

**A CRITICAL APPRASIAL OF THE FUNCTIONING OF
DISTRICT INSTITUTE OF EDUCATION AND TRAINING
(DIET) JAMMU**



A

DISSERTATION

**SUBMITTED TO THE MIER COLLEGE OF EDUCATION
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IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION**

SUPERVISOR

**Dr. H. R. Shan
Professor**

INVESTIGATOR

**Mamta
M. Ed. Sem. IV
Roll No. 1601006**

MIER COLLEGE OF EDUCATION (Autonomous)

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This is to certify that **Ms. Mamta**, student of M.Ed., Semester IV, Session 2016-18, bearing Roll No. 1601006 has worked under my supervision for her dissertation entitled

**A CRITICAL APPRAISAL OF THE FUNCTIONING OF
DISTRICT INSTITUTE OF EDUCATION AND TRAINING
(DIET) JAMMU, DURING 2013-2016**

Her dissertation is fit for submission in partial fulfillment of the requirements for the award of the Degree of Master of Education.

DATE:

(Dr. H. R. Shan)
SUPERVISOR

(i)

श्रेष्ठ

B.C. Road Jammu
180 001

Ph.: 0191-2546078, 2565098
Fax: 0191-2548239

Email: principal@miercollege.in
Website: www.miercollege.in

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ABSTRACT

The National Policy of Education (1986) recommended establishment of DIETs in every district of the country. DIET Jammu was established in the year 1988. The sole purpose of DIET is to conduct different types of training programmes to improve the quality of basic education and create a desirable environment with in the district in regard to enroll more and more children of school age and part way for retention of those who are admitted in the school and to ensure high literacy percentage of male and female as a whole. District Institute of Education and Training (DIET) is a great step towards the universalization of elementary education. A self-prepared tool has been developed to study the quantitative and qualitative progress made in the implementation of scheme of DIET Jammu with special reference to: Infrastructure and Academic inputs. DIET Jammu does not have its own building and is situated in a rented building from J&K Industrial Estate Department. The building in which DIET is functioning is not suitable as it did not cope up with the needs and requirements of the institute. The building is very old, and not well furnished. Even there is no proper facility of sanitation. There is no hostel facility due to which the staff and pupil-teachers suffer a lot. DIET Jammu does not have canteen of its own but they use the canteen services of the Govt. College which is situated opposite the DIET. The DIET is manned by a Principal, 5HODs and 18 Lecturers. There is teaching and non-teaching staff in this institute. There is one section officer, one statistical officer, two sr. assistants, four jr. assistants, one stenographer and one librarian. There is a need to change the attitude of teachers as well as pupil-teachers towards work culture so that equipments available are properly used for teaching learning process. It is worthwhile to mention here that due to wrong transfer policies of state government the teaching-learning process is unable to progress effectively as it should be.

ABBREVIATIONS

UEE	Universalization of Elementary Education
NPE	National Policy of Education
POA	Programme of Action
MDM	Mid-Day Meals
DIET	District Institute of Education and Training
D.E.Ed	Diploma In Elementary Education
SSA	Sarva Shiksha Abhiyan
IFIC	In-Service Programmes, Field Interactions, Innovation and Co-Ordinators
P&M	Planning and management
PSTE	Pre - Service Teacher Education
DRU	District Resource Unit
ET	Educational Technology
CMDE	Curriculum Material Development and Evaluation
WE	Work Experience
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
HOI	Head of The Institute
ZEO	Zonal Educational Officer
RP	Resource Person
NLM	National Literacy Mission
EGS	Education Guarantee Scheme
AIE	Alternative and Innovative Education

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APPENDIX CONTENTS

A. PHYSICAL INFRASTRUCTURE

B. ACADEMICS

CHAPTER-1

INTRODUCTION

1.1 ELEMENTARY EDUCATION

Universalization of Elementary Education (UEE) is a national priority in India and it has been confirmed in our constitution. Universalization of primary education is the single most crucial problem in education in developing countries. Elementary Education is the most important stage of learning. The Indian Constitution promised to provide good elementary education to all children and has given highest priority to the elementary education. The National Policy of Education (1986) strengthened the need that elementary education should be implemented in two stages i.e. In the first stage universal education should be provided for all children's till they reach the age of 11 years and in the second stage the age limit should be raised to 14 years. Efforts towards universalization of elementary education were stepped up especially after independence. At time of independence, India inherited a system of education which was not only quantitatively small but also characterized by structural imbalances. Only fourteen percent of the population was literate and only one child out of the three had been enrolled in primary school. The low levels of participation and literacy were aggravated by acute regional and gender disparities. As education is vitally linked with the totality of the development process education being "the basic tool for the development of consciousness and reconstitution of society".

Education is considered to be the most effective instrument for developing the best in the man and reducing disparities between human beings. When we say education is the birth right of an individual, it means that it is not concerned with any particular class or group but has to deal with entire population of the country. In democratic society like our, the thrust is to equalize and enlarge the coverage and improve the quality of education in educational institutions so that a person belongs to any class, creed or social strata would have the chance of developing his potential to the fullest possible extent.

Primary education is considered as the first step of entire educational setup. It is the first and the most important for physical, social, mental and aesthetic development of

child. Rightly organized primary education is the very first front and the most important one in order to solve the obstinate educational problems. Primary education should be available to all for overall welfare. The target fixed earlier have not been achieved as such the concept of universalization of elementary education was introduced which means making education available to all in the age group of (6-14) years, as Article 45 depict that the state shall endeavor provide within the period of ten children until they complete the age of 14 years. The concept of compulsory primary education cannot be attained unless provisions for universalization are attained; no doubt the huge amount of money is being spent on education to eradicate illiteracy but still a huge proportion of mankind remains in the grip of illiteracy.

In some developed countries education is compulsory up to secondary stage, but in the developing countries like India, education up to primary stage is considered to be very essential. It was in September, 1882 when Dadabhai Naroji demanded before the first education Commission of the country for free and compulsory elementary education. In 1906, the government of Bombay appointed committee to introduce compulsory primary education.

Efforts towards universalization of elementary education were stepped up especially after independence when the education of children in the age group of 6-14 years was accepted as their constitutional right. This obligation remained unfulfilled as resources were inadequate during early years if Independence others sectors of education especially higher education received more attention than the universalization of elementary education. A shift in policy however, appeared after 1976, when resources were made available for elementary education.

The 1976 draft by the pictures regarding primary education as follows:

- Education should become functional and related to lives of people; promote scientific temper and a capacity for self-criticism.
- The school should function as a local Centre for the development of the neighbourhood etc. the system of non-formal education is utilized for the education of the dropouts. The medium of instruction should be regional

language. The neighbourhood school plan should be the main feature of common school system. Incentives to check wastage be given i.e., mid-day meals, free text books, stationary and uniforms.

Further shift in the policy of elementary education gained momentum with the launching of National Policy of Education (NPE), 1986 which underlined the importance of elementary education. The NPE 1986 emphasized two aspects in this area: -

- Universal enrolment and universal retention of children up to 14 years; and
- Substantial improvement in quality of education by making learning process as child based and activity centered. This document for the first times talked about school facilities. The document has used a new terminology of the operation “Black Board”. The purpose of the same is to ensure provision of minimum essential facility in primary schools, material facility as well as learning equipments. Use of ‘operation’ implies that there is an urgency in this programme, that goals are clear and well defined, and that government and the people are determined to achieve those goals within a pre-determined time frame.

Constitutional, legal and national statements for universalization of elementary education

Constitutional mandate, 1950 - “The State shall endeavor to provide, within a period of ten years from the commencement the age of 14 years.”

National Policy of Education, 1986 - “It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century.”

Unnikrishnan Judgement, 1993 – “Every child/citizen of this country has a right to free education until he completes the age of fourteen years.”

National Policy of Education (1986) and the Programme of Action (POA) have recommend to improve and enrich the academic equipment of the elementary education at lowest which is important level of our educational system have established a novel

district level education institute called District Institute of Education and Training (DIET) in 1987.

The DIET is essentially concerned with the education of such pupil teacher i.e. children and adults as have been long neglected in our society. The establishment of DIET is an attempt to bring the educationist closer to the primary school teachers, the worker with young children and the person in touch with the actual field. The DIET is a Centre well equipped in human and physical resources to support, strengthen and raise the educational climate of the whole district. It would be a store house of materials, know-how, technical expertise, aids and other educational equipment, that make education worthwhile. It will make readily and easily available human and material resources in planning, management, curriculum, evaluation, child psychology expertise, work experience and other areas for being cooperatively developed and shared by the whole district.

The DIET will have the capability of organizing in-service courses for not only the elementary school teachers but also for the personnel working in non-formal and adult education. The DIET thus, should break isolation of non-formal system from the formal and integrate them to mutual advantage and improve efficiency.

The DIET will be concerned with the 'elementary' stage of education in its newly accepted meaning, viz. the stage of education comprising classes I to VIII. It is divided into two sub-stages:

1. Primary (classes I to V)
2. Upper-Primary (classes VI to VIII)

The DIET was proposed to be a residential situation. This will provide scope for development of values through community living of persons of different religions, castes and sex and through organization of cultural, social, literacy, sports and games, activities involving group work, group co-operation and group-competitions,

Furthermore, establishment of one branch of planning and management in the DIET was also proposed with the main objective of this branch to be:

1. To impact training to heads of schools and their field officers in educational planning and management.
2. To provide feedback support for planning programmes of all branches of the DIET.

Setting up of DIET is a part of centrally sponsored scheme of re-structuring and re-organization of teacher education.

1.2 ELEMENTARY EDUCATION IN J&K STATE

The education system in the state is essentially the same as that in the country as a whole. It shares both its strengths and weakness. The state has also the unique distinction of having made all education tuition free and has consistently adopted a policy of increasing the facility for education at all stages and locating educational institutions as widely as possible in all parts of the state, especially in rural areas. Primary and middle school education is divided into two sub stages:

1. The primary stage which cover classes I-V for the age group of 6-11 years.
2. The middle school stage which will cover classes VI-VIII for the age group of 11-14 years.

At present, the number of primary schools is more whereas middle schools are comparatively less. However, what the state needs is not only the planning of the locations of schools but also institutional planning in the sense that the classes to be taught in a school and its staffing pattern should be placed on some rational basis. The basis foundation for proper educational development in the state has thus been well-laid and it has now become possible to build on them a create an educational structure which will meet the growing and more challenging needs of the people in the years ahead.

There are 11 studies reported on the history of elementary education. The study in the field of history of elementary education was elaborated by Desai (1951) highlighted the problem related to compulsory education at various stages. These 11 studies trace the history of elementary education in the Indian Context. It divides the whole period in six

stages. The 1st stage starts in 1830. When the then government accepted responsibility of education.

The second stage extends from 1882 to 1910 when the Indian Education commission was appointed by the government. At this point of time, India showed their concern for compulsory schooling. The third stage from 1910 to 1917 covers the heroic attempts made by G.K Gokhale and others to get the principle of compulsory primary education accepted. The Fourth stage, from 1917 to 1930, is stage of acceptance of statutory compulsory education by almost all the Indian Province. The fifth stage, from 1930 to 1950 can be called the stage of experimentation in compulsory education. The sixth stage, from 1950 to onward, can be described as the stage of meeting constitutional requirements.

The history of Elementary Education at the state level is reflected in eight-studies. Das (1968) studied the evolution of elementary education in Orissa during the period 1904-47; Gupta (1974) in the Haryana region of the Punjab State for the period 1935-69; Mandal (1976) dealt with the history of primary education organized by local authorities in Bengal; Purkait (1981) studied primary education in West Bengal under the Montague-Chelmsford system and its impact in the post-independence period; Baruah (1981) studied the growth of primary education in Assam over 1874-1974; Kapadia (1984) studied the development of primary education in Gujarat after independence; Gogate (1984) traced the growth of primary education in the Marathwada region; Acharya (1984) analyzed its history in Tripura and Kachar, and Jain (1985) traced this history of primary education under local bodies in Maharashtra.

1.3 DISTRICT INSTITUTE OF EDUCATION

Due to the slower growth of elementary education in India after independence, the standard of education got deteriorated due to non-availability of trained and qualified teachers. The condition of education after independence was worse. The government of India framed various commission and national policies on education for improvement in the educational process. National Policy of Education (1986) and the programme of

action enrich the academic standard of education in general and elementary education in specific.

The National Policy of Education (1986) recommended establishment of DIETs in every district of the country. Through DIET, it is proposed to make the latest advances in educational curricula, methodology and technology available to the educational planner. The institutions were required to cater to the needs of in-service training teacher, educational research and extension work at the district level.

DIETs were established throughout the country for the enhancement of quality education. They were the progeny of the new policy of education (1986). There are twenty-two districts in J&K and each district has a DIET. There are 14 permanent and 8 temporary DIETs in Jammu & Kashmir states. DIET Jammu was established in the year 1988. The sole purposes of DIET's is to conduct different types of training programmes to improve the quality of basic education and create a desirable environment within the district in regard to enroll more and more children of school age and part way for retention of those who are admitted in the school and to ensure high literacy percentage of male and female as a whole.

The DIET was established to organize regular teaching to the in-service elementary school teacher. The need was felt to establish this institution as there were a number of un-trained teachers directly recruited to teach elementary classes. However, need was felt to upgrade the knowledge of in-service teachers working in school through refresher courses also. DIET's Jammu has an academic faculty of highly qualified teachers how simultaneously work as zonal in-charge especially to supervise the ongoing different schemes of basic education and guide the teacher to implement the schemes in an effective way.

1.3.1 FUNCTIONS OF DIET

The DIET is manned by Principal, 5 H.O. Ds, 18 lecturers and Other Non-Teaching Staff.

- Orientation Cum Training Programmes for the teachers up to Elementary level.
- D.E.Ed Classes on regular basis.

- Organization of Seminar, Debate, Quiz Competition, Paper Reading Contest etc.
- Follow up training / orientation programmes.
- Monitoring of SSA programmes.
- Preparation of instructional material in the shape of molecule.
- Sample survey.
- In-service training of teachers up to secondary levels in all subjects.
- Organization of short term courses, orientation courses, re- orientation courses and workshops on different subjects.
- Orientation of teachers on latest technology of teaching.
- Discussion and solution on hard spots of different subjects.
- Preparation of low cost and no- cost teaching aids.
- Workshops on work experience subjects like toy making, candle making, and other local crafts.

There is also one year regular programme of D.E.Ed courses for untrained undergraduate teacher. The teachers are deputed on the seniority basis to the DIETs for undergoing this diploma course. Moreover, DIETs have occupied a focal position in monitoring of several components / interventions under SSA like utilization of recurring grants, construction components and training.

1.3.2 WINGS OF DIET

- In-Service Programmes, Field Interactions, Innovation and Co-Coordination
- Planning and management
- Pre - Service Teacher Education
- District Resource Unit

- Educational Technology
- Curriculum Material Development and Evaluation
- Work Experience / Education

1.3.3 FUNCTIONS OF EACH WING

In-Service Programmes, Field Interactions, Innovation and Coordinators

To assist educational authorities in planning and co-ordination of in-service education programmes for elementary teachers through-out district, and to plan and co-ordinate such programmes held in the DIET, pursuant to this the wing would: -

- Identify training needs of elementary teachers in the district, and prepare a respective plan for meeting such needs.
- Prepare an annual calendar for all programmes to be held in the DIET.
- Help concerned authorities in preparing an annual calendar for in-service programmes to be held outside DIET.
- Orientation programmes for resource persons who would conduct in-service programmes for teachers at other centers (i.e. outside DIET).
- To evaluate and monitor the quality and efficacy of training programmes for their continuous improvement.
- This wing also conducts the training programmes of SSA and RMSA viz.
- Subject specific training for teachers / masters.
- Training for Head of the Institution (HOI).
- Training for Educational Administrators (ZEOs).
- Training for SMDC members.
- Book Fair under RMSA.

- Science Exhibition under RMSA.
- Training programmes for resource persons (RPs).

Pre - Service Teacher Education

The wing organizes regular full time one year's D.E.Ed course. In addition to the usual class work.

The PSTE wing of the institution demonstrated model lesson in all the disciplines taught at the elementary level for the D.E.Ed students.

- To serve as the nodal branch for the following:
- Organizing pre-service course for elementary school teachers and to provide academic inputs into such course is the subjects represented in the Branch.
- Propagation of learner centered education and education for personality development through training, extension, preparation of suitable teaching aids, action researches etc.
- To provide inputs into programmes/activities of all other branches of the Institute, to the extent of subjects/areas represented/handled in the Branch.
- Promotion of and support to co-curricular activities in areas related to the substantive work of branch. e.g. debates, literature, Science Fairs, Visual and Performing Arts, Sports and Physical Education competitions etc.

District Resource Unit

Primary responsibility of unit is to assist in planning co-ordination and organization of programme in SSA, RMSA, on continue basis and to evaluate and monitor the efficiency of such programs in order to successfully realize its goals. In addition to monitoring of the schools under SSA, RMSA, the wing has to conduct faculty development and capacity building.

Educational Technology

The branch plays a very vital role in effecting teaching learning process. The primary function of the wing is to develop different programmes of media intervention as an input for quality education. Prepare teaching learning material for both the pre-service and in-service teacher trainings. Provide training to teachers for using technology in the teacher training process and in use for electroning gadgets in enhancing the quality. Organization of Science Seminar, Science Drama, Science Exhibition, Art Exhibition, Book Fairs and Inspire Awards, Training on ICT, Library and Lab. Assistant.

This branch also works in collaboration with concerned staff of the DIET and other resource persons, to develop simple, effective and low-cost teaching aids for various subjects/areas relevant to elementary education and elementary teacher education –charts, diagrams, models, photographs, slides, audio tapes, play scripts etc.

Curriculum Material Development and Evaluation

The role and responsibility of the wing is to develop curriculum and learning material for elementary level as per local needs, environment and circumstances and to develop evaluation tools, techniques, guidelines including achievement test, rating scales and observation schedules for continuous and summatic learning evaluation, execution and monitoring of MDM, menu for MDM and book review programmes. The main task of conduct of 8th class examination.

P&M Branch

1. Prepare database for educational planning within the district and monitor facilities in UEE/NLM.
2. Conduct policy oriented research in the areas of enrolment. retention. attendance. interventions community perception and participation. development of norms on Elementary School Children
3. Provide Assistance to educational authorities in school mapping. micro planning for UEE in specific area of institutional planning and evaluation.

Work Experience / Education

This branch identifies the locally relevant work experience areas and work for their inclusion in the curriculum of elementary schools. Making of candles, Chalk workshops on work experience subjects like toy making, candle making calligraphy competition, painting competition, soap making, book binding, Tie and Dye, food preservation, juice, pickles and other local crafts. Cleanliness of DIET complex, maintenance of furniture every month.

- Activities of the Branch:
- To identify areas and to develop WE activities.
- To help the elementary teachers, Non-formal education, adult education, In-service teachers, pre-service teachers in planned introduction of work experience activities in such areas.
- To organized activities for cleanliness, upkeep, and development of institute Campus, roads, playgrounds, lawns, gardens etc. and its surroundings, maintain of institute furniture and other properties.
- To carry on Activities based on material prevailing in the school, and local surroundings.

SIGNIFICANCE OF THE STUDY

The need for appraisal of DIET`s has been highlighted by various committee including Ram Murthi Committee (1991) and Janardhan Reddy Committee (1992). Both the committees have laid emphasis on the planning implementation and periodic evaluation of the DIET`s to make it more effective and meaningful. The direction contained in the guidelines for DIET issued by HRD (Human Resource Development) have also pointed out the necessity of carrying out evaluation of DIET`s periodically. There has been of criticism about the functioning of these institutions. For some these institutions consist just on the paper. Huge expenditure is being incurred on various

components of DIET, keeping in views, it becomes worthwhile to critical appraisal of the functioning of DIET.

The problem a perusal a critical appraisal forgoing discussion on elementary education and functioning of DIET. It is concluded that educational expansion, universalization of elementary education and our all quality of education are major challenges before country. The task bringing qualitative change in the institutional efficiency of the teacher education system in itself is a huge and challenging one. After the adoption of NPF 1986 a centrally sponsored scheme for re-structuring and re-organization of teacher education is being implemented since Oct. 1987 one of its component with the mission to provide academic and resource support at the grass-root level for the success of various strategies and programmes being undertaken in the area of elementary and adult education with the objectives of universalization of primary/ elementary education and NLM target in regards to functioning literacy in the 15-35 age group. Since the establishment of DIET's, It has become very essential and important to know the effectiveness and evaluate various programmes organized by DIET's as Lakhs of rupee has been incurred on establishment and functioning of DIET.

STATEMENT OF THE PROBLEM

A CRITICAL APPRAISAL OF THE FUNCTIONING OF DIET JAMMU DURING 2013 – 2016.

OPERATIONAL DEFINITION OF THE TERMS

Universalization of Elementary Education

Universalization of Elementary Education means universal access, enrolment, retention and qualitative education up to the age of 14.

DIET

The task of bringing qualitative change in the institutional efficiency of the teacher education system to provide academic and resource support at the grass – roots level for the success of various strategies and programme being undertaken in the area of

elementary and adult education with the objectives of universalization of primary / elementary education and NLM target in regards to functional literacy in the 15 – 35 age group.

OBJECTIVES

Without a clear formulation of aims and objectives of a research, the investigator is likely to wonder aimlessly in her field and achieves nothing worthwhile. The objectives must be set up before the problem is dealt with. The following are the objectives of the present study:

1. To study the quantitative and qualitative progress made in the implementation of scheme of DIET Jammu with special reference to:
 - Infrastructure
 - Academic inputs.
2. To conduct in-depth study of DIET Jammu.
3. To study the number of orientation programmes conducted by DIET during 2013-2016.
4. To study the expenditure incurred on DIET Jammu on various activities.

DELIMITATION OF THE STUDY

The study will be delimited to DIET Jammu only.

The study will be delimited to the D.E.Ed trainees for the session 2015-16 and 2016-17.

CHAPTER-2

REVIEW OF RELATED LITERATURE

2.1 MEANING AND PURPOSE OF REVIEW OF RELATED LITERATURE

“The search for reference material is time consuming but fruitful phase; A familiarity with the literature of any problem helps the student to discover what is already know, what other have attempted to find out, what methods remain to be unsolved.” Best (1978)

For any worthwhile investigation a review of related studies in the field of investigation is of great help to the investigator. There studies told her how much has been done in the field and what have been their findings, suggested solutions and recommendations. So, it also becomes imperative for the present researcher to review studies to know the effect of home climate on the self-concept of their children.

The review of the related studies involves locating, reacting, evaluating of the research as well as the report of causal observation and the opinion that are related to the individually planned research project. The general purpose of the review is to hold the research work for a thorough understanding and insight into the work already done and the areas left untouched and unexplained. The related studies also enable the problems as a suggestion for further research.

Scoft and Wethemer (1932) says, Review of the related study may serve to avoid unnecessary duplications and may help to make progress towards the solution of the new problem.”

The key to the vast store house or published literature may open doors to serve of significant problem of explanatory hypothesis and provided helpful for definition of the problems, background for selection procedures and comparative data for interpretation of results. In order to be duty original and creative one must rea-extensively and critically as a stimulus of thriving.”

In the field education as in the other fields too, the research worker needs to acquire up to date information what has been thought and done in the particular area from which she/he tends to take up a problem for research. Survey of related studies avoid the risk of duplication, provide theories, ideas, explanation or hypothesis valuable information and contribute to the general knowledge of the investigator, the literature is in the form of books, monograph, Publications journals and e-journals etc. Investigator must be aware of the new research conducted in the field of education, they then she may herself contribute some valuable research in return.

2.2 PROCESS OF REVIEW OF RELATED LITERATURE

It contains two types of sources such as: -

1. Primary sources: Questionnaire or Opinionnaire for data collection and interview with related respondents.
2. Secondary sources: Books, Journals, previous research abstracts, publications, dissertation, PhD thesis etc. that are related to the topic available at various libraries and through internet searching.

2.3 REVIEW OF RELATED LITERATURE

Thakur (1973) studied the case history of the Model

Primary School in Assam. The main objectives of the study were: -

1. Whether the expectations of the model school scheme were fulfilled or not,
2. Whether the scheme was functioning satisfactory,
3. If some general norms could be established for a model school.

Main conclusions are given below: -

1. The schools failed to show a significant improvement in academic attainment.

2. The purpose of the original scheme had not been translated into action. The whole implementation process had various limitations. There was a lack of communication and follow up programmes.
3. The criteria to select the existing schools for conversion were not sound.
4. Two factors (Teacher and Locality) were mainly responsible for the total attainment of the school. The teacher stood out as the foremost factor. The teacher training programme was defective.
5. The grant was a variety inadequate one to convert a school into model one. A lump sum grant was given only once.

KAPADIA (1984) studies the Development of Primary Education in the state of Gujrat. The major objectives of the study were the development of primary education between 1947 to 1980. The researchers followed the historical and survey methods of research. The major findings of the research were

1. The position of primary education in Gujrat was admirable as the state ranked. Third in this respect among the others progressive States on India.
2. There was a considerable increase in the number of schools during the last three decades. The state had succeeded well in attracting more pupils to schools.
3. During the three decades from 1950 to 1980, there was an enrolment explosion. The number of boys on the rolls during the period increased three times and the number of girls five times.
4. Efforts were made to overcome the two evils of wastage and stagnation but not much progress was seen.
5. The problem of single – teacher schools also remained.

Lyndem (1985) studied Development Plans and Programmes in Primary Education in the state

1. To trace the Development of Primary Education in Meghalaya.

2. To study the Development Plans and Programmes launched by the government of Meghalaya for the promotion of primary education in the state.
3. To find out the present position of the implementation of the Development Plans and Programmes launched by the government of Meghalaya in the field of primary education.
4. To make suitable suggestions on the basis of the findings for the further improvement of primary education in the state.

The development of primary education in Meghalaya was traced. Relevant records and other literature was studied, discussion were held with some selected personnel and a field study was conducted. The major conclusions were: -

There was progress in respect of variant aspects of primary education like establishment of new schools, strengths of teachers, enrolment of students (though there were fluctuations sometimes in the enrolment figures). Financial assistance sanctioned by the state government to the district councils relating to various aspects of primary education increased. There was an increasing trend in the expenditure on both general and primary education.

1. Meghalaya has implemented several development programmes in the field of primary education to achieve the goal of universalization. But some programmes were implemented only in few schools.
2. The percentage of single-teacher schools, female and trained teachers were 42,56 and 39 respectively on an average, each school has 2.47 teachers. In East and West Khasi Hill District. Teachers below metric ranged from 69 to 75% of the total numbers. The same percentage in Shillong Municipal and cantonment area was 25. About 64 % respondents felt that few new primary schools in rural areas should be opened by the government. No teacher had utilized the programmes of assistance to authors for writing publishing books. About 5% of the schools possessed a school library. Only 5 schools had a science laboratory. About 91% of the heads of schools expressed great

satisfaction over the training received by their staff. Very few teachers attended in service programmes during 1980-83.

Rai (1987) surveyed Elementary Education Programmes in the rural areas of Ghazipur district. The main objectives of the study were as under

1. To study the selected educational society of elementary education of Ghazipur district.
2. To study the relationship of elementary schools and the rural community.
3. To study the different aspects of the curriculum of primary schools.
4. To study the financial position of primary schools, and their sources of income.
5. To study the admission procedures in primary schools.
6. To study the method of measurement and evaluation used in primary schools.
7. To study method of teaching used by the teachers.
8. To study the socio- economic status of students of primary schools of rural areas.
9. To study the problems of teachers of primary schools.

The major findings of the study are given below

1. All primary schools worked under the administration of the Basic Education Council (BCE) and there was a village committee for primary education in every village.
2. Average strength of teachers per school was four.
3. There was a primary school for every 20,000 populations. Average strength of students per school was 216.17.
4. In rural areas, 79.85% of boys and 20.17% of girls belonged to backward classes.

5. Average literacy percentage in the district was 25.96% in which male literacy was 39.82% and female literacy was 12.4%.
6. 87% of the schools were located in buildings constructed by the Basic Education Committee.
7. The great problems of teachers in these schools was economic.
8. The main source of income of students in these areas was agriculture.
9. 43% of the teachers studied up to class X only.
10. About 23.93% of mothers and 44.31% of fathers were literate.
11. 90% of the students use chalk for writing.
12. Internal assessment was prevalent in these primary schools.
13. About 68% of the students sat on floor during school hours.

Sangai (2004) conducted a study of role of EGS and AIE Centre in Universalizing Elementary Education and in main streaming the children to formal schools and found that EGS and AIE centers were predominantly run by the government with the help of community and were providing access to children who were not going to school earlier. The infrastructural conditions of EGS and AIE centers were good. Functionaries lacked training and exposure. Achievement levels of learners were low especially in mathematics. The training programmes organized by BRC, DIET and Lok Jumbish were found to be useful by the teachers. The CRCCs felt that their administrative work load hindered them in helping instructors on academic issues. Also a wide variation existed in the numbers of centers supervised by each CRCC which need to be rationalized.

Kothari, (2004) studied on “Challenge of universalization of elementary education in India”. The study was conducted by National Institute of Educational Planning and Administration (NIEPA) to explain the elementary education scenario in India through the use of a variety of data sources such as Census, the NSS, NCERT and NFHS surveys. The overall development situation was assessed with respect to gender, age, rural-urban

divide, expenditure groups, village amenities, and health status of children. India was classified in the medium as human development category. Adult literacy rate was found to be extremely low in India 55.7% in 1998, youth literacy rate was 71%, and enrolment ratio in primary education (1997) was found to be 77.2%. To conclude, it was emphasized that we are far from attaining the goal of universal enrolment of children 6 to 14 years of age. It is even possible that under-nourishment, severe morbidity and physical disability are delaying their entry into school. For girls and for first generation learners school has to become more attractive. Unless we take adequate steps, we as a country are likely to remain stuck at 80%-85% enrolment rates, while most of the developing countries would be heading towards 100% enrolment.

Manandhar and Sthapit, (2009) carried out a study entitled “Statistical Analysis on Causes of Primary School Dropout in Nawalparasi District of Nepal” with the objective to find out the current dropout rate trend according to grade, age, and sex. 68 number of government schools and 24 number of private schools were selected by using stratified random sampling technique. The study revealed that maximum dropout rates 10.3% and 21.9% were observed in grade I and in the age of six years respectively. The mean age of primary school dropout children is 8.51 years. Boy’s dropout is slightly higher than girl’s but there was no significant difference between the dropout and sex of the child. Father’s education, occupation, mother’s education and total number of children were also negatively correlated with dropout. The study come out with suggestion that to reduce dropout rate of primary school age children, the parents should be make literate through adult literacy program and made aware and motivated regarding the importance of education.

Conclusion:

When we go through the review of the related literature we observe that there are studies upon primary education like Kothari on “challenges of universalization of elementary education in India”, Manadhar and Sangai on “role of EGS and AIE centre in universalization of elementary education”. But there is not even a single study upon the “critical appraisal of the functioning of DIET Jammu. Due to this reason the researcher has chosen this topic for the research.

CHAPTER-3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research is an endless quest for knowledge and an unending search for truth. It brings to light new knowledge or corrects previous errors and misconceptions and adds in an orderly way to the existing body of knowledge. The knowledge obtained by research is scientific and objective and is a matter of rational understanding, common verification and experience.

“Research is considered to be the more formal systematic and intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results in the conclusion.”

“Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. It is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. The best search is that which is reliable, verifiable and exhaustive, so that it provides information in which we have confidence.” (Cook)

The present chapter throws light on the research methodology being adopted for the present study. Here research objectives and designs of the study i.e. sample for the study and selection of the research instrument are discussed. Methods for the collection of the data and statistics for analyzing the data have also been discussed.

3.2 DESIGN OF THE STUDY

The design of the study is actual the blue print of the procedure for the completion of various research steps and thus reaching valid conclusions. A well-conceived, adequately planned and executed design helps greatly in permitting to rely both on observations and inferences. A research design is the arrangement of conditions for

collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

3.2.1 METHOD

“If a scholar cannot clearly describe his/her methods, the chances are that it is too vague and general to yield his/her satisfactory result.”

The selection of the methods depends upon the nature of the problem under investigation. The method must be appropriate to the problem. The collection of data is an important step in research studies. It serves as a key in the field of research. After determining specific objectives of each study, suitable collection of data is needed in order to reach at some definite conclusion. An investigation cannot be carried over until and unless data is collected.

By method one means a systematic approach towards a particular phenomenon. Methodology used in an investigation determines its destiny. It is the nature of the techniques and procedures. Therefore, it is essential that in order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of present study case study method was used.

3.2.2 SAMPLE

For the present study DIET Jammu staff have been selected for the study and their responses regarding ABL were taken through a questionnaire. The detail of the DIET from where the sample is selected is given in table 3.1

Table 3.1: Showing the staff of DIET Jammu

S.NO.	DIET JAMMU	NO. OF FACULTY
1.	Principal	1
2.	HODs	5
3	Lecturers	18

3.3 TOOL

After selecting the sample for the study, another task left with the researcher was the selection of suitable tools to be used for the data collection. In the present study, the researcher has prepared a questionnaire for collecting the data prepared by the researcher herself. The researcher consulted the available literature on DIET including Guidelines of DIET issued by Department of Education Government of India Ministry of Human Resource Development New Delhi. A self-prepared questionnaire has been used to seek responses from the individuals working in this institution.

3.4 CONSTRUCTION OF THE TOOL

The investigator has prepared a self-made questionnaire. A standard procedure is adopted for the development of the tool. The procedure followed for the constructing of the tool has been given in the following:

Step 1: The researcher structured the tool with reference to the variable involved in the study is discussed.

Step 2: A layout is developed by the researcher for the tool and a structure is decided to be adopted for ease in administration.

Step 3: The researcher selected the Items related to the tool through a thorough research from books, journals, old dissertations and other valid and reliable sources.

Step 4: The selected items are revised to ensure their relevance with the variables.

Step 5: For establishing the content validity of tool, the tool is reviewed by focused group of experts from the same field. It was suggested to make some modifications related to sequencing, making use of suitable vocabulary for some items. Suggestions of the experts are incorporated and tool is modified accordingly. The focused group agreed that the tool have content validity. The common structure for tool consisted of questionnaire introductory information part, about personal details, items related to questionnaire about infrastructure and academics of DIET Jammu. Items related to the respective questionnaire were written and computerized.

3.5 ADMINISTRATION OF THE TOOL

The investigator visited DIET Jammu personally for the collection of data. First of all, the investigator approached the Head of the department and the purpose of the data collection was explained to them. The lecturers and HODs were informed that their responses will be kept confidential and therefore they should be frank, honest, bold, and sincere while answering the questions. The researcher went to meet the HODs and the lecturers personally and distributed the copies of questionnaire to HODs and lecturers. Every attempt was made to remove their doubts and difficulties. After filling the responses, text booklet was collected back. In this way, the test was administered. There were 24 staff members including a Principal, 5 HODs and 18 Lecturers.

CHAPTER-4

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, manipulating and summarizing the data to obtain answers to the researcher's questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at analysis of the data. Analysis of data can be done in the light of objectives of the study. The most important step in any research project is the analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking of complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation.

Collection of data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important step in the total procedure of research. In this study data have been collected from the lecturers of DIET Jammu. The analysis of result and their interpretation have been given in the following sections of the chapter 4.

4.2 INDEPTH STUDY

4.2.1 INTERNAL STRUCTURE AND STAFF POSITION

DIET Jammu is located near the canal road opposite to Govt. College Jammu. DIET Jammu does not have its own building. It is housed in rented building. The building in which DIET is functioning is not suitable as it did not cope up with the needs and requirements of the institute. This building is inadequate in various ways consisting of few spacious rooms. DIET Jammu has 11 rooms which are not sufficient for the various activities.

There is no hostel facility in DIET Jammu due to this pupil-teachers who are undergoing D.E.Ed training in this institution suffer a lot. Even there is no proper canteen facility available in this institute. The building is very old as it is rented from the J&K industry estate. The building is not well furnished. There is no residential quarters for staff members.

Library of DIET to some extent is sufficient and well equipped of 3535 books. The number of books which are available in DIET Jammu in various subjects are shown in the table which is given below:

Table 4.1: Showing the number of books available in DIET Jammu

S No.	Subjects	No. of Books
1.	English Dictionary	60
2.	English Books in Different Subjects	2535
3.	Hindi Books	224
4.	Mathematics Books	166
5.	Dogri Books	162
6.	Urdu Books	237
7.	Education Books	150

Reading facilities in library are not appropriate due to small space. Newspapers are being used for the reading purpose by pupil-teachers and staff members (teaching and non-teaching)

The DIET has seven wings namely Pre-service Teacher Education (PSTE), In service programmes Field interaction Innovation and co-ordination(IFIC), Curriculum Material Development and Evaluation (CMDE), Work Experience (WE), District Resource Unit (DRU), Planning and Management (P&M) and Educational Technology (ET), all these have different function to perform and each wing/ branch has a specific head known as Branch Head and in each branch the functioning of each post is very much defined and distribution of work has been properly maintained and recorded according to the guidelines of DIET. Each wing is connected with other in one way or the other to function smoothly and systematically.

HODs are called Sr. Lectures. Only trained teachers are posted there. Each wing organizes courses in different way to stimulate the teachers and pupil-teachers to bring out their hidden qualities in scholastic areas. There are various kinds of programmes are being organized throughout the district that covers 15 educational zones.

In-service programmes, field interactions, innovations and coordinators wing organizes Orientation programmes for resource persons who would conduct in-service programmes for teachers at other centers and also Identify training needs of elementary teachers in the district.

Pre - Service Teacher Education wing organizes regular full time one year's D.E.Ed course. The PSTE wing of the institution demonstrated model lesson in all the disciplines taught at the elementary level for the D.E.Ed students.

District Resource Unit has Primary responsibility is to assist in planning, co-ordination and organization of programme in SSA and RMSA. In addition to monitoring of the schools under SSA, RMSA, the wing has to conduct faculty development and capacity building.

Curriculum Material Development and Evaluation has the responsibility to develop curriculum and to develop evaluation tools, techniques, guidelines including achievement test, rating scales and observation schedules for continuous and summatic learning evaluation. The main task of CMDE is to conduct 8th class examination.

Educational Technology cell is well equipped and possess TV, VCR/VCP/Radio/CD player/Camera, Video etc. One room is for educational activities and it is also well equipped in all respects. A computer room is also functioning in DIET Jammu. Pupil-teachers have been trained in various workshop sponsored by NCERT, NEW Delhi.

The Work Experience Wing organizes activities for cleanliness, upkeep, and development of Campus of DIET, roads, playgrounds, lawns, gardens etc. and its surroundings, maintain of institute furniture and other properties.

The DIET has 5 HODs and 18 sr. lecturers as per the norms of DIET. There is teaching and non-teaching staff in this institute. There is one section officer, one statistical officer, two sr. assistants, four jr. assistants, one stenographer and one librarian

The subjects taught in D.E.Ed are Education, Physical Education, Teaching of English, Mathematics, languages Hindi/Urdu, and Teaching of Science. These teaching subjects are up to 8th standard of board classes.

4.2.2 INTERNAL MANAGEMENT OF THE WINGS

The PSTE wing organizes four programmes:

- Regular D.E.d classes,
- Induction level training programmes for newly regularized RETs,
- Training programmes for newly appointed Teachers.
- d) Content enrichment and methodology in Science / Mathematics and English.

The DRG organizes five programmes:

- Capacity building programmes for newly appointed teachers under SSA,
- Training programmes for teachers under SSA,
- Awareness programmes under SSA,
- Special training for Teaching of Science / Mathematics and English for VI-VII classes.
- Adoption of schools, under zones of district.

The ET cell organizes six programmes:

- Workshop on preparation of low-costs/no-cost teaching aids for elementary teachers,
- Drawing and painting competition for students of lower/upper primary,

- Calligraphy competition in Hindi/Urdu and English,
- Motivation for district level science exhibition,
- Celebration of Science Exhibition in DIET Jammu,
- Paper reading contest for teachers.

The WE wing organizes workshop for elementary teachers about minor repair works with different tools. The duration of the programme is three days and total number of programmes to be taken are four and also number of participants are 40 teachers.

The IFIC wing organizes three programmes

- survey to be conducted by DIET staff on training and orientation, needs of elementary teachers, specifying the subject with the assistance of field teachers;
- quiz competition at district level;
- organization of display your talent (sports, cultural and educational activities) at district level.

The CMDE wing has organized workshop for teachers covering all subjects Teaching of Science, Mathematics, Social Science, Hindi, Urdu Education and Physical Education of Elementary classes. The P&M wing organizes three programmes

- workshop for Headmasters of elementary and upper primary schools for institutional planning and maintenance of school records and cash book;
- workshop on guidance and Counseling and importance of mid-day-meals (MDM);
- workshop for Headmasters of high schools in school mapping.

4.2.3 COURSES ORGANIZED

The number of courses organized along with number of participants for four sessions from 2012-2016 are given table: 4.2

Table 4.2: Showing number of courses and participants

S.No	Year	No. of Orientation Programmes	Total number of Participants		
			Male	Female	Total
01	2012-2013	4	147	303	450
02	2013-2014	4	145	301	446
03	2014-2015	7	148	452	500
04	2015-2016	10	250	400	650

College students and Govt. school teachers of Jammu province participate in orientation programmes conducted by DIET. Out of the above mentioned number of programmes, one state level activity is organized in the subject of social sciences.

4.2.4 BUDGET PROVISION

The DIET has received the grant for the respective financial years which was actually sanctioned however, the expenditure of the respective years shows that the DIET has fully utilized the grant. The given table shows grant allocated and utilized by DIET Jammu.

Table 4.3: Showing grants allocated and utilized by DIET Jammu

S No.	Year	Amount Sanctioned	Amount Received	Amount Spent
1	2012-2013	6.40 lac	6.40 lac	4.20 lac
2	2013-2014	7.00 lac	7.00 lac	5.00 lac
3	2014-2015	7.40 lac	7.40 lac	5.50 lac
4	2015-2016	8.00 lac	8.00 lac	6.00 lac

4.3 RESULT

The present study has been done to find out the effectiveness of various programmes organized by DIET in order to provide quality in elementary education and

to know about infrastructure and other facilities available in the DIET as per structure mentioned in the Guideline, Department of Education, Ministry of Human Resource Development, Government of India, New Delhi.

4.4 PHYSICAL INFRASTRUCTURE

01. Is DIET housed in its own Building? If no, specify the mode of procuring accommodations.

Response: All, principal teachers and pupil-teachers are of the opinion that Jammu DIET is housed in rented building.

02. Is the infrastructure for various establishment units adequate to run the programme smoothly?

Response: Principal of DIET Jammu is of the opinion that the infrastructure of various establishment unit is not adequate, all of teachers i.e. 100 per cent are of the opinion that the building is not sufficient to run the various programme smoothly.

03. Do you feel that number of units /wings working are satisfactory in achieving the desired objectives of DIET?

Response: The principal is of the opinion that the number of units are working satisfactory. 72 per cent of the teachers are of the opinion that the number of units /wings working are satisfactory and 28 per cent of the teachers are of the opinion that number of units working are not satisfactory.

04. How many rooms you have for each unit.

Response: (a) Rooms are not sufficient to run each unit independently. (b) Various activities have been accommodation in a single room due shortage of rooms.

Majority are of the opinion that there is just one room for all units including only one separate room for educational technology (ET) cell.

05. Mention the order facilities available for the last five years in each unit.

Response: (a) Only ETC (Educational Technology Cell) has some facilities,

(b) No facilities/Funds under CSS (Centrally Sponsored Scheme) are provided to DIET Jammu.

Majority are of the opinion that each unit of DIET is not fully equipped up to its requirement and no branch of DIET Jammu is properly functioning as per the norms laid down in the Guideline Department of Education, Ministry of Human Resource Development, Government of India, New Delhi.

06. Do you have sufficient equipment for making the ET (Educational Technology) unit workable? If no, indicate the snag in your views.

Response: The principal DIET is of the opinion that, no proper equipments are available to make the ET unit workable. 80 per cent of the teachers are of the opinion that the equipment supported to ET cell is not Sufficient and 20 per cent of the teachers are of the opinion that there is sufficient equipment for making ET unit workable

07. Do you believe that the in charge of ET units was fully versed with the theory of ET (Education Technology)?

Response: The principal DIET of the opinion that the in charge of the ET unit is not fully versed with the theory of ET. 50 per cent of the teachers are of the opinion that the in charge ET unit is well versed with the theory of ET and 50 per cent of the teachers are of the opinion that the in charge ET unit is not Fully versed.

08. Supply, the following information

(a) No. of room's in DIET:

Response: 11 rooms

(b) Laboratory Equipment:

Response: Majority are of the opinion that the laboratory equipment used in science practical up to 10th standard is available but insufficient and packed in boxes as no such activity is undertaken.

(c) Teaching appliances:

Response: Majority are of the opinion that the teaching aids are normal, inadequate and insufficient.

09. Write down your views regarding suitability of teachers working in DIET.

Response: (a) Principal, HODs, Teachers (Lectures) are well versed in their subjects.

(b) Sufficient manpower is available but not properly equipped with the skill to undertake Action Research or other relevant activities in DIET.

Majority are of the opinion that all teachers are trained and well qualified.

10. Mention the number of teachers working against each unit.

Response: The number of teachers working against each unit is given in the table 4.4

Table 4.4: Showing detail of teachers working in each unit of DIET Jammu

S.No.	Name of Units	No. of Teachers
01.	PSTE (Pre-service Teachers Education)	04
02.	IFIC (In- service Programme, Field Instruction, Innovation And Co-ordination)	04
03.	DRU(District Resource Unit)	05
04.	P&M (Planning and Management)	02
05.	ETC (Educational Technology Unit)	01
06.	WE(Work Experience)	02
07.	CMDE(Curriculum Material Development and Evaluation)	02

11. State Contribute made by DIET in improving the outlook of elementary school teachers.

Response: (a) Inductive level training and capacity building of teachers have changed the outlook of elementary teachers.

(b) Elementary teachers are trained by organization District Orientation Courses (DOC) throughout districts.

(c) DIET Functionaries are involved in imparting orientation subjects to elementary teachers under Sarva Shiksha Abhiyan (SSA) by producing resource persons which in turn take up the training of teachers in the field on regular annual basis.

All are of the opinion that the contribution made by DIET in improving outlook of elementary school teachers has shown good results.

12. Indicate the qualification of teachers working against each unit for the last five years.

Response: Trained post-graduate teachers are available with professional qualification of B.Ed and M.Ed.

13. Write down the views regarding the placement and transfer of teachers of DIET Jammu.

Response: (a) No clear procedure is available.

(b) Subject experts are placed and transferred within DIETs.

14. Mention the maximum and minimum period of stay in DIET Jammu of teachers in different subjects.

Response: (a) Not any limit.

(b) Maximum period – 10 years

(c) Minimum period – 2 years.

Majority of the opinion that, no fixed criteria is followed by the government of Jammu and Kashmir.

15. State the contribution made by DIET in improving the outlook of elementary teachers.

Response: (a) inductive level training and capacity building of teachers have changed the outlook of elementary teachers.

(b) Elementary teachers are trained by organization District Orientation Courses throughout the district.

All are of opinion that the contribution made by DIET in improving outlook of elementary school teachers shown good results.

4.5 ACADEMICS

01. Write down your views regarding the training imparted by DIET in improving standard of students and pupil-teachers.

Response: (a) Pupil Teachers are trained about latest technology and skills like teaching learning material, creative teaching, teaching through activities and situational approach.

(b) The capacity building training of pupil teachers, Inductive Level Training, workshops, Orientation Programme, Refresher Courses, Work Experience and D.E.Ed courses have improve the standard of student and pupil teachers.

(c) For student calligraphy, quiz etc. are being organized by DIET Jammu.

Majority are of the opinion that the training imparted through various training programme of DIET has changed and improve the standard of students and pupil teachers.

02. Does the Head of the institution called for identifying priority areas of imparting training?

Response: The principal of DIET Jammu does not call for identifying priority areas of imparting training. 100 per cent of the teachers are of the same opinion.

03. Does the institution having the practice to invite outside resources person for giving more enlightenment to pupil teachers for various subjects?

Response: The Principal is of the opinion that the Jammu DIET have the practice to invite outside resource persons for giving more enlightenment to pupil-teacher for various subjects. All the teachers of the DIET are of their opinion that the DIET Jammu have the practice to invite outside resource persons for giving more enlightenment to pupil teachers for various subjects.

04. Does the staff members have training in research?

Response: The principal is of the opinion that the staff members do not have training in research. 85 per cent of the teachers of the DIET are of the opinion that the staff members do not have knowledge in research and 15 per cent are of the opinion that the staff members having M.Phil./Ph.D. have knowledge in research.

05. Does Training imparted by DIET help in reducing dropout rate.

Response: The Principal is of the opinion that the training imparted by DIET helps in reducing dropout rate.

86 per cent of the teachers (teaching faculty of DIET) are of the opinion that the training imparted by DIET Jammu helped in reducing dropout rate and 14 per cent are of the opinion that the training imparted by DIET does not help in reducing dropout rate.

06. Does the training imparted by DIET have shown some improvement in teaching learning process?

Response: The Principal is of the opinion that the training imparted by DIET Jammu have shown some improvement in teaching-learning process.

84 per cent of the teachers of DIET are of the opinion that the training imparted by DIET Jammu have Shown improvement in teaching-learning process and 16 per cent are of the opposite opinion.

The training needs improvement at curriculum and methodology levels also.

07. Do the pupil teachers teaching in school subjects show some changes in the result of the student after training?

Response: The principal is of the opinion that the pupil teachers teaching in school subject does not show any changes in the results of the students after training.

90 per cent of the teachers are of the opinion that the pupil teachers teaching in school subjects does not show any changes in the result of the student after training and 10 per cent of the teachers are of the opposite opinion.

08. Is it so, that sufficient qualitative and quantitative improvement has been made in school management through in service programme.

Response: The principal is of the opinion that a small qualitative and quantitative improvement has been made in school management through in service programme of DIET. 83 per cent of the teachers are in the opinion that there is qualitative and quantitative improvement which has been made by school management through in service programme and 17 per cent are of the opinion that there is not sufficient qualitative and quantitative improvement which has been made by school management through in service program.

09. Whether the training programme organized by DIET are sufficient to train the resource person for organizing various Types of training programmes.

Response: DIET staff organize workshops for resource persons at various places throughout the district.

10. Mention the kind of teaching aids being used during programmes for different school subjects from the last five years.

Response: The principal, teachers and pupil-teachers are of the following opinions

- (a) TLM (Teaching Learning Material) is used.
- (b) Audio-Visual aids, Slides, Globe, Strips, Science Kits, Language Kits, Projectors, Screens, Seminar, Quiz Programmes, Charts, Posters etc. are being used from the last five years.

Majority are of the opinion that the teachers of the DIET is trying to concentrate on the use of low cost, no cost teaching aids but lack of interest in teachers as well as lack of their competencies hinders the process.

11. Indicate the process involving in deciding the content and coverage of each training programme carried from the last five years.

Response: (a) Activity based teaching is being practiced.

- (b) Text as per curriculum as well as subject of general awareness on health, hygiene and moral values are preferred and delivered.

Majority are of the opinion that the content of each training programme is decided as per the needs of the pupil-teachers in the field.

12. Indicate the time Frame preferable to organize training programmes.

Response: Generally, in vacations; during December to March every year. Sometimes even during academic sessions, training programmes should be organized.

Majority are of the opinion that preferable time to organize training programme are during winter vacations and short summer breaks.

13. Is the D.E.Ed course linked with the class situation, which the teachers face in the classroom?

Response: (a) D.E.Ed syllabus is totally outdated and out of context.

- (b) It is linked with stereo type training system.
- (c) It requires a lot of up-gradation and up-dating.

Majority are of the opinion that the D.E.Ed course is not linked with class room situation.

14. Mention, if any complaints were received about the utility of programmes in last five years.

Response: All, Principals teachers are of the opinion that no complaints were received about the utility of programmes in last five years.

15. Mention your views regarding the contributions of in-service training has made towards universalization of primary education.

Response: (a) Teachers are trained to reduce and check the dropouts in the schools.

(b) In service training are given on year to year basis under SSA (Sarva Shiksha Abhiyan) besides D.E.Ed etc.

(c) SSA programme has done a tremendous job in this field of education.

The principal and majority of teachers are of the opinion that the in-service training imparted by the DIETs has helped in universalization of primary education.

16. What is the procedure involved in deciding priority in subject areas for providing remedial coaching orientation?

Response: (a) Though all subjects are important still there are some subjects which are to be given more stress to achieve the 100 per cent literacy rates and job oriented education is to be imparted so that an individual can face the challenges of future life. The Principal and majority of teachers are of the opinion that no problem is adopted yet in DIET Jammu to decide priority in subject area for providing remedial coaching.

17. Does your teachers have the practice to visit for off school in the district.

Response: The principal is of the opinion that the teachers do not have practice to visit far off schools in the district due to militancy. 75 per cent of the teachers of DIET are of the opinion that they do not have practice to visit far off schools in the district and 20 per cent of the teachers of DIET are of the opposite opinion

18. Mention the procedure involved in identifying pupil-teachers of different subjects from schools in your district who need coaching.

Response: Selection is made ZEOs (Zonal Educational Officers), CRPs (Cluster Resource Person), CEOs (Chief Educational Officers) and DIET officials by observing pupil-teachers delivering lesson in the class room and their short comings.

19. Specify the method involved in monitoring and evaluating the programmes carried by DIET for the last five years.

Response: (a) Class-testes are being conducted to each class by visiting team of DIET.

(b) Teams from DIET faculty are deployed to all educational zones of the district for monitoring and evaluating the training programmes. They are also provided by the monitoring tools.

Majority are of the opinion that the special monitoring tools much relevant to the present scenario are used in monitoring and evaluating programmes carried by DIET for last five years but despite it, result and achievements are not coming to their expectations.

20. Specify the procedure involved in taking any action after monitoring and evaluating the programme for the last five years.

Response: After monitoring, along with the note from the Principal DIET is submitted to the higher authorities like State Project Director and Joint Director Training etc. but action has not been taken by any administrative bodies till date.

21. Indicate the procedure involved in analyzing the strength and weakness of the institution.

Response: (a) By applying SWOT (Strength, Weakness, Obstacles and Threats) analysis. The principal and teachers are of the opinion that strength and weakness of the institution are analyzed through on the spot inspection by principal DIET and senior DIET faculty.

22. Is there Full Freedom of academic and administrative control in supervising DIET programmes?

Response: The principal DIET is of the opinion that there is full freedom of academic and administrative control in supervising programmes. Majority of teachers i.e. 83 per cent

are of the opinion that there is full freedom of academic and administrative control in supervising programmes and ministry of them i.e. 17 per cent are of opposite opinion.

23. What are the procedures adopted in the supervision of academic and administrative work of DIET in each district for the last five years.

Response: (a) A monthly meeting of DIET principals is held at SIE (State Institution of Education) Jammu.

(b) Inspection has been replaced by monitoring. So, DIET authority tries to observe the situation and rectify the same on the spot.

(c) Decentralized and community based monitoring is adopted for the supervision of academic and administrative work of DIET in the district for last five years.

Joint Director Training, (Principal SIE) along with Field Advisor pays occasional visit to supervision academic and administrative work of DIET at least once in a year from the last five years.

24. Mention the type of Qualitative improvement made in DIET for the last five years.

Response: (a) SIT (State Interactive Terminal) etc. has been installed to make improvement in DIET qualitatively.

(b) Workshops, Orientation Programmes and Capacity Building Programmes for Teachers are organized.

Majority are of the view that the DIET personnel has been time to time deputed to Regional and National Institute for gaining competencies and exposure.

25. Specify the number of Orientation Programmes organized for administrations in a year.

Response: Two or Three Orientation Programmes are organized in a year for administrations, there can be any alteration keeping in view the change in the administrators and generally these programmes are organized at SIE Jammu.

26. Indicate the type of Orientation Programmes organized for Administrators.

Response: The principal and teachers are of the following views:

- (a) Short term programmes are organized on management, Planning, School-mapping for ZEO (Zonal Educational Officers), Headmasters etc.
- (b) Orientation courses, workshops and capacity building programmes for the teachers are organized regarding new schemes.
- (c) One or two faculty members of Jammu DIET have received Orientation Programmes through IMPA J&K, on certain relevant issues.

27. What procedures are adopted in making sample survey of Schools/Blocks with a view to assess attaining minimum levels?

Response: Majority are of the opinion that the schools from both rural and urban areas are selected at random basis, District Resource Unit (DRU) members in the office of CEO (Chief Educational Officer) are entrusted with this job and their performance are evaluated by the DIET faculty Jammu.

28. Mention the kind of extension services rendered by DIET to different Schools.

Response: (a) DIET Jammu had selected five middle schools from three educational zones during session 2006-07 and supervised their academic performance. In 2007 year the process shall be repeated too.

- (b) Seminars, Debates, Workshops, Exhibitions, Quiz-competition, Calligraphy, Paper Reading, Programmes on health and hygiene and other competitive programmes are conducted throughout the years.

Majority are of the opinion that the schools are selected at random basis and DIET faculty themselves deliver model lessons.

29. Specify if you provide academic and professional guidance of any kind to school complexes and work experience wings of various schools.

Response: No, concept of School Complex does not exist in J&K state.

30. Mention the procedure adopted in disseminating improved techniques and practices in education.

Response: SIE faculty prepares DRGs (District Resources Groups) who build up the capacity of ZRPs/CRPs (Zonal Resources/Cluster Resources Persons. These subsequently disseminate the technique and practice of field level pupil-teachers through orientation programmes and on the spot classroom interaction.

31. Mention, if any, procedure is adopted in school mapping and micro planning as envisaged in New Educational Policy (1986).

Response: Nothing so far has been done in this regard in district Jammu. These terms exist in papers only and have no relevance with the reality.

32. It is a fact that DIET act as provision of resource support to the planning and management of education at district level.

Response: The Principal and all the teachers are of the opinion that no DIET act as a provision of resource support to the planning and management of education at district level.

33. Specify the contribution made by DIET in improving the outlook of elementary school teachers.

Response: (a) Outlook of teachers is broadened.

(b) DIET has organized programmes to improve the outlook of elementary school teachers through Orientation Programmes and Workshops etc.

(c) Change in the methodology of teaching has taken place.

(d) New Trends emerges in teaching learning process.

(e) DIET seems to be the most important agency for improving the outlook of elementary school teachers.

CHAPTER-5

FINDING, EDUCATIONAL IMPLICATION AND SUGGESTION

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. Keeping the major findings in view, the educational implications of the study have been worked out. As such some suggestions have been given for the further research. This chapter is therefore devoted to focusing the findings, conclusion, discussion of result of the study and for indicating their implications and suggestions for further research.

5.2 FINDINGS

Research Objective 1

To study the quantitative and qualitative progress made in the implementation of scheme of DIET Jammu with special reference to:

- **Infrastructure and Academic inputs**
- DIET Jammu does not has its own building and rented from J&K Industry Estate. There are 11 rooms which are not sufficient for the various activities. There is no hostel and canteen facility available in DIET Jammu. Library of DIET Jammu to some extent is sufficient well equipped of 3535 books but books to some extent are out print.
- The DIET Jammu is manned by Principal 5 HOD`s; 18 Lecturers and Other Non-Teaching Staff. There is one section officer, one statistical officer, two sr. assistants, four jr. assistants, one stenographer and one librarian.

Research Objective 2

To conduct in-depth study of DIET Jammu.

DIET Jammu is located near the canal road opposite to Govt. College Jammu. DIET Jammu does not have its own building. The building of DIET Jammu is very old and rusty as it is rented from J&K Industry Estate. The infrastructure is inadequate. The rooms are not airy and also small in size. Even there is no proper facility of sanitation. There is no hostel facility due to which the staff and pupil-teachers suffer a lot. DIET Jammu does not have canteen of its own but they use the canteen services of the Govt. College which is situated opposite the DIET. Library of DIET to some extent is sufficient and well equipped of 3535 books. The number of books which are available in DIET Jammu in various subjects are shown in the table which is given:

Table 5.1: Showing the numbers of books available in DIET Jammu.

S No.	Subjects	No. of Books
1.	English Dictionary	60
2.	English Books in Different Subjects	2535
3.	Hindi Books	224
4.	Mathematics Books	166
5.	Dogri Books	162
6.	Urdu Books	237
7.	Education Books	150

The DIET Jammu has seven wings namely:

- Pre-service Teacher Education (PSTE),
- In service programmes Field interaction Innovation and co-ordination(IFIC),
- Curriculum Material Development and Evaluation (CMDE),
- Work Experience (WE),
- District Resource Unit (DRU),
- Planning and Management (P&M) and Educational Technology (ET).

Research Objective 3:

To study the number of orientation programmes conducted by DIET during 2013-2016

Table 5.2: Table showing the number of orientation programmes conducted by DIET Jammu

S No.	Year	No. of orientation Programmes
1	2012 - 2013	4
2	2013 - 2014	4
3	2014 - 2015	7
4	2015 - 2016	10

Research Objective 4:

To study the expenditure incurred on DIET Jammu on various activities during 2013-2016.

The DIET has received the grant for the respective financial years which was actually sanctioned however, the expenditure of the respective years shows that the DIET has fully utilized the grant. The given table shows grant allocated and utilized by DIET Jammu.

Table 5.3: Table showing the expenditure incurred on DIET Jammu

S No.	Year	Amount Sanctioned	Amount Received	Amount Spent
1	2012-2013	6.40 lac	6.40 lac	4.20 lac
2	2013-2014	7 lac	7 lac	5 lac
3	2014-2015	7.40 lac	7.40 lac	5.50 lac
4	2015-2016	8 lac	8 lac	6 lac

5.3 CONCLUSIONS:

From the above analysis of the data, the researcher has come to the following conclusion on the basis of data collected and analyzed from DIET Jammu.

DIET Jammu is located near the canal road opposite to Govt. College Jammu. DIET Jammu does not have its own building. It is housed in rented building. The building of DIET Jammu is very old and rusty as it is rented from J&K Industrial Estate. The infrastructure is inadequate. The rooms are not airy and also small in size. Even there is no proper facility of sanitation. There is no hostel facility due to which the staff and pupil-teachers suffer a lot. DIET Jammu does not have canteen of its own but they use the canteen services of the Govt. College of Education which is situated opposite the DIET. The building in which DIET is functioning is not suitable as it does not cope up with the needs and requirements of the institute. This building is inadequate in various ways consisting of few spacious rooms i.e. 11 rooms which are not sufficient for the various activities. The DIET Jammu should have its own building so that the staff and the pupil teachers can be provided with the proper facilities.

The library of the DIET Jammu to some extent is sufficient and well equipped with 3535 books. But these books are out print. The library should have introduced books based on new techniques and methods.

In the modern era due to advancement in science and technology there is rush towards ET, therefore there is a dire need to have a well-established ET Cell. ET cell in every DIET is found very weak due to non-technical human resource as well as lack of equipment in the cell. It is suggested that sufficient funds should be allocated to this unit and the minimum qualification should be fixed for a person to be appointed in the cell.

There is a need to change the attitude of teachers as well as pupil-teachers towards work culture so that equipments available are properly used for teaching learning process. It is worthwhile to mention here that due to wrong transfer policies of state government the teaching-learning process is unable to progress effectively as it should be.

The establishment of DIET has changed the past scenario of education into effective and fruitful system. The dropout rate has dropped and enrollment has increased nearly towards 100 per cent literacy even in far flung areas of Jammu district. It is all contribution of various effective and comprehensive programmes run by DIET Jammu.

A number of orientation programmes are being conducted by DIET Jammu every year. But DIET Jammu does not organize all the number of programmes recommended by the centre. It is suggested that DIET Jammu should increase the number of orientation programmes to achieve better result.

5.4 EDUCATIONAL IMPLICATIONS

During the last few years, continuous attempts have been made to improve the system of education in our country. A new pattern of education and curriculum has been recommended for the whole country. But the real progress of a country depends upon the competency and success of its teachers in performing the task of teaching. They can enhance and enrich the educational process by improving their teaching through training, especially in the area of science and technology depends upon efficient teachers to a greater extent.

Primary/Elementary school period is the first step in the educational ladder of our country. It is rather a gateway to all types of education. The impressions created in the child during this stages remain with him throughout his life because it is the most important and crucial period of his life. So proper attention must be paid to this stage of education.

The prospective teachers need sufficient professional training provide them a better base to teaching. As a result, pedagogical concepts and principals of teaching are provided to prospective teachers in the hope that these will improve their class room teaching.

Training programmes significantly improves the knowledge, vocabulary and efficiency etc. of the teachers. These training programmes also develop sportsmanship, sociability, scientific, attitude, loyalty and dedication to the teaching profession.

The New Policy on Education 1986 envisages teacher education as a continuous process. Keeping this concept as central place of teacher education, NPE calls for its over-haul as the first step towards educational reorganization. Giving stress to the training of elementary school teachers, it is envisaged that related teacher- training institutes should be developed as DIET to conduct in-service training courses of elementary school teachers.

The study is implacable to the teachers working at different levels of education in general and elementary/primary level in particular. It is hoped that the present study will bring improvements in the functioning of DIETs.

5.5 SUGGESTIONS

1. DIET training courses are too lengthy and difficult to cover within one academic year. Therefore, it is suggested that its duration should of two years.
2. Life is moving very fast and the knowledge is increasing day by day. Therefore, there is a dire need to up to date curriculum according to changing standards of education to make the training programme of DIET more effective.
3. Better training facilities should be provided to the pupil teaching under training. The training institution should be adequately equipped and staffed. Library facilities, audio-visual aids and rich co-curricular activities should be ensured.
4. The traditional teaching by lecture method should be replaced by project and problem solving methods. Besides this, the practice of micro-teaching, simulation and team-teaching also be tried to ensure the skill in teaching among the pupil-teachers.
5. It is suggested that all teachers appointed/adjusted in DIET must have professional qualifications.
6. The advisory body may be set up in each district headed by Deputy Commissioner/Chief Educational Officer to monitor the proper supervision of DIETs.

7. There should be separate residential facilities to principal and also to the staff members.
8. The government should frame such type of transfer policy that teachers should be transferable from one DIET to another and no transfer should be done from school to DIET and vice-versa.

SUMMARY

**TITLE: A CRITICAL ANALYSIS OF THE FUNCTIONING OF DISTRICT
INSTITUTE OF EDUCATION AND TRAINING (DIET), JAMMU
DURING 2013 – 2016**

SUPERVISOR

DR. H.R. SHAN

INVESTIGATOR

MAMTA

ELEMENTARY EDUCATION

Universalization of Elementary Education (UEE) is a national priority in India and it has been confirmed in our constitution. Universalization of primary education is the single most crucial problem in education in developing countries. Elementary Education is the most important stage of learning. The Indian Constitution promised to provide good elementary education to all children and has given highest priority to the elementary education. The National Policy of Education (1986) strengthened the need that elementary education should be implemented in two stages i.e. In the first stage universal education should be provided for all children's till they reach the age of 11 years and in the second stage the age limit should be raised to 14 years. Efforts towards universalization of elementary education were stepped up especially after independence. At time of independence, India inherited a system of education which was not only quantitatively small but also characterized by structural imbalances. Only fourteen percent of the population was literate and only one child out of the three had been enrolled in primary school. The low levels of participation and literacy were aggravated by acute regional and gender disparities. As education is vitally linked with the totality of the development process education being "the basic tool for the development of consciousness and reconstitution of society".

National Policy of Education (1986) and the Programme of Action (POA) have recommend to improve and enrich the academic equipment of the elementary education at lowest which is important level of our educational system have established a novel

district level education institute called District Institute of Education and Training (DIET) in 1987.

The DIET is essentially concerned with the education of such pupil teacher i.e. children and adults as have been long neglected in our society. The establishment of DIET is an attempt to bring the educationist closer to the primary school teachers, the worker with young children and the person in touch with the actual field. The DIET is a center well equipped in human and physical resources to support, strengthen and raise the educational climate of the whole district. It would be a store house of materials, know-how, technical expertise, aids and other educational equipment, that make education worthwhile. It will make readily and easily available human and material resources in planning, management, curriculum, evaluation, child psychology expertise, work experience and other areas for being cooperatively developed and shared by the whole district.

The DIET will have the capability of organizing in-service courses for not only the elementary school teachers but also for the personnel working in non-formal and adult education. The DIET thus, should break isolation of non-formal system from the formal and integrate them to mutual advantage and improve efficiency.

DISTRICT INSTITUTE OF EDUCATION AND TRAINING

Due to the slower growth of elementary education in India after independence, the standard of education got deteriorated due to non-availability of trained and qualified teachers. The condition of education after independence was worse. The government of India framed various commission and national policies on education for improvement in the educational process. National Policy of Education (1986) and the programme of action enrich the academic standard of education in general and elementary education in specific.

The National Policy of Education (1986) recommended establishment of DIETs in every district of the country. Through DIET, it is proposed to make the latest advances in educational curricula, methodology and technology available to the educational

planner. The institutional were required to cater to the needs of in-service training teacher, educational research and extension work at the district level.

DIETs were established throughout the country for the enhancement of quality education. They were the progeny of the new policy of education (1986). There are twenty-two districts in J&K and each district has a DIET. There are 14 permanent and 8 temporary DIETs in Jammu & Kashmir states. DIET Jammu was established in the year 1988. The sole purposes of DIET`s is to conduct different types of training programmes to improve the quality of basic education and create a desirable environment with in the district in regard enroll more and more children of school age and part way for retention of those who are admitted in the school and to ensure high literacy percentage of male and female as a whole.

FUNCTIONS OF DIET

- Orientation Cum Training Programmes for the teachers up to Elementary level.
- D.E.Ed Classes on regular basis.
- Organization of Seminars, Debate, Quiz competition, paper reading contest etc.
- Follow up training / orientation programmes.
- Monitoring of SSA programmes.
- Preparation of instructional material in the shape of molecule.
- Sample survey.
- In-service training of teachers up to secondary levels in all subjects
- Organization of short term courses, orientation courses, re- orientation courses and workshops on different subjects.
- Orientation of teachers on latest technology of teaching.
- Discussion and solution on hard spots of different subjects.

- Preparation of low cost and no- cost teaching aids.
- Workshops on work experience subjects like toy making, candle making, and other local crafts.

There is also one year regular programme of D.E.Ed courses for untrained undergraduate teacher. The teachers are deputed on the seniority basis to the DIETs for undergoing this diploma course. Moreover, DIETs have occupied a focal position in monitoring of several components / interventions under SSA like utilization of recurring grants, construction components and training.

OBJECTIVES

Without a clear formulation of aims and objectives of a research, the investigator is likely to wonder aimlessly in her field and achieves nothing worthwhile. The objectives must be set up before the problem is dealt with. The following are the objectives of the present study:

1. To study the quantitative and qualitative progress made in the implementation of scheme of DIET Jammu with special reference to:
 - Infrastructure
 - Academic inputs.
2. To conduct in-depth study of DIET Jammu.
3. To study the number of orientation programmes conducted by DIET during 2013-2016.
4. To study the content and coverage of the various training programmes run by DIET Jam

METHOD

“If a scholar cannot clearly describe his/her methods, the chances are that it is too vague and general to yield his/her satisfactory result”.

The selection of the methods depends upon the nature of the problem under investigation. The method must be appropriate to the problem. The collection of data is an important step in research studies. It serves as a key in the field of research. After determining specific objectives of each study, suitable collection of data is needed in order to reach at some definite conclusion. An investigation cannot be carried over until and unless data is collected.

By method one means a systematic approach towards a particular phenomenon. Methodology used in an investigation determines its destiny. It is the nature of the techniques and procedures. Therefore, it is essential that in order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of present study case study method was used.

SAMPLE

For the present study DIET Jammu staff have been selected for the study and their responses regarding ABL were taken through a questionnaire. The detail of the DIET from where the sample is selected is given in table 3.1

Table 3.1: Showing the staff of DIET Jammu

S.NO.	DIET JAMMU	NO. OF FACULTY
1.	Principal	1
2.	HODs	5
3.	Lecturers	18

TOOL

After selecting the sample for the study, another task left with the researcher was the selection of suitable tools to be used for the data collection. In the present study, the researcher has selected a questionnaire for collecting the data prepared by the researcher herself. The researcher consulted the available literature on DIET including Guidelines of DIET issued by Department of Education Government of India Ministry of Human

Resource Development New Delhi. A self- prepared questionnaire has been used to seek responses.

Conclusion:

All the teachers of DIET are of the opinion that DIET staff can help to eradicate illiteracy of the masses by organizing different types of programmes and involving masses in general to enlighten them with the changing scenario in the backward area of District Jammu.

From the above analysis of the data, the researcher has come to the following conclusion on the basis of data collected and analyzed from DIET Jammu.

DIET Jammu does not has its own building and is rented from J&K Industry Estate. There is no hostel facility available in DIET Jammu.

In the modern era due to advancement in science and technology there is rush towards ET, therefore there is a dire need to have a well-established ET Cell. ET cell in every DIET is found very weak due to non-technical human resource as well as lack of equipment in the cell. It is suggested that sufficient funds should be allocated to this unit and the minimum qualification should be fixed for a person to be appointed in the cell.

There is a need to change the attitude of teachers as well as pupil-teachers towards work culture so that equipments available are properly used for teaching learning process. It is worthwhile to mention here that due to wrong transfer policies of still government the teaching-learning process is unable to progress effectively as it should be.

The establishment of DIET has changed the past scenario of education into effective and fruitful system. The dropout rate has dropped and enrollment has increased nearly towards 100 per cent literacy even in far flung areas of Jammu district. It is all contribution of various effective and comprehensive programmes run by DIET Jammu.

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recommended for the whole country. But the real progress of a country depends upon the competency and success of its teachers in performing the task of teaching. They can enhance and enrich the educational process by improving their teaching through training, especially in the area of science and technology depends upon efficient teachers to a greater extent.

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Appendix

A QUESTIONNAIRE FOR APPRAISAL ON THE FUNCTIONING OF DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)

Investigator

Supervisor

Mamta

Dr. H. R. Shan

Name..... Age.....Sec.....

Qualification.....Designation.....

Married/Unmarried..... Pay/Grade.....

School/Locality..... Urban/Rural.....

In this questionnaire some questions are given about physical infrastructure and academics activities of DIETs. Some question has to be answered in the form of “Statements” and in “Yes” or “No”. Your responses will be kept strictly confidential and will be used for research purpose only.

A. PHYSICAL INFRASTRUCTURE

STATEMENTS

1. Is DIET housed in its own building? If No, specify the mode of procuring accommodation..... (Yes/No)
2. Is the infrastructure for various established units adequate to run the programme smoothly? (Yes/No)
3. Do you feel that number of units/wings is working satisfactory in achieving the desired objectives of DIET? (Yes/No)

4. How many rooms you have for each unit?

5. Mention the other facilities available for the last five years in each unit

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6. Do you have sufficient equipments for making the educational technology unit working? If No, indicate the snags in your views

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7. Do you believe that the in charge of educational technology units was fully versed with the theory of Educational Technology (ET)? (Yes/No)

8. Supply, the following information:

a) Number of rooms in DIET:

b) Laboratory equipments:

c) Teaching appliances:

9. Write down your views regarding suitability of teachers working in DIET

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10. Mention the numbers of teachers working against each unit

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11. Were the teachers in all school subjects appointed in the beginning? (Yes/No)

12. Indicate the qualification of teachers working against each unit for the last five years.

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13. Write down the views regarding the placement and transfer of teachers in DIET?

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14. Mention the maximum and minimum period of stay in DIET of teachers in different subjects.

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15. State the contributions made by DIET in improving the outlook of elementary school teachers.

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B. ACADEMICS

1. Write down your views regarding the training imparted by DIET in improving standard of students and pupil-teachers
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2. Does your Head of the institution call for the identifying priority areas of imparting training? (Yes/No)
3. Does the institution having the practice to invite outside resources persons for giving more enlightenment to pupil-teacher for various subjects? (Yes/No)
4. Does the staff members having training in research? (Yes/No)
5. Does training imparted by DIET help in reducing dropout rate? (Yes/No)
6. Does the training imparted by DIET have shown some improvements in teaching-learning process? (Yes/No)
7. Does the pupil-teacher teaching in school subjects show some changes in the results of the students after the training? (Yes/No)
8. Is it so, that sufficient qualitative and quantitative improvement has been made in school management through in-service programmes? (Yes/No)

9. Whether the training programmes organized by DIET are sufficient to train the resource person for organizing various types of training programmes.

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10. Mention the kinds of teaching aids being used during programmes for different school subjects from the last five years.

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11. Indicate the process involved in deciding the content and coverage of each training programme carried from the last five years.

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12. Indicate the time frame preferable to organize training programmes.

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13. Is the D.E.Ed course linked with the class situations, which the teachers face in the classroom?

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14. Mention, if any complaints were received about the utility of programmes in last five years.

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15. Mention your views regarding the contributions of in-service training has made towards universalisation of primary education.

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16. What is the procedure involved in deciding priority in subject areas for providing remedial coaching/orientation?

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17. Does your teacher have the practice to visit far off schools in the District? (Yes/No)

18. Mention the procedure involved in monitoring and evaluating the programmes carried by DIET for the last five years.

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19. Specify the method involved in monitoring and evaluating the programmes carried by DIET for the last five years.

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20. Specify the procedure involved in taking any action after monitoring and evaluating the programmes for the last five years.

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21. Indicate the procedure involved in analyzing the strength and weakness of the institution.

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22. Is there full freedom of academic and administrative control in supervising DIET programme? (Yes/No)

23. What are the procedures adopted in the supervision of academic and administrative work of DIET in each District for the last five years?

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24. Specify the number of orientation programmes organized for the administrators in a year.

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25. Mention the types of qualitative improvements made in DIET for the last five years.

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26. Indicate the type of orientation programmes organized for administrators.

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27. What procedure are adopted in making simple survey of schools/blocks with a view to assess attaining minimum levels?

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28. Mention the kind of extension services rendered by DIET to different schools.

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29. Specify if you provide academic and professional guidance of any kind to school complexes and work experience wings of various schools.

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30. Mention the procedure adopted in disseminating improved techniques and practices in education.

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31. Mention, if any, procedure is adopted in school mapping and micro planning as enusaged in new education policy.

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32. Is it a fact that DIET act as a provision of resource support to the planning and management of education at district level. (Yes/No)

33. Specify the contributions made by DIET in improving the outlook of elementary school teachers.

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