms. The academic changes should focus on developing teachers' skills so that can they are able to handle the heterogeneity among the learners. In addition to the above the basic requirements such as classrooms, craft rooms, meeting and audio visual rooms should be there in the teaching institution. The parameters of evaluation should include level of knowledge, commitment towards their duty, excellence and motivation level of teachers. Teachers must be motivated to keep high integrity and value towards their work. Whether it's a private institution or DIET (government institution) both should maintain a high level of commitment towards the quality of teaching to meet the requirements of the changing times.

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