

**Assessment of Technical and Infra-structural Capacities
of District Institutes of Education and Training**

Goa State Report

(1999-2000)

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INTRODUCTION AND BACKGROUND

I. INTRODUCTION

Universalisation of primary education and eradication of adult illiteracy have been two major goals of education since Independence. Quantitative growth of primary education system in terms of student enrolment, number of teachers, number of schools is enormous. Qualitative improvement in the primary education sector to match the quantitative growth requires strong component of teacher training. The National Policy on Education (1986) envisaged this requirement of sustainable programme of teacher training on a continuous basis both for in-service and pre-service training of teachers. In order to fulfil this need establishment of a District Institute of Education and Training in each district was incorporated.

Guidelines for establishing the DIETs list seven main sets of programme and activities. These are:

- ❖ Pre-service teacher education programme;
- ❖ In-service Programme of elementary teachers, headmasters, heads of school complexes, and officers of education department up to block level;
- ❖ Field interaction (including extension work);
- ❖ Training programmes for development of curricula, teaching learning material, testing and evaluation tools and techniques, low cost teaching aids etc.
- ❖ Orientation programmes for members of DBE, VECs, community leaders, youth and other educational activities;
- ❖ Field studies, action research and experimentation.

The scheme visualised each DIET to function as a resource centre both in training and extension. It is proposed that a comprehensive review of the status of implementation of the scheme as a whole and functioning of DIETs as nodal institutions for elementary education is carried out.

II. OBJECTIVES OF THE STUDY

The overall aim of the state level study was to assess the technical and infrastructural capacity of District Institutes of Education and Training in Goa. The specific objectives are as follows:

1. To assess the quantitative and qualitative progress made in the implementation of the Scheme of DIET made in the State of Goa against the goals set out in the NPE in 1986 and the subsequent guidelines issued for the implementation of the Scheme.
2. To make a critical evaluation of the performance of DIET in the context of the original job description and the rapidly changing scenario of elementary education in India;
3. To recommend immediate and long term actions needed for strengthening the capacity of DIETs, enabling them to discharge their critical functions as nodal district level technical resource support institutions, and in particular contributing to quality improvement in elementary education; and
4. To develop a comprehensive information base on elementary teacher training in the country, besides preparing a Directory of DIETs.

III. SCOPE OF THE STUDY

The study specifically focused on the following aspects:

- ❖ Physical Infrastructure, its adequacy and utilisation
- ❖ Technical and academic equipment available in the institute and their use for instructional purposes
- ❖ Staff development and other resource support received by the institute

- ❖ Profile of professional and other human resources
- ❖ Nature and content of training /education programmes organised
- ❖ Innovative programmes and practices evolved/adopted at the institute
- ❖ Linkage with and support to sub-district level arrangements such BRCs and CRCs
- ❖ Planning and management support provided to district level authorities in the area of elementary education
- ❖ Resource support functions performed in the areas of adult and non-formal education
- ❖ Administrative and financial aspects of the institute's functioning.

IV. METHODOLOGY

Looking at the nature of data required, both quantitative and qualitative methods were employed.

In order to collect general information about the DIETs, survey method was used. Questionnaires, inventories, rating scales were used for data collection.

The second category of data were collected from the DIET. The objective was to critically analyse the functioning of DIETs.

The third category of data were collected to study the impact perception among stake holders (DIET Staff, PSTE and IN-service Trainers, Elementary Teachers as well as Educational Officers at District and Block Levels).

For both the second and third category of data requires in-depth qualitative analysis; for which case study method will be employed. Observation schedules, interview guide as well as questionnaire will be the tools used at this level.

V. SAMPLE

For the Objective no. 4 of developing a comprehensive information base of DIETs, an inventory was prepared which was sent to the only DIET in the State. The database is presented in Appendix 1. Sample selected for In-depth study is discussed below.

i. SAMPLE OF STAKE- HOLDERS

In order to study the impact perceptions, 6 categories of respondents were identified.

Category

- I. Education Authorities : 6-8
- II. Principal of the DIET : 1
(or In-charge Principal)
- III. DIET Teaching staff : All in the DIET
- IV. Pre-service Teacher : 20 (preferable 10 each from F.Y. & S.Y.)
Trainees (Random selection)
- V. In-Service Trainees : 30
(Randomly selected sample from among the in-service teacher-trainees who were participating in the programme)
- VI. Elementary Teachers : 30
(Randomly selected from the various regions of state)

VI. TOOLS FOR DATA COLLECTION (SOURCES OF DATA)

6 different tools for each of the category were prepared. Interview Schedules were used to collect data from the Education authorities and the Principal. For other four categories, questionnaire was used as the tool for data collection. (Refer Appendix A for tools used for data collection.)

Apart from these tools, data were collected through group meetings of the teaching staff, observation of classroom transactions in PSTE, In-service training programmes, interaction with the students as well as in-service trainees, visits to nearby elementary schools and oral interaction with the headmaster and teachers working in these schools.

Secondary data: Relevant data were also collected through various documents obtained from Directorate of Education as well as Secretariat of Education and DIET. (Circulars, reports, time tables, publications, research reports etc.)

VII. DATA COLLECTION

1. First category of data i.e. General Information of all the DIET in the State was collected through mailed General Information Base Inventory (GIBI).
2. For the in-depth study, the Project Director and Assistant Project Director visited the DIET. They stayed there for 3 days. Another visit was made by two F.I.s who stayed in the DIET for 2 days.
3. Data from the State level authorities such as Director, SCERT, State Project Director at DPEP were collected through interviews conducted by the Project Director. She also interviewed the Secretary, Education.

VIII. ANALYSIS OF THE DATA

Data are analysed both qualitatively as well as quantitatively. Quantitative analysis is conducted using percentages.

IX. SAMPLE DESCRIPTION

GIBI were received from the DIETs in the State.

Total sample selected for the in-depth study under various categories is shown in Table 1.

Table 1 Sample Description

Category	Total
1. District Education Authorities	5
2. Principal	1
3. Teaching Staff	17
4. PSTE Trainees	20
5. In-service Trainees	19
6. Elementary Teachers	19
Total	81

Detailed description of each of these categories is presented below.

1. PRINCIPAL

In Goa, the DIET had in-charge Principal. He was the Director of State Institute of Education. The educational qualification of the Principal was B.Sc., M. A., M. Ed. He had worked as a Principal of a Secondary school, Secretary of Goa S.S.C. Board as well as Director, SIE.

X. TEACHING STAFF

Table 2 Teaching Staff : Sex by Age

	MALE	FEMALE	TOTAL
45 +	58.33 (7)	20.00 (1)	47.06 (8)
36-45	16.67 (2)	60.00 (3)	29.41 (5)
26-35	8.33 (1)	20.00 (1)	11.76 (2)
< 26	16.67 (2)	0.00 (0)	11.76 (2)
Total	100.00 (12)	100.00 (5)	100.00 (17)

Table : 3 Teaching Staff : Sex by Qualification

	MALE	FEMALE	TOTAL
Ph.D.	8.33 (1)	0.00 (0)	5.88 (1)
M. A. /M. Sc. M. Phil.	8.33 (1)	20.00 (1)	11.76 (2)
M. A. /M. Com. M.Ed.	8.33 (1)	0.00 (0)	5.88 (1)
B. Sc. M Ed.	8.33 (1)	0.00 (0)	5.88 (1)
M. A. /M. Com. B. Ed.	16.67 (2)	40.00 (2)	23.53 (4)
M. Sc. B. Ed.	16.67 (2)	20.00 (1)	17.65 (3)
Other	33.33 (4)	20.00 (1)	29.41 (5)
Total	100.00 (12)	100.00 (5)	100.00 (17)

Table: 4 Teaching Staff : Sex by Teaching Experience

	MALE	FEMALE	TOTAL
> 15 yrs	66.67 (8)	20.00 (1)	52.94 (9)
11-15	8.33 (1)	40.00 (2)	17.65 (3)
6-10	8.33 (1)	20.00 (1)	11.76 (2)
Upto 5	16.67 (2)	20.00 (1)	17.65 (3)
Total	100.00 (12)	100.00 (5)	100.00 (17)

2. PSTE

Table 5 PSTE Students: Age

	%	N
17-18	0.00	(0)
19-20	5.00	(1)
21-22	25.00	(5)
23-24	5.00	(1)
25-26	20.00	(4)
27-28	10.00	(2)
29-30	15.00	(3)
30 +	5.00	(1)
N.R.	15.00	(3)
Total	100.00	(20)

Table 6 PSTE Students: Educational Qualification

HSC	70.00	(14)
DEGREE	10.00	(2)
N.R.	20.00	(4)
Total	100.00	(20)

Table 7 PSTE Students: Educational Qualification

No Experience	5.00	(1)
1-6 years	95.00	(19)
Total	100.00	(20)

XI. IN-SERVICE TRAINEES

Table 8 In-service Trainees : Experience

Years	%	(N)
15+	84.21	(16)
11-15	5.26	(1)
6-10	10.53	(2)
TOTAL	100.00	(19)

Table 9 In-service Trainees : Educational qualification

Qualification	%	(N)
P.G.	10.53	(2)
Graduate	0.00	(0)
XII	5.26	(1)
X	84.21	(16)
Total	100.00	(19)

Table 10 In-service Trainees : Professional qualification

Qualification	%	(N)
B.Ed./B.P.Ed.	5.26	(1)
D.Ed./D.P.Ed./PTC	94.74	(18)
Total	100.00	(19)

4. ELEMENTARY TEACHERS

Table 11 Elementary Teachers : Qualification

	%	(N)
D.Ed. / PTC /C.P.Ed.	100.00	(19)
Total	100.00	(19)

Table 12 In-service Trainees : Teaching Experience

	%	(N)
1 - 5 YRS	5.26	(1)
6 - 10 yrs	21.05	(4)
11 - 15	0.00	(0)
16 - 20	31.58	(6)
20 +	42.11	(8)
Total	100.00	(19)

Table 13 In-service Trainees : Experience as H.M.

	%	(N)
No Experience	15.79	(3)
< 5 Yrs.	36.84	(7)
5 - 10 yrs.	21.05	(4)
10+ yrs.	26.32	(5)
Total	100.00	(19)

SECTION I

CONTEXT

1.1 LOCATION AND AREA

Goa was constituted as twenty-fifth state of India on May 30, 1987. The State of Goa has an area of 3722 sq. km. Since Goa is a very small state, it consists of only 2 districts viz. North Goa and South Goa. The North Goa district is subdivided into 6 blocks whereas the South Goa is divided into 5 blocks. There are 383 revenue villages in the state, of which 233 are in North Goa and 150 are in South Goa. There are 13 Municipal Towns (as per 1991 census).

1.2 ELEMENTARY TEACHER EDUCATION IN THE STATE

The teacher education programme in the state aims at

- I) Providing pre-service teacher education to the intending teachers at elementary and secondary level.
- II) Providing in-service training in strategy planning and innovative practices to the teachers at both levels i.e. elementary and secondary.

At present the state has 2 institutions catering to the pre-service and in-service training at the elementary stage.

1. DIET, Alto, Porvorim, Goa.
2. State Institute of Education (SIE), (In service Teacher Education Programme)

Initial teacher-education programme was meant for training of primary school teachers. Soon after the liberation, the government of Goa took stringent measures towards expansion of school education:

- a. Multiple number of primary schools were open.
- b. Institutions giving education at secondary stage also were open.
- c. Opening of higher secondary schools after 1975.

The teacher education programme in the State underwent various reforms in the past as shown below:

Year	Primary teacher training	Teacher Education Secondary	Course Higher Secondary	Remarks (if any)
Upto 1967	Escola Normal	-	-	was developed into PTC
1962	-	B. Ed.	-	
1967	PTC – Jr. & Sr.	-	-	Developed into D.Ed. (1 year)
1976	D.Ed. (1 year)	-	-	Developed into D.Ed. (2 years)
1978	-	-	Diploma in Higher Education (DHE)	Stopped in the year
1988-90	The D.Ed. programme that was imparted in English, Marathi and Urdu Media since 1986 was stopped.			
1990	D.Ed. (2 years)	-	-	The programme was launched for the untrained working teachers
1992	-	B. Ed. (Correspondence) was stopped recently		
1995	D.Ed. curriculum was revised and developed in the lines of the NCERT framework.			
1999	A one year condensed programme for teachers (primary) having long term experience of teaching and are still in the job has been developed.			

1.3 OVERALL QUANTITATIVE SCENE

As per the educational statistics available for the year 1997-98 (published by the Statistics Section, Directorate of Education, Government of Goa) following is the demographic information of the state:

I. Population (1991)

Total	:	11,69,793	
Rural	:	6,90,041	(59.00%)
Urban	:	4,79,752	(41.00%)
Males	:	5,94,790	(50.85%)
Females	:	5,75,003	(49.15%)

II. Educational Indices

1. Literacy Rates (1991 census)

All persons	:	75.51
Males	:	83.64
Females	:	67.09

2. Average area covered by a Primary School is 2.90 sq. km. And that of middle school is 8.24 sq. km.

3. Average population served by primary School is 915 and that of middle School is 2605.

4. Teacher pupil ratio at primary level is 1:23 but it increases to 1:31 at the middle level.

Number of schools at the primary, elementary as well as secondary level are presented below in Table 1.1

Table 1.1 No. of primary Schools in Goa State

No. of Primary schools	Government	Non - Government	Total
I to IV	959	77	1036
I to VII	72	12	84
I to X / I to XII	79	149	228
Total			1278

Total number of schools at Middle level is 449 out of which number at I – V/ VII is 96. (Govt.: 74 and Non Govt.: 22). Number of Secondary and Higher Secondary schools having Middle department (V – X / XII) is 353.

III. Enrolment

Total number of children (both Boys and Girls) enrolled at primary level is 99963 out of which girl students are 48747. Total number of children (both Boys and Girls) enrolled at middle level is 75610 out of which girl students are 35180.

Number of teachers at primary level is 4421. Out of these, 3317 (75.03%) are female teachers and 3380 (87.76%) are Trained teachers. Number of teachers at middle level is 2401. Out of these, 1490 (62.06%) are female teachers and 2328 (96.96%) are Trained teachers.

IV. No. of schools according to medium (As on 30.9.96)

Type	Mar.	Konk ani	Eng.	Urdu	Hindi	Kann -ada	Mar. Urdu	Mar. Kann ada	Mar. Kon -kani	E/M
Govt. Primary	847	35	-	5	1	2	12	7	39	-
Non- Govt. primary	12	25	35	2	-	-	-	-	-	2 K/En. 1
Govt. Middle	3	-	2	-	-	-	1	-	-	53 K/En. 6
Non Govt. Middle	1	-	13	-	-	-	-	-	-	1 K/En. 5

1.4 DEMAND AND SUPPLY OF ELEMENTARY TEACHERS

Total Number of teachers both at primary and middle level is 6822, out of which 5708 teachers (83.67%) are trained. So there is a need to train the remaining 16.33% of untrained teachers. Hence the DIET admits these untrained teachers for their two-year pre-service diploma in education course. The programme of D.Ed. was launched in 1990 for the untrained working teachers.

Till 1999 total of 261 Diploma holders (since 1990) have been passed out of DIET.

State Institute of Education (SIE) organises number of In-service teacher education programmes to cater to the needs of teachers at elementary, secondary and higher secondary levels in the area of content enrichment and innovative practices in teaching. The SIE in collaboration with other agencies has been responsible to develop curriculum for 2 years D.Ed. course, which is being used by the state.

The state has undertaken a task to identify the training needs of the untrained teachers in private sector who have completed 15 and more years of untrained services and has developed a need based. In the year 1999, state department has developed a one year condensed programme to train these teachers. (Primary) having long-term experiences of teaching and is still in the job.

Table 1.2 Stagewise Education Statistics in Primary Education

Stage	No. of Divisions	Enrolment (in thousands)			Teachers (in thousands)		
		Boys	Girls	Total	Trained	Total	% of trained teachers
Std. I to IV	299000	5086	4675	9761	244	257	94.9%
		(68)	(48)	(116)	(3)	(3)	
Std. V to VII	131000	3046	2591	5637	130	136	95.6%
		(1725)	(1387)	(3112)	(72)	(74)	

*Figures in bracket indicate No. of Division, Enrolment and Teachers in Secondary school.

It is seen from the above table that the percentage of the untrained teachers in Primary Education is negligible (about 5%).

1.5 PLACE OF DIETS IN THE OVERALL SCENARIO OF ELEMENTARY TEACHER EDUCATION

As Goa State has only one Primary Teacher Training Institute in the form of DIET, it has its unique place. The role of DIET in the In-service Teacher Education as well as other aspects of teacher training (such as field interaction, innovative approach to training) is very unique.

SECTION II

STATE GOVERNMENT AND THE DIETS

2.1 DIET IN THE OVERALL MANAGEMENT STRUCTURE OF THE EDUCATION DEPARTMENT

In the state of Goa the Ministry of School Education is at the apex of the educational decision making system.

The Secretary of Education is the Administrative Head. He/she is assisted by the Under Secretary. The post of Secretary (Education) is held by an IAS Officer and the Under Secretary is a Class II Officer of Goa Civil Service Cadre. There is a Directorate of School Education, headed by a Director, who is also an ex-officio Additional Secretary (Education). The Director of Education is assisted by two Deputy Directors – one for academic and other for administrative work, and 5 Assistant Directors.

The Director, Education is the appointing and disciplinary authority for all non-gazetted staff. For the Gazetted Officers like Principal, DIET, this authority is vested in the Governor of the State.

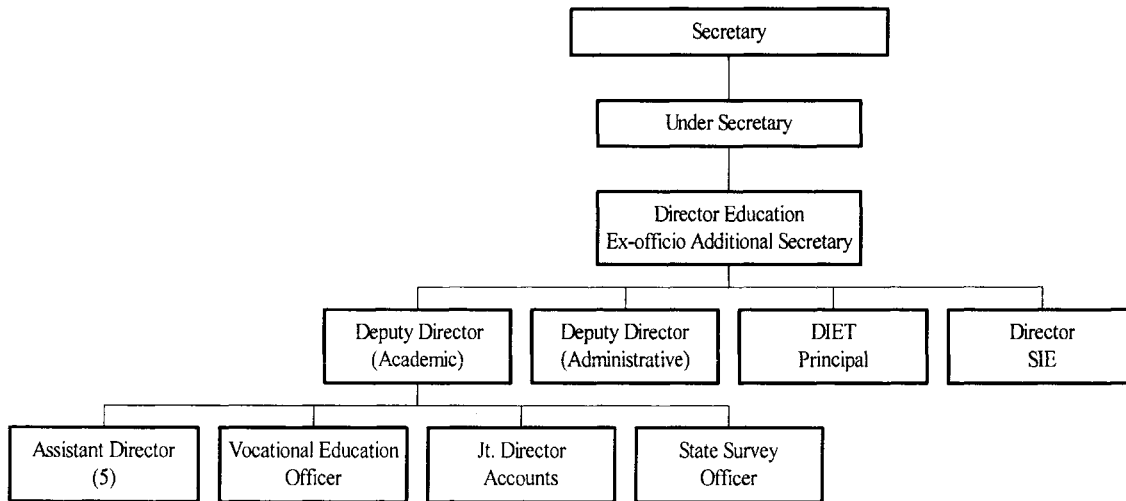


Fig. 2.1 Organogram of Education Department (Related to DIET)

2.2 STATE LEVEL POLICIES AND PRACTICES WITH RESPECT TO DIET MANAGEMENT

The Government of Goa (GOG) has sanctioned 12 academic and 13 administrative staff positions in each DIET. There was no qualification prescribed for the post of lecturer as the qualified staff from Goa was not available. But most of the staff has either postgraduate qualification either in academic or professional area or in both. Presently the teaching staff in DIET consists of class I and II officers from the Directorate of Education and some staff on deputation from Primary, Secondary, Higher Secondary and SIE.

The posts of Principal (Class I) and Sr. Lecturers (Class II) are presently filled on deputation.

The Government of India (GOI) in its original guidelines had proposed 48 posts to undertake various functions. However GOG has sanctioned 26 posts only, consisting of 1 Principal, 3 Sr. lecturers, 8 lecturers and 14 non-teaching posts.

2.3 RECRUITMENT, POSTING AND TRAINING OF A DIET STAFF

Appointment of the DIET Principal and lecturers is done by the Secretariat of Education, whereas appointment of Class III and IV employees of the DIET is done by the Director of Education.

There is no specific mention about the policy regarding training of DIET staff.

2.4 LINKAGES WITH SCERT AND OTHER STATE LEVEL AGENCIES

2.4.1 SCERT

Goa State does not have a full-fledged SCERT. It has a State Institute of Education (SIE). There are plans to upgrade the SIE into SCERT.

SCERT and DIET are constantly involved in In-service Teacher Training and Orientation through short term programmes both separately as well as in mutual association. The thrust of the programmes is on Child-Centred Approach and Activity Based teaching for development of competencies, in the children. The institutions also trained the teachers in Continuous Comprehensive Evaluation. The SIE has extensively imparted training under SOPT programme.

Pre-service Training

The DIET offers a newly developed two-year D.Ed course in 1993. SIE has assisted in the curriculum development.

In-service Training

DIET does not seem to be dependent on SIE for formulating its programmes and implement those. However the Director, SIE is a member of a PAC which is

responsible for the whole planning (Annual Plan, Institutional Development Plan as well as Perspective plan) of the DIET.

Staff Training

It is observed that SIE is not very actively engaged in conducting in-service training programmes for the DIET staff.)

At the time of study the DIET Principal was holding an additional Charge. He was originally Director, SIE. Three senior lecturers in the DIET also were deputed from SIE.

There is no other state level organisation with which the DIET collaborates for in-service training.

2.5 DIET AND THE DISTRICT LEVEL ELEMENTARY EDUCATION MANAGEMENT

Though there are two districts in Goa, for educational administration purposes, it is sub-divided into three zones. Each zonal office is headed by an assistant Director of Education of Class I category. He/She is assisted by a Deputy Education Officer who looks after the academic matters.

At the Block level, 3 to 4 Assistant District Educational Inspectors (ADEIs) look after the work of educational administration, supervision, coordination, monitoring etc. under the supervision and guidance from ADEs in-charge of respective zones. (Each zone comprises of 3 to 4 blocks).

The DIET conducts a two day meeting of all block level functionaries twice a year so as to understand the training needs of the primary teachers (as these ADEIs are in constant touch with them). DIET also conducts orientation/raining for these functionaries. The zonal officers are members of the PAC.

2.6 FINANCING OF DIETS

Since the DIET is a centrally sponsored scheme, the financial assistance is received from the Central Government for civil works, salary as well as training and research purpose.

1. Grant for Civil works

Goa DIET had received the grant for construction of a Hostel. At the time of study the construction was in progress.

2. Other Recurring Grants

The DIET receives the Salary Grant, as well as training and research grant under recurring head. It also gets contingency grants. No definite sanctioned amount on these heads was provided. The team visiting the DIET could not get these details.

SECTION III

INTERNAL STRUCTURE AND FACILITIES IN DIETs: CURRENT STATUS

3.1 INTERNAL STRUCTURE OF THE DIET

The DIET Guideline (1986) suggests that there will be 7 branches in each DIET. Govt. of Maharashtra has created 4 branches by clubbing these 7 branches. Twenty-six posts including Principal, teaching and non-teaching staff is sanctioned for each DIET as per the GR issued in this respect. They are presented in Table 3.1.

Table 3.1 No. of Posts sanctioned for each DIET (Maharashtra)

Sr. No.	Branch	Posts	
		Sr. Lecturer	Lecturer
1.	PSTE	1	6
2.	IFIC	1	1
3.	WE	-	-
4.	PM	1	1
5.	E.T.	1	1
	Total	2	9

Non teaching Posts	Sanctioned	In Position
Lab Assistant	1	1
Statistician	1	1
Librarian	1	1
Head Clerk	1	1
Accountant	1	1
Technician	1	1
Clerks	4	4
Peons	3	3
Mali	1	1
Total	14	14

Government of Goa has created only 5 branches in the DIET viz.

1. Pre-service Teacher Education (PSTE)
2. In-service Training and field interaction (IFIC)
3. Planning and Management (P &M)
4. Work Experience (WE)
5. Educational Technology (ET)

3.2 STAFF POSITION

At the time of study, the staff position was as follows:

Principal	1
Sr. Lecturer	3
Lecturer	11 (including lecturers and teachers)
Other teacher	3

All Non teaching staff (14) were in position. At the time of study (first visit) DIET Principal had taken charge as he was already working as Director, State Institute of Education. At the time of second visit the Principal was appointed as a full time Principal.

3.2.1 AVERAGE STAFF IN POSITION

In order to study the perception of DIET staff about the role of the DIET, strength and weaknesses of the DIET, a questionnaire was administered to all the DIET staff. The description of the DIET staff is presented in Table 2 to 4 in Introduction chapter.

Total number of DIET staff selected for the in-depth study was 17. Out of these, 12 were male and 5 were female staff.

The questionnaire was administered to all the DIET staff (except the In-charge-Principal).

3.2.2 DIET BRANCH

The staff members were asked to indicate the branch in which they are working. Table 3.2 presents data related to this aspect. It is not surprising to note that very few staff members are working only in one branch. Their appointment may have been done in a particular branch, but they are expected to help in activities / programmes of other branches.

Table 3.2 Branchwise Distribution of Staff

	MALE		FEMALE		TOTAL
PSTE	66.67	(8)	100.00	(5)	76.47 (13)
PM	16.67	(3)	00.00	(0)	11.76 (3)
WE	16.67	(3)	00.00	(0)	11.76 (3)
IFIC	75.00	(9)	60.00	(3)	70.59 (12)
ET	25.00	(3)	00.00	(0)	17.65 (3)
CMDE	8.33	(1)	00.00	(0)	5.88 (1)
DRU	0.00	(0)	0.00	(0)	0.00 (0)

Two branches, which have most of the staff working in, are PSTE and In-service Training. In Goa there is no DRU branch and other six branches are clubbed in 5 branches as shown in Table 3.1. From the above table it is clear that all the staff members are working for either of these units.

3.3 STUDENTS IN PSTE

One of the major branches of the DIET is Pre-service Teacher Education. In Goa, Pre-service teacher education course in elementary education is a Diploma in Education (D.Ed.) which is of two years duration.

3.3.1 ANNUAL INTAKE

45 students are admitted to the first year of the two-year D.Ed. course. Priority is given to teachers who are already in service. There is only one division in each year. Table 3.6 presents data regarding the number of trainees in each year.

Table 3.3 Number of PSTE trainees

	Male	Female	Total
Year I	1	41	42
Year II	2	34	36
Total	3	75	78

The table shows the dominance of female trainees over their counterpart.

3.3.2 ADMISSION PROCESS

The number of seats in first year D.Ed. is decided by the education Department. Principal, DIET has mentioned the criteria of admission as 1) Merit (Marks at std. XII) and Teaching Experience. In Goa there is still a backlog of untrained teachers (out of 4421 primary teachers 3380 are trained. (87.76%) At the middle school level the percentage of trained teachers is higher i.e. 96.96% Hence presently admission are given only to the untrained teachers.

3.3.3 TEACHER-PUPIL RATIO

All 14 teachers (including the work-experience teacher) are involved in PSTE. So the teacher-pupil ratio comes to 1: 6 Number of practicing schools of the DIET is 6. Average number of students per school then comes to 14.

3.4 DESCRIPTION OF THE PSTE STUDENTS

In Introduction Chapter, Table Nos. 6 to 8 present the description of the student sample by sex, age, qualification and experience. The sample of students (20) selected from both (1st and 2nd) year students brings out some characteristics of PSTE trainees. The age of most at the students is above 25 (in Maharashtra it was between 17-18 years.) as all the trainees are experienced teachers. Almost all the trainees in the sample had teaching experience between 1 to 6 years. Out of 20 trainees selected only 1 trainee was male and all others 95% were females.

70% of the students have passed XII, as that is the required entry qualification. Only 2 trainees (10%) had done graduation. 4 students did not respond to this question. It shows that there educational qualification.

Almost all the trainees come from far off. Some of them have to travel a distance of nearly 65% km. to reach to the DIET. Out of 20, Eight trainees (40%) do not belong to the same district. It may be remembered here that the state of Goa has two districts (Viz. North Goa and South Goa) but only one DIET.

3.4 PHYSICAL FACILITIES

Physical facilities at the DIET play a very significant role in achieving the goals of the DIET. Following subsections describe the physical facilities at the DIET.

Goa DIET at Porvarim was established in 1990. This DIET was upgraded from the existing D.Ed. College Government Teachers Training College (GTTC) which was originally established in 1967. It is situated in an urban site at Parvorim on Panaji Mapusa road joining two big cities in Goa. It is about 6 km. from the district headquarters at Panaji.

3.4.1. LAND AND BUILDING AREA

The DIET has 8.57 hectares of land of its own. But presently the state institute of education and some other institutions of Government are also having their buildings on DIET land.

DIET has its own building having 1435.35 sq. meters of carpet area. The building is old but impressive and was previously (before the DIET was established) used as GTTC for imparting training to primary teachers.

A new building for the hostel was coming up during the in-depth study. It was nearing the completion stage.

3.4.2 PHYSICAL INFRASTRUCTURE

The DIET has two classrooms for PSTE for the student of first and second year each. It has a Seminar room, which is generally used for In-service training. It has a Science laboratory as well as separate rooms for work experience and for Drawing. There is no psychology laboratory and computer laboratory. Principal has a separate cabin, attached to it is the office of the DIET. The Senior Lecturer in the PM branch also is given charge as a Vice-Principal. He also has a separate room. A common room for all the staff members (Not separately for men and women) is available. There is an auditorium in the DIET. Seating capacity of the; library is about 30.

Other facilities such as safe drinking water, regular supply of electricity and separate toilet for men and women are available. DIET does not have its own canteen. But the

state institute of education canteen (which is in the same campus) is used by the DIET students and staff.

3.4.3 HOSTEL

First phase of the hostel building is under construction. A separate hostel building for male and female is being built.

3.4.4 STAFF QUARTER

Only one staff quarter for the Principal is available; but at the time of study, the Principal did not occupy the quarter as he had his own have in Panaji (about 6 km. From the campus)

3.4.5 OPEN AREA

The DIET does not have a garden but a new playground was recently developed. Though the ground was ready, the PSTE students showed ignorance about its existence.

3.4.6 PERCEPTION OF PSTE STUDENTS ABOUT THE PHYSICAL FACILITIES

Twenty five percent students find the physical facilities in good shape where as 45% percive them as poor. Thirty percent feel it as average. This implies that PSTE students generally do not perceive the physical facilities of good quality.

Table 3. 4 Student Perception about Physical Facilities at DIET

	%	N
Good	25	(5)
Average	30	(6)
Poor	45	(9)

3.5 ACADEMIC FACILITIES

Academic facilities at the DIET include mainly the availability of equipments, computers and the Library facility. The same is discussed below in three subsections.

3.5.1 AVAILABILITY OF EQUIPMENT

The DIET in Goa had following equipment in one set and in working condition.

TV set

VCR

Film Projector

OHP with Screen

PAS

Slide Projector

Radio cum Tape recorder

Equipment such as photocopies and video camera is not available in the DIET. Audiocassettes (2) and videocassettes (4) are available in very small number.

COMMUNICATION FACILITY

DIET has a phone but not the fax machine.

3.5.2 COMPUTER FACILITY

The DIET does not have a computer system. But the Principal was planning to give a contract to outside agency for arranging computer training to the PSTE trainees.

3.5.3 LIBRARY FACILITY

Total number of books in the library was 11127. The librarian is in position. Library is open on 5 days a week from 9.30 am to 5.45 pm. The library subscribes to three professional journals only. It also subscribes to 1 Konkani and 3 English newspapers.

PSTE student's perception about the library facility is important because they are expected to use it maximally.

Though the library facility is available, most of the students were found not using the same. This is clear from their responses about the condition of library furniture. 45% students have not responded to this question. 35% think it is average whereas 10% students feel it is good and another 10% feel it is poor.

65% students stated that the library is spacious for several persons to sit. 45% stated that the reference facility is available. Only 40% students have expressed that the library has adequate number of textbooks number of reference books. Only 30% students feel that the number of textbooks issued at time are enough. 60% students are happy about the DIET subscribing to educational journals.

On the whole, PSTE students are happy about the library facilities provided by the DIET.

Perception about Media Facilities

The same scoring method was used for the media facilities as was used for physical facilities. The total score for media facilities ranged from 0 to 36. Table 3.6 presents perceptions of students about the media facilities available at the DIET.

Maximum percentage of students (60%) perceives the media facility as poor where as 35% perceives it as average. This opinion throws light on the availability and use of media facility.

Table 3. 5 Student Perception about Media Facilities at DIET

	%	N
Good	5	(1)
Average	35	(7)
Poor	60	(12)

The above table speaks very clearly about the poor media facility. Use of equipment like OHP/Slide Projector etc. by the teachers is also rare. Field investigator did not observe during their visit to DIET any teacher using any such equipment in the class. The classrooms were also not found equipped to use such equipment. (Electrical fittings, place for projection screen, trolley for OHP or TV/VCR etc. were absent).

Table 3.6 presents student perception about total (both physical and academic) facilities at their DIET.

Table 3. 6 Student Perception about total Facilities at DIET

	%	N
Good	0	(0)
Average	0	(0)
Poor	100	(20)

Students perceive the physical and academic facilities provided by the DIET as poor.

The above discussion brings to the notice of the reader, the need for development of the DIETs in terms of academic facility.

SECTION IV

REVIEW OF TRAINING PROGRAMMES AND RELATED ACTIVITIES IN DIETS

4.1 PRE-SERVICE TEACHER EDUCATION: THEORY, PRACTICE AND INNOVATIONS

In Goa, the Pre service Teacher Education (PSTE) at elementary level is in form of a Diploma in Education (D. Ed.) which is of two years duration. The present curriculum was developed in the year 1996. Following subsection describes the salient features of this course.

4.1.1 CURRICULUM OF PSTE COURSE (D. ED.)

1. NEED FOR REVISION OF CURRICULUM

An effective teacher in the school premises is of great worth for substantial achievement in the teaching learning process. This is equally true of teacher-education programme that looks forward in the preparation of such a teacher. As such, the curriculum of teacher education has a great significance, as it is an attempt to keep pace with the changes in time, place and milieu and at the same time it is to equip the trainees with all professional needs.

2. EFFECTIVENESS OF CURRICULUM

Effectiveness of teacher-education programme depends on how it acquaints the trainees with modern trends and currents affecting teaching-learning phenomenon. Inclusion of modern teaching techniques and concepts in this curriculum will surely enable the teacher-trainees to keep themselves abreast with the challenging factors in the job. An elementary teacher needs to have the knowledge in all the subjects being

taught to the elementary classes and hence she/he needs an awareness of problems arising in the educational processes.

3. DESIGN

This curriculum is modeled after the NCERT framework, which lays stress on Theoretical and practical aspects of teacher-education and evaluation scheme. It also suggests the use of suitable tools for qualitative testing of the trainees.

4. SALIENT FEATURES

- This curriculum has been revised in the light of the renewal of elementary Education curriculum in Goa,
- The course is of two year's duration.
- The minimum qualifications for admission to the course have been prescribed as:
 - ❖ Higher Secondary School Certificate Examination;
 - OR
 - ❖ Secondary School Certificate Examination and three years teaching experience.
- Weightage to theory and practical for both the years is 60% and 40% respectively.
- Written papers of each year provide for 80% Weightage for external evaluation and 20% for internal evaluation.
- Provision has been made for inclusion of the component "working with the community" in D.Ed. Part-I and "Internship in school" in D.Ed. Part -II.
- Provision has also been made in the curriculum to show the distribution of time in the form of periods and distribution of marks unit wise separately for content, methods and practical work of each subject.
- Concepts like learning modules and computers have been elaborated.
- The principles of content and methodology are considered in teaching methodology of different subjects.

GENERAL OBJECTIVES OF TEACHER EDUCATION

To enable the teacher trainee to:

- Comprehend principles and objectives of framing syllabus at Pre-primary and Elementary levels of Education.
- Organise effective and suitable learning experiences to concretize the learning content at the elementary stage.
- Co-ordinate and integrate subject matter, learning experiences and achievement of competencies with lesson planning and its implementation taking into account the principles of child development.
- Develop right aptitude towards enrolment, wastage, stagnation and retention of school children.
- Handle classes effectively in multi-grade situations.
- Take care for rehabilitation of backward and handicapped children in normal classroom teaching.
- Develop skills in making teaching child-centred and interactive resulting into mastery level achievement of competencies through suitable activities.
- Analyse content and plan their lessons.
- Participate in activities related to pre-primary, non-formal, girls', education, special education, value education and educational technology.
- Acquire competencies to develop among learners' aptitude for research and experimentation as well as for democratic values.
- Encourage and enhance community participation in school development.
- Prepare suitable teaching aids.

5. CURRICULUM FRAMEWORK

Table 4.1 shows the curriculum framework of the D.Ed. course.

Table 4.1 Curriculum Framework

D. Ed. I	Periods	-	Periods	D.Ed. II	Periods	Periods	per week	per week
SECTION I- WRITTEN PAPERS: WEIGHTAGE 60%								
Educational Psychology	185	100	5	Teacher and Education in Emerging India	185	100	5	
Curriculum & Evaluation	185	100	5	Teacher functions	185	50	3	
English	132	100	4	Hindi	132	100	4	
Konkani/Marathi	132	100	4	Science	132	100	4	
Mathematics	132	100	4	History, Civics & Adm.	132	100	4	
Environmental Studies	66	50	2	Geography	66	50	2	
Work Experience	66	50	2	Health &Phy. Education	66	100	4	
Total	898	60	26	Total	898	600	26	
SECTION II- PRACTICAL WORK: WEIGHTAGE 40%								
Drawing & Performing Arts	99	50	3	Draw. & Performing Arts	99	50	3	
Physical Education	66	50	2	Physical Education	66	50		
		2						
Working with Community	33	50	1	Internship	33	50	2	
Special Training Programme	66	50	2	Spe. Training Programme	66	50	2	
1. Pre-Primary			10	1. Pre-Primary			10	
2. Multi Grade Teaching			10	2. Multi Grade Teaching			10	
3. Education for All			10	3. Education for All			10	
4. Girls' Education		10		4. Girls' Education			10	
5. Education for B.C.		10		5. Education for B.C.			10	
Work Experience	66	50	2	Work Experience	66	50	2	
Practice Teaching	297	100	9	Practice Teaching	297	100	9	
Practical Work		50		Practical Work		50		
Related to subjects				Related to subjects				
Total	627	400	19	Total	627	400	19	

SCHEME OF THE COURSE

1. ELIGIBILITY FOR ADMISSION

The minimum qualification for the D. Ed. course shall be-

i) Higher Secondary School Certificate Examination

OR

ii) Secondary School Certificate Examination and 3 years teaching experience

2. DURATION OF THE COURSE

The duration of the full course shall be of two academic years comprising two parts, viz. D.Ed. Part I for the first academic year and D. Ed. Part II for the second academic year.

In each academic year the actual working period shall not be less than 220 days with break up as below:

Actual instructional days (approx.).	200 days
Periodical tests, examinations etc.	14 days
Social Service for D.Ed. I and Internship for D.Ed. II	6 days
Total	220 days

There shall be 45 periods per week each of 40 minutes duration. These periods may be adjusted as 8 periods per day from Monday to Friday and remaining five periods on Saturday.

3. PRACTICE LESSONS BY TEACHER TRAINEES

The teacher-trainees shall be required to give practice lessons as below:

For First Year (D.Ed. Part 1)

1) Micro lessons	8	(each of 5 minutes duration)
ii) Bridge lessons	2	(each of 15 minutes duration)
iii) Classroom lessons	16	(each of 35 minutes duration)
Total	26	

For Second Year (D.Ed. Part II)

Classroom lessons	18	(each of 35 minutes duration)
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4. OBSERVATION OF LESSONS

The teacher trainees shall be required to observe lessons and record their observation thereon as below: -

a) For First Year (D.Ed. Part 1)					
i) Micro lessons given by teacher educators					8
(One lesson in each skill of learning)					
ii) Bridge lessons given by teacher educators					1
iii) Demonstration lessons by teacher educators					5
iv) Practice lessons by co-teacher trainees as detailed below:					16
English	4	Konkani/Marathi	4		
Mathematics	4	E.V.S.	2		
Work Exp.	2				
Total					30
b) For Second Year D.Ed. (D.Ed. - Part -)					
i) Demonstration lessons by teacher educators.					6
ii) Practice lessons by co-teacher trainees as detailed below.					24
Hindi-	6	Science-	6		
History -	2	Geography-	2		
Civics-	2	Health & Phy. Edu.	6		
Total					30

5. SOCIAL SERVICE

During the First Year D.Ed. Course (D. Ed. Part-1) social service activities by the teacher trainees shall be organised for a period of six days. Following activities shall be carried out:

- i) Educational survey
- ii) Observation of functioning of Adult Education Centre
- iii) Shramadan
- iv) Visits to different schools in the locality
- v) Observation of health status of the locality

6. INTERNSHIP

During the Second Year D.Ed. Course (D. Ed. Part-tl) internship for the trainee teachers shall be organised for a period of six days. Given below is a list of suggested activities. At least five activities from the list or as may be decided by the institution, shall be carried out.

- ii) Study of school records.
- iii) Substitute arrangement to engage the periods of absentees.
- iv) Planning and organisation of school activities.
- v) Study of school problems.
- vi) Preparation and administering a test and evaluation of answer books.
- vii) Organisation of school Assembly.
- viii) Preparation of child's profile.
- ix) Organisation of sports and games.
- x) Preparation of wallpaper.
- xi) Scholastic guidance.
- xii) Designing and assessment of assignments.
- xiii) Field trip/nature walk.

7. ELIGIBILITY FOR ADMISSION TO THE EXAMINATION

In order to qualify to appear for the final external examination of each part (D.Ed Part-I and-D. Ed Part II) a teacher trainee shall-

- a) Put in minimum of eighty- percent attendance for each year.
- b) Obtain minimum 40% marks for internal evaluation in each subject of section 1.
- c) Secure minimum grade in the internal assessment of subjects in section II of each course.
- d) Complete all the prescribed practical work for the year.

8. PATTERN OF EVALUATION

Each subject shall be evaluated in two sections. The subjects under Section-1 shall carry 20% marks for the internal evaluation based on the periodical written tests. These subjects shall carry 80% ,marks for the final written examination which will have one paper of 80/40 marks of 3 hours/1 1/2 hrs. duration respectively.

The subjects under section II shall have only internal evaluation on the basis of annual practical work and there shall not be separate final examination. The scores achieved by the candidate shall be converted into grades.

Table 4.2 Pattern of Evaluation**First Year (D.Ed. Part I)**

Subject	Marks for Internal Evaluation (Periodic tests)	Marks for External Evaluation (Final Examination)	Duration in Hours of External paper
Section I : Written Papers			
1. Educational Psychology	20	80	3
2. Curriculum and Evaluation	20	80	3
3. English	20	80	3
4. Konkani / Marathi	20	80	3
5. Mathematics	20	80	3
6. Environmental Studies	10	40	1½
7. Work Experience	10	40	1½
Total	120	480	
Section II : Internal Assessment of Annual Practical Work			
8. Drawing and Performing Arts	50	-	
9. Physical Education	50	-	
10. Working with the Community	50	-	
11. Special Training Programme	50	-	
i. Pre-Primary			
ii. Multigrade Teaching			
iii. Education for All			
iv. Girls' Education			
v. Education for Backward Classes			
12. Work Experience	50	-	
13. Practice teaching	100	-	
14. Practical Work related to subjects	50	-	
Total	400	-	

Second Year (D.Ed. Part II)

Subject	Marks for Internal Evaluation (Periodic tests)	Marks for External Evaluation (Final Examination)	Duration in Hours of External paper
Section I : Written Papers			
1. Teacher & Education in emerging India	20	80	3
2. Teacher functions	10	40	1½
3. Hindi	20	80	3
4. Science	20	80	3
5. History, Civics & Admin.	10	40	1½
6. Geography	20	80	3
7. Health & Physical Education			
Total	120	480	
Section II : Internal Assessment of Annual Practical Work			
8. Drawing and Performing Arts	50	-	
9. Physical Education	50	-	
10. Internship	50	-	
11. Special Training Programme	50	-	
i. Pre-Primary			
ii. Population Education			
iii. Non-formal Education			
iv. Mass Media & Distance Education			
v. Value Education			
12. Work Experience	50	-	
13. Practice teaching	100	-	
14. Practical Work related to subjects	50	-	
Total	400	-	

Total score for Internal Evaluation in section I for both the years 120

Total score for External Evaluation in section I for both the years 480

Total scores for Internal Assessment of annual practical work in section II for both the years 480

9. SCHEME OF INTERNAL EVALUATION

The internal evaluation in subjects of Section I for both the years shall consist of:

i)	4 periodic tests of 10 marks each	40	marks
ii)	One terminal examination at the end of Ist term	80	marks
ii)	Preliminary examination at the end of IInd term	80	marks
	Total	200	marks

4.1.2 IMPLEMENTATION OF THE CURRICULUM

Information about various aspects of curriculum implementation process (related to teaching, learning and evaluation) was collected both from students and (to some extent) from the teachers. Analysis of this information is presented in following sub-sections.

4.1.2.1 Methods of teaching used by the teachers

Perceptions of PSTE students about the use of teaching methods are presented in Table 4.3.

Use of Lecture method, demonstration and activity lesson is stated by maximum number of students (100%, 95% and 50% respectively). Demonstration is liked by most of the students (70%).

Role play, simulation, discovery method are rarely used. Since they are not used adequately students may not have developed liking for the same. It is also understood from the students that the lecture method is used regularly by their teachers.

In order to understand to what extent the teaching staff uses different methods of teaching at both pre-service as well as in-service training, they were asked to rate their use. The responses are compiled in Table 4.4.

Table 4.3 Use of Methods of Teaching

Method	Used	Teachers use		Frequency of use		Methods liked by students
		All	Some	Rugu- larly	Some- times	
Lecture Method	100 (20)	80 (16)	20 (4)	50 (10)	5 (1)	45 (9)
Activity Lesson	50 (10)	5 (1)	40 (8)	5 (1)	10 (2)	35 (7)
Role Play	5 (1)	00 (0)	00 (0)	00 (0)	5 (1)	5 (1)
Demonstration	95 (19)	00 (0)	15 (3)	15 (3)	20 (4)	70 (14)
Project Method	40 (8)	5 (1)	30 (6)	00 (0)	5 (1)	30 (6)
Discovery Method	15 (3)	00 (0)	15 (3)	00 (0)	5 (1)	15 (3)
Simulation	20 (4)	10 (2)	10 (2)	5 (1)	10 (2)	15 (3)
Audio-visual aids	35 (7)	10 (2)	20 (4)	10 (2)	5 (1)	25 (5)

**Table 4.4 Use of Teaching Methods at Pre-service Training
(Staff Responses)**

	Mostly		Sometimes		Rarely	
	%	N	%	N	%	N
Lecture	35.29	(6)	41.18	(7)	5.88	(1)
Demonstration	52.94	(9)	29.41	(5)	0.00	(0)
Discussion	23.53	(4)	41.18	(7)	11.76	(2)
Seminar	0.00	(0)	17.65	(3)	23.53	(4)
Project	0.00	(0)	47.06	(8)	11.76	(2)
Field Work	5.88	(1)	47.06	(8)	5.88	(1)
Laboratory	11.76	(2)	23.53	(4)	23.53	(4)
Self Study	29.41	(5)	29.41	(5)	5.88	(1)

It is the Demonstration method (and not the lecture method) which is mostly used by the maximum percent (nearly 53%) of the staff. It is used sometimes by nearly 30% staff. Lecture method is another method, which is used mostly by about 35% staff and sometimes by 41% staff. Other methods, which are used sometimes, are fieldwork (47%), Project (47%) and Demonstration (29.4%). Self-study is one method, which is mostly used by one third staff and sometimes used also by nearly one third staff. (While interpreting this data it must be kept in mind that many staff members (from 3 to 10) have not responded to this question.

It is heartening to know that the DIET staff “perceives” of using cooperative and individualised learning methods more than one-way presentation methods like lecture and demonstration. But the observations of the field investigators and also the perceptions of other stakeholders do not support this perception. Staff was mostly found using a lecture method.

4.1.2.2 Availability and use of Equipment

Table 4.5 presents students perceptions of PSTE students about the availability and use of equipment and other facilities.

Table 4.5 Availability and use of Equipment (Student Opinion)

Equipment	% and No. of Students			
	Available	In good condition	Students are allowed to use	Teachers use
1. TV Set	90 (18)	65 (13)	25 (5)	25 (5)
2. VCR	70 (14)	50 (10)	10 (2)	20 (4)
3. Film projector	75 (15)	45 (9)	15 (3)	25 (5)
4. OHP	65 (13)	40 (8)	15 (3)	25 (5)
5. PAS	60 (12)	35 (7)	25 (5)	35 (7)
6. Radio	55 (11)	50 (10)	30 (6)	35 (7)
7. Xerox	0 (0)	0 (0)	0 (0)	0 (0)
8. Fax	0 (0)	0 (0)	0 (0)	0 (0)
9. Computer	0 (0)	0 (0)	0 (0)	0 (0)

The table presents a very dismal picture about the use of equipment both in classroom for teaching purpose as well as for supporting teaching (like Public Address System, xerox, Fax or computer). Very rarely the students are allowed to use the equipment and teachers themselves also do not use the equipment to any great extent. DIET scheme visualises every DIET should have an Educational Technology branch and it should maintain and facilitate use of equipment in the classroom. The existing scenario does not match with these expectations.

Table 4.6 shows the availability and use of equipment in the DIET as reported by the staff.

Table 4.6 Availability and Use of Equipment (Staff opinion)

Equipment	Available		Used	
	%	N	%	N
Audio Cassettes	94.12	(16)	58.82	(10)
Video Cassettes	82.35	(14)	47.06	(8)
OHP	88.24	(15)	76.47	(13)
Radio	88.24	(15)	35.29	(6)
TV	94.12	(16)	58.82	(10)
Film Projector	82.35	(14)	35.29	(6)
Slide Projector	88.24	(15)	47.06	(8)
Cyclostyling machine	94.12	(16)	64.71	(11)
Computer	5.88	(1)	0.00	(0)

It is observed from the above table most of the equipment is available to the DIET staff for use. This observation is supported by the information collected through the GIB about the Equipment at DIET. However, less than 60% staff uses TV and Audio/Video cassettes. About 35% staff uses radio but 76% staff has reported that they use OHP. However the field observation showed a negative picture. Teaching sessions at Pre-service as well as in-service training programmes were observed by the field investigators and not a single staff member was found making use of any of these media except a chalkboard.

All the staff members have reported the use of micro-teaching for both pre-service as well as in-service training.

4.1.2.3 Orientation about the course

Data was collected from the students regarding orientation about the courses as a whole as well as orientation about the practical work. Only fourteen (70%) students have said that they received orientation of the whole course. It was found useful by students (65%) in understanding the scope and requirements of the course. Students

(65%) said it helped in preparing and planning the course work. Out of those who were not given any kind of orientation, only 2 students (10%) hope that such an orientation would be useful.

Another type of orientation was of practical work requirement. 82.14% students have received such an orientation. Out of these students, 92% students have received orientation about practical work, 93.6% about lesson plan writing, 89.3% about observation record and 83.6% about assignments.

This shows that orientation regarding practical work is received by more students than the general orientation. But not many students find the general orientation useful.

4.1.2.4 Interpersonal relationship

Good and healthy interpersonal relationship creates healthy climate in an organisation. Principal, teaching and non-teaching staff and students are main contributors in creating such a climate. Information on this aspect was collected from both the students and the staff.

A question regarding the relationship with others in the DIET was asked to the students with a view to understand the climate of the organisation. Table 4.7 Presents data related to students interaction with Principal, teacher as well as peers.

Table 4.7 Interpersonal Relationship (Number and Percentage of Students)

	Principal	Teachers	Other students
Discuss academic problems	10 (2)	70 (14)	70 (14)
Discuss personal problems	5 (1)	45 (9)	45 (9)
Receptivity of the persons (listen to you)	20 (4)	60 (12)	60 (12)
Persons are helpful	20 (4)	65 (13)	75 (15)

It is clear from the above table that student do not have any meaningful interaction with the Principal. With the teachers (teaching staff), they have good relationship. 70% students discuss their academic problems with their teachers.

The responses of the students were scored (1 scored for 'Yes' and 0 for 'No'). Total score for each category (Principal, teachers and other students) ranged from 0 to 5. An average score of the relationship is presented in Table 4.8.

Table 4.8 Average of Interpersonal Relationship Score

Category	Total
Principal	0.80
Teachers	2.65
Other students	3.40

The above table shows that the students have nearly no interaction with their Principal. With the teachers and other students the relationship seems to be quite good. At the group meeting with the students, they had expressed that they do not get an opportunity to meet the Principal. This may be because the Principal who was a Director, State Institute of Education was given additional charge as a Principal, DIET. (During the last visit of the Field Investigators it was found that the post of the Principal was filled.)

4.1.2.5 Practice Teaching Programme

(a) Practicing School

DIET Goa has a practicing school in its campus but it is not run as an experimental school of the DIET. It is a Government Primary School which happens to be in the same campus. Apart from this school DIET also has other 5 practicing schools. Mostly these practicing schools are in the vicinity.

The number and percentage of students who were introduced to the practicing school by the Principal / teachers is only 2 (10%). This shows that all other students go to the practicing schools themselves to get introduced.

(b) Practice Lesson

Nearly all students have said that their teachers gave demonstration lesson before they were sent for practice teaching. Almost all students have said that they were given 5 demonstration lessons by their teachers.

(c) Lesson Plan

90% students report to have received orientation from their teachers about how to write lesson plans. Ninety percent agree that they were supplied model lesson plans. 98% state that they wrote the lesson plan themselves. 95% students state their teachers correct their lesson plans. Only 80% have reported that their teachers discuss the lesson plan before the students give that lesson. Ninety percent students have expressed their satisfaction regarding the help they receive from their teachers in preparing lesson plans.

(d) Activity lesson

Several questions were asked to the trainees about the activity lesson to be conducted by them. Following are the percentage of students giving affirmative (positive) response.

Aspects of Activity Lessons	%
1. Demonstration for conducting Activity Lessons	95.0
2. Demonstration lessons were given by	
DIET Faculty	60.0
PT School Teachers	25.0
3. Demonstration lesson are found useful	95.0
4. Model Activity Lesson plans were supplied	85.0

5. DIET Teachers guided for preparing activity lesson plans	90.0
6. DIET teachers supervised the Activity lesson	90.0
7. Teachers give feedback on these lessons	95.0
8. Percentage of trainees liking Activity lesson	75.0
9. Percentage of trainees liking traditional lesson	10.0
10. Percentage of trainees stating that the Primary school students enjoy regular lessons	00.0
11. Percentage of trainees stating that the Primary school students enjoy activity lessons	90.0

Above responses bring out that the trainees as well as their primary school students enjoy activity lessons. The PSTE students have no complains about the guidance from their teachers. They get the model activity lesson plans, DIET teachers guide them for preparing activity lesson plans. Nearly all students have said that their activity lessons are supervised by the faculty and more than 95% students get feedback on their activity lessons.

Extreme liking of PSTE students for activity lesson is interesting to note. Not a single student has said that the primary school students enjoy regular / traditional lessons but nearly all (90%) state that primary school students enjoy activity lessons.

(e) Supervision and Feedback during Practice Teaching

Many questions were asked to the PSTE trainees about the supervision and feedback during practice teaching. Their responses presented below:

1. Practice lessons are supervised			
	Every class	70%	(14)
	Regularly	20%	(4)
	Occasionally	0%	(5)
	No Response	10%	(2)
2. Practice lessons are supervised by			
	DIET faculty	80%	(16)
	School teachers	5%	(1)

3. Principal has supervised the practice lesson	10%	(2)
4. DIET faculty observes the practice lesson		
Full class time	60%	(12)
For some time	20%	(4)
No Response	20%	(4)
5. While supervising DIET faculty the lesson intervene in the middle	35%	(7)
6. Feedback on each lesson is given		
Immediately	0%	(0)
In the evening	100%	(20)
Week-ends	0%	(0)
No feedback	0%	(0)
7. Feedback is given		
at length (adequate time)	15%	(3)
for a few minutes	80%	(16)
8. PSTE trainees are allowed to comment on other trainees lesson	55%	(11)
9. Other batchmates comment on the respondent's lesson	70%	(14)
10. Comments of batchmates are found		
useful	55%	(11)
sometimes useful	25%	(5)
always biased	0 %	(0)

It is seen from the above responses that nearly 70% students say that their every class is observed, supervised mostly by the DIET staff. Principal very rarely supervises the lesson (10% students report).

60% students report that the DIET faculty observes the practice lesson for the full class time. Only 20% students report that the faculty sit in the class for sometime. (20% students have not responded to this question).

It is a good practice that the PSTE trainees are allowed to comment on each other's lessons. Peer comments, if constructive, would help the trainees to improve.

4.1.2.6 Motivation for joining DIET

Students were asked the reasons for joining the D. Ed. course at the DIET, Table 4.9 presents data related to the same.

Three major reasons which stand out (responded by more than 70% students) are :

- a) love working with children
- b) always liked to be a teacher
- c) teaching is a noble profession and

All other reasons do not seem to play any role in selecting this course. The major reason may be that all the PSTE students in Goa are working teachers. They are already in job and though the course is called Pre-service Teacher Education, it is In-service Teacher Education for them.

Table 4.9 Reasons for Joining the DIET

Reasons	Responses	
	%	N
1. I come from a family of teachers	5.00	(1)
2. I have always liked to be a teacher	70.00	(14)
3. I love to work with children	85.00	(17)
4. Teaching is a noble profession	70.00	(14)
5. There is no tension in teachers' job	10.00	(2)
6. To be honest, I do not hope to get any other job	15.00	(3)
7. I joined because I got a seat	5.00	(1)
8. I have not thought about it	0.00	(0)

4.1.2.7 Co-curricular Activities

Most of the students (86.4%) find time to participate in the co-curricular activities in their DIET. Nearly same number of students has agreed that these activities are organised by their DIET. Table 4.10 presents data regarding type of activities and aspects related to the same.

Table 4.10 Co-curricular Activities at the DIET

Co-curricular Activity	Frequency of Organisation			Participate	Organised	Adequate
	R	O	N			
Sports & Games	10 (2)	50 (10)	15 (3)	60 (12)	20 (4)	50 (10)
C.T.	0 (0)	50 (10)	20 (4)	50 (10)	10 (2)	25 (5)
Excursions	5 (1)	35 (7)	15 (3)	35 (7)	20 (4)	30 (6)
Debates	0 (0)	25 (5)	40 (8)	15 (3)	10 (2)	20 (4)
Essay Competition	10 (2)	75 (15)	5 (1)	40 (8)	15 (3)	30 (6)
Extempore Speeches	5 (1)	25 (5)	35 (7)	20 (4)	10 (2)	20 (4)
Music Competitions	5 (1)	5 (1)	55 (11)	5 (1)	0 (0)	10 (2)
Drama	5 (1)	55 (11)	20 (4)	20 (4)	10 (2)	25 (5)
Quiz	0 (0)	30 (6)	30 (6)	10 (2)	5 (1)	20 (4)
Antakshari	0 (0)	5 (1)	50 (10)	5 (1)	5 (1)	10 (2)

* R : Regularly, O : Occasionally N : Not at all

It is observed from the above table, that many activities such as Extempore Speech, Debates, Quiz etc. are organised occasionally in the DIET. Though frequency of organising activities is not very appreciable, whenever they are organised a large number of students participate. Students generally do not take part in organising such activities. On the whole the students do not find the activities adequate in number.

4.1.2.8 Awareness about the DIET Units

The students were asked to state the number of units/branches existing in the DIET. It is clear from the responses of the students that they are not quite aware about the number of units functional in the DIET.

No. of Units	Students	
	%	N
1	5	1
2	20	4
3	10	2
4	10	2
N. R.	55	11
Total	100	20

Though the DIET staff is appointed in a particular branch (unit), every staff member has to work in both Pre-service as well as in-service training unit. Since number of staff in position is much less than sanctioned posts, every members must be required to assist the work in all branches. A large number of students (11 i.e. 55%) have not responded to this questions as they may not have experienced any differentiation. Since no student correctly knows the number of units in the DIET, the responses to the next question about the help taken from the staff/faculty of other units becomes irrelevant.

4.2 IN-SERVICE TRAINING: CATEGORY, COVERAGE, THEMES AND QUALITY

The guideline provides objectives of in-service and continuing education to teachers as follows:

- i) To develop in every teacher, as far as possible, knowledge, skills and attitudes which may be necessary for him/her to function as a competent professional; and to implement the main components of educational policy and
- ii) To afford teachers, opportunities of professional growth suited of their individual background, aptitude, talent and choice.

The guideline expects every DIET to conduct at least 12-14 long duration (2 to 3 weeks) programmes covering 500-600 elementary teachers a year with a goal of bringing every teacher in the DIET for In-service training at least a year in face-to-face mode (40-45 teachers per programme). DIET is also expected to organise number of shorter, theme specific programmes in various areas.

Apart from teachers, Headmasters, Heads of school complexes and officers of Education Departments (up to block level) would be other target groups for in-service training. The headmasters may be covered under the in-service training programme once every three years, Head of School Complexes once every two years and block level officers of Education Department annually. Keeping these guidelines in mind, the present status of In-service Training programmes in DIETs is examined below.

DIET in Goa organises two types of programmes

- a) Long duration courses (10 days)
- b) Short duration courses (3 to 5 days)

4.2.1 LONG DURATION COURSES

The calendar of In-service programme for the year 1998-99 shows that the DIET had planned 1 programme every month on “Comprehensive Orientation Programme” of 10 days duration . These programmes were planned for the months of June, July, August, September, November and March (6 programmes). One orientation programme of 10 days duration in Teaching English to Std. III and IV (Marathi medium) was planned in April 99.

The number of participants in these courses is about 45.

❖ SHORT DURATION COURSES: THEMES

The DIET conducts short duration programmes for three types of target groups viz. Teachers, headmasters and heads of school complexes, and ADIs (education officers). In the year 1998-99 programmes planned were as given in Table 4.11.

Table 4.11 Short duration In-service Training Courses

Theme	No. of days	No. of Courses
1. Work Experience	5	4
2. Drawing	5	3
3. Preparation of A.V. Aids	5	2
4. Marathi Poetry Recitation/singing	5	4
5. School Readiness programme	5	6
6. Action Research	5	2
7. Health and Physical Education	5	2
8. Media Awareness and its educative value	3	2
9. Orientation course in Kannada	5	1
10. Orientation course in Urdu	5	1
11. Orientation course in Konkani	5	1

Other short duration courses were planned for the heads of the schools and school complexes.

1. Workshop cum seminar for the school complex heads	3	5
2. School Management and Institutional Planning	5	2

Diet also organises meetings of the ADIs twice a year. These meets are of 2 days duration.

Another group which was planned to reach was that of a middle school teachers. The theme was Women’s Education and its duration was 3 days.

Total number of courses (both long duration and short duration) which were planned for the year 1998-99 was 43. It was planned to reach 1720 teacher participants through these courses.

4.2.2 CATEGORY AND COVERAGE

As against this planning, data from GIB for the year 1997-98 shows that the DIET conducted 36 programmes (27 short duration and 9 long duration). The DIET oriented 909 teachers, 114 Head masters and 18 Education Officers (ADIs) totaling 1041 personnel during 1997-98. Table 4.12 shows the total number of teachers trained under the in-service programme for the last 4 years.

Table 4.12 No. of Teachers trained

Year	Male	Female	Total
1995-96	365	582	947
1995-96	278	396	624
1995-96	348	701	1049
1995-96	140	239	379
(upto Sept. 98)			

Average number of teachers trained per year is as per the expectations spelt in the Guidelines. However it is observed that the Goa DIET has yet not oriented the Community workers. The training of community workers also does not reflect in the calendar of the year 1998-99.

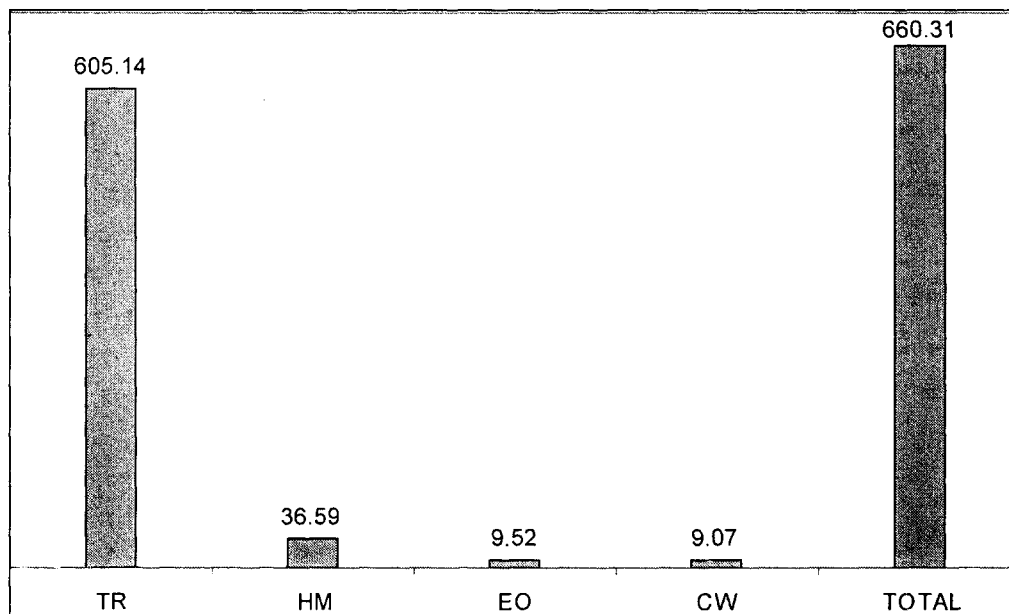


Fig. 4.1 Total No. of Participants

4.2.3 QUALITY OF IN-SERVICE TRAINING PROGRAMME

For judging the quality of these programmes sample of in-service teachers as well as elementary teachers/headmasters was selected. Their perceptions about the quality of In-service training programme are presented in following subsections.

4.2.3.1 In-service Trainees

The profile of in-service trainees (teachers) selected from the DIET is presented below (Please refer Tables 8 to 10 in Chapter "Introduction").

Most of the in-service trainees have experience of more than 15 years (84.21%). Most of them have studied upto S.S.C. before getting the diploma in Education (84.21%). Only 10.5% have Post Graduate Degree. As expected, nearly all (18 out of 19) have

D.Ed./D.P.Ed. as their professional qualification. Some (14.8%) have acquired D.Ed. qualification.

a. Perception of In-service Trainees about the In-service Training Programme

Information was collected from these selected In-service trainees about various aspects of In-service Training Programme. Their responses are presented below.

1. Assessment of the Course Content of the Present

Training Course

Comprehensively designed	78.95	15
Fairly Comprehensive	21.05	4
Poorly designed	0.00	0

2. Resource Persons

Capable	89.47	17
Fairly capable	10.53	2
Incapable	0.00	0

3. Opportunity to interact effectively during training

Very often	68.42	13
Occasionally	26.32	5
Never	0.00	0
(No response)	5.26	1

4. Rating of the Training Course

Innovative	78.95	15
Routine	21.05	4
Monotonous	0.00	0

5. Extent of difference this training is going to make
in the quality of work

Very much	63.16	12
To some extent	31.58	6

Hardly any	0.00	0
(No response)	5.26	1

6. Rating of the physical and academic facilities at the DIET

Good	68.42	13
Average	31.58	6
Poor	0.00	0

The In-service trainees seem to be quite satisfied with the training programme in which they were participating. Are satisfied with the resource persons. Nearly 90% participants have stated that the resource persons were capable. Nearly 80% have rated the courses as innovative as against the 20% who find it routine. Fig. 4.2 represents the responses of the in-service trainees graphically.

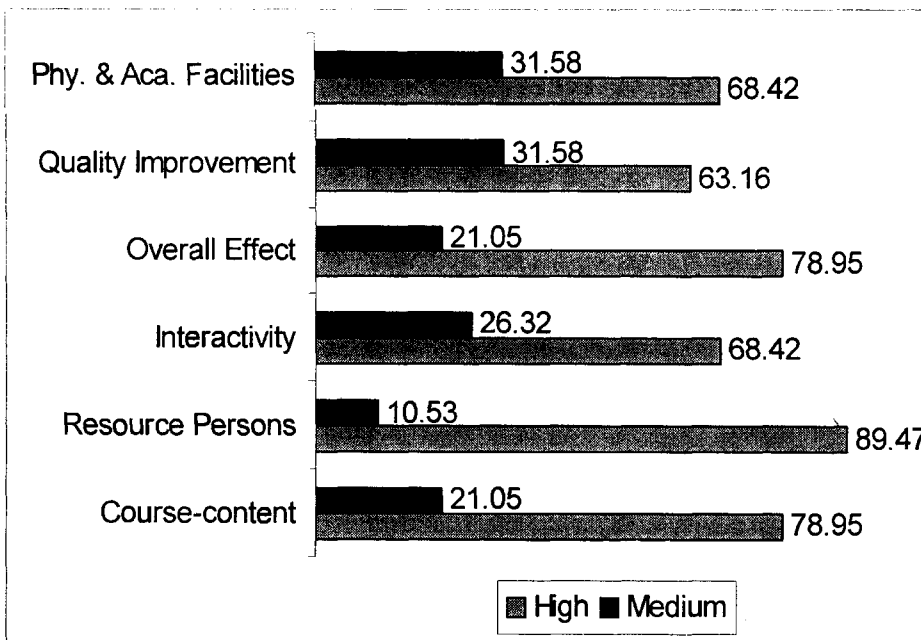


Fig. 4.2 Perception about Effectiveness of Various Aspects of Training

Since most of the questions regarding the quality of in-service training programme had three categories of responses showing the extent, they were scored as 0 to 2 (starting from lowest to highest). The total score of all questions related to quality ranged from 0 to 12. Three categories (high, medium and low levels) of quality

emerged. 94.74% (18 out of 19) trainees consider the training course as highly effective, 5.26% consider it as medium level and nobody perceives it as low on effectiveness.

b. Perceptions about the facilities at the DIET

The trainees were asked to indicate one or two facilities, the lack of which, in their opinion has affected the quality of in-service training.

List of all the limitations perceived by the trainees is presented in Appendix B. The problems are DIET specific but the major limitations perceived at the state level are presented in Table 4.13. Trainees also gave many suggestions. Major suggestions given by in-service trainees are presented in Table 4.14.

Table 4.13 Major Limitations (as suggested by In-service Trainees)

1.	Transport problem	26.32%
2.	Shortage of Time	15.79%
3.	Lack of Hostel facilities	10.53%
4.	Uncleanness	10.53%

The table shows that the lack of transport facility creates problem for the trainees. Since the trainees come from both the districts (North Goa and South Goa) some of them have to travel from a long distance.

Other problem stated is that the duration of the courses is very short. Lack of hostel facilities is mentioned by some as a problem. The transport problem can be solved by creating hostel facilities for which Central Government is giving full grant. At the time of in-depth study the construction of hostel building was in progress.

Some participants also observe uncleanness. The PSTE students also mentioned this problem during the group meeting. They expressed their anger at having to clean the classrooms and the corridors though the peons are appointed for the purpose.

Table 4.14 Suggestions for Improvement (as suggested by In-service Trainees)

1.	More duration	68.42%
2.	Training for all teachers	52.63%
3.	More no. of Resource Persons	15.79%
4.	Variety in Teaching Methods	15.79%
5.	Application oriented courses	10.53%

Suggestion given by majority of the In-service trainees is to increase the duration of the course. Participants (52.63%) have also suggested to arrange the training for all the teachers. It may be happening that some teachers get invited for more than one times whereas some may not be getting it. The organisers should see that all get the training.

Though the remaining 3 suggestions are given by less number of participants, nevertheless they are important from the planners' point of view. They have suggested that the number of resource persons must be increased. Other suggestion is regarding using variety of teaching methods during training. It was observed by the field investigators also that the DIET faculty uses lecture –discussion as main methods. Practical sessions are conducted for subjects like drawing, work experience and preparation of teaching aids. During lecture session also the faculty uses only chalk board as the media. The seating arrangement is also traditional classlike. This classroom atmosphere needs to be changed.

Some (10.5%) participants have suggested that the orientation course should have application value. It should not be only theoretical. This is also a very valid suggestion. In-service training course should try to address the problems faced by the teachers in the class.

4.2.3.2 Elementary Teachers

Another group of stakeholders who opined about the quality of in-service training which they had undergone in the DIET was that of Elementary teachers. Total number of elementary teachers selected from Goa was 19. Out of these, 16 (84.21%) had attended training in the DIET and 13 (68.42%) had attended training from other organisations. Tables 11 to 13 in the Introduction Chapter present information on their qualification and experience.

All elementary teachers in the sample have D.Ed / PTC / C.P.Ed qualification. About 75% teachers had teaching experience more than 15 years. Only 25% had experience less than 10 years.

a. Perception about Quality of In-service Training Programme

Those who had participated in in-service training programmes at DIET were asked their opinion about the quality of the same. Table 4.15 and 4.16 present statementwise percentage of teachers. Their perceptions show a positive trend. More than 50% teachers who had participated earlier in DIET training feel that the quality of In-service training programme is quite high.

About 80% teachers agree to great extent that the teaching aids used during training helped in understanding. Three fourth of the teachers feel that the physical facilities at the DIET are appropriate.

Nearly 40% teachers agree to only to some extent that the group activities organised during training were appropriate. Other two areas of concern are competency of the resource persons and the follow up activities. 44% teachers feel that the follow up activities were useful to some extent.

Table 4.15 Perception about Quality of In-service Training Programme (N=16)

	Great Extent	Some Extent	Not at all
Physical Facilities in the DIET are appropriate	75.00	18.75	6.25
The objectives of In-service training are relevance to the needs and problems of teachers	68.75	18.75	12.50
Contents covered are relevant to the objectives of the training	62.5	25.00	12.50
Learning Material provided during training is useful.	68.75	18.75	12.50
AV Aids/media used during training help in better comprehension	81.25	6.25	12.50
Group activities organised during training are appropriate.	56.25	37.50	6.25
Resource Persons of training are competent.	56.25	31.25	12.50
Assignments given during training helped to improve competency.	68.75	25.00	6.25
Follow-up Activities are useful.	50.00	43.75	6.25

b. Perception about the Usefulness of Activities for Improvement

The teacher respondents were further requested to opine about the usefulness of the activities organised during in-service training (whether they helped them in improving their skills and abilities). The responses are presented in Table 4.16.

Table 4.16 Usefulness of Activities for Improvement (N=16)

	Great Extent	Some Extent	Not at all
Communication Skills	43.75	50.00	6.25
Self-confidence in dealing with complex problems of teaching	31.25	62.50	6.25
Organization Skills	37.50	37.50	25.00
Content Mastery in new subjects	50.00	43.75	6.25
Competency in using methods of teaching	56.25	37.50	6.25
Ability to adopt innovations in school system	50.00	43.75	6.25
Acquaintance with new technology in teaching-learning system	37.50	56.25	6.25
Skill of development of local specific AV Aids	37.50	50.00	12.50
Skill of effective evaluation of learner's performance.	37.50	56.25	6.25

The data from both the above tables show that the impact of in-service training programmes is not perceived by the stakeholders (in this case elementary teachers) to a large extent. One of the reasons may be that the follow-up activities (to keep in constant touch with the teachers) are not organised by the DIETs in very effective manner. Some teachers / In-service trainees have given suggestion about organising follow-up activities so that the concept / skills learnt during the training are refreshed. The probability of application of skills learnt increases with such an interaction.

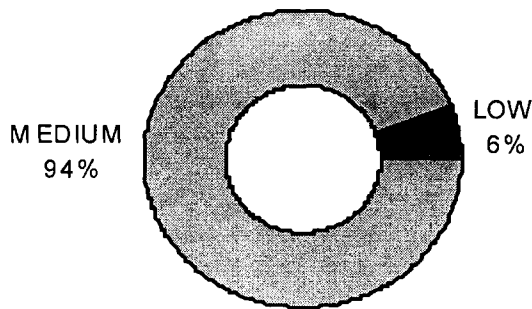


Fig. 4.2 Perception about Effectiveness of Training

c. Perceptions about Strengths and Weaknesses of the In-service Training Programme

Feedback of participant regarding strengths and weaknesses of the in-service training programme organised by the DIET as well as their suggestions to overcome these weaknesses was sought. Analysis of the responses is presented below.

d. Strengths of the In-service Training Programme organised by DIET

- | | |
|--|-----|
| 1. Competent and highly educated staff | 38% |
| 2. Motivating | 14% |
| 3. New skills are developed | 14% |
| 4. Appropriate guidance | 10% |

Elementary teachers have mentioned many strengths of the training programme, which are listed in Appendix B. Strengths which are stated by more than 10% respondents are listed above. Maximum number of teachers feels that the DIET staff is competent and highly educated. They look at the training course as motivational and an opportunity to develop new skills. The trainees also have reported to receive good guidance.

e. Weaknesses of the In-service Training Programme organised by DIET

- | | |
|-------------------------------|-----|
| 1. Transport Problems | 19% |
| 2. Lack of Hostel facilities | 10% |
| 3. Lack of Canteen facilities | 10% |

Not many weaknesses have been identified by the elementary teachers. Since the teachers have to come to the DIET every day for the training, the problem faced by the participants is that of a transport. There is only one DIET in the whole state. The teachers from both the districts have to reach to the DIET and as such reaching the DIET from the village / taluka everyday becomes a problem. They also have stated the lack of hostel and canteen facility as a weakness. All these weaknesses are largely related to the logistics of the programme.

f. Suggestions for Improvement the In-service Training Programme

- | | |
|---|-----|
| 1. Training should be organised for longer duration | 52% |
| 2. DIET should plan to train all teachers in the district | 10% |
| 3. Training should be organised at Taluka /Central place | 10% |

More than 50% teachers have suggested that the courses (which are of 5 days duration) should be organised for a longer duration. Another suggestion given by equal number of participants is that the DIET should train all the teachers in the district.

They also bring out the need to provide training at taluka place.

4.2.3.2 In-service Training and DIET Staff

Teaching staff in the DIET has reported that they spend 25% of their weekly time in in-service training. (and 58% of time in teaching at PSTE). Table 4.19 shows the responses of teaching staff regarding the teaching methods they use in in-service training programme.

Table 4.17 Use of Teaching Methods in In-service Training Programme

	Mostly	Sometime	Rarely
Lecture	35.29 (6)	47.06 (8)	5.88 (1)
Demonstration	64.71 (11)	23.53 (4)	0.00 (0)
Discussion	41.18 (7)	41.18 (7)	5.88 (1)
Seminar	11.76 (2)	29.41 (5)	17.65 (3)
Project	0.00 (0)	47.06 (8)	11.76 (2)
Field Work	0.00 (0)	43.90 (18)	5.88 (1)
Laboratory	0.00 (0)	29.41 (5)	29.41 (5)
Self Study	11.76 (2)	29.41 (5)	17.65 (3)

Similar to the use of teaching methods in Pre-service, Demonstration followed by discussion method are found to be used maximally. A large percentage of staff (47%) have reported to use lecture method sometimes. Project and Field work are methods used sometimes by the staff. Self study is another method which is reported to be used sometimes by nearly 30% staff. Here also a large percentage of staff has not responded to this question.

4.3 PROCESS OF DESIGNING AND IMPLEMENTING TRAINING ACTIVITIES

Two types of training take place in the DIET; Pre-service and In-service. Many aspects of both these major activities are discussed above in subsections 4.1 and 4.2. In this sub-section the process of designing and implementing these activities is discussed.

1. Planning Process: DIET Goa has prepared a 5 Year (1995-2000) Perspective plan for the institution.

2. Yearly calendar of activities is separately prepared for PSTE and. The PSTE calendar shows various activities such as workshops on lesson planning, Micro-teaching, Demonstration lessons etc. The yearly activities start on June 6 and end by an annual meet on April 2.

The Calendar for In-service Training Programme gives monthly courses with the duration and the target group.

Annual Plan preparation goes through 3 stages. First, a draft is prepared by the Programme Planning Committee, which consists of a Vice Principal and two lecturers. Then it is discussed in the staff meeting. After discussion the draft is finalised. Lastly, an approval of PAC is sought on the the Plan. DIET has a PAC which meets four times a year.

3. Thrust areas: DIETs are expected to be sensitive to the educational, training needs in their district. They are also expected to be aware about the state/national level priorities. Keeping both these in view they have to identify priority areas in which training programmes can be offered, follow-up activities may be conducted, experimentation and research may be carried out.

Goa DIET has identified following thrust areas :

1. Child Centred Activity Based, Competency Based learning
2. Continuous Comprehensive Evaluation in single and multi-grade schools.
3. Multi Grade Teaching Strategies.

The training needs are identified mainly through discussions with the participants of the In-service training programmes.

DIET receives requests for conducting training especially for Urdu courses. Urdu medium primary teachers have requested to conduct training in methodology for them.

DIET has not developed an institutional developmental plan.

The Goa DIET prepares an annual plan which is more or less a list of activities only and not a detail plan.

4.4 RESOURCE SUPPORT PROVIDED IN THE AREA OF ADULT AND NON-FORMAL EDUCATION

In Goa, the DIET is not entrusted with the responsibility of Adult and Non-formal education.

4.5 OVERALL ASSESSMENT OF TRAINING PROGRAMMES AND RELATED ACTIVITIES

In Goa, the backlog of untrained teachers is still being removed. So most of the PSTE trainees are experienced teachers. But it was observed that the staff treats them as PSTE students. This treatment has created a feeling of resentment about the whole implementation process. Students were very vocal about their reactions during the group meetings.

There is a need to orient the staff about the use of more democratic methods (cooperative or individualised) methods of learning.

SECTION V

INTERNAL MANAGEMENT OF DIETs

5.1 GENERAL MANAGEMENT OF THE DIET INCLUDING THE ROLE OF THE PROGRAMME ADVISORY COMMITTEE AND OTHER BODIES

The DIET has a Programme Advisory Committee (PAC) which is constituted as per Government Resolution. The PAC constitutes of the following members:

1. Representative of NCTE
2. Director of Education
3. Chairman, Goa Board of Secondary and Higher Secondary Education
4. Principal, Colleges of Education
5. Principal of a College of Arts, Commerce and Science
6. Deputy Director of Education (Academic)
7. Deputy Director of Education (Adult Education)
8. Director, State Institute of Education
9. Director of Information
10. Station Director, AIR, Panaji
11. Assistant Director of Education, North Zone, Mapusa
12. Assistant Director of Education, South Zone, Madgaum
13. Assistant Director of Education, Central Zone, Panaji
14. Headmaster of a High School (Aided)
15. Principal of a Higher Secondary School (Aided)
16. Coordinator, Nehru Yuvak Kendra
17. Vice Principal, DIET
18. Lecturer, (Teacher Grade I) Faculty of Science, DIET
19. Lecturer, (Teacher Grade I) Faculty of Language, DIET
20. A retired Headmaster
21. One Assistant District Educational Inspector
22. Two headmasters of Government schools

23. Supervisor, Adult Education, Directorate of Education
24. One Primary Teacher
25. Class representative of D.Ed. First Year
26. Class representative of D.Ed. Second Year
27. Principal, DIET Convenor

The guidelines expect the PAC to meet at least twice a year and prepare a five-year plan as well as annual plan. It is observed that the PAC of Goa DIET meets thrice a year. It is reported that an active brain storming takes place in the PAC meeting, which helps the DIET programmes to become more need oriented and competency based.

Apart from the PAC, the DIET Goa also has Steering-cum-monitoring Committee consisting of following members:

1. Secretary (Education)	Chairman
2. Secretary (Finance) or his representative	Member
3. Director of Education	„
4. Dy. Director of Education (AE)	„
5. Chief engineer, P.W.D. or his representative	„
6. Director of State Institute of Education, Porvarim	„
7. Field Advisor, NCERT, New Delhi at Poona	„
8. Principal, DIET, Porvarim	Member Secretary

The committee meets thrice a year to discuss important issues such as construction work necessary for the extension of the DIET building, filling of posts to equip the DIET with necessary man power as well as issues related to internal and external evaluation of the activities conducted by the DIET.

The DIET has a Planning Committee consisting of a Vice-Principal (who is a Senior Lecturer in P & M Unit) and two lecturers. The draft annual programme is prepared by the Committee, which is then discussed in a staff meeting. Once the draft is finalised it is sent to PAC for approval.

Internal Management is done with the help of Heads of each Unit. The workload of vacant posts is distributed among all the staff in position.

Staff meetings are held every month to discuss several issues and help device strategies for more effective functioning. Some of the issues discussed in the monthly staff meetings are as follows:

- Workshop areas linked with the needs of the trainees
- Revised methods of curricular transactions for achieving better results
- Making morning assembly more creative
- Taking up innovative programmes for experimentation in the field of teaching/training

5.2 MANAGEMENT OF ACADEMIC FACULTY AND THEIR PROFESSIONAL DEVELOPMENT

5.2.1 FREQUENCY OF ORIENTATION

The staff was asked whether they received any orientation/induction after joining the DIET. Only 41% staff has answered affirmatively. Remaining 59% have not received any kind of orientation about their work in the DIET.

5.2.2 OTHER ORGANISATIONS ORGANISING ORIENTATION FOR THE STAFF

The staff members themselves have attended training/orientation programmes, organised outside DIET. Nearly 40% of the staff members have attended such programmes. Since inception of the DIET Scheme in 1990, SIE has organised one course on “Environment” as reported by the DIET Staff. 8 staff members have reported participation in various orientation programmes, seminars, workshops, conference etc. The Other organisations organising training programmes for them at both State as well as National level are as follows:

1. NCERT
2. NCTE
3. NIEPA
4. Regional Institute of Education, Bhopal
5. Regional Institute of Education, Mysore
6. State Institute of Education, Goa
7. Directorate of Education, Goa
8. Government of Goa
9. SCERT, Maharashtra, Pune
10. CIEFL, Hyderabad
11. H. M. Patel Institute of English, SP University, Gujrat
12. Nirmala Institute of Education, Panaji

Box I presents the list of training programmes attended by the staff members.

Mostly it is the Regional Institute of Education and NCERT not the SIE, Goa which have been organising various training programmes / workshops for the DIET faculty.

Nearly all the staff members who participated in some kind of training have expressed that they have gained a lot from the same. Up-to-date information, skill development as well as development of positive attitude towards teaching learning process were the benefits accrued by the staff. Every staff member, without exception has attached importance to the participation in such training programmes. However, it was reported that DIET does not plan any such training programmes in house for their staff.

Box I

List of Training Programmes Attended by the staff

Environment

Content Enrichment

Special Education

Training for Science Educators

Educational Planning and Management

Action research

Operation Black Board

Play-way Method for Pre-Primary Education

Reading Competency

Training of Resource Persons in ELT

Development of Learning Material in English

Induction Training Programme for the DIET Faculty

Work Experience

Internship

Women's Education

5.2.3 NATURE OF WORK AND WORK LOAD

Teaching staff was asked to indicate their workload in each category viz. Teaching, Training, Administration, Research and other activities. Fig. 5.1 shows the average percentage of workload as perceived by the staff.

It is observed that 83% of the time of the staff is spent in Teaching (PSTE) and Training (In-service). More time is spent in teaching at PSTE (58%). Only two staff members have mentioned about the workload related to administration. One of them is a Vice-Principal. Research activity gets the least priority. Only 3 staff members

have stated that they spend any time in research making average time spent for research to 2%. DIET should give serious thought to Action Research.

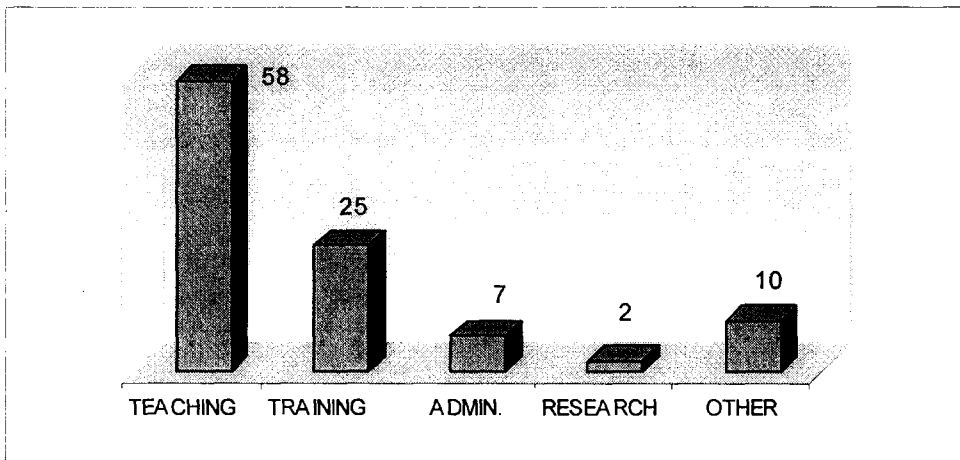


Fig. 5.1 Distribution of Staff Workload

Workload

Nearly 30% staff feels that they have very heavy workload (in spite of having most of the staff in position). 58.8% staff has expressed that they have adequate workload. (Please refer Fig. 5.2)

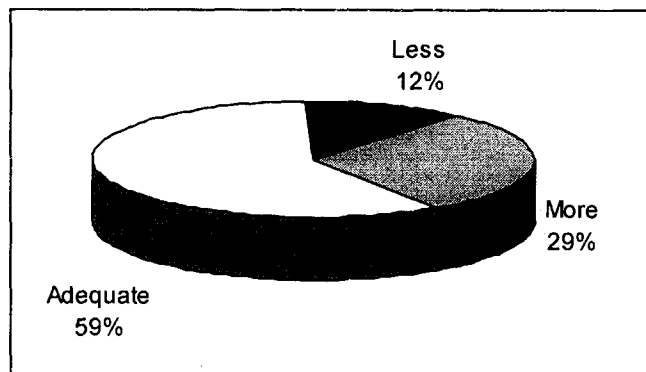


Fig. 5.2 Perception about Workload

Nearly 59% staff members feel that the nature of their work is highly relevant to the goals of the DIET. Remaining 41 % perceive the same to some extent only. All the staff members have indicated that their work provides scope for innovation and variety.

5.2.4 INTER-PERSONAL RELATIONSHIP

In order to know the extent of cooperation the staff receives from the Principal, colleagues and non-teaching staff in organising various activities for the DIET, a question was asked to the staff members. Data is presented in Table 5.1

Table 5.1 Extent of Co-operation Received

	Great Extent	Some Extent	Not at all
Principal	76.47 (13)	0.00 (0)	0.00 (0)
Teaching Staff	70.59 (12)	11.76 (2)	0.00 (0)
Non-teaching Staff	64.71 (11)	11.76 (2)	0.00 (0)

It is surprising that nearly 25% staff have thought it proper to remain silent on this question. It is observed from the above table that only three fourth staff members get cooperation from the Principal to a great extent. They also gets good cooperation from their colleagues. With the non-teaching staff the percentage gets decreased. Only 64.7% staff gets cooperation from them to great extent. (Nearly one-fourth staff members have not responded to this question.)

General feeling of the staff member is that their DIET does not get good cooperation from outside agencies. Only 35% staff members perceive that they receive co-operation from outside agencies to great extent. Nearly 59% staff feels it to be moderate. (6% staff members have not responded to this question).

These outside agencies may be other government organisations or institutions of *Zilla Parishad* or non-government organisations. It is expected that the DIETs develop

linkages with outside agencies. (The status of linkages developed by the DIET is discussed in sub-section 7.1). If the DIET takes an initiative in developing linkages with NGOs (at the state, national as well as international level) intensity of some of the problems can be lowered.

Though on an average DIET staff does not perceive that they get good cooperation from outside agencies, they (nearly 60%) feel that these organisations find the existence of the DIET very relevant. There are 35% staff members who feel this relevance to some extent. It must be noted that the feeling of worthiness of the institution motivates the individuals to work for it.

5.2.5 PERFORMANCE APPRAISAL AND JOB SATISFACTION

Performance in the job is appraised through Confidential Report (CR). This is stated by 82% of the staff. This implies that DIETs mostly do not use any new technique of staff appraisal. Most of the staff (76.47%) is satisfied with this method of appraisal.

Only 58.82% Staff said they always received recognition/incentive for doing their job well and 41.18% said they received it sometimes.

DIET is an institution, which is expected to train teachers/Head Masters and even officers. One would expect the DIET to exemplify in using innovative methods of appraisal as well as in creating job satisfaction among the teachers/trainers. There is not a single staff who is highly satisfied with his/her job. Ninety Four percent staff has medium level job satisfaction and only 6% staff does not have job satisfaction.

5.2.6 OPPORTUNITY FOR PROFESSIONAL DEVELOPMENT

There seems to be some scope for professional development. Table 5.2 shows the type of opportunities for professional development.

Table 5.2 Opportunity for Professional Development

Professional Development	%	N
Sabbatical Leave for PHD	5.88	(1)
Refresher Course	52.94	(9)
Participation in Seminar /Conference	70.59	(12)
Foreign Tour for Academic Purposes	0.00	(0)
None of the Above	17.69	(3)

Nearly 82% have availed of some facility for professional development. Nearly 18% have not received any opportunity for their professional development. Majority of staff got an opportunity to participate in various workshops / seminars / conference etc. and more than 50% have participated in refresher courses. One staff member has taken sabbatical leave (for Ph.D work etc.) but no staff has visited countries outside India for educational purposes.

5.3 RESIDENTIAL ARRANGEMENTS

Only one teaching staff (nearly 6%) lives in staff quarters. The Goa DIET has only a staff quarter for the Principal. But as he does not stay there, a member of the teaching staff is asked to occupy the same. Nearly 53% percent staff lives within 5 km. Distance from the DIET where as 30% live within 10 km. Distance. 17% live at a distance more than 10 km. from the DIET.

5.4 FINANCIAL MANAGEMENT

The DIET has received grant for construction of hostel building. The details could not be collected. Other recurring grant (salary, training and research and contingency etc.) received and the amount spent during the last three years is presented below in Table 5. 3. It presents data received from the through GIB.

**Table 5.3 Recurring Grants received by the DIETs (Data from GIB)
(Figures in Lacs)**

Items	1995-96	1996-97	1997-98
Salary	19.23	22.94	28.38
Training.	0.05	0.06	0.33
Contingency	0.90	2.63	1.66
Total	20.18	25.63	30.37

It is observed from the data provided by the DIET Principals about the grants received in the last 3 years that the major expenses are on salary (95.29%, 89.5% and 93.35% respectively). Expenses on training and research is very negligible i.e. 0.25%, 0.23% and 1.09% respectively for the last three years.

Goa DIET has not received any other grant from other agencies.

5.5 PERCEPTIONS OF THE STAFF

Data regarding perception of the staff on various aspects was collected. Discussion of these aspects is presented below.

5.5.1 GOALS AND OBJECTIVES

The staff members were asked to rank the goals and objectives of the DIET according to their priority. Table 5.4 shows the average ranking given for each objective by the staff members.

Table 5.4 Prioritization of DIET Goals and Objectives

Goals & Objectives	Rank
To become a path setting institution in the district in respect of elementary teacher training	2.35
To supplement already existing infrastructural support for elementary education	4.41
To improve quality of teaching in elementary education	1.53
To achieve the target of Universalisation of elementary education	5.41
To liquidate illiteracy	6.76
To provide technical support for district educational planning	5.47
To provide facilities for training of in-service teachers	3.12
To undertake action research in the area of elementary education	5.00

The staff members attach utmost importance to an objective of improving quality of teaching in elementary education (average ranking is 1.53). But it is surprising that there is no unanimity about the highest priority to be given to this objective. Equally important (average ranking 2.35) is given to an objective of becoming path-setting institution in the district in respect of elementary teacher training.

It is also observed from the above table that the DIET staff does not visualise eradicating illiteracy as one of the important goal before the DIET. It has received the lowest average ranking of 6.76.

Since the DIET is not involved to a great extent in district educational planning (it is mainly a responsibility of the District Education Officer), DIET staff do not perceive the objective of providing technical support for district educational planning (average ranking 5.47).

Objective related to undertaking Action Research in the area of elementary education also gets lower priority ((average ranking 5). This lower priority is reflected in the fact that only a negligible number of staff has undertaken any kind of action research.

The objectives of achieving the target of universalisation of elementary education (average ranking 5.41) gets lower priority and providing facilities for in-service training of teachers (average ranking 3.12) get medium priority by the staff.

To what extent has the DIET achieved these goals and objectives? Only 11.76% staff perceives that goals are achieved to a great extent whereas 88.24% feel that these objectives are realised only to some extent.

To what extent do they see their own role in realising these goals and objectives? Hardly 30% staff perceives that their role in realising these goals and objectives is effective to a great extent. Remaining 70% staff feels that it is effective only to some extent.

5.5.2 PROBLEMS OBSERVED BY THE STAFF

There are many different problems observed by the DIET staff (please refer Appendix B). Some major problems perceived by the staff are listed below.

Limitations Observed

- | | |
|--------------------------------------|-----|
| 1. Lack of Physical Facilities | 72% |
| 2. Non-availability of Teaching Aids | 12% |
| 3. Lack of Field Interaction | 6% |

Major problem stated that by nearly three fourth staff is the lack of physical facilities. Physical facilities include classrooms, furniture, electricity, staff room, auditorium, laboratory, drawing room, music room etc.

12% staff has mentioned about non-availability of teaching aids. Some equipment such as TV, OHP and audio-video cassettes are available in the DIET but their use is restricted. It may be suggested that if the equipments are not available, they can

develop their own low-cost graphic aids or even learning material to facilitate group or individualised learning. But this phenomenon was not observed in the DIET.

Only 6% staff mentions the lack of opportunity for field interaction.

5.5.3 SUGGESTION FOR IMPROVEMENT

Staff members have given suggestions for improving the functioning of the DIET. Major among them (which are voiced by more than 15% staff) are listed below. List of the Suggestion (Pl. refer Appendix B for the list of all suggestions)

Suggestions for Improvement

1. Field Interaction must be improved	48%
2. Academic Facilities should be provided	24%
3. Facilities for undertaking Research	18%
4. Develop linkages with other agencies	18%

Staff members suggest to improve the field interaction. They suggest that the number of field visits should be increased.

Second major suggestion is regarding providing academic facility. This need must be satisfied. The staff, in order to conduct in-service training programmes effectively, needs to have adequate academic facilities.

Goa DIET has not reported any action research studies undertaken by their staff. Here 18% staff members suggest that the DIET should provide facility for conducting action research.

Another very relevant suggestion is regarding developing linkages with other organisations. Presently the DIET does not have such linkages.

In conclusion, the DIET staff is not happy with the kind of physical and academic facilities available at their DIET. They need more training about various innovative approaches to teaching-learning process. Above all an academic climate conducive to experimentation needs to be cultivated. DIET staff are perceived as agent of change. If they themselves are not knowledgeable about the recent developments, the goals of DIETs can not be realised.

5.6 OVERALL ASSESSMENT OF INSTITUTIONAL MANAGEMENT EFFICIENCY AND QUALITY

Any Management to be efficient depends on the sound planning, strong organisational structure and direction. In case of the Goa DIET, it was training untrained teachers for a long time. After the DIET came up, the process of reframing curriculum of the PSTE started.

Planning includes both long-range planning as well as Year planning. DIET Goa has prepared a five-year plan but not the institutional development plan. The role of PAC is very important as it meets quarterly.

Since the staff is appointed on deputation (from any other government institution under Education Department) they may not have experience in training. If they are working in an administrative capacity (School Inspector or School Principal) they need not prove effective trainers. The staff needs to learn more about open, flexible approach to training.

Though the Principal expressed that the funding is no problem, very negligible amount is spent on training and research.

SECTION VI

RESEARCH AND DEVELOPMENT ACTIVITIES

6.1 RESEARCH ACTIVITIES: OVERVIEW OF ONGOING AND COMPLETED ACTION

It is suggested in the guideline (para 3.5) that field studies, action research (AR) and experimentation to be conducted by the DIETS would be aimed primarily at taking specific local problems. Action Research studies may be concentrated primarily in the “lab Areas”. The DIET is also expected to identify and systematically study success stories in the district with a view to further field testing them and disseminating their messages.

Presently not much is done in the area of Action Research. No staff member is involved in research on his or her own. One study is undertaken by the DIET in which staff members are involved at various stages. It is entitled “study of difficulties faced by std. V the students in understanding other subjects through English.” The study is undertaken recently.

6.2 EXTENT OF PARTICIPATION OF FACULTY MEMBERS IN RESEARCH ACTIVITIES

Teaching staff is yet to venture in the research area. Some of them have suggested that the DIET should provide facilities for conducting action research. Some of them have participated in 5 day workshop on Action Research organised by SCERT Maharashtra at Pune.

6.3 DEVELOPMENT OF TEACHING LEARNING MATERIAL

Many staff members have reported that they have contributed to Child Centred Activity Method as well as continuous comprehensive evaluation. But no details were made available. Some of them have interest in experimenting with methods such as group discussion, demonstration, self study, play way methods as well as structural and situational approach to teaching of English.

Some of them have introduced a specific lesson plan viz. for work experience, population education etc.

Very few have participated in (or reported about) development of instructional material. Four staff members (out of 17) are involved in writing text books for the state government. The music teacher has composed poetry for std. I to IV in Konkani medium and also has recorded them as audio-cassettes. Some have produced transparencies.

Many have reported that they experiment in the area of continuous comprehensive evaluation. Two staff members have specifically mentioned that they have developed model tests for competency based evaluation.

6.4 DIET AND MANAGEMENT INFORMATION SYSTEM

The district Educational Management Information System (MIS) is developed by the DEO. The DIET only uses this statistics. The districtwise statistics is published by the Directorate of Education.

6.5 OVERALL ASSESSMENT OF FIELD STUDIES, ACTION RESEARCH AND EXPERIMENTATION CARRIED OUT BY THE DIET

It can be concluded that the DIETs is not so much involved in Research and Development activities. The staff members spend most of their time (more than 80%) in teaching and

training and the other activities are considered as subsidiary. Actually the field interaction and action research activities will give them an insight into the theoretical frame which is generally discussed in the classroom.

SECTION VII

DIET AND THE ELEMENTARY SCHOOLS

7.1 LINKAGE WITH ELEMENTARY SCHOOLS

Since DIETs are involved in Pre-service as well as In-service training, they are expected to develop close contact with the elementary schools. They use the schools for practice teaching programme of PSTE, they invite teachers /Head masters from the schools for in-service training, they are expected to adopt some elementary schools as 'lab areas' for experimentation, trying out innovative strategies in teaching learning process. In all these activities they need to develop close linkage with elementary schools. The following sub- sections discuss about the extent of these linkages.

7.1.1 PRACTICE TEACHING

The DIET uses 6 schools as their practicing schools which are in the vicinity. One school is in the DIET campus itself. Out of these 6 schools, two schools are middle schools and 4 are primary. All schools are single teacher-single class schools.

7.1.2 IN-SERVICE EDUCATION

As discussed in Section 4 (subsection 4.2) DIET organises various types of In-service training programmes for both primary and elementary teachers. Elementary teachers generally find the training satisfactory. They try to implement the skills developed during the in-service course in their classroom setting.

7.1.3 RESEARCH

Though the DIET staff is expected to undertake action research on problems related to elementary education especially in the "lab areas" it is found that no DIET staff has

undertaken any action research. However, it was interesting to find that the DIET staff has trained the teachers to conduct action research in their respective schools / classrooms and some teachers conduct action research after learning the theory. This was apparent from the publication of report of such studies in the DIET Newsletter. Some of the areas in which action research studies are conducted by the primary school teachers are teaching of English, of writing/listening skills in Marathi/ Konkani etc.

7.1.4 FIELD VISITS

Field visits are considered very essential from the point of view of developing and enhancing linkages with the elementary schools. The DIET has a very strong School Complex. Staff members visit the schools under this project quite often. They guide the teachers during the monthly meetings of the heads of the school complexes. During the visit of the research team, the Principals of the High School, In-charge of School Complex were happily explaining their role in the school complex. A high school in the vicinity and the elementary and primary schools form a school complex so as to share most of the human and material resources.

The primary schools under this project are found using innovative approaches to teaching – learning process. They have put the classroom walls as well as floor to the maximum use. Students were found very enthusiastic and exposed to a lot of visual experiences (rather than only oral.)

7.1.5 MEETINGS WITH VARIOUS FUNCTIONARIES

The meetings of block level functionaries are conducted once in six months.

7.1.6 FIELD INTERACTION THROUGH PUBLICATION

Newsletter

DIETs are expected to publish a newsletter through which interaction with elementary school as well as with significant others can be maintained. DIET Goa publishes the

quarterly Newsletter. The editorial board consisting of 3 staff members is given the responsibility of editing the newsletter. The articles published in these newsletters are in three languages, English, Marathi and Konkani. Generally it gives announcements of in-service courses to be conducted. The newsletter also publishes the report of the action research conducted by the primary school teachers. It is surprising that after learning about the "action research", the DIET faculty has trained the primary teachers in conducting the action research studies to address the problems they face; but the DIET faculty themselves has not conducted any action research on their own.

Pamphlets / Brochures

DIET has not published any other pamphlet or brochure.

7.1.7 CIRCULATION OF TEACHING AIDS

Teaching aids are not circulated among the schools but the teachers in the lab area are trained in preparing and using the teaching aids. DIET does not act as material resource center.

7.2 PERCEPTION OF ELEMENTARY TEACHERS ON THE LINKAGE WITH AND BENEFITS FROM DIETs

7.2.1 ELEMENTARY TEACHERS

Total number of elementary teachers selected from Goa was 19. Out of these, 16 (84.21%) had attended training in the DIET and 13 (68.42%) had attended training from other organisations. Tables 12 to 14 in the Introduction Chapter present information on their qualification and experience.

All elementary teachers in the sample have D.Ed / PTC / C.P.Ed qualification. About 75% teachers had teaching experience more than 15 years. Only 25% had experience less than 10 years.

7.2.2 EXPECTATIONS FROM THE DIET

The teachers were asked to state their expectations from the DIET. The responses are presented in Table 7.1.

Table 7.1 Expectations from DIET

	Great Extent	Some Extent	Not at all
Contribution to Improvement of Teaching learning system of elementary education.	84.21	15.79	0.00
As a nodal agency DIET will Coordinate with other Agencies in the district for development of elementary education.	89.47	5.26	5.26
Develop Leadership Qualities among teachers to solve problems of elementary education. At local level.	73.68	21.05	5.26
Guide teachers from time to time for improvement of elementary school system.	94.74	0.00	5.26
Provide Quality In-service training for refreshing knowledge and improving skills of teaching amongst teachers.	100.00	0.00	0.00
Provide Experience Based Training to teachers.	89.47	0.00	10.53
Enable teachers to solve day to day problems of teaching effectively.	68.42	31.58	0.00
Enable teachers to manage school system effectively with community support.	47.37	36.84	15.79

It is observed that the elementary teachers have very high expectations from the DIET. All teachers (100%) expect that the DIET will provide quality In-service training for refreshing knowledge and improving skills of teaching among the teachers.

Teachers expect that the DIET will guide teachers and provide experience-based training to teachers in order to improve the elementary school system. If the DIET has to provide experience based training DIET will have to very closely work with