

EFFECT OF DISTRICT INSTITUTE OF EDUCATION & TRAINING ON DEVELOPMENT OF TEACHER'S COMPETENCY AT ELEMENTARY LEVEL

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ABSTRACT

Teachers are the front-line providers of quality education. They constitute the single largest input of the endeavor for improving the quality and relevance of the education system. Quality of education, in its broadest sense, depends to a considerable extent, on the quality of teaching workforce. Teacher's competency and commitment are functions of teacher education programme, its pre-service and in-service components. The best of curriculum, textbooks and infrastructure support system are of little significance without the alchemy of teacher's reflective thinking and pedagogical skills. Teacher preparation and teacher development are the critical components of a sound system of teacher education. Teacher Education Institution plays a vital role in creating or preparing teachers of future generation. Teacher Education Institutions like College of Teacher Education (C.T.Es), Institute of Advanced Studies in Education (I.A.S.Es), District Institute of Education and Training (D.I.E.Ts), Elementary Teacher Education Institution (E.T.E.Is) and Block Institute of Education and Training (B.I.E.TS) have important role in capacity building of teachers. Teacher Education institutions serve as key change agents in transforming education and society. DIET plays an important role in developing teacher's competency at elementary level.

KEYWORDS:

Quality education, NEP 2020, Teacher's competency, Teacher Education institution.

INTRODUCTION

The quality of a nation depends upon the quality of its education system. The quality of its education system depends upon the quality of its skillful teachers. The National Education Policy gives emphasis on all round development of each individual. It is based on the principle that education must develop not only cognitive abilities but also social, emotional and ethical abilities. Quality education aims at holistic development of children by promoting among them the ability to respond new situations in a flexible and creative manner. Teachers play a crucial role in achieving quality education. Teachers need support to understand the implementation of child centred pedagogy and competency based learning. So, the capacity building programmes are needed to strengthen the capacity of the teachers. After that, the schools will be strengthened with well trained, skilled teachers. This will be possible through different capacity building programmes conducted by teacher education Institutions. Therefore Teacher Education plays an important role in achieving quality education and strengthening the capacity of the teachers.

TEACHER EDUCATION:

Teacher Education is an integral part of an educational system. The term teacher education implies the lifelong development of pedagogical and disciplinary knowledge in relation to and understanding of theories of learning and development, the historical and philosophical contents of education and the ability to adopt instruction to a variety of learning situation (Crow, 1973).

Teacher Education refers to the programmes , policies, procedures and provisions designed to equip teachers with knowledge, attitudes, behaviours, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, schools and wider communities. The teacher education is a programme that is related to the enhancement of the teacher competencies or abilities that would enable and empower the teachers to meet the requirements of the profession and face challenges therein. Teacher education includes teaching skills, sound pedagogical theory and professional skills.

TEACHER EDUCATION PROGRAMME:

Teacher Education programme is a critical component of school education. The quality of education is directly related to the quality of teachers in classroom. So, teachers must be provided the training and support they need to be effective in their roles. Therefore Teacher Education is essential to improve the quality of education. It can help them to adopt new teaching learning methods, technologies by providing different capacity building training programmes.

In our country, there are different types of teacher training programmes .Those are

- **In-service Training:** This training is provided to the teachers who are already working in schools. It helps the teachers to keep them up to date with the latest teaching methods and technologies.
- **Preservice Training:** Pre-service training is provided to the teachers before they start their job. It is designed to prepare teachers for their profession and ensure they have required knowledge and skills to be effective teachers.
- **Refresher Training:** This training is provided to teachers who have already received training but need to update their knowledge and skills.
- **Induction Training:** Induction training is provided to new teachers to orient them with the school environment and the activities of the school.

There are different teacher education programmes in India. These are D.El.Ed, D Ed, D.P.Ed, B.Ed, B.El.Ed, B.P.Ed, M.Ed, M.P.Ed.

The vision Teacher Education programme is to provide an excellent teacher education for all the teachers within a caring environment. There are also some visions as following

- To nurture teachers of tomorrow with the transformative knowledge of Indian tradition and guide in a new era of teacher education focusing on the integral development of teachers.
- To make teachers well equipped to teach at schools in elementary and secondary level.
- To prepare dedicated teachers for improvement of the school education system.
- To train the teachers so that they are fit on all the fronts, i.e. social, mental, physical, moral, cultural and spiritual.
- To enable teachers to understand child psychology so that teaching learning process could be designed by themselves accordingly.
- To provide opportunities to enhance their competencies and knowledge construction abilities in creating positive learning environment.

DISTRICT INSTITUTE OF EDUCATION & TRAINING :

A number of efforts are being made by the Government of India, particularly for improving the quality of elementary education. Besides, large scale in-service training programmes for primary and elementary school teachers, it is being done improving the quality of pre-service teacher training. DIETs have been established in 455 districts in the country and envisaged as pace-setting institutions for pre-service and in-service training of elementary school teachers and have been given the responsibility of taking care of all aspects of elementary education in respective districts. In order to discharge all their responsibilities effectively, seven different units have been set-up in each DIET. These are pre-service training; work experience, curriculum and instructional material development; district resource Centre; planning and management; educational technology; and in-service, field interaction and extension. It is expected from DIETS that teachers trained by them will not only provide quality education in schools but also provide contextually and socially relevant education and could work in all areas like hilly, tribal and rural. NEP 2020 envisages that outstanding faculty with leadership and management skills will be identified and trained over time to take an important academic leadership positions. Teachers must become facilitators to ensure the effective participation of students in teaching learning process. Teacher education institutions should invest different kinds of professional development into empower teachers to be highly effective in their classrooms. Powerful professional development is focused on content that teachers

to their classrooms. Professional development is inspired by effective practice, so teachers are being exposed to and replicating practices of a high quality that are evidence based and known to work.

Recently capacity building programme for teachers has been increasingly emphasized to improve the country's education quality. Teacher's capacity building programme in India still faces several challenges and need to be improved to meet the demands of the 21st century. The quality of education in India remains a challenge. It is seen that there is a shortage of trained teachers. Even where teachers are present, they may not have the necessary training and support to perform their role in effectively. Therefore, capacity building programme for teachers is a crucial component in school education. Capacity building of teachers is essential to achieve the quality education. To meet the need of every child, teachers have sound knowledge of child psychology, different leaning methods. Through extensive regular capacity building programme, teachers receive training on child centred learning methodology and trainings that enable them to make effective use of equipments, teaching aids and technology to ensure every child's learning from learning situations. In addition, teachers undergo subject specific refresher courses and receive training on subjects that are part of the national curriculum. To successfully build on the requirements of changing trends in education, there should be scope or opportunities for high quality professional development programmes. Teacher training programmes must be a continuous process that needs to be incorporated into education system. Continuous professional development is needed for teachers. To ensure successful conduct of continuous professional development, the following points must be emphasized.

- Need based Training
- Training based support
- Evaluating the impact of training programmes.

Teacher must be provided the training and support they need to be effective in their roles .Capacity building of Teachers through training is essential to improve the quality of education. It can improve teacher's knowledge, skills and enable them to use new teaching learning approaches and help them better understanding of student's needs.

Teachers are not born. They too learn how to become good, efficient and skillful, that's why there is an importance of teacher education institutions. These institutions would

help the teachers become much better in what they do. Teacher education institutions are not recent development, but their importance has recently been understood. As a result, they are being encouraged more and teachers are asked to enroll themselves in them. The teacher education institutions are charged with the responsibility of developing the professional knowledge, pedagogical skills and dispositions of teachers within all subject areas.

District institute of education & training :

- Provide pre-service training programmes
- Provide professional development for practicing in-service teachers by updating their knowledge and skills
- Provide scope for research activities
- Provide academic support to local schools
- Provide scope for material development for teaching learning process through workshops
- Orient school headmasters, other administrators with new education policies and guidelines.

DIETs empower elementary teachers to be highly effective in their profession by developing the following professional development:

- Focused on content that teachers will take to the classroom
- Inspired by effective practice, so teachers are being exposed to and replacing practices of a high quality that are evidence based and known to work.
- Full of opportunities for feedback and reflection, which means teachers receive input on how they are doing, how they can improve.

DIETs run a combination of workshops, professional learning communities and provide academic support to the elementary teachers.

The most potent workshops explain content and model how to use the new learning and provide learners with opportunities to practice their learnings. Workshops must be supplemented with other formats of a Capacity building that are continuous. One great example of this is Professional Learning Community (PLC).The communities are spaces where teachers belonging to the same discipline come together frequently

(weekly or monthly) to discuss their problems of practice. Teacher education institutions provide professional development for practising in-service teachers by updating their knowledge and skills.

Types of Teacher Education provided in TEIS

- SCERT, DIETS, CRCs, BRCs provide In-service Education (INSET)
- DIETs: Elementary Teacher Education (D.Ed.)
- Institutes of Education affiliated to SCERTs provide D.Ed. and Pre-school Teacher Education
- University Colleges, Departments and CTEs provide Secondary Teacher Education (B.Eds.)
- University Departments/ IASEs provide M.Ed., M.Phil., Ph.d. in Education

Role of teacher educators in SCERTs and DIETS:-

SCERT and DIET teacher educators have a very large number of responsibilities:

- ETE Curriculum
- NTT Curriculum
- School curriculum
- School textbooks preparation
- Teaching-learning materials preparation
- Conducting pre-service D.El.Ed. Courses
- Conducting large numbers of in-service programs
- Overseeing affiliation, running of private TEIs for NTT and D.El.Ed./ETE
- Examination and certification for ETE and NTT
- Conduct school based "action" research
- Participate in periodic school improvement programmes
- Training for MLL, SOPT, Joyful learning, multi-lingual education etc.
- Act as operating office and provide support to national and state committees on education

- Provide large scale teacher orientations for life skills, AIDS awareness, literacy mission, continuing education
- Variety of roles under SSA in material preparation, training, inspection

Role of SCERTs and DIETS

- Gathering data for education surveys for NCERT
- Gathering data for DISE
- Gathering data for state Directorates of Education
- Participate in surveys of out-of-school children
- Provide orientation to school management committee members
- Census data collection
- Electoral rolls
- Election duty: Panchayat, Zilla, State, National elections

Role of teacher educators in SCERT and DIETs

- Compared to the number of posts in SCERT and DIETs the work expected is astronomical.
- The CSS scheme guidelines provides for too few posts mostly envisaged for pre-service teacher education.
- When teacher educators are called away for a variety of tasks, pre-service training suffers greatly.
- SCERT, DIETs, teacher educators perform the bulk of the work but with little recognition or autonomy to design the initiatives or to time it according to their choice. Little attention is paid to expertise required, or the interest level of teacher educators.

Categorizing the work of SCERT and DIET teacher educators

It is impossible to do this satisfactorily, but, going by the generic capacities required, SCERT, DIET teacher educators would be involved in:

- Pre-service TE
- In-service TE
- Survey, research, documentation
- Educational Material Resource development and collation.

There are different types of teacher education institutions in our country. These are Regional Institute of Education (R.I.E), College of Teacher Education (C.T.E), Institute of Advanced Studies in Education (I.A.S.E), District Institute of Education and Training (D.I.E.T), Elementary Teacher Education Institution (E.T.E.I) and Block

Institute of Education and Training (B.I.E.T.). These institutions serve as key change agents in transforming education and society.

CONCLUSION:

The main objective of DIET is to make elementary education all extensive at district level. The Primary focus of functioning of DIET is to cater to the professional development needs of elementary teachers. Elementary Teachers need support to the implementation of child centred pedagogy, competency based teaching. So, the capacity building programmes of teachers are seen as important interventions. It is expected that in-service teacher training programmes would update teachers on content and pedagogy as well as innovative practices. It was felt that there is need to build capacity of every teacher on recent concerns in school education such as learning outcomes, learner centred pedagogy, school based assessment, activity based approach, etc. DIETs have an important role in developing competency of elementary teachers. DIETs aim to improve the standard of education system and competency of elementary teachers through regular training programmes including all academic activities.

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