

A Study of Educational Facilities Available In District Institute of Education and Training in Assam

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Abstract: The quality of education is a function of effective use of resources provided to the educational institutions. The study was conducted to see how far the DIETs have been able to provide the necessary facilities to the teacher trainees and faculty members of these institutions. The main objectives of the study were: (i) to collect information about availability of adequate educational facilities in DIETs. (ii) To study the problems faced by the teacher trainees in DIETs. 50 Primary schools teachers, 3 DIETs and 20 faculty members were selected. A questionnaire with minor changes was developed and used for the collection of data from the respondents. The questionnaire was primarily structured to keep the research within predefined boundaries. Data collected were analysed in light of objectives of study and it was found that availability of educational facilities in DIETs is satisfactory in respect of teacher training program.

Key words: primary education, primary school teacher, DIET

I. Introduction

The importance of professional development of teachers has been recognized since the 1960s. Kothari Commission (1964-66) the earliest policy formulation on education emphasized the need for teacher education to be brought into mainstream academic life of universities on the one hand and of school life and educational developments on the other. The National Policy on Education 1986 stated that improvement in status and professional competence of teachers is cornerstone of educational reconstruction. It emphasized the significance and need for a decentralized system for the professional preparation of teachers. This policy was put in place proactively by the Central Government in the 8th plan with the establishment of District Institute of Education and Training (DIETs), Institute of Advance Studies in Education (IASEs) and Colleges of Teacher Education (CTEs) through the Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education. Since 1990s further decentralization has led to the formation of Block Resource Centre (BRCs) and Cluster Resource Centre (CRCs).

The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education aimed at providing academic resource support to elementary and secondary teachers through training, action research and experimentation and developing institutional infrastructure for pre-service and in-service training. The Scheme has the following components for which financial assistance is provided by the Central Government to the States-

- (a) Establishing District Institute of Education and Training (DIETs)
- (b) Establishing College of Teacher Education (CTEs) and development of 50 of them as Institutes of Advance Studies in Education (IASEs)
- (c) Strengthening of State Council of Educational Research and Training (SCERTs)

The objective of establishing a DIET in each district was to improve the quality of elementary teacher education through innovative pre-service and in-service education. The vision of a DIET as planned under the Scheme is to restructure and reorganize the elementary teacher education to make it more responsive and to realize universalization of elementary education.

The DIETs has not been established uniformly at the same time in all states. In some states the DIETs have been established in a phased manner. Consequently in Assam, DIETs were established in three phases. Six DIETs were established in 1986 in Sonitpur, Kamrup, North Cachar (Maibong), Nagaon, Kokrajhar and Jorhat by upgrading Basic Training Centre (BTCs) in the first phase. In the second phase, five DIETs were established in 1993 in Goalpara, Barpeta, Darrong, North Lakhimpur and Dibrugarh district respectively. These DIETs were established in the BTC campuses by adjusting certain posts. Again in the third phase, seven DIETs were sanctioned in 1994 in Dhubri, Morigaon, Karimganj, Dergaon, Sibsagar, Nalbari and Cachar hills(Udarband) districts.

In order to facilitate suitable structure to implement the innovative concept of DIET seven academic branches have been suggested.

- 1 Pre-service Teacher Education (PSTE)
- 2 Work Experience (WE)
- 3 District Resource Unit (DRU)
- 4 In-service Programs, Field interaction and Innovation and Coordination (IFIC)
- 5 Curriculum Material Development and Evaluation (CMDE)
- 6 Educational Technology (ET)
- 7 Planning and Management (P&M)

As per the guidelines of MHRD, the DIETs have 7 branches uniformly across the country, out of the seven branches envisioned in DIET to carry out the expected functions; only the branches namely pre-service teacher education, in-service programmes, field interaction, innovation and coordination, curriculum material development and evaluation, work experience have been doing substantial work as envisaged.

Though most of the DIETs have linkages with SCERT and SSA, the coordination seemed to be very limited. There is no link between the DIETs and universities except on rare occasions during which the university faculty are invited as the resource persons. SCERT and DIETs in most of the states together plan and organize in-service programmes through BRC (Block Resource Centre) and CRCs (Cluster Resource Centre) particularly under SSA. Some DIETs have established linkages by adopting schools for field interaction activities. The linkage with SCERTs is seen only through training programmes and workshops.

The internal as well as external linkages of DIETs need to be established. While DIETs need to have synergy in the working of their different departments, they are also required to have linkages with schools, district, state and national institutions.

II. Methodology

Statement of Problem

The research study was conducted to investigate the educational facilities available in DIETs in Assam.

Objectives

- To collect information about availability of adequate educational facilities in DIETs.
- To study the problems faced by the teacher trainees in DIETs.

Method

survey method is adopted in present study.

Population of the Study

- All District Institute of Education and Training in Assam comprises the population.
- All the primary school teachers in Assam.
- All the DIET faculty members.

Sample

3 DIETs, 50 primary and 20 faculty members were selected using purposive sampling procedure.

Table No : 1

Sample of the study

Serial No	Name of DIETs	Faculty members	Teacher trainees
1	Dibrugarh DIET	7	12
2	Sibsagar DIET	8	23
3	Jorhat DIET	5	15

Tool

Self administered questionnaire was applied to collect the data. Apart from the questionnaire, checklist was also used for the purpose of the present study.

In the present study the investigator aimed at studying the educational facilities available in DIETs in Assam. In order to develop the questionnaire, the investigator reviewed various literatures in the field of teacher education in general and elementary education in particular. For instance, the recommendation and suggestion given by the Report of Education Commission (1964-66), National Policy on Education (1986), Programme of Action (1992), Curriculum framework for Quality Teacher Education (NCTE, 1998), Butala (1987), Arora (1997), Govinda (1996). Keeping in view the objectives of the present study, the blueprint of the questionnaire was prepared on these following dimensions -

1. Physical Facilities
2. Buildings
3. Books and Journals
4. Educational Technology
5. Equipment and Materials.

Analysis

**TABLE NO 2
Physical facilities available in DIETs**

Physical facilities	Dibrugarh DIET	Sibsagar DIET	Jorhat DIET
Lecture hall	3	1	0
Science lab	1	1	1
Psychology lab	0	1	1
Library	1	1	1
Reading Room	1	0	0
Craft Room	0	0	0
Music Room	0	0	0
Students common Room	0	0	0
Store Room	1	1	1
Toilet	3	4	5
Canteen	0	0	0

The principals and the faculty members of DIETs were asked to report on the physical facilities available in their institutions. The result of analysis in table 2 show that Chabua DIET were equipped with 3 lecture hall, 1 science laboratory, 1 library,.1 reading room, 1 store room and 3 toilets. Sonari DIET reported that their institution was equipped with 1 lecture hall, 1 science laboratory, 1 educational psychology lab, 1 library, 1 store room and 4 toilets. Similarly, Titabor DIET reported that their institution was equipped with 1 science laboratory, 1 educational psychology lab, 1 library, 1 store room and 5 toilets were available. Canteen facility was not found in any DIET.

**Table No 3
Books and Journals Available in the Library of DIETs**

Number of books and journals available	Dibrugarh Chabua DIET	Sibsagar Sonari DIET	Jorhat DIET	Titabor
a. Books	2000	1283	2013	
b. Journals	7	9	12	
c. News paper	4	4	3	

From the results of analysis in Table.3, it is evident that there were 5296 books 28journals and 11 news papers and other periodical in the DIETs libraries. The principal of Chabua DIET revealed that they had 2000 books, 200 journals and 4 news paper and other periodicals. Similarly principal of Sonari DIET reported that they had 1283 books, 283 journals and 4 news papers and other periodicals. Principal of Titabor DIET revealed that they had 2013 books, 245 journals and 3 news papers and other periodicals.

**Table No- 4
Residential Facilities Available in DIETs**

Name of DIETs	Quarters facilities		Hostels facilities		Girls
	Teaching staff	Non-teaching	Boys		
Dibrugarh, Chabua	3	0	1		0
Sibsagar, Sonari	0	0	1		0
Jorhat, Titabar	0	0	1		1

The residential facilities available in DIETs are shown in the above table. The quarters for non-teaching staff were not available in all DIETs. Only Chabua DIET had provided three quarters for their Teaching staff. In case of hostel facilities, only boys hostel was available in Chabua and Sonari DIETs and both boys and girls hostels were available in Titabar DIET.

**Table-5
Facilities of Educational Technology available in DIETs identified by DIET faculty members**

Ser ial No	Facilities	Frequency and percentage		If yes whether working condition		If working condition, whether facilities are utilized	
1	Computer	27(100)	0 (0)	27	100	20	74.07
2	Television	27(100)	0 (0)	25	92.5	18	66.66
3	Tap recorder	27(100)	0 (0)	12	44.5	8	29.62
4	VCR/VCP	20(74)	7 (26)	6	22.3	4	14.81

5	Video film camera	23(85)	4 (14.8)	20	74	8	29.62
6	Type writer	27(100)	0 (0)	21	77.8	16	59.25
7	Telephone	27(100)	0 (0)	27	100	25	92.59
8	Art material	0 (0)	27 (100)	-	-		
9	Access to internet	0 (0)	27 (100)	-	-		
10	Web site of the institution	0 (0)	27 (100)	-	-		
11	Audio cassette	24(88)	3 (11.11)	20	74	12	44.44
12	Video cassette	22 (81)	5 (18.5)	22	81.4	10	37.03
13	Fax	0 (0)	27 (100)	-	-	-	

The facilities available in DIETs as per the opinion of DIET faculty members are shown in the above table. The percentage of opinion regarding the working condition of each instrument and facilities were calculated from the facilities available. The percentage of utilization was calculated from the total population. In the opinion of DIET faculty members' computer, telephone, television, type writer etc. are available to all DIETs. But Art material, Internet, Web site, and Fax were not available in any DIET. 100% of the Computer and Telephone, 92.5% of the Television and 81% of the Video cassettes were in working condition. In the case of Type writer only 77% was in working condition. 74% of the Video film camera and Audio cassettes were in working condition. But in the case of Tap recorder and VCR/VCP below 50% was in working condition. The utilization of Telephone facility was identified as 92.5% and VCR/VCP was 14.81%. Computer (74.7%), Television (66.66%), and type writer (59.25%) were utilized adequate. The utilization of Audio cassette (44.44%) and Video cassette (37.03%) was

PROBLEMS FACED BY THE TEACHER TRAINEES

- Lack of sufficient books and proper libraries
- Residential facilities were not adequate.
- Shortage of teaching aids.
- Study materials of most of the programmes are not available.
- Lack of Canteen facilities

III. Conclusion

Regarding the infrastructural facilities there was a gap between the facilities proposed in the DIET guideline and their availability in DIETs. The facilities available in all DIETs were Library, science laboratory, Educational technology display room, computer, Television and furniture. The facilities not available in and DIETs were Lecture hall, common room, reading room, music room, craft room, and store room. But the utilization of available facilities was not satisfactory.

1. As per guidelines, DIET campus area should preferably 10 acres. But it is found that these facilities were not sufficient and the maintenance of the campus was not satisfactory.
2. The residential facilities for the teaching and non-teaching staff, particularly for warden was not available in all the DIETs, wherever available it was not fully utilized.
3. Out of 3 DIETs the hostel facilities were available only in one DIET for boys and girls. Another two DIETs, though the hostel facilities were available for boys, they have not been sufficient for them and lack of a warden.
4. The computer cell is available all the four DIETs. In general, it is found that this facility is mainly used for various administrative purposes. DIETs faculty members are not well trained in the utilization of computers.
5. All the DIETs have requisite facilities for physical education and sports but due to the non availability of Health and Physical Education Instructors they have remained unutilized.
6. According to DIET guidelines each DIET should have Institute Clinic manned by a part time Medical Officer to treat common ailments of trainees and staff. But it is found that no DIETs have this facility.
7. As per guidelines, the DIET library should have about 10,000 books. All the 3 DIETs the library is adequately equipped with the required books which were mostly related to the pre-service and in-service teacher education programmes. But updating of the library with the latest references books, dictionaries, year books, abstracts of research in education, foundation of education and hand books for teachers/instructors was not found.
8. As per DIET guidelines the essential equipments and instruments for conducting in-service course should be arranged properly before starting the training programme. But the facilities were not sufficient and properly used by all DIETs.
9. Only 74.7% of the computer was effectively used.

The infrastructural facilities available for in-service training at the time of observation were blackboard, furniture, model, overhead projector and transparency and chart. The availability of video-player, cassettes specimens and flip charts were not adequate. Their level of utilization was also not satisfactory.

The quality of education is a function of effective use of resources provided to the educational institutions. Thus the findings of the present study undertaken by the researcher, it is noticed that the infrastructural facilities of DIETs are not uniform. But they have to satisfy the same functions. .

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