

**A STUDY OF THE EFFECTIVENESS OF  
DISTRICT INSTITUTES OF EDUCATION AND TRAINING  
(DIETs) IN NAGALAND**

**Thesis Submitted to Nagaland University  
For the Degree of  
Doctorate of Philosophy**

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# Elementary Teacher Education Institutes in Nagaland

## LEGEND

-  DIET Colleges
-  St. Paul Institute, Phesama
-  SCCTE, Dimapur
-  SCERT, Kohima



## CANDIDATE'S DECLARATION

I do hereby declare that this thesis entitled “A Study of the effectiveness of District Institutes of Education and Training (DIETs) in Nagaland” is a research work done by me under the supervision of Dr (Mrs) Limala, Department of Education, Nagaland University, for the award of Degree of Doctor of Philosophy in Education. The Thesis has not been submitted by any other University for the award of any other Degree, Diploma or Title.

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*“As we express our gratitude, we must never forget that the highest appreciation is not to utter words but to live by them.” John F Kennedy.*

(IMKONGSENLA LONGCHAR)

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## ABBREVIATIONS

BTC	Basic Training Certificate
CTE	Certificate in Teaching English
CMDE	Curriculum Material Development and Evaluation
CSS	Centrally Sponsored Scheme
DBE	District Board of Education
DEO	District Education Officer
D.El.Ed	Diploma in Elementary Education
DIET	District Institute of Education and Training
DRU	District Resource Unit
ET	Educational Technology
EQUIP	Educational Quality Improvement Programme
GOI	Government of India
IFIC	In-service Programme Field Interaction Innovation and Co-Ordination
IASE	Institute of Advanced Studies in Education
ISTE	In-Service Teacher Education
JTTI	Junior Teacher Training Institute
MHRD	Ministry Of Human Resource Development
NCERT	National Council for Educational Research and Training
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council of Teacher Education
NFE/AE	Non-Formal Education or Adult Education
NIOS	National Institute of Open Schooling
NPE	National Policy of Education
OB	Operation Blackboard

P&M	Planning and Management
POA	Programme of Action
PSTE	Pre-Service Teacher Education
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
SCERT	State Council for Educational Research and Training
SBTE	State Board of Teacher Education
SSA	Sarva Shiksha Abhiyan
UGC	University Grant Commission
UGTT	Undergraduate Teacher Training
WE	Work Experience
VEC	Village Education Committee
VLW	Village Level Workers

**A STUDY OF THE EFFECTIVENESS OF DISTRICT INSTITUTES OF  
EDUCATION AND TRAINING (DIETs) IN NAGALAND**

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## CHAPTER 1

### INTRODUCTION

#### 1.1 AN INTRODUCTION TO NAGALAND “The land of charisma”

Nagaland, the land with numerous cultures of various tribe which can enthrall any visitor with its foot tapping dances, fabulous traditional costumes, its natural greenery and scenic topography. This narrow strip of mountainous territory is bounded by Assam in the West, Myanmar (Burma) on the East, Arunachal Pradesh and part of Assam on the North and Manipur in the South. Nagaland is also called a ‘**Paradise of state**’ because of its rich cultural traditions, myths, folklores, legends and customs of the Naga tribes which carry the traces of their ancient chronicles.

Nature was in its full mood when landscape of Nagaland was created. This fact has been proved by the beauties of the unique picturesque landscape, high mountains, grassy plains, murmuring streams and colourful rainbow. Nagas enjoy themselves the blessing of nature with a rare gusto striking the on-lookers with awe and admiration. The land which encompasses within itself with so much of beauty has rightly been called as the “**Switzerland of the East**”. Though being the pride owners of this charismatic land, the people here are humble, simple, hospitable and very down-to-earth. Nagaland state is a home of sixteen major tribes. Each tribe is distinct in character from the others in terms of customs, language and dress.

#### 1.2 THE EMERGENCE OF NAGALAND AS A STATE

The Naga delegation which went to Delhi in July, 1960, presented the 16-point Memorandum and discussed it in detail with the senior officials of the External Affairs Ministry and finally presented to the prime minister, who was also the minister of External Affairs. The 16 points

were accepted in principle by the Government of India. The Prime Minister of India announces the agreement in Lok Sabha on 1st August, 1960, and said that his Government would shortly introduce a bill to constitute Nagaland, the 16th state of India. In December 1963, a full-fledged democratic state within the Indian Union came into being. This was the State of Nagaland. It was created under the State of Nagaland Act, 1962, with necessary modification in the constitution of India. The State was officially inaugurated on December 1, 1963 at Kohima by the President of India, Dr. Radha Krishnan. Nagaland has eleven districts, they are: Dimapur, Kohima, Kiphire, Longleng, Mokokchung, Mon, Peren, Phek, Tuensang, Wokha and Zunheboto. The capital of the state is Kohima.

### **1.3 GEOGRAPHICAL FEATURES**

The magical valley of Nagaland is situated at the Eastern side of the Indian sub-continent. The state covers an area of 16,579 sq.km and lies between 25°60 and 27°40 Latitude North of Equator and between the longitudinal lines 93°20 and 95°15 East. Topographically, the state is mountainous and the altitude varies approximately between 194 meters and 3048 meters above sea level. Mount Saramati at an elevation of 12,552 feet above the sea level is the state's highest peak. This is where the Naga Hills merge with the Patkai range in Myanmar. Rivers such as Doyang and Dikhu to the north, the Barak River in the South-West and the Chindwin river of Myanmar in the South-East, dissect the entire state.

## 1.4 POPULATION AND LITERACY

**Table 1.1**

<b>DISTRIBUTION OF POPULATION, SEX- RATIO, DENSITY, &amp; LITERACY RATE</b>				
<b>STATE/ DISTRICT</b>	<b>TOTAL POPULATION</b>	<b>SEX-RATIO (Female per 1000 males)</b>	<b>DENSITY (Per Sq.Km)</b>	<b>Literacy Rates</b>
<b>• Nagaland</b>	<b>1,978,502</b>	<b>931</b>	<b>119</b>	<b>79.55</b>
<b>Mon</b>	<b>250,260</b>	<b>899</b>	<b>140</b>	<b>56.99</b>
<b>Mokokchung</b>	<b>194,622</b>	<b>925</b>	<b>120</b>	<b>91.62</b>
<b>Zunheboto</b>	<b>140,757</b>	<b>976</b>	<b>112</b>	<b>85.26</b>
<b>Wokha</b>	<b>166,343</b>	<b>968</b>	<b>102</b>	<b>87.69</b>
<b>Dimapur</b>	<b>378,811</b>	<b>919</b>	<b>410</b>	<b>84.79</b>
<b>Phek</b>	<b>163,418</b>	<b>951</b>	<b>81</b>	<b>78.05</b>
<b>Tuensang</b>	<b>196,596</b>	<b>929</b>	<b>90</b>	<b>73.08</b>
<b>Longleng</b>	<b>50,484</b>	<b>905</b>	<b>89</b>	<b>72.17</b>
<b>Kiphire</b>	<b>74,004</b>	<b>956</b>	<b>66</b>	<b>69.54</b>
<b>Kohima</b>	<b>267,988</b>	<b>928</b>	<b>213</b>	<b>85.23</b>
<b>Peren</b>	<b>95,219</b>	<b>915</b>	<b>55</b>	<b>77.95</b>

(Source: Census 2011)

The above **Table No.1.1** indicates the distribution of Population, Sex-ratio, Density and Literacy rate.

## **1.5 ECONOMY OF THE STATE**

Agricultural activities pre-dominate the state economy. Traditionally, Jhum cultivation is the main occupation of the people in the rural areas since time immemorial. Later on, some tribes in the state learnt to practice terrace cultivation in sloppy hilly areas where canal irrigation is possible from the rain-fed streams at least during the rainy season.

After the attainment of statehood, the State Government encouraged and demonstrated to the farmers how wet cultivation is practiced through the technical knowledge of the V.L.Ws (village level workers or Gram Sewaks) trained from outside the state. Now, wet cultivation is widely practiced in the areas along the foothill belts of Wokha, Mokokchung and Mon Districts. In recent days, even mechanized farming is in practice in Dimapur and Peren district. Now-a-days, Nagas are taken to Floriculture, Sericulture, Horticulture, Bee-keeping, Handloom and Handicrafts, Plantations, Cottage and Small scale industries, adopting modern technologies for their livelihood.

## **1.6 EDUCATION IN NAGALAND**

In the ancient past, there had been contacts between the Nagas of the hills and the people of the neighboring plains for trade and links for mutual co-existence. There is no record of teaching and learning of any script and opening of any formal school. If education without literacy can be perceived, the Nagas had it well derived from indigenous time-tested system to deliver the needs of those times for their survival and growth. As in many other states of North-East region, Western education was first brought by the missionaries to Nagaland. They used education as a means of winning the Nagas to the Christian faith. The British Government introduced western system of education assisted by the Christian Missionaries to bring Nagas in touch with modern civilization. A beginning of modern education was attempted by Rev. Miles Brownson, who prepared the first spelling book and a catechism for

the Singpho Nagas from Jaipur in Assam. In 1872, Godhula, an Assamese teacher and evangelist volunteered into Naga soil under direction of Dr. E.W.Clark. He came to Dekahaimong (now Molungkimong) and started to preach and teach. Dr. & Mrs. Clark of the American Baptist Missionary Union came to stay in Naga Hills in 1876. In the same year, a new village, Molungyimsen was established. It was in this village that Mrs. Mary Mead Clark started in 1878 the first formal school in the then Naga Hills. Later in 1882, another school was started at Impur (Mokokchung District) by the Missionaries. The Missionary school was later turned into two schools, one for boys and another one for girls.

After Independence, much attention was paid for the spread of education and more primary schools were upgraded to Middle and High Schools respectively. The demand for education increased and the number of educational institutions has expanded threefold and student's enrolment mounts faster. The number of training institutions has multiplied in the same proportion.

## **1.7 TEACHER EDUCATION**

Teacher-Education has been defined as, "All formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his/her responsibilities effectively" (C.V. Good, 1973). The contention that teacher are born, not made, can be true only in a few rare cases. It is also not contented that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently. Proper training and education enables the teacher to have knowledge of how children grow, develop and learn how they can be taught best and how their innate capacities can be brought out and developed. Teacher-Education is therefore a process of unearthing the treasure within every learning centre. It is the process, which makes the individuals realize

the magnitude and potentialities, which, if nurtured and inculcated in the right direction, could make significant contributions.

It has been aptly remarked, “If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate an individual as a teacher, you educate the whole community”. Teacher-Education is not mere pedagogy or acquisition of a training qualification. It is preparation of persons for family, for society and for the country. It is nurturing of creativity, inculcation of commitment and generation of a strong will to contribute at the highest level of efficiency through a value- based approach.

According to **V.S. Mathews** “No system of education, no syllabus, no methodology, no text-book can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers”.

### **1.7.1 In-Service and Pre-Service Teacher Education**

Teacher-Education can be broadly classified into two types:

- i. In-Service Teacher-Education and
- ii. Pre-Service Teacher Education

In-Service Teacher-Education refers to the programmes meant for ‘professional growth’ of teachers who are presently in ‘service’. It provides training to teachers to deal with the curriculum, and teaching techniques and methods which undergo changes from time to time. It also equips teachers with current knowledge and developments in the subjects they dealt with.

Pre-Service Teacher-Education refers to the various programmes meant for the preparation of teachers to teach at different stages in schools like Pre-Primary, Primary or Elementary, Secondary and Senior Secondary. There are a number of Teacher-Education courses run by departments of education and universities, offering certificates and degree.

## 1.8 ELEMENTARY TEACHER-EDUCATION IN NAGALAND

As per The National Council for Teacher-Education Act (1993), the term **Teacher-Education** means programmes of education, research or training of persons for equipping them to teach at Pre-Primary, Primary, Secondary and Senior-Secondary stages in schools, and includes Non-formal Education, Part-time Education, Adult Education and Correspondence Education.

The idea of Teacher- Education in the state was conceived during mid-50s with the objective to improve teachers' capacity to teach, especially in the Primary school. Most of the teachers were under-matric during those days. It was therefore, essential to open a training centre for them. Shri Suresh Raj Kumar Gohain, the then Basic Education Officer of Assam visited Kohima. In course of discussion, the idea of training the teachers was discussed and he was taken to a good site having adequate area of land. Thus, a training centre was opened in 1955 at Chiechama village for the first time in Nagaland and it was financed by Hindustani Talmi Sangh. Later on, the centre was designated as Junior Teacher Training Institute (JTTI) and two such centres were also opened at Mokokchung and Tuensang in 1962 and 1964 respectively.

The JTTI, Chiechama, was formally upgraded to that of the DIET (District Institute of Education and Training) in 1990 becoming the first DIET in the State. The two JTTIs at Mokokchung and Tuensang were also upgraded to that of DIET in 1998 (**SCERT, Nagaland, 2008**). Initially, this course was introduced in the DIETs for In-Service teachers under a separate nomenclature called "Under Graduate Teacher Training" (UGTT). The DIETs functions under the administration of SCERT, Nagaland, Kohima.

## **1.9 STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)**

The State Council of Educational Research and Training (SCERT), which is the Academic Authority in the state is the academic wing of the Department of Education. It is an all-purpose institute concerned with diversified educational activities and aims at bringing about a coordinated strategy for all round educational development in the state. The SCERT was established in 1979 with the aim of bringing about qualitative changes in the field of school education in general and Teacher-Education in particular. The SCERT as an organization also aims at bringing about desirable changes in attitudes and behavior in all concerned with education and in inculcating an ideal value system in the learner and teachers so that the class-room transaction takes place in a conducive climate and the learner consequently becomes a useful component of the wider society. The SCERT thus is supposed to perform-

(i) Leadership role (ii) Advisory role (iii) Extension role.

Initially, the council was established with the following departments:

- i. Department of Teacher Education
- ii. Department of Educational Technology
- iii. Department of Curriculum Development
- iv. Department of Evaluation
- v. Department of Vocational & Educational Guidance and Counselling
- vi. Department of Extension Services
- vii. Department of Science Education

**(Source: *Department of Education, Government of Nagaland vide order No. EDS/SCERT/2/78 Dt. 15<sup>th</sup> December 1979*)**

Presently the SCERT has the following Cells;

**Table 1.2**

**List of different Cells under SCERT**

Sl.no	Name of the Department (Cell)
1	English Cell
2	Mathematics Cell
3	Science Cell
4	Social Services Cell
5	Vocational Guidance and Counselling Cell
6	Life Skill Education Cell
7	Evaluation and Examination Reforms Cell
8	Adolescence Education Cell
9	Early Childhood Care & Education Cell
10	Research & Survey Cell
11	Educational & Information Technology Cell
12	DIET & Planning Cell
13	Textbooks Development & Training Cell
14	Hindi Education Cell
15	Board of Elementary School Cell
16	SSA (Training Cell)
17	Statistics Cell

The above **Table No. 1.2** highlights the list of different Cells and departments under SCERT.

### 1.9.1 Functions of SCERT

As the academic wing of the Department of Education, the SCERT deals with academic aspects of the different levels of Pre-primary, Primary, Elementary, Secondary and other academic related activities in the schools. The main functions of SCERT are:

- i. To act as an agent in the School Education in general and Teacher-Education in particular.
- ii. To arrange for the In-Service training of teachers dealing with Primary, Elementary, Secondary and Higher Secondary levels.
- iii. To organize orientation for field Teacher-Educators, Supervisors/ inspecting Officials.
- iv. To organize Short term programme including correspondence-cum-contact courses for the overall professional development of Teachers, Teacher-Educators and Supervisors/ Inspecting officers.
- v. To organize Extension Service to Teacher Training Institutes at all levels of education and coordinate the work of these centers.
- vi. To develop curricular, instructional materials, text-books and others for use in the schools and by the teachers from Pre-school to Higher Secondary.
- vii. To develop and prescribe curricular and textbooks for schools and teacher training institutes.
- viii. To function a Controlling Authority essentially in connection with its administrative aspects of Elementary Teacher-Education and in connection with its administrative aspects as well.
- ix. To carry out research and survey on various issues concerning the schools, teachers and students.
- x. To coordinate programme of different subjects.

### **1.10 ORIGIN AND DEVELOPMENT OF DIET**

District Institute of Education and Training (DIET) is a nodal agency for providing academic and resource support at the grass root level for the success of various strategies and programmes undertaken in the areas of Elementary and Adult Education. DIET is the most significant educational intervention in the country, while the NCERT came up in the 1960's and the SCERT in 1970's, the need for a third tier of training and resource support structure, right at the district level was genuinely felt in order to improve the quality of basic education. As a result, DIET's were set up in almost all the districts of all the states in the country. Establishment of DIET's is based on the recommendations of National Education Policy 1986. The vision for the DIETs that was articulated in the NPE 1986(modified in 1992) was for a strong district institution that would support Pre-Service and In-Service work with teachers at the Elementary Education level.

The sole purpose of DIET is therefore, to conduct different kinds of trainings 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 going age and pave the way for retention of those who are admitted in the school and to ensure the high literacy percentage of male and female as whole.

### **1.11 FUNCTIONS OF DIET**

The functions of DIET as spelt out in Programme of Action (POA) are as follows:

1. Training and orientation of the following target groups:
  - i. Elementary school teachers (both Pre-Service and In-Service education).
  - ii. Head Master, Heads of School Complexes and officers of Education Department up to Block level.
  - iii. Instructors and supervisors of Non-formal and Adult Education (induction level and continuing education).
  - iv. Members of District Board of Education (DBE) and Village Education Committee (VECs), Community leaders, youth and other volunteers who wish to work as educational activities.
  - v. Resource persons who will conduct suitable programmes for the target groups mentioned at (i) and (iii) above, at centers other than the DIET.
2. Academic and resource support to the Elementary and Adult Education systems in the district in other ways e.g. by (i) extension activities and interaction with the field, (ii) provision of services of a resource and learning center for teachers and instructors, (iii) development of locally relevant materials teaching aids, evaluation tools etc., and (iv) serving as an evaluation center for Elementary School and programmes of Non-Formal Education or Adult Education (NFE/AE).
3. Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of Elementary and Adult Education.

**(Source - GOI 1989, DIET guideline, New Delhi: MHRD)**

## 1.12 STAFFING PATTERN AND ORGANIZATIONAL STRUCTURE UNDER DIET NAGALAND

**Table 1.3**

<b>Name of the Post</b>	<b>Total</b>
Principal	10
Vice-Principal	10
Senior Lecturers	40
Lecturers	76
Work Experience/Work Education Teacher	4
Librarian	5
ICT Support Staff/ Technician	3
Statistician	2
Office Superintendent/ HA	8
Lab. Assistant	8
P.A./Steno (to Principal)	8
Clerk (including one for hostel)	33
Steno Typist/Data Entry Operator	5
Accountant	6
Maintenance Support Staff/Grade iv	32

**Table No. 1.3** shows the present status of Staffing pattern and organizational structure of Teaching & Non- Teaching staff under DIET, Nagaland.

**Table No 1.4****Different Branches under DIETS according to MHRD Guideline**

<b>Sl.no</b>	<b>Academic Branches</b>	<b>Abbreviation</b>
1	Pre –Service Teacher Education	(PSTE)
2	Planning and Management	(P&M)
3	In–Service programmes, Field interaction Innovation and Coordination	(IFIC)
4	Work Experience	(WE)
5	District Resource Unit	(DRU)
6	Education Technology	(ET)
7	Curriculum Material Development and Evaluation	(CMDE)

Under the DIET Guidelines of 1989, each DIET was recommended to have seven branches, and for each branch a staffing pattern was recommended. However, several of the branches have either been non-functional or partly functional, while some have outlived their utility. The inflexibility in the organizational structure of the DIET has led to sub-optimal utilization of its human resources and its inability to allow innovation and prioritization of its activities. In order to allow DIETs to have flexibility in utilizing its human resources in an optimal and efficient manner, it would be desirable to allow each DIET to reorganize its staff around the core functions enumerated above, depending on the importance of one or more programme or activities for each of them.

It is in this context that the NPE came out with the large number of proposals including a core curriculum and participatory training strategies. The innumerable number of teachers throughout the country desired new strategies of teaching and in-depth information on the teaching content and of audio-visual materials. The centralized system of training neglected

the 11 opportunity for majority of the teachers to attend the training. There emerged a need to decentralize the training by taking district as a desirable unit (NCTE 2000). Thus, the NPE proposed the Operation Blackboard (OB) Scheme, Massive Orientation for teachers, up-gradation of training strategies etc. DIET as a means for coordinating, Planning, Training and Monitoring began to emerge at different parts of the country in a phased manner. In Nagaland this institution started in 1955, at Chiechama village for the first time. Later on, DIET institutes started mushrooming in different parts of the state.

With the enactment of Right of Children to Free and Compulsory Education (RTE) Act, 2009 it leads towards right to quality education, which requires the state to invest in, regulate and monitor school quality, curriculum and pedagogy, and the provision of well-educated professional teachers. The design of the Sarva Shiksha Abhiyan (SSA), with the outreach activities that take place through the Block and Cluster Resource Centers, requires a District Institution that can strengthen and oversee In-Service work with teachers and give overall direction and support to Block level school improvement initiatives.

### **1.13 PRESENT SCENARIO OF ELEMENTARY TEACHER-EDUCATION PROGRAMME IN NAGALAND.**

Altogether there are 10 (Ten) Elementary Teacher-Education institution in Nagaland. 2 (Two) institutions are private aided and 8(Eight) DIETs operational in the state are under 100 percent Centrally Sponsored Schemes (CSS). These DIETs were established in pursuance of the National Policy on Education 1986, to re-structure and re-organize the teacher education. The DIETs conduct a two-year Pre-Service Teacher-Education (PSTE) for prospective teachers who have passed 10+2 standard. In addition to PSTE course, the DIETs and SCERT now conduct a six-month In-Service Teacher-Education (ISTE) for the serving teachers in Government schools. This was done with the objective to clear up the backlog of untrained

teachers in the State. Each DIET has the intake capacity of 50 Teacher-Trainees. In-Service teachers are deputed by the Department of School education for the PSTE course, whereas the Pre-Service teacher candidates are selected for the PSTE course through an entrance test and interview. The State Board of Teacher-Education (SBTE), which functions under the administration of the SCERT, conducts all the examination for the PSTE and ISTE courses.

#### **1.14 NEED AND IMPORTANCE OF THE STUDY**

Success of every professional in his profession depends mainly on his up-to-date professional knowledge, fullest devotion and dedication along with his efficiency and effectiveness. In the present-day world with the advancement in technology these qualities can be inducted through education. Since teaching occupies an honourable position in the society, therefore, **Kothari Education Commission (1964-66)** recommended, “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in Teacher-Education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions”.

National Policy of Education, 1986 is a great landmark in the development of Teacher-Education in India. It aims at improving the quality of teachers by providing them best Pre-Service and In-Service teacher education. In order to improve the quality of education, it is necessary to have a sound programme of education. The quality of teacher that determines the overall effectiveness of the system of education depends upon their own education that is popularly known as Teacher education. The teacher training curriculum must be planned to recognize and develop the spirit of enquiry, initiative, scientific temper, conceptual clarity and linguistic skill through rigorous practice and internship than drill of content.

Pursuant to the provisions of NPE, 1986 on Teacher education, a centrally sponsored scheme of re-structuring and re-organization of Teacher-Education was approved in October 1987. One of the five components of the scheme was establishments of DIETs (District Institute of Education and Training). The mission and role of DIETs was to provide academic and resource support at the grass-root level for the success of the various strategies and programmes being undertaken in the area of Elementary and Adult education. DIETs are organized for Pre-Service and In-Service Education of Elementary school teachers and for personnel working in Non-formal and Adult education. **Panda (1997)** in his study described the importance of DIET in Teacher-Education. He observed that DIETs occupy a very outstanding position in the hierarchical structure of Teacher-Education. Being an institution carrying a pivotal role in the scheme of Teacher- Education, he suggested that DIET needs to be strengthened by competent personnel of longer tenure and after being exposed to the roles and functions of the DIETs.

Looking into our state, on one hand it is very encouraging to note the ever- progressive literacy rate (which is comparatively high) in Nagaland. But on the other hand, there are many aspects which are far from satisfaction and together adversely affecting the standard or quality of Education in the State. Low percentage of trained teachers at all the levels of education, lack of proper physical facilities, poor service conditions, transaction of curriculum, Teacher's accountability and lack of clear vision on teacher education. To overcome these burning problems, the first and foremost step would be to enforce major reform in the existing Teacher-Education programme. **Menon (1993)** has conducted a study on selected DIETs in Kerala. The study identified several problems in teacher training and suggested solutions for improving the situation of Teacher-Education in Kerala.

NCTE's (2000) study pointed out many of the shortcomings in the functioning of Teacher-Education in Kerala like lack of physical facilities, lack of modern laboratory equipments, non-utilization of available facilities, insufficient staff etc.

As it has been accepted that the, dynamic force of the educational system is the teacher. The quality of educational system is determined by the quality teacher, who prepares quality citizens and quality society. And teachers are being prepared by Teacher-Educators in the Teacher-Education Institutions. Thus, Teacher-Education institutions have vital role in improving the standard of the system of education by preparing competent and effective human teachers. **Gafoor (1996)** made a critical study of the functioning and work efficiency of DIETs, assessing the material, human resources and the efficacy of various training programmes of DIETs.

In a situation like at present when new and dynamic methods of instruction are needed, Quality input to Teacher-Education is the first step towards teacher preparation. Input in terms of physical facilities, quality Student-Teachers, qualified and competent faculty, relevant curriculum, functioning of the institution and research work etc. Thus, the quality people, and society in one way or other are linked with the quality of education, which in turn functionally has direct linkage with the teacher. It was therefore since time immemorial, the quality of teachers were the measures of the strength of an educational system. There is, therefore no more important matter than that of securing recruitment of right type of teacher who not only possess the necessary academic qualification but also have a sufficient professional competence and the right attitudes, beliefs, ideals and interest. In past the training of teachers was born out of the necessity to bring up a '*literate*' generation and to accomplish this task, the teachers were helped to develop a narrow technique and a highly specialized professional approach. Today the need is to bring out a '*sophisticated*' and '*cultured*' generation (**Saxena et al., 2009**).

The 21<sup>st</sup> century has been acknowledged as the century of learners and teachers. The teacher will have to be essentially a learner and the learner in his turn will also act as a teacher. Teacher-Education is thus needed for kindling the initiatives of the teacher, for keeping it alive, for removing the evils of 'hit and miss' process and for making the optimum use of time and energy of the teacher and the taught. Hence, after reviewing the literatures and analyzing the present status of Elementary Teacher Education, the researcher feels that effectiveness of Teacher- Education programme needs to be deeply analyzed. Thus, keeping in view the above statement the study will be undertaken.

### **1.15 STATEMENT OF THE PROBLEM**

The study undertaken is being stated as, "A study of the Effectiveness of District Institutes of Education and Training (DIETs) in Nagaland".

### **1.16 DEFINITION OF THE TERM USED**

In order to have a greater clarity of the concepts, the key terms used in this study are briefly explained as under:

- i. **Effectiveness:** - The term 'effectiveness' maybe used to describe a desire result intended to be achieved in a specific field that is education. Effectiveness in Teacher-Education must be measured in terms of the degree to which objectives are achieved and the extent to which targeted problems are solved. Effectiveness means 'doing the right thing'.
- ii. **DIET:** District Institutes of Education and Training (DIET) is a teacher training institutions both for Pre-Service and In-Service courses of Elementary school teachers and for continued education of the personnel working in Non-formal and Adult education programme.

**1.17 OBJECTIVES OF THE STUDY**

1. To study the profile of DIETs in Nagaland.
2. To study the profile of Teacher-Educators and trainees.
3. To study the functions and management of DIETs.
4. To examine the activities and practical method of teaching prescribed in DIETs.
5. To find out the various teaching skills and their integration with respect to the development of teaching competencies.
6. To examine the effectiveness of DIETs in relation to
  - (a) Academic achievements of the students
  - (b) Pedagogy
  - (c) Curriculum
  - (d) Co- Curricular activities
  - (e) Evaluation
7. To find out the problems faced by the Teacher-Educators and Student-Trainees.
8. To suggest measures for improvement of DIETs for quality education.

**1.18 DELIMITATION OF THE STUDY**

The present study will be limited in the following areas:

- i) It was limited for the study of effectiveness of Elementary Teacher-Education institute in Nagaland.
- ii) The study was aimed towards promoting quality education.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### 2.1 INTRODUCTION

Any worthwhile research in any field of knowledge requires an adequate familiarity with the work which has been done already in the same area. A summary of the writings of recognized authorities and of previous research provides sufficient evidence that the research is familiar with what is already known and what is still unknown. Since effective research is based upon previous knowledge, this steps help to eliminate the duplication of what has been already done besides helping in the fixation of useful objectives, formation of appropriate hypotheses, drawing of meaningful conclusions, and making commendable suggestions (**Bhaskara Rao, 1989**).

The search for a related literature is a time-consuming process. Even then, it is necessary for a good research. Hence, this chapter is meant for the study and citation of literature related to the effectiveness of Teacher-Education programme. It is therefore, an attempt made to present briefly some of the important researches and studies, conducted in India and abroad, as they had significant bearing on the present study.

#### 2.2 STUDIES CONDUCTED ABROAD

**Lawes, Yvonne Joy (1997)** in his study, 'Teacher-Education in Jamaica' concluded that the major focus of educational reform in Jamaica is improving Teacher-Education which will in turn improve all levels of educational system. Findings from the interview data showed most respondents are pleased with the new direction in teacher education. They also believe that, if provided with a sound teacher education, then necessary training tools, support and

incentives, it is the teacher who can reverse falling literacy and numeracy levels and lead Jamaica to a greater measure of social well-being and economic prosperity.

**Franks, Ruth Ann (2000)** the purpose of the study was to determine the effectiveness of the “trainer of trainers” model of professional development for elementary science teachers participating in the Mathematics and Science Education Co-operative (MSEC). The target population of this study included approximately 200 teachers in the MSEC program who taught grades Kindergarten through six in five different elementary schools. Both qualitative and quantitative methods were used in data collection. Teachers considered the state mandated assessment test to have the largest impact on the school curriculum and to be the primary reason that teachers could not find time for science teaching. Furthermore, they believed that the administration played a huge role in determining if science took a back seat at their respective schools.

**Crawford (2001)** conducted an investigation about In-Service teacher training programmes conducted by the Society for Information Technology and Teacher-Education (SITE) in Texas, United States. The important topics covered in the study were ways to integrate technology into the classrooms, information and communication technology for teachers, models of professional development courses in instructional technology for teachers, an In-Service methodology course via the internet, and training of electronic information research skills for school teachers. The analysis regarding In-Service training needs of school teachers with special orientation towards Instructional Technology moved the investigation a little more into the section of action research

**Kalpan, Fran Beth (2002)** conducted a study entitled “Educating the Emotions: Emotional Intelligence training for early childhood teachers and care givers”. This study evaluates the effects of a psycho educational training program on the development of Emotional

Intelligence (EI) in Pre-school and Elementary-Educators and care givers. Multiple quantitative and qualitative assessments were used, including EI ability tests, performance observations, and self-report measure. Findings suggest that, though participants' EI appeared weak in pre-program, it improved significantly in post-training, as did their implementation of the peaceable classroom program with children. The study suggests practical implementations for preparing teachers to implement social-emotional learning program, as well as for re-tooling tests for assessing EI in culturally and educationally diverse populations

**Hornung, Claire Smith (2002)** made a study on Integrating technology into Pre-Service Teacher-Education programmes: A Study of preparedness, attitudes, and self efficiency. Three research questions examined the statistical significance of Student-Teachers' perceived preparedness with, attitude towards, and self-efficiency uses computer technologies in relation to the supervisors' actual observation of preparedness, attitude and self efficiency. The data were analyzed using a related sample T-test with a confidence level of 95 % (  $\alpha < .05$ ). The investigator concluded that the educational experience of the Student-Teacher afforded them a more positive attitude concerning in teaching.

**Clark, Frances Thacker (2002)** concluded that use of the Collins-Brown-Newman (1989) cognitive Apprenticeship model based on the incorporation of the NTeQ model (Morrison & Lowther, 2002) into an instructional technology course positively affected the Pre-Service teachers.

1. Beliefs/ concerns about using the computer-as-a-tool to enhance student learning,
2. Perceived ability to use technology and integrate it into the curriculum in an appropriate manner, and
3. Ability to effectively design lessons that integrate technology into the Elementary school curriculum.

**Tuomi (2004)** conducted a study among Finland In-Service teachers as considering the teachers as experts with experiences for suggesting themes to be included in future training programmes for both In-Service and Pre-Service sector. The main objective of the programme was to plan teachers' professional development for global education. Involving teachers from the field was found to be essential in identifying critical areas for future training programmes, as well as for appropriate means and implementation. For identification of In-Service training themes, seminars and discussion forums were organised among these interested and experienced teachers. Suggestions and ideas from In-Service teachers were considered as the prime source for identification of themes for future In-Service training programmes. A survey was conducted among thirty-five In-Service experienced teachers who were participants in the seminars and discussions. Nine major themes were identified as to be included in future In-Service training programmes, viz., skills for making rational decisions in the classrooms, more educational philosophy of human being, training in more teaching methods, more about world and world cultures, tailoring curriculum for varied skills and special situations, skill of teaching reading and writing, skill in working with language interpreters, skills in working with parents and the skill of collaboration with other teachers to create a culture of consultations at school level. The study reported that the In-Service teachers were intensively involved in the design and realisation of the In-Service training programmes

**Fok, et al. (2005)** conducted a study on In-Service teachers' training needs in Hong Kong. The study was conducted among 219 teachers attending a 5-week In-Service training programme. A 5-point scale measuring teacher's perceived competencies and teachers' perceived training needs was adopted for data collection. The teachers were found themselves not competent in school-based curriculum design, handling students with special learning needs, integrative subject design, whole person development, curriculum adaptation and

educating the new immigrants. The most demanded themes for In-Service training were innovative teaching methods, school based curriculum design, whole-person development, handling children with special needs, and conducting project learning. The study also reported that there was small and mostly no significant correlation between teachers' perceived competencies and their perceived needs

**Marable and Raimondi (2007)** conducted a study to analyse teachers' perceptions during their first year of teaching. The sample consisted of 326 teachers in New York State. The beginning teachers reported need for training in curricular policies and procedures, role of a teacher, organisational skills and strategies, and classroom management. The study recommended for a high quality In-Service training for new teachers. The study highlighted the need for increased awareness of new teachers' needs.

**Burstein, Nancy et al. (2009)** This article examine the effectiveness of a one year full time credential programme in recruiting, preparing and retaining Elementary, Secondary, and Special Education teachers for urban schools. The programme was designed to restructure Teacher -Education as a shared school university responsibility and to reflect best teacher's preparation practices that address the diverse needs of students in urban communities. Demographic and survey data were gathered from six years of programme graduates. Findings indicate over six years, with 94% completing it, 43% were hired in the urban school district where they were trained and at the end of five years of teaching, and retention averaged 74%. Overall, graduates reported satisfaction with their preparation and teaching careers and discussed the most helpful aspects of their preparation. Implications are discussed regarding the design and components of a school university credential programme that enhance the preparation of high quality teachers for urban schools.

**Hardman, Frank et al. (2009)** in his investigation aimed at investigation into the impact of a national, school based teacher development programme on learning and teaching in Kenyan Primary schools. The study found that after training, teachers were more interactive with pupils in teaching and made greater use of group work. The study also revealed that the biggest impact on class room practices was observed in the case of those teachers who had undergone the most systematic In-Service training.

**Lee Boyd Charlton (2010)** made a study to examine Teacher-Education background and developmentally based teaching practices as predictors of student achievement in Kindergarten. Using multi-level regression and hierarchical linear models, this study found that the only teacher characteristic found to significantly influence spring achievement scores in both math and reading was instructional time. This study's findings stress the importance of family and individual characteristics as predictors of Kindergarten student achievement and the necessity to continue research in this area.

**Etta R. Hollins (2011)** in his article, 'Teacher Preparation for Quality Teaching', the author presents a holistic practice based approach, consisting of two parts, to preparing candidates for quality teaching. The first part describes the essential knowledge, skills, and habits of mind for quality teaching. The emphasis is on understanding the learning process as influenced by the cultural and experiential background of particular learners and the philosophical stance through which the purpose of school learning is appropriated. The philosophical stance influences the design of learning experiences, the framing of the curriculum, and the social context in classrooms. The second part describes the design of opportunities for learning to teach with an emphasis on epistemic practices and program qualities. In this discussion, at the core, the practices in teacher preparation are a mirror image of practices for quality teaching. The standards of evidence for integrity and trustworthiness are the same in teacher preparation in schools.

**Malinen, et al. (2012)** made a study on Teacher -Education in Finland and concluded that the quality of teachers is one of the most frequently cited factors explaining the quality of an education system. The article also discusses the nature and role Teacher-Education plays as a part of the Finnish Education System. Teacher-Education in Finland was a highly competitive field of master's degree university studies and was provided in universities all across the countries. Students were selected through two phase entrance exam with emphasis, in addition to academic qualification the candidate's personal suitability and motivation for teachers work. Elementary class Teacher Education, which was discussed more detail, included a strong practical and research orientation. The Finnish School system approach in responding to the demands of increasing standards was to put a lot of trust in teachers and local education authorities to deliver good outcomes instead of centralized norms and consequential accountability. One Finnish solution was also the extensive learning support system, for example, by special education, which can also be regarded as challenges for the future with regard to the universally agreed goals of inclusive education.

**Karen J. DeAngelis et al. (2013)** stated that a rationale for providing high-quality support during teachers' early years was to further develop the skills teachers acquire during preparation and to help them overcome weaknesses that might lead them to abandon the profession. Yet almost no consideration has been given to potential interactions between Pre-Service preparation and induction support received. This study utilizes survey and administrative data to examine the effects, including interactions, of Pre-Service preparation and early career support on new teachers' career intentions and decisions. Consistent with previous research, a direct association between perceived preparation quality and leaving teaching was found out. Moreover, it was found that the quality and comprehensiveness of mentoring and induction was related to teachers' intentions and decisions. The results also suggested that comprehensive support moderates the relationship between Pre-Service

preparation and intentions to leave. The findings point to the importance of considering Pre-Service preparation in combination with induction support in efforts to address teacher attrition.

**Mary Margaret Ruettgers (2013)** investigated the evidence of 21<sup>st</sup> Century knowledge and skills within Elementary Teacher-Education programmes in the United States. This study consisted of a quantitative content analysis to investigate the presence of 21<sup>st</sup> century knowledge and skills within a stratified random sample of teacher preparation programs in the United States as measured by the 21<sup>st</sup> century Learning Framework. Based on the current literature, the researcher identified 21<sup>st</sup> century competencies, global awareness; digital competencies; critical thinking; collaboration; cross cultural; communication; and problem solving. Result of the analysis revealed that 21<sup>st</sup> century knowledge and skills were not evident in teacher preparation program. It suggested that teacher preparation programs must make programmatic changes to better prepare graduates with the knowledge and skills necessary to effectively lead in the 21<sup>st</sup> century classroom.

**Unver, Gulsen Connecting (2014)** stated in his study that teachers have many problems transferring theoretical knowledge into practice. That's why Teacher-Educators seek ways for connecting theory and practice in their Pre-Service Teacher-Education programmes. The research techniques of the study included document analysis, unstructured interviews with the participants, observations in the partner schools, and surveys. The data was analyzed by administering content analysis. The results of the study revealed that direct instruction by the instructors, observing an instructor's teaching with real students, preparing lesson plans, rehearsing for specific teaching methods with small groups, self- assessment or group discussions during rehearsals, as well as doing assignments are all effective for connecting theory and practice. These activities provide teacher candidates with an understanding of the

knowledge of teaching methods, how to conduct teaching methods in real classes, how to make some reflections on their practice, and how to improve their teaching performance.

**Ross, Danielle K. & Cartier, Jennifer L. (2015)** in their study examined Pre-Service Elementary teachers years of curriculum materials and lesson planning by identifying types of instructional tools used in the learning cycle. Findings highlights the importance of providing Pre-Service elementary teachers with supportive frameworks in opportunities to learn to critique and adopt curriculum materials in order to begin the development of their pedagogical design capacity for learning cycle lessons.

**Claiborne, Shandra (2016)** made a study on, “Teachers’ perceptions of the Virginia State University Teacher-Education Program’s Effectiveness”. The problem addressed by this study is teachers’ lack of effective strategies and skills in facilitating learning. Teachers often feel like their experiences in their teaching preparation programs have not fulfilled the goal of preparing them for teaching. With this idea in mind, the purpose of this qualitative case study was to explore the Teacher-Education program at Virginia State University (VSU) based on the standards of National Council For Accreditation Of Teacher-Education (NCATE) that recognize the knowledge, skills and professionals, as well as the organizational structures, policies, and procedures provided by the institution to support teachers in meeting the standards. To achieve the purpose of the study, content analysis was employed on the interviews. The perceptions of the teachers found that, the VSU follows the guidelines of the NCATE standards. A majority of the participants of the study also believed that their educational programmes at VSU provided them with the need effectiveness and competency that teachers should embody. Based on the findings, the researcher was able to discover how VSU is doing excellent job in training and developing their teachers.

**Catherine Hahs Brinkley (2016)** conducted a study on Teacher-Education in Central Equatoria, South Sudan. The purpose of the study was to determine the pedagogical needs of the teachers of the South Sudan. Within a conceptual framework of participatory action research, this qualitative study examined educators' view of the effectiveness of the Teacher-Education that they had received the pedagogical needs of teachers and the ideal training models for teachers given the country's current situation. Key result indicated that the teachers had little to no preparation, varied in their motivation to teach, and perceived challenges and needs differently based on their level of education.

### **1.3 STUDIES CONDUCTED IN INDIA**

**Pillai (1992)** conducted a study on the role of DIETs in promoting In-Service programme for Elementary teachers. Following roles were identified.

- a) Provision of In-Service training both in the awareness level and skill level.
- b) Identification of innovative teachers who keep on trying new ideas in the class room.
- c) Maintenance of up-to-date progress and training profile of every teacher.
- d) Development of scientific attitude among teachers.
- e) Provision for self-evaluation.
- f) Organization of follow up programme.
- g) Provision of full academic and resource support.

**Venketaiah (1997)** conducted a study on the 'Impact of outputs provided in DIETs on Teaching Competency'. Major objective of the study was to study the impact of inputs such as adequacy of staff, academic and auxiliary facilities etc provided in DIETs on teaching competency of Student-Teachers. The sample of the study was from six DIETs in A.P. The study had drawn the following conclusions. The Student-Teachers belonging to DIET with

adequate staff were superior in their teaching competencies compared to other DIETs with inadequate staff. Individual guidance in subjects had significantly influenced the teaching competency of Student-Teachers. The teaching competency of the Student-Teachers was higher where the DIETs provided more academic facilities.

**Chacko (2000)** has conducted a study on “Availability and utilization of education media during In-Service training imparted by Educational Technology faculty of DIET in Kerala.”

The findings of the study were:

- i) Majority of the teachers are not trained in the main areas of Educational Technology.
- ii) Physical facilities are not adequate as per the DIET guidelines.

DIETs are not equipped with hardware and software. Training provided to teachers in operating technological equipment during In-Service training are far below the expected level.

**Koul and Sharma (2000)** conducted evaluation of DIETs of Himachal Pradesh and reported that the objectives of In-Service training programmes were relevant to the needs and problems of teaching. In these training programmes, lecture method was mostly used to impart training to In-Service teachers as well as Pre-Service trainees. Further, it was revealed that the training programmes were organized on three areas viz. content related aspects, pedagogy and technology related aspects and management related aspects.

**Chandrasekhar, K.(2001)** reported that DIETs are ill-equipped and inadequate in the following aspects; laboratory, modern gadgets, buildings and technical staff, lighting facility, reading room, drinking water facility, staff and furniture in the hostels, teaching-learning materials and sports and games materials. The Teacher-Educators have expressed the lack of

dynamism in the In-Service programmes as well as indicated little correlation between theoretical and practical aspects of training.

**NCTE (2001)** examined the Teacher-Education in Assam. The major objectives of the present study were: To study the growth and development of Teacher-Education in the state of Assam along with its present status and to study the management system, infrastructural facilities, admission criterion, courses offered and their mode of transaction and other allied matters related to the quality of Teacher-Education in Teacher-Education institutions of Assam. Major findings of study were: (i) Teacher-Education institutions were lacking the minimum basic facilities like classrooms, furniture; equipment etc. (ii) Besides required number of qualified staff was also not available in most of the institutions. (iii) To improve the quality of teachers, it was desirable to improve the quality of Teacher-Educators and Teacher-Education Institutions. (iv) It is also urgently necessary to introduce compulsory Pre-Service and regular In-Service training of teachers at all the levels of school education.

**Sathyanasan (2001)** conducted a study to assess the effectiveness of In-Service training programmes for teachers and headmasters by DIETs. The study was conducted as a normative survey among 784 school teachers, 210 headmasters and 36 members of DIET faculty. The study adopted questionnaires, interviews and observation schedules for data collection. The study evaluated the In-Service training programmes organized by DIETs with special reference and need assessment, planning and implementation, training techniques and strategies, and monitoring and evaluation. The study also reported that the rate of teacher participation in the In-Service programmes were not up to the expected level due to lack of administrative power to DIETs for giving compulsory direction to the school authorities, lack of motivation among teachers, a lack of long term planning and monitoring of data bank of In-Service teachers. There were no systematic arrangements in DIETs for extending the

resource support to school. The study identified that even though the DIET guidelines underlines the importance for need assessment of In-Service teachers, the DIETs haven't given sufficient importance for need assessment and need based In-Service training programmes.

**NCTE (2001)** studied the Teacher-Education in Andhra Pradesh. Being a state level study, it covered all Teacher-Education Institutions in the State at Primary and Secondary levels. It highlighted the present status, its historical growth, the organizational set up, roles and functions of these institutions. It also studied the strength and weaknesses, problems and issues pertaining to academic, financial and professional aspects. It provided databases to the survey conducted in Andhra Pradesh. The findings of the study were: - In colleges of education, there was a dearth of lecturers in subject like philosophical foundations and psychological foundations. The situation in DIETs, CTEs and IASEs in the state appeared to be unsatisfactory according to NCTE norms. Hence there was an urgent need to recruit the staff members to satisfy the requirement of manpower planning as also to have an effective and efficient Teacher-Education system in the state.

**Subrahmanian, T. (2001)** Conducted a study on the impact of DIETs on the work efficiency of Primary school teachers of Kerala State. The study was conducted among 400 Primary school teachers. The study assessed the work efficiency of teachers after undergoing In-Service courses in DIETs with regard to content enrichment, class management, evaluation and community participation. The study reported that after attending the In-Service training programmes teachers have positive impacts on their work efficiency in schools.

**Purwar (2002)** held that re-structuring and re-organization of Teacher-Education may be more effective if scheme envisages setting up of DIET in each district to provide academic and resource support to Elementary Education teachers and Non-formal and Adult-Education instructors. It also envisages establishment of IASEs to organize In-Service and Pre-Service Teacher-Education programmes, conduct fundamental and applied research, programmes for training of Elementary Teacher-Educators and provide academic guidance to DIETs.

**Singh, Deepika (2002)** carried out a study on the Organizational climate of District Institute of Education and Training and its influence on Elementary Teacher-Educators' job satisfaction and revealed that each DIET irrespective of differences have an organizational climate; organizational climate of an institution was not only governed by teachers attitudes, values, level of aspiration, self concept, teaching proficiency and educational institutions teaching learning condition but also by Principals administrative styles. Therefore, for arriving at a correct conclusion on the relationship between the organizational climate and job satisfaction behavior of teacher, there was a need to observe and control according to the empirical controlling procedures specified in educational research. Observation, interview, testing and statistical techniques were used for achieving the objectives of the study.

**Dhawan (2003)** found that the DIETs are actively engaged in organizing In-Service teacher training programmes in a regular manner, through the academic and technical support from SCERT has been minimally used. It was found that there was lack of discussion in In-Service training programmes. The major problems regarding In-Service training as felt by primary school teachers were related to planning, availability of supplementary learning materials and resource persons and lack of participatory approach. It was further indicated that transfer

effect of In-Service training on attitude of Primary school teachers towards teaching and teacher-student relationship was appreciable, more markedly in case of female teachers.

**Duggal (2004)** undertook an evaluative study of In-Service Teacher-Education programmes by DIETs of NCT, Delhi and found that;

- The actual target group, in terms of number of teachers trained had never been made by any of the DIETs in any year with one-two exceptions.
- It was observed that 58.08 percent sessions, lecture method had been adopted.
- In most of the programmes, the main emphasis was laid on content enrichment while pedagogy was quite neglected in both the types of programmes.
- New teaching methods and techniques like child-centered education, teaching with low cost teaching aids were dealt within only few sessions.

**Goswami (2007)** suggested that Teacher-Educators should be trained to use innovations to make their teaching more suitable in the modern context and they should avoid traditional methods like lecturing and dictating notes. The Teacher-Educator should undertake action research and train the Student-Teachers in the same. For imparting quality Teacher-Education, Teacher-Education institution should have adequate facilities like library, laboratory, classrooms etc.

**Mohamedunni Alias Musthafa 2007** conducted a study entitled “A critical study of Pre-Primary Teacher-Education in Kerala”. The major objectives of the study was (i) to investigate the availability and utilization of physical facilities in the selected pre- primary teacher training institution and (ii) to examine the financial resources and problems of Pre-Primary teacher training institutes. Questionnaire and interview schedule were used as tool.

Percentage analysis was mainly use for the interpretation of the obtained data by administering the various tools. The major findings were (i) availability and utilization of the physical infrastructure was not satisfactory for the Pre-Primary teacher training institutes (ii) there was a lack of proper and systematic planning in the budgeting and expenditure. (iii) The evaluation procedure adopted in Pre-Primary teacher training institution of Kerala was not satisfactory (iv) There was a poor provision for co curricular activities.

**Ms. Kapoor, et al. (2008)** in their study, “Effectiveness of Capacity building training programme on the knowledge and attitude of Teacher-Educators of DIETs in Arunachal Pradesh” reveals that the capacity building programme has shown a great and positive impact on the Teacher-Educators of the DIETs in terms of their enhancement of their knowledge pertaining to the various issue concerning to teaching-learning process and research activities. It was also observed that the post-test attitude scores improved substantially because of the effect of Capacity Building Training Programme (CBTP). From this it is interpreted that the CBTP has great bearing on the attitudinal change in substantial and positive in nature.

**Arti Anand (2011)** made an evaluative study of Teacher Training Programme of elementary Teachers and concluded that a large majority of DIET faculty members were unaware about the goals and objectives of DIETs. Hence, it was recommended that DIET faculty members should be oriented about the goals and objectives of DIETs at the time of appointment. There was a need for induction training and orientation of DIET faculty members. Only the objectives of Pre-Service and In-Service trainings were achieved by DIET. There was also a need to look into the problems of functioning of DIET, for which adequate infrastructural facilities as well as human resources were required in DIETs.

**Babukuttan. P (2011)** reported that the study focused on the factors that lead to the achievement of Human Resource Development (HRD) through the existing training facilities.

The identified factors that lead to enhance the HRD of teachers were subject knowledge, pedagogic skill, and preparation of Teaching learning Material (TLM), preparation of Teaching Manual (TM), preparation of evaluation tool, skill in classroom management and skill in devising innovations in classroom. The level of excellence in the seven areas mentioned was found to be below average. Major problems in DIETs were lack of sufficient manpower in all subjects, lack of well equipped lab, library and information technology (IT), lack of good research wing, lack of faculty improvement programmes, delay in fund allocation, lack of advanced training and lack of facilities in Art and Physical Education, full-fledged research wing and lack of IT enabled facilities.

**Hariday Kant Dewan (2012)** in his article DIETs: Structure, possibilities, issues and concerns reports on the conception and implementation of the DIETs across different states. The structure of DIETs that focused on decentralization of responsibility and academic authority provided a more organic Teacher-Education programme in developing schools, student learning material and assessments based on the context of the district. The implementation however, was fraught by inadequate faculty placements, role clarity and autonomy and involvement in all major educational activities occurring across their districts.

**Yadav, S.K. (2012)** in his investigation conducted in 15 states of India observed positive impact of INSET (In-Service Education for Teachers) on classroom transactions in the states of Tamil Nadu, Madhya Pradesh, Andhra Pradesh, Chhattisgarh, Gujarat, Odessa and Uttar Pradesh whereas this impact was found not significant in the states of Maharashtra, West Bengal, Bihar, Haryana, Nagaland and Rajasthan. It was also observed that films and videos were not used in states during classroom transactions. Higher percentage occurrence in most of the skills was observed in class room transaction in the remaining five states Maharashtra, West Bengal, Haryana, Nagaland and Rajasthan.

**Pooja (2013)** conducted a study to evaluate the effectiveness of In-Service Teacher-Education programmes at Elementary Education Level with respect to organization, content, transactions, material (Modules) provided and impact of In-Service Teacher-Education programme on the professional development of teachers. The overall organization from planning, infrastructure, monitoring, content of the programme, quality and commitment of resource persons, quality of modules provided and impact on the professional development of the teachers was found to be effective.

**Husain Noushad (2015)** aimed to study the effectiveness of cooperative learning method on the Lesson Planning Abilities (LPA) of Pre-Service teachers. Quasi- experimental research design was employed for the present study. A Lesson Plan Rubric (LPR) was developed by the researcher to evaluate the lesson plans that the pupil-teachers prepared as a data collection tool. The Lesson Plan Rubric (LPR) consisted of 9 dimensions that are specifically related with the Lesson Planning Abilities (LPA). For the purpose of experiment, 17 students (12 male and 5 female) were chosen for the control group and 17 students (13 male and 4 female) were randomly selected to form the experimental. The lesson plan that students had prepared were evaluated by two evaluators including the researcher. Obtained data were analyzed with the help of Mean, Standard deviation (SD) and 't'-test. The study clearly showed that cooperative learning develops in pupil-teachers all those necessary knowledge, skills and behaviors that are essential to make lesson plans.

**Preeti & Chhaya (2015)** attempted to study the Total Quality Management (TQM) of Teacher-Education Institutions in Gujarat State, both, Public and Private in terms of Work Place Culture, Teaching Learning Scenario, Administration, and Professional Development of the Teachers, Infrastructural facilities, and Networking with Alumni, Educational Organizations and Industries. A five point Perception Scale was constructed by the investigator to seek the perceptions of Teacher-Educators on TQM in their institutions.

Workplace Culture, Teaching Learning Scenario, Administration and Professional Development of one of the Private Teacher-Education Institutions were found to be the greatest amongst all the three institutions where the TQM was studied. Infrastructural facilities were found to be higher in both the Private Teacher-Education Institutions as compared to the Public Institutions. Networking was found to be greater in the Public Institution than that of both the Private Teacher-Education Institutions. All the Teacher-Education Institutions ought to learn from the profiles of each other. There was a need to enhance the infrastructural facilities and academic climate of the Public Teacher-Education Institutions.

## **CHAPTER 3**

### **METHODOLOGY AND PROCEDURE OF THE STUDY**

#### **3.1 INTRODUCTION**

The chapter deals with description of the methodology and procedure followed for the present study.

#### **3.2 METHOD**

The present study was designed on the Descriptive Survey Method, where the investigator describes and interprets the existing system. Descriptive Research method has undoubtedly been the most popular and most widely used research method as it helps to explain educational phenomena in terms of the conditions or relationships that exist, opinion that are held by teachers, students, parents and experts, effects that are evident, or trend that are developing. Because of the apparent ease and directness of this method, a research can gather information in terms of individual's opinion about some issues, by a simple questionnaire.

#### **3.3 POPULATION**

The population of the present study covered 10 (Ten) Principals of the Institution, 127 (One hundred and twenty-seven) Teacher-Educators and 242 (two hundred and forty-two) Teacher-Trainees from both Government and Private aided Elementary Teacher-Education institute of Nagaland. Stakeholders and Officials from State Council for Educational Research and Training (SCERT), Kohima were also covered for interview.

### **3.4 SAMPLE**

The researcher used purposive sampling under the Non-probability sampling covering all the population. The sample consisted of ten (10) Principals, one hundred and twenty-seven (127) Teacher-Educators and two hundred and forty-two (242) Teacher-Trainees of all the Government and Private Elementary Teacher-Education institute.

Interview was conducted to the stakeholders and officials from different department and cell under SCERT.

### **3.5 TOOLS USED IN THE PRESENT STUDY**

In the present study, the investigator's designed tools were used for assessing the overall effectiveness of DIETs in Nagaland. The following tools were used for collecting the data:

- i. Three (3) sets of questionnaires were prepared for the Principals, Teachers and Teacher-Trainees.
- ii. Interview tool was developed by the investigator, keeping in view the objectives of the present study.

Besides the mentioned tools, relevant official records, statistical data, reports and journals and other related literature were studied and consulted.

### **3.6 DATA COLLECTION**

Data were collected from both primary and secondary sources. Primary sources were from the questionnaires and interview schedules. Questionnaires were personally handed over to the respondents. Personal interviews were also conducted to collect information and facts to a set of pre-conceived questions. Interviews were conducted to gather information from the respondents itself. Secondary sources were from the books, records, reports and journals.

### **3.7 STATISTICAL TECHNIQUE USED**

For this present study, the investigator used the percentage technique to analyze and interpret the data. Responses received from the respondents were tabulated and counted from the various items of questionnaires and interview schedules. The data were converted and calculated in terms of percentage.

### **3.8 ANALYSIS OF DATA**

Analysis and interpretation of data collected through administering of questionnaire and interview schedules, which were analyzed and interpreted employing appropriate statistical measure. Responses to the questionnaires and interviews were classified, tabulated and counted into percentage. Interpretation of data was made based on the responses given in the questionnaires and interviews.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation of data collected through administration of questionnaires and interview schedules, which were analyzed and interpreted employing appropriate statistical measure. Responses to the questionnaires and interviews were classified, tabulated and counted into percentage. Interpretation of data was made according to the objectives of the study and the responses given in the questionnaires and interviews.

#### 4.1 PROFILE OF DISTRICT INSTITUTES OF EDUCATION AND TRAINING (DIETs) IN NAGALAND

**Table 4.1.1**

##### Teacher-Education Institutions at Elementary Stage in Nagaland

Sl no	District	Name of the Institute (Teacher education Institution at Elementary Stage)	Year of Estd.	Nature of the Instit ute	Type of the Instit ution	No. of Teachi ng staff	No. of Non Teachi ng Staff
1	Kohima	DIET Chiechama	1990	Govt.	Pucca	21	27
2	Mokokchung	DIET Mokokchung	1997	„	„	17	14
3	Tuensang	DIET Tuensang	1998	„	„	12	10
4	Dimapur	DIET Dimapur	2006	„	„	20	22
5	Phek	DIET Pfütsero	2006	„	„	14	12
6	Mon	DIET Mon	2006	„	„	13	12
7	Zunheboto	DIET Zunheboto	2014	„	„	13	16
8	Wokha	DIET Wokha	2014	..	„	11	7
9	Kohima	St. Paul Institute of Education, Phesama	1977	Private	„	3	2
10	Dimapur	Salt Christian college of Teacher Education, Dimapur	2006	Private	„	3	2

The above **Table No. 4.1.1** shows the status of Teacher-Education Institutions at Elementary Stage in Nagaland. The above table reveals that 80% of the Elementary Teacher-Education Institutions are government aided institution and 20% are run by private firms. Also, 100% of the institutions have Pucca building.

## 4.2 PROFILE OF TEACHER-EDUCATORS AND TRAINEES

Table 4.2.1(A)

Profile of Principals, Teacher-Educators and Teacher-Trainees of District Institute of Education and Training (DIET) Nagaland

Variables	i. Sex of the respondents		ii. Age							
	Male	Female	20-25 years	25-30 years	30-35 years	35-40 years	40-45 years	45-50 years	50-55 years	55-60 years
<b>Principal</b>	4	6				1	1	2	5	1
(%)	40%	60%				10%	10%	20%	50%	10%
<b>Teacher-Educators</b>	30	97		19	32	26	14	15	14	7
(%)	23.62%	76.38%		14.97%	25.19%	20.47%	11.02%	11.81%	11.02%	5.51%
<b>Trainees</b>	50	192	90	123	25	7				
(%)	20.67%	79.33%	37.20%	50.82%	10.33%	2.90%				

Table 4.2.1(B)

iii. Educational Qualification					
CATEGORY	P.U	Graduate	P.G	With Additional qualification; B.Ed/M.Ed/ Ph.D	With Specialization
<b>Principal</b>			10	10	
(%)			100%	100%	
<b>Teacher-Educators</b>			127	115	44
(%)			100%	90.55%	34.64%
<b>Trainees</b>	112	126	4		4
(%)	46.29%	52.06%	1.65%		1.65%

Table 4.2.1(C)

iv. Service Condition and other Experiences					
<i>Service condition</i>					
	Regularized	Ad-hoc	Contract	Substitute	Deputation
<b>Principal</b>	10				
(%)	100%				
<b>Teacher-Educators</b>	102		21		4
(%)	80.31%		16.53%		3.14%
<b>Trainees</b>	<b>Pre-Service</b>	<b>In-Service</b>	<b>Whether deputed by government</b>		
			<b>Yes</b>	<b>No</b>	
	217	25	22	220	
(%)	89.67%	10.33%	9.09%	90.90%	

Table 4.2.1(D)

<i>Other Experiences</i>							
<i>Category</i>	Administration experience		Teaching experience				Research Experience
	Less than 5 years	Between 5-10 years	Less than 10 years	Between 10-20 years	Between 20-30 years	More than 30 years	(In Years)
<b>Principal</b>	6	4	1	2	7		3
(%)	60%	40%	10%	20%	70%		30%
<b>Teacher-Educators</b>	8		89	19	17	2	10
(%)	6.29%		70.07%	14.97%	13.38%	1.57%	7.87%
<b>Trainees</b>			32				
(%)			13.22%				

Table No. 4.2.1(A) shows the profile of Principal, Teacher-Educators and Teacher-Trainees.

It is observe that majority (60%) of the DIET Principals are females. 50% of the DIET

Principal's age lies between 50-55 years. The table further shows that, most of the Teacher-Educators of DIET, 76.38% are females and 23.62% male teachers. 25.19% of the age of Teacher-Educators lies between 30-35 years, 20.47% between 35-40 years, 11.02% between 40-45 years and 50-55 years respectively, 11.81% between 45-50 years and 5.51% between 55-60 years. With regard to profile of Teacher-Trainees under DIET, majority of them were female trainees (79.33%) with age group mostly between 25-30 years (50.82%).

**Table 4.2.1(B)** shows Cent percent of the Principals are Post graduates with additional qualifications like B.Ed. / M.Ed. / Ph.D. All the Teacher-Educators were well qualified (Post graduates) with 90.55% of them having additional qualifications. Also, 34.64% of them had specializations in different areas. It is further seen that most of the trainees were graduates (52.06%) and 1.65% with specialization.

With regard to service condition **Table 4.2.1(C)** shows that all the heads were permanently appointed. The service conditions of the teachers were revealed as 80.31% were regular teachers, 16.53% on contractual appointments and 3.14% on deputation. 89.67% of the Teacher-Trainees were Pre-Service trainees and 9.09% were deputed by government for the training.

It is observed from **Table No. 4.2.1 (D)** that most of the heads (70%) have more than 20 years of teaching experience, while 60% of them with less than 5 years of administration experiences and 30% with Research experience. Only 6.29% of the Teacher-Educators had administration experience with less than five years. Majority (70.07%) of the Teacher-Educators has teaching experience less than 10 years and only 7.87% had research experience. Few of the trainees (13.22%) also revealed that they have teaching experience less than 10 years.

### 4.3 FUNCTIONS AND MANAGEMENT OF DIET

Table 4.3.1

**Status of the Institution**

i. Whether there is sufficient infrastructure available in the institute	Responses of the Principal			
	Yes	(%)	No	(%)
	3	30%	7	70%
ii. Whether the following facilities are available in the institute;	No. of Responses		(%)	
Library	8		80%	
Science laboratory	2		20%	
ICT lab	4		40%	
Seminar Hall	6		60%	
Practical room	3		30%	
Ladies common room	4		40%	
Proper drinking water facility	6		60%	
Play ground	4		40%	
Staff quarter	5		50%	
Canteen	3		30%	
Hostel facilities for men and women	7		70%	
Separate toilet for men and women	8		80%	
Proper electrification	6		60%	
iii. Is the environment of the institute healthy and conducive for the efficiency of teaching and learning				
<i>Views of the Teacher-Trainees</i>				
<b>Yes</b>		<b>No</b>		<b>Can't say</b>
200		8		34
82.64%		3.31%		14.05%

**Table No. 4.3.1 (i)** highlights the adequate availability of infrastructure in the institution. Where, majority (70%) of the Principals responded that the institute does not have adequate and sufficient infrastructure facility. (ii) It further highlights the facilities available in the institute. (iii) Also, shows that, 82.64% of the trainees finds the environment of the institution healthy and conducive

**Table 4.3.2****Status of Trainee's enrolment and intake capacity**

i) Enrolment in the last Five years			ii) Intake capacity of the Trainees		iii) Need for increasing the intake capacity of trainees	
Year	Enrolment		PRE-SERVICE	IN-SERVICE	Views of the Principal	
	MALE	FEMALE			Yes	No
2010	34.46%	65.54%	50	50	10  (100%)	
2011	28.27%	71.72%	50	50		
2012	25.66%	74.33%	50	50		
2013	28.79%	71.20%	50	50		
2014	32.69%	67.31%	50	50		

The above Table no. 4.3.2 (i) represents the enrolment rate of the trainees under DIET in the last five years. The enrolment rate of female trainees is seen highest in the year 2012 with 74.33%, whereas male enrolment rate in the teacher training institute shows no improvement for the last five years.

Table no. 4.3.2 (ii), also shows the intake capacity of Teacher-Trainees for both In-Service and Pre-Service is 50 seats. Also, as per the views given by the Principal (iii) 100% opined that the intake capacity of the trainees needs to increase.

**Table 4.3.3**  
**System of admission**

i. Criteria for selection of Trainees			ii. Whether satisfied with the existing pattern of admission			
Merit in academic examination	Good performance in admission test	Deputed by the government (In-Service Trainees)	Views of the Respondents	Yes	No	Can't say
View of the Principals			Principal	10 (100%)		
10	8	8	Teacher-Educator	88 (69.30%)	19 (14.96%)	20 (15.75%)
100%	80%	80%	Teacher-Trainees	240 (99.18%)	2 (0.82%)	

With regard to criteria for selection of trainees for admission, the above **Table No. 4.3.3** (i) shows that 100% of the heads responded on the merit in academic exams, 80% responded on the good performance during their admission test and 80% stated that In-Service trainees were directly deputed by the government.

With regard to the existing pattern of admission, (ii) 100% of the heads was satisfied with the existing pattern of admission. 69.30% of Teacher-Educators and 99.18% of Teacher-Trainees also revealed that they are satisfied. Meanwhile, 14.96% of Teacher-Educators and 0.82% of Teacher-Trainees viewed that they are dissatisfied and 15.75% of the Teacher-Educator opined they have no say on the system of admission.

**Table 4.3.4**

**Status of inspection of DIET**

Sl.no	Category	Yes	No	Not sure		
i	Inspection carried out at the Institution	7	3			
		(70%)	(30%)			
ii	Agency who does the Inspection	<i>NCTE</i>	<i>SCERT</i>	<i>Dir. of Hr. Edu</i>	<i>NU</i>	<i>Not at all</i>
		2	6	1	1	3
		(20%)	(60%)	(10%)	(10%)	(30%)
iii	Frequency of inspection	<i>Monthly</i>	<i>Quarterly</i>	<i>Yearly</i>	<i>Not at all</i>	
				7	3	
				(70%)	(30%)	
iv	Whether satisfied with the system of inspection	<i>Satisfactory</i>	<i>Dissatisfactory</i>	<i>Can't say</i>	<b>Remark</b>	
		5		2	30% of the Principals did not respond to this question	
		(50%)		(20%)		

In the above **Table No. 4.3.4** (i) 70% of the heads reveal that inspections were conducted in the institutions by various agencies. While 30% responded no inspection were ever

conducted. With regard to different agencies involve in inspection, the heads reveals SCERT (60%), NCTE (20%), Nagaland University, 10% and Directorate of Higher Education (10%). 30% of the heads further reveals that inspections were never conducted.

In relation to Frequency of inspection **table 4.3.4** (iii) shows that 70% of the heads opines that inspections were done once in a year, while 30% reveals that inspection were never done.

With regard to system of inspection, **table 4.3.4** (iv) shows that 50% of the heads were satisfied, 20% were not sure and 30% did not give any response

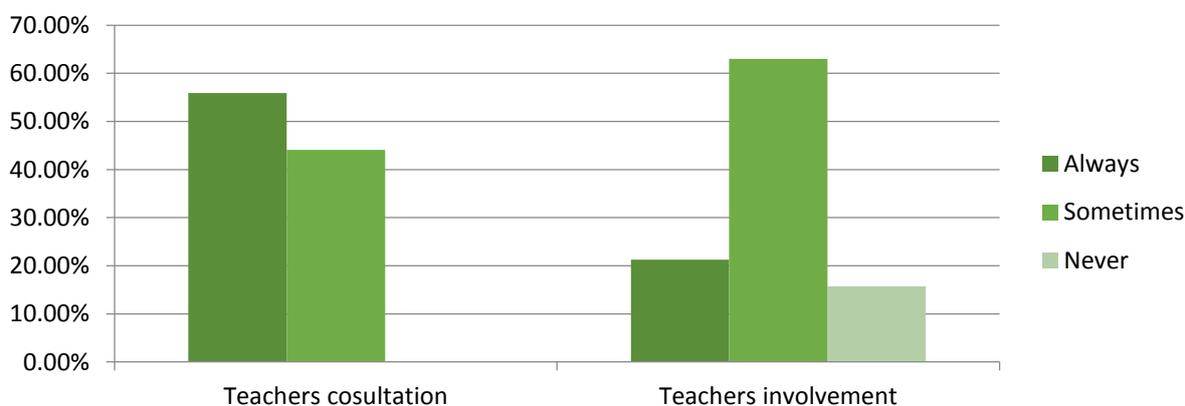
**Table 4.3.5**

**Role of Teacher-Educators towards functioning of DIET**

i)Are the teachers consulted in scheduling programs of the institute	<i>Responses of the Teacher-Educators</i>					
	<i>Always</i>	<i>(%)</i>	<i>Sometimes</i>	<i>(%)</i>	<i>Never</i>	<i>(%)</i>
	71	55.90%	56	44.09%		
ii)Whether the teachers get involved in the administration and functioning of the institute	27	21.26%	80	62.99%	20	15.75%

**Fig no: 4.3.1**

**Role of Teacher-Educators towards functioning of DIET**



On the basis of the responses given by the Teacher-Educators with regard to teacher's participation and involvement in different activities **Table 4.3.5** (i) reveals that 55.90% of

the Teacher-Educators opine that they are consulted before scheduling programs. Whereas, 44.09% reveals they are consulted sometimes. Also, **table 4.3.5 (ii)** shows that, with regard to teacher's involvement in the administration and functioning of the Institute, 62.99% opined that they involve sometimes, 21.26% responded always and 15.75% responded that they never participate towards functioning of DIETs.

**Table 4.3.6****Staff meeting and decision-making process**

i) How often staff meetings are conducted		ii) Whether the teachers participate in the decision-making process of the institute			
<i>Views of the Teacher-Educators</i>					
<i>Frequently</i>	57	44.88%	<i>Always</i>	29	22.83%
<i>Sometimes</i>	70	55.12%	<i>Sometimes</i>	86	67.72%
<i>Never</i>			<i>Never</i>	12	9.45%

With regard to frequency of Staff meeting and teachers' participation in decision-making, **table 4.3.6 i)** reveals that, 44.88% of the Teacher-Educators are of the view that the staff meetings are conducted frequently whereas 55.12% responded sometimes.

Also, **table 4.3.6 (ii)** further reveals that, 22.83% of the Teacher-Educators always participate in the process of decision making, while 67.72% participates sometimes. But on the other hand, 9.45% of the Teacher-Educators responded that they never participate.

**Table 4.3.7****Professional commitment of Teacher-Educators**

Sl. no	Category	Responses of the Principal			
		Yes	(%)	No	(%)
i	Are Teachers committed towards their profession	10	100%		
ii	Are Teachers Punctual	10	100%		
iii	Are Teachers regular in their work	10	100%		

It is observed from **Table 4.3.7** that all the Teacher-Educators are professionally committed, punctual and regular in their work.

**Table 4.3.8****Correlation between Teacher-Educators, Principal and Teacher-Trainees**

<b>i. Correlation between teachers and trainees</b>				<b>ii. Whether the teachers readily help the trainees in times of difficulty</b>		
<i>Views of the Teacher-Trainees</i>				<i>Views of the Teacher-Trainees</i>		
<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Yes</b>	<b>No</b>	<b>Can't say</b>
36	182	24		227	5	10
14.88%	75.20%	9.91%		93.81%	2.06%	4.13%
<b>iii. Principals attitude towards Teacher-Trainees</b>				<i>Views of the Teacher-Trainees</i>		
				<b>Yes</b>	<b>No</b>	
a. Is the Head of the institute approachable				239 (98.77%)	3 (1.23%)	
b. Whether Principal looks after the students' welfare				242 (100%)		

**Table 4.3.8 (i)** show that majority of the trainees (75.20%) feels they have a good relationship with their teachers. Also, **(ii)** 93.81% of the trainees views that the teachers were supportive, 2.06% opines that teachers were not helpful and supportive and 4.13% of the trainees were unable to give their views. **Table 4.3.8.iii (a)** further reveals that majority of the trainees (98.77%) finds the head of the institution to be supportive and approachable. Also, **(b)** show that Cent percent of the Teacher-Trainees opines that the Principal readily looks after the welfare of the students.

**Table 4.3.9****Academic Advisory Board at DIET**

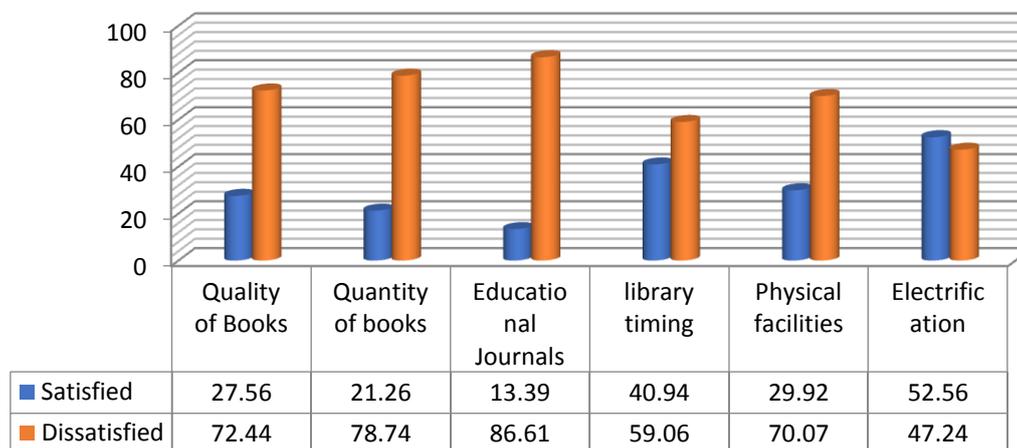
<b>i) Whether there is Academic Advisory Board</b>			<b>ii) Whether there is a need of setting up Academic Advisory Board</b>			
<i>Yes</i>	<i>No</i>	<i>Not sure</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Can't say</i>
4	6		4	2		4
40%	60%		40%	20%		40%

On the basis of the responses given by the Heads, the above **table 4.3.9 (i)** shows that 40% of the institutions have an advisory committee to guide the teacher and administrators for any kind of educational activities or program. While, majority (60%) of them responded that

Academic Advisory board is yet to be constituted in the institute. The respondents also agree that there is a need of setting up academic advisory board in the institute

**Figure no. 4.3.2**

**Status of Library**



In the opinion of the Teacher-Educators in relation to Library facilities majority of the Teacher-Educators were dissatisfied with the quality of books (72.44%); quantity of books (78.74%); Educational journals (86.61%); Library timing (59.06) and physical facilities (70.07%). 52.56% were observed to be satisfied with the electrification.

**Table 4.3.10**

**Hostel facility**

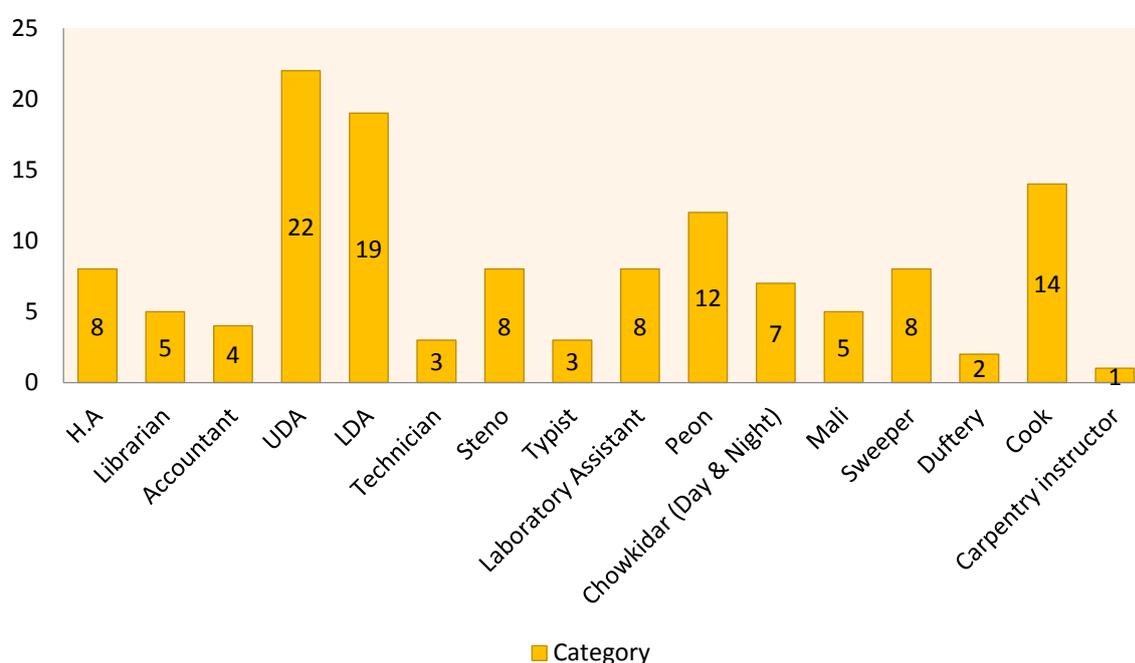
<b>i. Does the institute provide hostel facility</b>				<b>ii. If Yes, number of hostel for</b>			
<i>Responses of the Teacher-Trainees</i>							
Yes	(%)	No	(%)	Man	(%)	Woman	(%)
212	87.60%	30	12.40%	6	60%	7	70%
<b>iii. Whether satisfied with the hostel facilities</b>							
<i>Responses of the Teacher-Trainees</i>							
Yes	(%)	No	(%)	Can't say			(%)
58	23.97%	67	27.69%	117			48.35%

The **Table above 4.3.10** (i) shows that, 87.60% of the Teacher-Trainees opine that the institution provides hostel facilities whereas, 12.40% responded hostel not available. (ii) It is further observe that there are 6 hostels for men and 7 hostels for women.

With regard to satisfactory hostel facility, it is observe from Table 4.3.10 (iii) that 23.97% of the trainees are satisfied, 27.69% are dissatisfied and 48.35% were not sure.

**Figure 4.3.3**

**Status of Non-Teaching Staff**



The above **figure 4.3.3** shows the position of Non-Teaching Staff. Altogether there are 8(H.A), 5 (Librarian), 4 (Accountant), 22 (UDA), 19 (LDA), 3 (Technician), 8 (Steno), 3 (Typist), 8 (Lab Asst), 12 (Peon), 7 (Day/ Night Chowkidar), 5 (Mali), 8 (Sweeper), 2 (Duftery), 14(Cook) and 1 (Carpentry instructor) in the Elementary Teacher-Education institution of Nagaland.

**Table 4.3.11****Performance and facility available for Non-Teaching Staff**

i)Performance of Non-Teaching Staff			ii)Residential facility for Non-Teaching Staff		iii)Whether there is a need of more Non-Teaching Staff		
Satisfactory	Dissatisfactory	Can't say	Available	Not available	Yes	No	Not sure
7		3	2	8	4	5	10
70%		30%	20%	80%	40%	50%	10%

The above **Table 4.3.11** (i) reveals that 70% of the heads are satisfied with the performance of Non-Teaching Staff where as 30% can't say. (ii) Also majority of the heads (80%) viewed that residential facility for the Non-Teaching Staff were not available. (iii) Shows that 40% of the heads feels the need of increasing the strength of Non-Teaching Staff, 50% opines it is not required and 10% responded not sure.

**Table 4.3.12****Finance**

<b>Annual budget allocation and financial support from other agencies</b>						
Type of Institution		<i>i)Annual Budget (in cr)</i>	<i>ii) Budget Allocation</i>		<i>iii) Receives financial support from other agencies</i>	
		<i>(salary, transport, equipments, CSS etc)</i>	<i>Sufficient</i>	<i>Not sufficient</i>	<i>Yes</i>	<i>No</i>
<i>Govt.</i>	<i>Plan</i>	1-2 Crores	1	7		8
	<i>Non plan</i>	-	(10%)	(70%)		(80%)
<i>Private</i>	<i>Plan</i>	-		2	1	1
	<i>Non plan</i>	-		(20%)	(10%)	(10%)

The above **Table 4.3.12** (i) reveals that the annual budget allocated to both government and private Institutes. None of the heads from the private institutes responded on the budget allocated towards the institute

**Table 4.3.12** (ii) also shows that 10% of the Government DIETs feel that the budget allocated is sufficient while 70% gave their view that it is insufficient. So also, 20% of the Private aided institute feels that the budget allocated for the institute is insufficient.

It is also revealed from **Table 4.3.12** (iii) that 80% of the Government aided Institutes does not receive any financial aid from other source or agencies. Whereas, 10% of the private institute reveals they receives grants from UGC.

**Table 4.3.13**

**Management of Students' welfare fund**

<b>i. Are there separate funds for student welfare in the institute</b>		
<i>Views of the Teacher-Trainees</i>		
<i>Yes</i>	<i>No</i>	<i>Not sure</i>
47	129	102
4.54%	53.30%	42.14%
<b>ii. If Yes who manages the fund</b>		
<i>Authority</i>	20	8.26%
<i>Principal</i>	14	5.79%
<i>Teacher In charge</i>	9	3.71%
<i>Student Body</i>	4	1.65%
<b>iii. If No, do you feel there is a need of having student welfare fund</b>		
Yes, there is a need of having student welfare fund In order to financially support the trainees while organizing different activities.		
Collection is done among the trainees every now and then which is not appropriate since majority are from poor background		

**Table 4.3.13** highlights about the students' welfare fund. Only 4.54% of the Teacher-Trainees are of the view that there is separate welfare fund for students; whereas majority (53.30%) viewed that there is no provision for separate student welfare funds; 42.14% further reveals they are not sure. With regard to management of funds, it is seen from **Table 4.3.13** (ii) that 8.26% of the trainees opine that the authority manages the fund, 5.79% opine the Principal, 3.71% opine teacher in charge and 1.65% opine the student body.

The Table above further highlights some of the views given by trainees on the need of having student welfare fund.

**Table 4.3.14**

**Financial management for organizing programmes in the institute**

<b>How do you financially manage while organizing programs;</b>	<b>No. of Responses of the Teacher-Trainees</b>	<b>Percentage (%)</b>
i. By contributing among the trainees	177	73.14%
ii. With the donations received from teaching faculty	42	17.35%
iii. With the allotted amount sanctioned from the management boards	70	28.92%

**Figure 4.3.4**

**Financial management for organizing programmes in the institute**



It is observe from the above **Table 4.3.14** that in order to organize different programme in the institution, majority of the trainees (73.14%) reveals by contributing among the trainees; 17.35% viewed with the donations received from teaching faculty and 28.92% viewed with the allotted amount received from the management boards.

#### 4.4 ACTIVITIES AND PRACTICAL METHOD OF TEACHING PRESCRIBED IN DIETs

**Table 4.4.1**

**Different Activities conducted in the Institution**

<b>i) List of Activities</b>	<b>Responses of the Teacher-Educators</b>	<b>Percentage (%)</b>
Seminar	63	49.60%
Workshop	74	58.26%
Work experience	61	48.03%
Life skill activities	70	55.11%
Community work	48	37.79%
Field trip	39	30.70%
<b>ii) How often are these activities/ programs conducted</b>		
<i>Frequently</i>	<i>Sometimes</i>	<i>Never</i>
51 (40.15%)	76 (59.85%)	

**Table 4.4.1(i)** shows the different activities organized in the institution. Seminars (49.60%), workshop (58.26%), work experience (48.03%), life skills (55.11%), community work (37.79%), field trips (30.70%) and other activities like short term training, projects, research work, survey, unit or class test, content enrichment program etc. also, (ii) reveals that 40.15% of the teachers responded that the activities are conducted frequently and 59.85% responded sometimes.

#### 4.4.2 Training and orientations conducted for the Pre-Service and In-Service trainees

**Table 4.4.2**

**(i) Training and orientation programme conducted by different Institutions**

<b>Sl. no.</b>	<b>Year</b>	<b>Kinds of training/ workshop/ orientation</b>	<b>Theme of the program</b>
1	2009	In-Service teacher training	Content enrichment
2	2010	In-Service teacher training	Content enrichment
3	2011	Workshop on lesson planning	Lesson planning
4	2011	Workshop on Evaluation	Evaluation
5	2012	Awareness program	Awareness on RTE

6	2012	Workshop on educational Technology	Educational Technology
7	2013	Awareness program	Legal awareness
8	2013	Training on educational planning and management	Educational Planning and Management
9	2013	In-Service teachers training	Induction program
10	2013	Orientation on smart teacher	Smart teacher
11	2014	Seminar for newly recruited teachers	Enrichment program
12	2014	Orientation of teachers from different departments	Teachers orientation

#### ii) Training conducted by SCERT

Sl no	Year	Kinds of training conducted	Theme of the program
1	2010	Faculty development program	Quality education
2	2011	Faculty development program	Quality education
3	2012	Methodology and action research	Action research
4	2013	Development of TLM	Low cost/No cost TLM
5	2013	Training program	30 days training for Teacher-Trainees
6	2013	Content enrichment program	Content enrichment
7	2013	Workshop on Rashtrita Mantriya Shiksha Abhiyan (RMSA)	RMSA
8	2013	Community participation program	Community participation
9	2013	Training program on Continuous Comprehensive Evaluation (CCE)	CCE
10	2013	Workshop on Mathematics	Mathematics
11	2014	Orientation on quality education	Quality improvement
12	2014	Seminar on career guidance	Career guidance

The above **Table 4.1 (i) and (ii)** projects the different kinds of training and orientations conducted for the Pre-Service and In-Service teacher teachers by the DIETs and SCERTs.

**Table 4.4.3**  
**Research Projects**

i. Whether any Research work/Projects have been done by the institute	Views of the Principal			
	Yes		No	
	4 (40%)		6 (60%)	
ii. Any financial assistance being sponsored by the Govt. towards research work	<i>Always</i>	<i>Sometimes</i>	<i>Never</i>	<i>Not sure</i>
			7 (70%)	3 (30%)

From the above **Table 4.4.3** (i) Reveal that 40% of the DIET colleges have done research work/ projects while, 60% of the institution has never done any Research projects.

With regard to financial assistance by the government, 70% of heads responded that the institutions have never received any financial assistance from the government towards research work while, 30% were not sure.

**Table 4.4.4**  
**List of Research Projects undertaken by DIET**

List of Research Project(s) done by DIET colleges of Nagaland	
<i>Title / Area(s) of the Project</i>	<i>Investigators</i>
Teaching competency of primary teachers of Tuensang District (A research project of the DIET, Tuensang)	Mrs. Bano Vinito & Dr. Mrs. Buno Zetsuvi
To find out performing and non-performing school at pfutsero town	N/A
A study of various variables enhancing the Primary school children's learning	Mrs. Megowheno Riiirha, Dr. Pramod K. jha., Ms. Keduwe-ii Tsiiha, & Mrs. Chubarenla .
A study on communitisation and its impact	Mrs. Chubarenla t. lecture & Mrs. Razou lecture
A study of the effectiveness relationship between primary, Elementary school teachers and community leaders in kohima district, Nagaland	Planning and management Cell (P&M)
A study on the assessment of effectiveness and relevance of Pre-Service Teacher-Education in primary schools in Nagaland	Pre-Service Teacher-Education(PSTE) Cell, DIET Chiechama, kohima

Documentation of vegetation and Plants	PSTE Cell
Assessment of effectiveness and relevance of pre – service Teacher-Education(PSTE) college in Mokokchung	PSTE Cell
Work experience for Elementary Teachers Training Course	Work Experience Cell DIET, Kohima
Variables enhancing learning in primary school Children	DRU & CMDE Cell, DIET Chiechama, Kohima
Study on the Teaching Competency of Government Primary School Teachers in Kohima Town	In-Service Programmes, Field interaction and Innovation Co-ordination Cell (IFIC) DIET, Chiechama
A study on the assessment of Mid- Day Meal (MDM) scheme in Tuensang District, Nagaland	Mr. Temsuwabang , Mr. Limawabang , Dr. Pramod Kumar Jha & Mr. James Sema.

The above **Table 4.4.4** highlights some of the Research Projects undertaken by different individuals and DIET Cells under SCERT.

**Table 4.4.5**

**Publications**

<b>i) Whether the institute has done any publication</b>			<b>ii) Publication is done ;</b>				
<i>Views of the Principal</i>			<i>Views of the Principal</i>				
Yes	No	Not sure	Annually	Six monthly	Quarterly	Monthly	Weekly
4	6		4				
40%	60%		40%				

**Table 4.4.5** (i) shows that 40% of the DIET colleges have been doing publication for the last few years, whereas 60% of the institutions have never done any publication. It is also revealed from (ii) 40% of the institutions do publication annually.

**Table 4.4.6****List of Publications done for Journals**

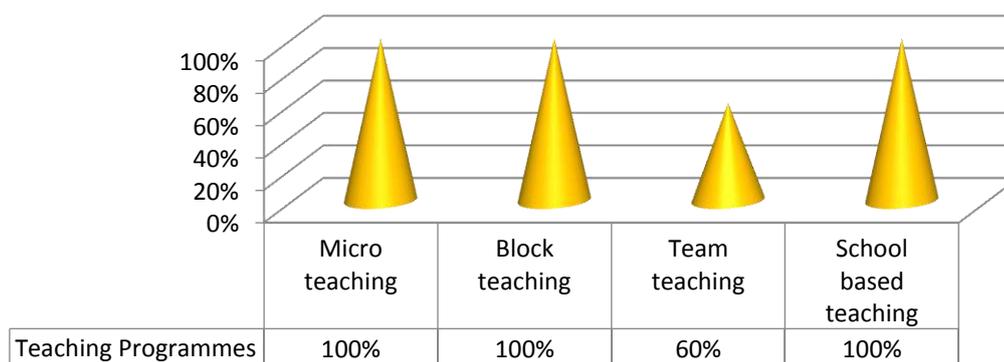
<i>Title of the articles published</i>	<i>Year of Publication</i>
Culture change	2002
Folklore	2000
Folk tales	2000
Myth and traditional methods of agriculture	2001
India geo physical union	2008
Papers of global change	2012
Environmental research, engineering and management	2012
Neo geographic	2013
European water	2014
Development of education in Mon district	N/A
A comparative study of household economy of two villages in 1989	N/A
Democratic process in gulf countries	2006
A comparative study of challenges to democracy and monarchy in Jordan and Morocco	2010
Reasons for poor performance of government primary schools	N/A
A study on community school relationship with formation of VEC	N/A

\*\*\* Year of some publications were not available

The above **Table 4.4.6** highlights the different articles published by Teacher-Educators of different institutions.

**Table 4.4.7****Teaching Activities undertaken in the Institute**

<i>Sl no.</i>	<i>List of Teaching activities</i>	<i>Views of the Principals</i>	
1	Micro teaching	10	100%
2	Block teaching	10	100%
3	Team teaching	6	60%
4	School based teaching	10	100%

**Figure no: 4.4.1**

The above **figure 4.4.1** imply that all the Elementary Teacher-Education institution practices teaching activities like micro teaching, block teaching and school based teaching. 60% of the institution also practices Team teaching.

**Table 4.4.8****Effectiveness of Life Skill Education**

<b>i. Whether the present course of life skill education is satisfactory</b>					
<i>Yes</i>		<i>No</i>		<i>Can't say</i>	
<i>Views of the Teacher-Educators</i>					
72		6		47	
(56.70%)		(6.30%)		(37%)	
<b>ii. Different methods applied for teaching Life skill Education</b>					
<i>Project method</i>	<i>Demonstration method</i>	<i>Observation method</i>	<i>Experimental method</i>	<i>Problem solving method</i>	<i>Integrated approach</i>
<i>Views of the Teacher-Educators</i>					
46	41	31	25	36	19
(36.23%)	(32.29%)	(24.40%)	(19.69%)	(28.35%)	(14.96%)

**Table 4.4.8** (i) show that majority of the Teacher-Educators (56.70%) finds the course of life skill education satisfactory; 6.30% viewed that they are dissatisfied. 37% further remarked that they were not sure. In relation to different methods applied while teaching life skill **Table 4.4.5** (ii) imply as follows; project method (36.23%), demonstration method (32.29%), observation method (24.40%), experimental method (19.69%), problem solving method (28.35%) and integrated approach (14.96%).

**Table 4.4.9****Effectiveness of Teaching Learning Material (TLM)**

<i>i.</i>	<i>TLM enhances the efficiency of teaching- learning</i>	<i>Principals Responses</i>	<i>Percentage</i>
	Yes	10	100%
	No		
	Can't say		
<i>ii.</i>	<i>Views of the Principals on effectiveness of TLM</i>		
	It increases students' interest and motivation		
	Creates desire for learning		
	It simplifies and enrich the course		
	Makes abstract concept concrete		
	Help to explain complex explanation easily		
	It attracts attention, interest and enhances learning.		

It is observed from **Table 4.4.9** (i) that all the heads are of the view that appropriate use of TLM can make teaching learning effective. **Table 4.4.9** (ii) further highlights the views given by the heads on the effectiveness of TLM.

**Table 4.4.10****Development of Teaching Learning Material (TLM)**

<b>i. Whether the teachers have developed any TLM</b>			
	<i>Yes</i>	<i>No</i>	<i>Can't say</i>
	65		62
	51.18%		48.82%
<b>ii. Different types of TLM developed by Teacher-Educators</b>			
<i>Views of the Teacher-Educators</i>	<i>No. of Responses</i>	<i>Percentage (%)</i>	
World globe with balloons, wall charts, maps of local areas	15	11.81%	
Charts like flow chart, vocabulary chart, tree chart, flip chart	65	51.18%	
Clip arts, picture charts with different items	54	42.52%	
Flash cards and Flannel boards/ graph with different words, sentences and pictures	46	36.22%	

Clay modeling	34	26.77%
Training module for CPTE(certificiate for primary Teacher-Education) course in collaboration with SCERT	4	3.14%
Calendar for birthdays and important dates	5	3.93%
Clock for interactive or individual practice task	5	3.93%
Weather chart with different types of days (rainy day, cloudy day etc)	5	3.93%
Books display	4	3.14%
Models/ real objects/ 3D model	4	3.14%
Jack saw puzzles, building blocks	5	3.93%
Album ,Learner's profile, journals etc.	45	35.43%

With regard to development of TLM by the Teacher-Educators, **Table 4.4.10** (i) shows that, 51.18% of the teachers have developed TLM. The **Table 4.4.10(ii)** further highlights different types of TLM developed by Teacher-Educators; 11.81% stated World globe with balloons, wall charts, maps of local areas, 51.18% stated Charts like flow chart, vocabulary chart, tree chart, flip chart, Clip arts, picture charts with different items (42.52%), Flash cards and Flannel boards/ graph with different words, sentences and pictures (36.22%), Clay modeling (26.77%), Training module for CPTE(Certificate for Primary Teacher-Education) course in collaboration with SCERT, Books display and Models/ real objects/ 3D model (3.14%), Calendar for birthdays and important dates. Clock for interactive or individual practice task, Weather chart with different types of days (rainy day, cloudy day etc) and Jack saw puzzles, building blocks (3.93%), Album, Learner's profile, journals etc. (35.43%).

**Table 4.4.11**  
**Practice Teaching Programme**

<b>i. Practicing Schools</b>	<i>Responses of the Principal</i>		<i>Percentage (%)</i>	
<i>Rural school</i>				
<i>Urban school</i>	2			20%
<i>Both Rural and Urban School</i>	8			80%
<b>ii. No of schools engaged in practice teaching</b>	<i>Views of the Principal</i>		<i>Total no of Responses</i>	<i>Percentage (%)</i>
	<i>1-5 schools</i>	<i>6-10 schools</i>		
<i>Government schools</i>	6	3	9	90%
<i>Private schools</i>	5	2	7	70%
<b>iii. Co operation from Practicing Schools</b>	<b>Yes</b>		<b>No</b>	<b>Can't say</b>
<i>No of Respondents</i>	10			
<i>Percentage</i>	100%			
<b>iv. No. of working days devoted for Practice Teaching</b>	<b>Responses of the Principal</b>		<b>Percentage</b>	
<i>1-10 Days</i>	3		30%	
<i>11-20 Days</i>				
<i>21-30 Days</i>	7		70%	

From the above **Table 4.4.11** (i) reveals that 80% of the institution organizes Practice teaching in rural as well as urban schools; while 20% of the institution organizes in urban school. (ii) Also shows that 90% of the institutions utilize government schools for school based teaching and 70% practices in private schools.

With regard to co-operation from practicing schools, **Table 4.4.11** (iii) shows that all the heads are of the opinion that the Practicing schools are supportive and co-operates in all the school based activities. (iv) Also indicates that, in 70% of the DIET institutes, practice teaching is organized for 21-30 days and on the other hand, 30% organizes for 1-10 days.

**Table 4.4.12**  
**Dissertation writing**

<b>i. Whether trainees required to write dissertation</b>						
<i>Responses of the Teacher-Trainees</i>						
<b>Yes</b>	<b>(%)</b>		<b>No</b>	<b>(%)</b>		
26	10.75%		216	89.25%		
<b>ii. Teacher student ratio in writing dissertation</b>						
<i>Responses of the Principal</i>						
<b>1:4</b>	<b>1:6</b>	<b>1:8</b>	<b>1:10</b>	<b>2:4</b>	<b>2:6</b>	<b>Not sure</b>
8 (80%)		1 (10%)			1 (10%)	
<b>iii. No. of students allotted for supervising in dissertation writing</b>				<b>Responses of the Teacher-Educator</b>		<b>Percentage</b>
Below 5 trainees				32		25.20%
Between 5-10 trainees				43		33.86%
Above 10 trainees				5		3.94%
None				47		37%

The above **Table 4.4.12** (i) shows that, 10.75% of the Teacher-Trainees who were In-Service responded they write dissertation, while majority (89.25%) responded they are not required to write. **Table 4.4.12** (ii) further highlights the teacher-student ratio in guiding/ supervising while writing dissertation. It is observe that 80% of the Head responded that 1:4 is the teacher- student ratio, 10% responded 1:8 and 2:6.

Further **table 4.4.12** (iii) reveals about the number of trainees allotted for guiding while writing dissertation. 25.20% teachers viewed below 5 trainees, 33.86% viewed between 5-10 trainees, 3.94% viewed above 10 trainees and 37% responded that are not assigned for guiding the trainees in dissertation writing.

**Table 4.4.13**  
**List of dissertation undertaken by Teacher-Trainees**

Title of the study	Year
Attitude of the parents towards primary education in Aghunaqa area of Dimapur district,	2012
A study on government Primary school, Burma camp Dimapur	2013
A comparative study between government and primary school	2013
The relevance and effectiveness of trained teachers in primary school, Dimapur,	2013
A study on Chumukedima town area	2013
A study on the role of teacher in government primary schools Niuland area	2013
A study on absentees of employees	2013
Comparative study on Yeveto village, Hozukhe village and Hakhezhe village	2013
A study on Aghunaqa town area	2013
A study on low academic performance of the students	2013
A study on the need for the development of primary education under Purana Bazaar area	2013
A study on girl education at elementary level in Dimapur district	2013
Function of private and government schools	2013
Educating the girl child	2013
Problems on mid day meal at GPS and GMS Diphupar	2013
A study of an efficient use of teaching aids in the primary school,	2013
Impact of indiscipline on students of Kiqwema village	2012
Problem of poor handwriting	2012
Effective participation of the students in life skill education in government and private schools (A case study of Dimapur district)	2012
A study on the problems of poor pronunciation in government primary school Liphanyan in class 2	2012
Lack of reading habits by the students of class 3, GPS new colony Satakha	2012
A study on the poor attendance of the students' in class 1 of government primary school, Yanlum	2013

The above **table 4.4.13** highlights some of the action research undertaken by elementary Teacher-Trainees as a part of their dissertation writing.

#### 4.5. Teaching skills and their integration with respect to the development of teaching Competencies

**Table 4.5.1**

**List of Teaching skills practiced during teaching programmes**

<b>i. Views of the Teacher-Trainees</b>		<b>No. of responses</b>	<b>Percentage (%)</b>
Skill of Introducing a lesson		242	100%
Skill of using Black board		242	100%
Skill of Reinforcement		242	100%
Skill of illustrating with examples		242	100%
Skill of Probing questioning		242	100%
Skill of stimulus variation		242	100%
Integration of skills		242	100%
<b>ii. Whether satisfied with the performance of teachers on Orientation of teaching skills</b>			
<i>Responses of the Teacher-Trainees</i>			
Yes	(%)	No	(%)
187	77.28%	55	22.72%

The above **Table 4.5.1** (i) highlights the different teaching skills practiced during teaching programs, namely Skill of Introducing a lesson, Skill of using Black board, Skill of Reinforcement, Skill of illustrating with examples, Skill of Probing questioning, Skill of stimulus variation and skill of integration.

**Table 4.5.1** (ii) also shows that, 77.28% of Teacher-Trainees are satisfied with the performance of teachers on Orientation of teaching skills while, 22.72% were dissatisfied.

**Table 4.5.2**  
**Integration of Teaching skills and Lesson Planning**

<b>i. Lesson planning with integrated teaching skills</b>		
<i>No of lesson prepared</i>	2	
<i>No of lesson practiced</i>	2	
<b>ii. When do Teacher-Educators correct the lesson plan of the student-trainees</b>		
<i>Before going to class-room for teaching</i>	242 (100%)	
<i>While observing the lessons</i>		
<i>Any other</i>	a) Normally lesson gets approved weeks ahead before going for practice teaching b) lesson plans are approved in advance and thereby corrections and feedbacks are given for re-planning if required	
<b>iii. Whether any difficulties are faced during lesson planning</b>		
<i>Yes</i>	<i>No</i>	<i>Can't say</i>
63 (26.03%)	163 (67.35%)	16 (6.61%)
<b>iv. If yes, mention the areas of difficulty</b>		
<i>Views of Teacher-Trainees on problems faced during lesson planning</i>	<i>No. of Responses</i>	
Preparation of teaching aid or TLM is very expensive and time consuming. Trainees also get less leisure time	63 (26.03%)	
Shortages of time in preparing lesson plans	63 (26.03%)	
Lack of specific training for preparing a good lesson plan	56 (23.14%)	
Lack of proper guidance for quality lesson planning	42 (17.35%)	
Difficulties on time management at the beginning and at the end	23 (9.50%)	
Lesson planning format should be systematic	4 (1.65%)	

**Table 4.5.2** (i) shows that, with regard to lesson planning, 2 (two) lessons are prepared and 2 (two) lessons are practiced with the integrated skills. (ii) Cent percent of the Teacher-Trainees responded that lesson plans are approved before going to class for teaching. Also,

**Table 4.5.2** (iii) shows that 26.03% of the Teacher-Trainees face difficulty in lesson planning; but majority (67.35%) are of the view that they do not face any difficulty in lesson planning, while 6.61% falls under can't say category. **Table 4.5.2** (iv) further indicates some of the Views of Teacher-Trainees on difficulties faced during lesson planning; 26.03% of the trainees reveals Preparation of teaching aid /TLM is very expensive and time consuming and Shortages of time in preparing lesson plans; 23.14% reveals Lack of specific training for preparing a good lesson plan; 17.35% reveals Lack of proper guidance for quality lesson planning; (9.50%) difficulties on time management at the beginning and at the end and 1.65% opines that Lesson planning format should be systematic.

**Table 4.5.3****Access to Teaching resources during Practice Teaching Programme**

<b>i. Whether teaching aids are utilized during practice Teaching Programme</b>		
<i>Yes</i>	<i>No</i>	
242 (100%)		
<b>ii. List of teaching aids used by Teacher-Trainees during practice teaching program</b>		
<i>Views of Teacher-Trainees</i>	<i>No. of responses</i>	<i>Percentage (%)</i>
Charts like flow chart, vocabulary chart, tree chart, flip chart, Cut and paste chart etc	242	100%
Maps and globes	242	100%
Real objects	240	99.17%
Models	240	99.17%
Encyclopedia, Newspapers/ periodicals, Text books	188	77.68%
Black/ white boards	134	55.37%
Flannel boards/ graph	67	27.69%
Locally available low cost teaching aids	46	19%
Audio aids like radio, audio CD, tape recorder etc	32	13.22%
Audio visual aids like LCD projector, compute etc	18	7.43%

**Table 4.5.3** (i) shows that 100% of the Student-Teachers utilize teaching aids during practice teaching program. It is further indicated that (ii), cent percent of Teacher-Trainees use Charts

like flow chart, vocabulary chart, tree chart, flip chart, Cut and paste chart etc, maps and globes as teaching aids during practice teaching programme; 99.17% utilize Real objects and models; 77.68% utilize Encyclopedia, Newspapers/ periodicals, Text books; 55.37% utilize Black/ white boards; 27.69% Flannel boards/ graph; 19% utilize Locally available low cost teaching aids; 13.22% utilize Audio aids like radio, audio CD, tape recorder etc and 7.43% utilize Audio visual aids like LCD projector, compute.

**Table 4.5.4**

**Impact of teaching aid towards teaching learning effectiveness**

<b>i. Appropriate use of teaching aid can make teaching learning effective</b>			
<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Can't say</i>
121	121		
50%	50%		
<b>ii. Trainees view on teaching aids and its effectiveness</b>			
Teaching aids assist students in learning. Audio, visual and audio visual teaching aids can be used in the class which will enhance learning experiences of the pupils			
Hands on aids such as computers, maps, globes etc require some sort of interaction between teacher and pupils. Thus such kind of teaching aid have the highest levels of effectiveness			
By using teaching aid students are able to see, hear and get involved in the entire teaching learning process			
Inorder to develop reading comprehension skills, teacher can use magazine, newspaper articles, text books etc			
Teaching aids help to make the learning environment interesting and engaging			
Use of teaching aids help student remember things better and thereby broaden their understanding of the subject matter			
Teaching aids make teaching learning more lively and students participate more actively and they increase their attention span			
Use of teaching aids lightens the burden of teachers. Lecture method can be boring sometimes but when it is accompanied by interesting teaching aids and activities, teaching learning process becomes effective			
Concept of any abstract ideas becomes clear when concrete objects are displayed			
Displaying of teaching aid saves time and energy of the teachers because only important points are highlighted			

The above table implies that, cent percent of the trainees agrees to the fact that appropriate use of teaching aid can make teaching learning effective. Further in (ii) the trainees shared their views on the impact of teaching aids towards effective teaching learning outcome.

**Table 4.5.5****Innovative practices during teaching**

<b>i. Whether the Teacher-Educators face any difficulties while introducing innovative practices</b>		<b>ii. If Yes, it is because of;</b>	<b>No. of responses</b>
<i>Yes</i>	<i>No</i>		
		<i>Lack of physical facilities in the institution</i>	44 (34.65%)
58 (45.66%)	69 (54.33%)	<i>Lack of proper training of Teacher-Educators</i>	20 (15.75%)
		<i>Poor background of the Teacher-Educators</i>	15 (9.45%)

It is seen from **Table 4.5.5** (i) that, 45.66% of the teachers face difficulties while introducing innovative practices. While 54.33% face no difficulty. The reasons behind their difficulties are due to lack of physical facilities in the institution (34.65%), due to lack of proper training of Teacher-Educators (15.75%) and due to poor background of Teacher-Educators (9.45%).

**Table 4.5.6****Practice of Integrated teaching skills in the development of teaching competencies**

<b>i. Practice teaching program</b>		
<i>No. of days allotted for final practice teaching</i>		
<i>1 day</i>	<i>2 days</i>	<i>any other</i>
242 (100%)		
<i>No. of lessons required to teach during final practice teaching</i>		
<i>One topic from any method subject. Method papers are;</i>		
English	Mathematics	
Social science	Science Education	

<i>ii. Whether the trainees are supervised by Teacher-Educators during practice teaching</i>		
<i>Frequently</i>	<i>Sometimes</i>	<i>Never</i>
63 (26.03%)	163 (67.35%)	16 (6.61%)
<i>iii. Feedbacks given by teachers during practice teaching are</i>		
<i>Individual feedback</i>	<i>Group feed back</i>	<i>Both individual and group feedback</i>
166 (68.60%)	23 (9.50%)	77 (31.81)
<i>iv. Other experiences received from the practicing schools</i>		
<i>Participation in school curricular program</i>		129 (53.30%)
<i>Preparation of teaching materials</i>		86 (35.53%)
<i>Participation in co-curricular activities</i>		51 (21.07%)

It is observe from the above **Table 4.5.6** (i) and (ii) that one (1) day is allotted for practice teaching and they are required to teach one lesson from each method paper i.e. English, social science, and mathematics and science.

It is further observe from **Table 4.5.6** (iii) that, majority of the trainees (68.60%) viewed that feedbacks are given individually; while 31.81% reveals the use of both individual and group feedback. With regard to other experiences received from the practicing school most of them 53.30% reveals Participation in school curricular program; 35.53% opined Preparation of teaching materials and 21.07% responded Participation in co-curricular activities.

**Table 4.5.7****Integration of teaching skills with teaching aids in teaching learning process**

<b>i. How often do you prepare and utilize Power Point Presentation(PPT) in class teaching</b>			
<i>Always</i>		<i>Sometimes</i>	
<i>Never</i>			
		37 (29.14%)	90 (70.86%)
<b>ii. Teaching aids available in the institution</b>		<i>Responses</i>	<i>Percentage</i>
Charts		94	74.01%
Maps/ globes		86	67.71%
Audio-visual aids		61	48.03%
Models		83	65.35%
Others			
<b>iii. Are the teachings aids available in the institute effectively utilized;</b>			
<i>Yes</i>		<i>No</i>	
<i>Can't say</i>			
83 (65.35%)		12 (9.45%)	
		32 (25.20%)	
<b>iv. Views Teacher-Educators on integration of subject matter with teaching aids</b>			
Teaching aids available in the institute are further modified and integrate as per the relevance of the topic			
It is impossible to teach science and mathematics without teaching aids.			
Field trips or some other activity based teaching is practiced whenever appropriate teaching aids are unavailable			
Teaching resources available in the institute are integrated with other teaching methods like lecture cum demonstration method etc.			
In English, charts and models are mostly used for developing their speaking skills and also encourage loud reading			
Teaching aids for teaching educational psychology are mostly self-prepared in the form of PPT, cycle charts, graph etc to indicate co relation and associations with the subject matter			

The analysis of **table 4.5.7** (i) reveals that, 29.14% of the teachers utilize power point presentation sometimes and 70.86% have never utilized power point presentation. With regard to teaching aids available in the institute (ii), it is observed that charts (74.01%), maps/globes (67.71%), audio visual aids (48.03%) and models (65.35%).

Further **table 4.5.7** (iii) indicated that 65.35% of the teachers responded that the teaching aids available in the institute is effectively utilized, 9.45% responded they do not utilize and

25.20% responded they can't say. Teacher views on integration of subject matter with teaching aids are further highlighted in the table.

**Table 4.5.8****Effectiveness of technological devices**

<b>i. How often technological devices are being used while teaching;</b>		
<i>Frequently</i>	<i>Sometimes</i>	<i>Never</i>
4 (3.15%)	47 (37%)	76 (59.85%)
<b>ii. List of the devices used while teaching</b>		
<i>Views of Teacher-Educators</i>	<i>No. of responses</i>	<i>Percentage (%)</i>
Multimedia Projector (OHP/LCD/PPT)	37	29.14%
Computers/ laptop	15	11.82%
Microscopic devices	2	1.57%
Television	4	3.14%
<b>iii. Do teaching become effective with the use of technological devices</b>		
<i>Yes</i>	<i>No</i>	
127 (100%)		
<b>iv. Views of Teacher-Educators on the effectiveness of technological devices</b>		
The use of technological devices breaks the monotony of the usual lecture method, thereby making the class interesting and reinforcing the lesson.		
Teaching and using blackboard becomes boredom for the students. The technological devices bring innovative ideas and create interest among the students.		
It makes the teacher's task easier and also helps in creating interest in sustaining the attention of the pupil.		
With the use of different equipment like Computer, overhead projectors, television etc. the learners get knowledge through their visual or auditory sense for gaining the desired learning experiences.		
One cannot learn effectively through theoretical knowledge alone especially in science practical and demonstrations can impact permanent learning.		
Required technological devices should be given by the government which in turn will give a great impact on the learners. Learning outcome will be much better.		
It saves time in making the concept clear, updates teaching method; gain latest information and can improve different skills of teaching.		
Mass media helps in supporting teacher training; facilitates classroom learning; benefits in self-learning and dual modes of study.		
Learning style of students differs. Some students can learn better with the help of audio visual aids. Lecture method of teaching may not be effective all the time.		
Use of electronic books, E-journals and wide information on related academic studies		

help in teaching from different perspectives.
Usage of technological devices can transmit information; assist the practice of specific skills, application of system, techniques and aids to improve the process of human learning.
Selecting appropriate technological devices give teachers an opportunity to build students' knowledge, promote and extend students learning, making teaching more effective.

It is observed from the above **table 4.5.8** (i) that 3.15% of the teachers frequently use technological devices, 37% use sometimes. But 59.85% have never used technological devices. (ii) With regard to devices used Multimedia Projector (OHP/LCD/PPT) (29.14%), Computers / laptop (11.82%), Microscopic devices (1.57%), and Television (3.14%).

**Table 4.5.8** (iii) also shows that Cent percent of the Teacher-Educators viewed that teaching become effective with the use of technological devices. The teacher further (iv) give their views on the effectiveness of technological devices in teaching learning process.

**Table 4.5.9**

**Assessment of teachers' performance**

<b>i. Whether teachers are being assessed for their performance</b>			
<i>Response of Teacher-Educators</i>			
<i>Yes</i>	<i>(%)</i>	<i>Yes</i>	<i>(%)</i>
98	77.16%	27	21.25%
<b>ii. If Yes, the assessment is done by;</b>			
<i>Principal</i>	<i>Colleagues</i>	<i>Trainees</i>	<i>External experts</i>
83 (65.35%)	32 (25.20%)	24 (18.90)	10 (7.88%)
<b>iii. Whether it is appropriate for Teacher-Trainees to assess the performance of Teacher-Educators</b>			
<i>Yes</i>		<i>No</i>	
97	76.38%	30	23.62%

The above **Table 4.5.9** (i) reveals that 77.16% of the teacher's educators view that teachers are being assessed on their performance. Whereas 21.25% opines that they were never assessed.. Also, (ii) shows that, assessment is done by Principal (65.35%), Colleagues (25.20%), Trainees (18.90) and External experts (7.88%). **Table 4.5.8** (iii) further reveals that majority of the Teacher-Educators (76.38%) responded that it is appropriate for Teacher-Trainees to assess the performance of Teacher-Educators.

**Table 4.5.10****Teacher Appraisal**

<i>i. Are the sincere and hardworking teachers rewarded</i>		<i>ii. If yes, teachers are rewarded with</i>			
<i>Yes</i>	<i>No</i>	<i>Appraisal</i>	<i>Certificate</i>	<i>Verbal appreciation</i>	<i>Any other</i>
13 (10.23)	114 (89.77%)		6 (4.72%)	7 (5.51%)	

**Table 4.5.10** (i) show that, 10.23% responded that sincere and hardworking teachers are awarded, while 89.77% responded they are not awarded. With regard to rewards received (ii) 4.72% responded handing of certificates, while 5.51% responded verbal appreciation.

**Table 4.5.11****Effectiveness of Teacher-Educators**

<i>i. Whether teachers are competent in their teaching</i>			
<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
51 (21.08%)	191 (78.92%)		
<i>ii. Views of Teacher-Trainees on teaching effectiveness of Teacher-Educators</i>			
Teachers carry out their duty diligently and systematically			

Teacher-Educators are well qualified, trained and experienced. The style of teaching used by them are interesting, easy to understand and beneficial
Most of them possess huge knowledge, and they have good mastery over any topic given to them.
They know the needs of each and every individual. They try to improve the trainees learning outcome through their knowledge and understanding
They can be called as ‘competent teachers’ because they plan well the entire programs effectively and implement in the process of learning and teaching
Professional ethics of a good teacher by setting themselves as an exemplary role model.

The above **Table 4.5.11** reveals that, 21.08% of the trainees strongly agree and 78.92% agrees that Teacher - Educator is competent in their teaching. The Trainees further gave their opinion on teaching effectiveness of Teacher-Educators.

#### 4.6. TO EXAMINE THE EFFECTIVENESS OF DIET'S IN RELATION TO:

##### 4.6.1 ACADEMIC ACHIEVEMENTS OF THE STUDENTS

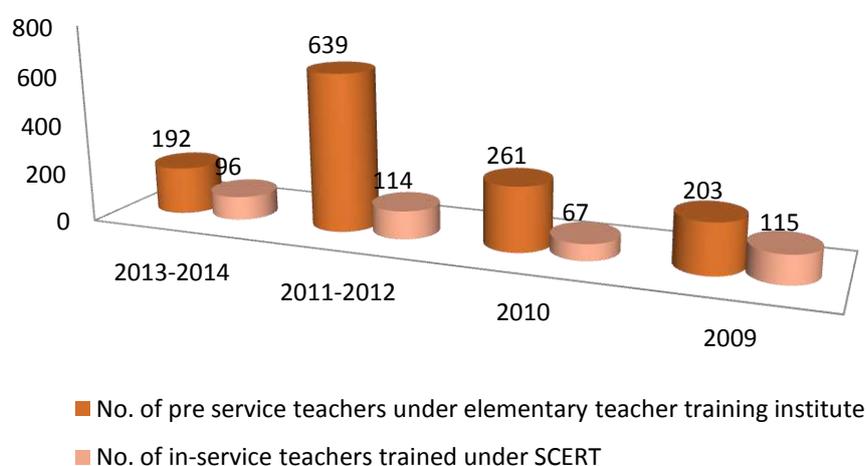
**Table 4.6.1.1**

**Training achievement in the last few years under DIET**

Year	No. of trainees trained under elementary teacher training institute	No. of In-Service teachers trained under SCERT
2013-2014	192	96
2011-2012	639	114
2010	261	67
2009	203	115

**Figure no. 4.6.1.1**

**Training achievement in the last few years under DIET**



It is observe from the above **Table 4.6.1.1** that in the year 2009, 203 trainees under elementary teacher training institute and 115 trainees under SCERT were trained; in 2010, 261 and 67 Teacher-Trainees respectively; In 2011-12, 639 Teacher-Trainees and 114 In-Service teachers were trained; in 2013-14 192 Teacher-Trainees and 96 In-Service teachers were trained respectively.

**Table 4.6.1.2****Academic Performance of the Teacher-Trainees**

<i>i) Whether convinced with the academic performance of the trainees</i>			<i>ii) Views of Principal towards low academic performance</i>			
<i>Highly satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Poor library facility</i>	<i>Lack of proper infrastructure</i>	<i>Lack of efficient teachers</i>	<i>Limited course duration</i>
	6 (60%)	4 (40%)	4 (40%)	3 (30%)	1 (10%)	

**Table 4.6.1.2** shows the academic performance of the trainees. (i) Indicate that 60% of the heads are satisfied with the academic performance While, 40% are dissatisfied. (ii) With regard to respondents view towards low academic performance of the trainees, 40% responded poor library facility, 30% responded due to lack of proper infrastructure and 10% responded due to lack of teacher's efficiency.

**Table 4.6.1.3****Academic achievement of Teacher-Trainees**

<b>Category</b>	<b>Teacher-Educator</b>	<b>(%)</b>	<b>Teacher-Trainees</b>	<b>(%)</b>
<i>Excellent</i>	10	7.88%	14	5.79%
<i>Good</i>	58	45.66%	114	47.10%
<i>Average</i>	59	46.45%	114	47.10%
<i>Poor</i>				

The **Table 4.6.1.3** shows the academic performance of Teacher-Trainees. According to Teacher-Educators responses 7.88% says that the academic performance of the trainees is excellent, 45.66% responded good and 46.45% responded average. It further shows from Teacher-Trainees' response that, 5.79% opine their academic performance is excellent and 47.10% views good. Again, 47.10% opines average.

**Table 4.6.1.4****Reason for poor performance of Teacher-Trainees in academics**

<i>Views of Teacher-Trainees</i>	<i>No. of Responses</i>	<i>Percentage (%)</i>
i. Lack of interest	20	8.27%
ii. Lack of physical facilities in the institute	15	6.20%
iii. Poor library facilities	12	4.95%
iv. Insincere Teacher-Educator	21	8.68%
v. <u>Any other</u>		
a) Due to heavy practical and activities, unable to put effort in theory papers	60	24.80%
b) Lack of participation in curricular & co curricular activities		
c) Less motivated since some subjects are boring	20	8.27%
d) Lack of hard work and sincerity	12	4.95%
	2	0.82%

It is observed from the **Table 4.6.1.4** that, lack of interest (8.27%), lack of physical facilities in the institute (6.20%), poor library facility (4.95%), insincere Teacher-Educators (8.68%), heavy practical and activities they are unable to put effort in theory papers (24.80%), lack of participation in curricular and co-curricular activities (8.27%), less motivated due to boring and inadequate subject matter (4.95%) and due to lack of hard work and insincerity on the part of Teacher-Trainees (0.82%).

**Table 4.6.1.5****Writing of Assignments and class test**

<i>i. Whether required to write assignment</i>					
<i>Responses of the Teacher-Trainees</i>					
<i>Yes</i>	<i>(%)</i>	<i>No</i>	<i>(%)</i>		
242	100%				
<i>ii. How often class test are conducted</i>					
<i>Weekly</i>	<i>(%)</i>	<i>Monthly</i>	<i>(%)</i>	<i>After every unit</i>	<i>(%)</i>
90	37.20%	102	42.14%	50	20.67%

**Table 4.6.1.5** (i) shows that Cent percent of the Teacher-Trainees are required to write assignments. Also, with regard to class test (ii), it is revealed that 37.20% of the Teacher-Trainees responded tests are conducted weekly, 42.14% responded monthly and 20.67% responded after completing each unit.

**Table 4.6.1.6****Seminar Paper Presentation by Teacher-Trainees**

<i>i. Whether seminar papers are required to be presented during the academic session</i>			
<i>Yes</i>	<i>(%)</i>	<i>No</i>	<i>(%)</i>
211	87.20%	31	12.80%
<i>ii. If yes, no. of papers required to present</i>		<i>No. of responses</i>	<i>(%)</i>
One Presentation in every paper		228	94.21%
Twice in each semester		14	5.79%
<i>iii. Ways of conducting seminars</i>		<i>No. of responses</i>	<i>(%)</i>
Paper presentation		199	82.23%
Power point presentation (PPT)		43	17.77%
<i>iv. Whether the trainees actively participate during seminars/ workshop</i>		<i>No. of responses</i>	<i>(%)</i>
Yes		240	99.18%
No		2	0.82%

The above **Table 4.6.1.6** reveals about seminar presentation. With regard to whether trainees are required to present seminar papers, 87.20% responded they are required to present while, 12.80% responded it's not compulsory to present papers. With regard to ways of conducting seminars, 82.23% responded paper presentation and 17.77% responded PPT.

Also, in relation to trainee's participation, 99.18% responded that trainees actively participate and 0.82% responded that they never participate.

**Table 4.6.1.7****Teacher-Educators' ratings (%) on the academic performance of Teacher-Trainees**

<i>Category</i>	<i>Percentage in regard to academic performance of Teacher-Trainees</i>				
	<i>75% and above</i>	<i>Between 65-75%</i>	<i>Between 60-65%</i>	<i>Between 50-60%</i>	<i>Below50%</i>

<i>Girls</i>	15	30	31	47	4
(%)	11.82%	23.63%	24.40%	37%	3.15%
<i>Boys</i>	8	5	8	48	58
(%)	6.30%	3.94%	6.30%	37.80%	45.66%

Performance of the girls and boys in percentage (%) are shown in the above **Table 4.6.1.7** as opine by the Teacher-Educators of elementary teacher training institutes. Academic performance achieving 75% and above where, Girls (11.82%) Boys (6.30%), between 65-75%, Boys and girls rating were (23.63%) and (3.94%) between 60-65% - girls (24.40%) Boys (6.30%), between 50-60% Girls (37 %) Boys (37.80%) and Below 50% Girls (3.15%) Boys (45.66%).

**Table 4.6.1.8**

**Impact of teacher's performance towards academic achievement of the Teacher-Trainees**

<i>i. whether trainees academic achievement can improve with teachers efficiency</i>	<i>Responses of the Principal</i>		
	<i>Agree</i>	<i>Disagree</i>	<i>Not sure</i>
	10 100%		
<i>ii. Views of Principal</i>			
Majority of the teaching faculty are putting all effort to bring good results			
It is believed that effectiveness of teacher determines better learning outcome/ quality education			
Most of the teachers are qualified and competent and thus giving their best			
Progressive Learning outcome is directly related to teacher's performance. Teachers ought to be more committed and sincere			

The analysis of **Table 4.6.1.8** (i) reveals that 100% of the respondents agree that teacher's efficiency towards teaching can be an impact in improving trainees' academic result. Also (ii) highlights the views of the Principal on teaching efficiency of Teacher-Educators. **4.6.2**

#### 4.6.2 TO EXAMINE THE EFFECTIVENESS OF DIET'S IN RELATION TO PEDAGOGY

**Table 4.6.2.1**

**New Pedagogy Practiced by the Institution**

Sl no	Activity based teaching method	No. of Respondents	Percentage
1	Material activity		
2	Oral activity		
3	Written activity		
4	Mixture of oral, written and material activity	10	100%

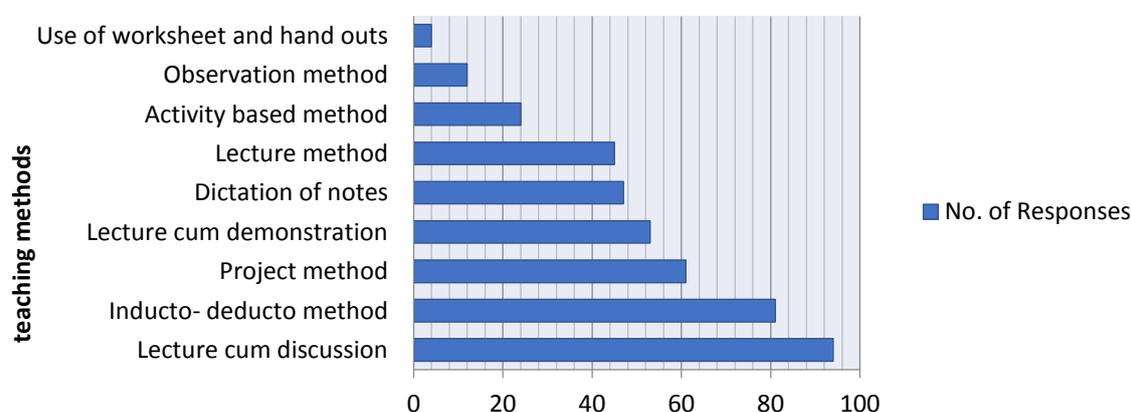
The above **Table s 4.6.2.1** imply that Cent percent of the heads revealed that mixture of oral, written and material based activity is effectively practiced in the institution.

**Table 4.6.2.2**

**Kinds of Teaching Methods used by Teacher-Educators**

Views of Teacher-Educators	No. of Responses	Percentage
Lecture cum discussion	94	74.01%
Inducto-deducto method	81	63.77%
Project method	61	51.18%
Lecture cum demonstration	53	41.73%
Dictation of notes	47	37%
Lecture method	45	35.43%
Activity based method	24	18.90% %
Observation method	12	9.44%
Use of worksheet and hand outs	4	3.14%

**Figure No. 4.6.2.1 Kinds of Teaching Methods used by Teacher-Educators**

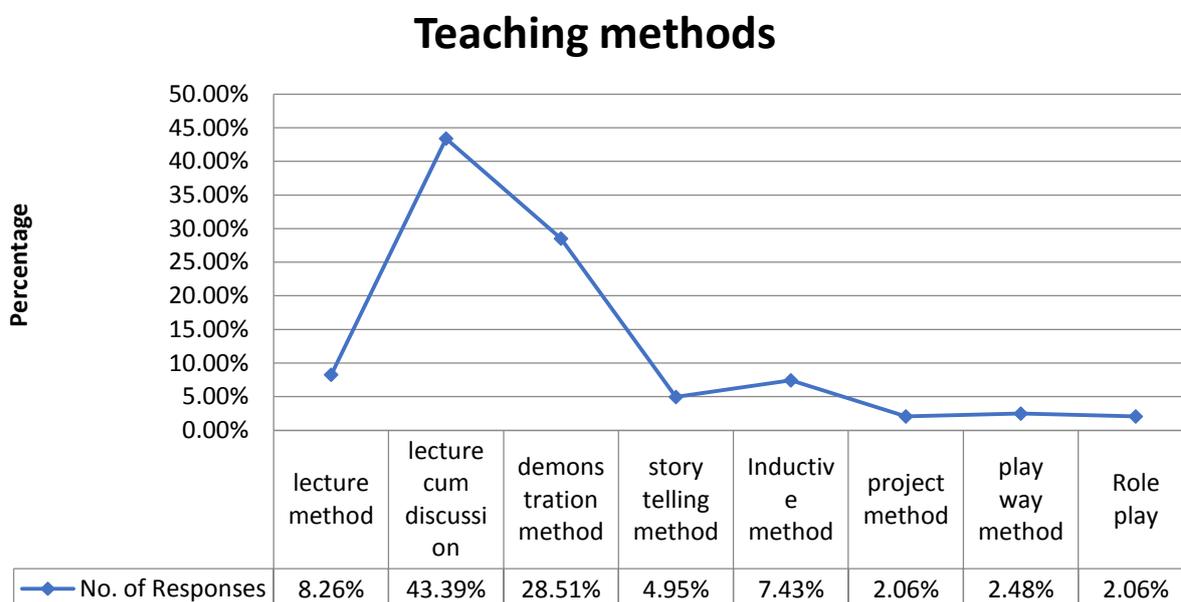


The above **Table 4.6.2.2** highlights the different teaching methods used by Teacher-Educators. It shows, Lecture cum discussion (74.01%) ; Inductive- deductive method (63.77%) ; Project method (51.18%); Lecture cum Demonstration (41.73%); Dictation of notes (37%); Lecture method (35.43%); Activity based method (18.90%); Observation method (9.44%, and use of Worksheets and Handouts for task based activity (3.14%).

**Table 4.6.2.3****Effectiveness of teaching methods used by Teacher-Educators**

<i>i. Whether satisfied with the teaching methods used by Teacher-Educators</i>			
<i>Responses of Teacher-Trainees</i>			
<i>Highly satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Can't say</i>
23	200	19	
(9.50%)	(82.64%)	(7.85%)	
<i>ii. Views of Teacher-Trainees on Teaching methods used by Teacher-Educators</i>		<i>No of Responses</i>	<i>Percentage (%)</i>
Lecture cum discussion		172	71.07%
Activity based		120	49.58%
Dictation of notes		108	44.62%
Inductive deductive method		80	33.05%
Lecture method		72	29.75%
Project method		72	29.75%
Demonstration		54	22.31%

The above **Table 4.6.2.3** (i) shows that 9.50% of the trainees are highly satisfied and 90.50% are satisfied with the teaching methods used by Teacher-Educators. It further highlights (ii) the different teaching methods used by Teacher-Educators according to trainee's observation. It reveals Lecture cum discussion (71.07%), Activity based method (49.58%); dictation of notes (44.62%), Inductive- deductive method (33.05%); lecture method and project method (29.75%); Demonstration method (22.31%).

**Figure 4.6.2.2****Methods of Teaching Practiced by Teacher-Trainees during Teaching Practice Program**

The above **figure 4.6.2.2** reveals the different teaching methods used by Teacher-Trainees during practice teaching. It shows, lecture method (8.26%), Lecture cum Discussion (43.39%), Demonstration method (28.51%), Story-telling method (4.95%) Inductive method (7.43%), Project method (2.06%), Play Way method (2.48%) and Role Play (2.06%).

**Table 4.6.2.4****Incorporation of technological devices with teaching pedagogy**

<b>i. Whether teachers incorporate technological devices with teaching pedagogy</b>	
<i>Views of Teacher-Trainees</i>	
<b>Yes</b>	<b>No</b>
67 (27.69%)	175 (72.31%)
<b>ii. If Yes, list down the devices used by teachers</b>	<b>Responses of Teacher-Educators</b>
Power point presentation	58 (23.97%)
OHP	17 (7.02%)
Computers for group activity	12 (4.95%)
Hydro projects	6 (2.48%)

**Table 4.6.2.4** (i) shows that 27.69% of the Teacher-Educators utilize technological devices in their teaching while 72.31% does not utilize any kind of technological devices. It is further seen in (ii) the list of devices used by teachers. Some of the technological devices were PPT (23.97%), OHP (7.02%), Computers (4.95%) and hydro projects (2.48%).

**Table 4.6.2.5**

**Practice of Play way method**

<b>i. Whether Play way method is encouraged among the Teacher-Trainees</b>			
<i>Yes</i>	<i>(%)</i>	<i>No</i>	<i>(%)</i>
178	73.55%	64	26.45%
<b>ii. Practice of Play way method during practice teaching program</b>			
<i>Yes</i>	<i>(%)</i>	<i>No</i>	<i>(%)</i>
75	30.99%	167	69%
<b>iii. Effectiveness of Play way method</b>			
<i>Views of the Teacher-Trainees</i>			
It makes learning easy and enjoyable			
Each child is given equal opportunity for full participation			
Develops both knowledge and skill and better retention of knowledge			
Most suitable method for the preprimary, primary and elementary			
Facilitate holistic development (cognitive, aesthetic, social, emotional and linguistic)			

From the analysis of the **Table 4.6.2.5** it is observed that 73.55% of the trainees viewed that play way method is encouraged (ii) also shows that majority of the trainees (69%) does not apply play way method during teaching programmes.

**Table 4.6.2.5** (ii) Further highlights the views given by Teacher-Trainees on the Effectiveness of Play way method.

### 4.6.3 TO EXAMINE THE EFFECTIVENESS OF DIETs IN RELATION TO CURRICULUM

**Table 4.6.3.1**

**Teachers view on the Status of the Present Curriculum**

Category	Responses of Teacher-Educators		
	<i>Agree</i>	<i>Disagree</i>	<i>Can't say</i>
1. The present curriculum is			
i. Too vast	18 (14.17%)	63 (49.60%)	46 (36.23%)
ii. Relevant to local needs	62 (48.82%)	15 (11.81%)	50 (39.37%)
	<i>Yes</i>	<i>No</i>	<i>Can't say</i>
2. Covers all the necessary areas	45 (35.43%)	37 (29.13%)	45 (35.43%)
3. Appropriate for pupils	62 (48.82%)	14 (11.02)	51 (40.16%)
4. It benefits to the needs of the teacher education	67 (52.75%)	7 (5.51)	53 (41.73%)
5. More theoretical and less practical oriented	42 (33.01%)	43 (33.86%)	42 (23.01%)
6. Modification of the present curriculum is required	74 (58.26%)	2 (1.57%)	51 (40.16%)

The above **Table 4.6.3.1** highlights the status of the curriculum. Accordingly, 14.17% of the Teacher-Educators agreed that the curriculum is too vast, 49.60% disagreed and 36.23% have no say. Also, 48.82% agreed it's relevant to the local needs, 11.81% disagreed and 39.37% have no say. In relation to covering of necessary areas, 35.43% responded that all the areas are covered, 29.13% responded it does not and 35.43% responded can't say. Also, 48.82% responded the curriculum is appropriate for pupils, 11.02% responded it is inappropriate and 40.16% have no say on that.

With regard to whether the curriculum benefits the needs of teacher education, 52.75% agreed, 5.51% disagreed and 41.73% were not sure. 33.01% also responded the curriculum is more theoretical and less practical, while 33.86 responded its more practical oriented

curriculum and 23.01% were not sure. 58.26% of the teachers feels that modification of curriculum is required, 1.57% responded it's not required and 40.16% responded can't say.

**Table 4.6.3.2**

**Trainees view on the existing curriculum**

<b>i. Category</b>	<b>Responses of Teacher-Trainees</b>	
Too vast	31 (12.80%)	
Vast	191 (78.92%)	
Light	19 (7.85%)	
Too light	1 (0.41%)	
<b>ii. Whether the existing curriculum is meeting the needs of the Student-Teachers</b>		
<i>Yes</i>	<i>No</i>	
240 (99.18%)	1 (0.82%)	
<b>iii. Views of Teacher-Trainees on the existing curriculum</b>	<b>No. of Responses</b>	<b>Percentage (%)</b>
The curriculum is quite appropriate for the present training program	45	18.60%
The Curriculum emphasis too much emphasis on activity which overburdens the trainees	24	9.92%
It helps the trainees acquire necessary teaching skills for teaching competency which is required as teachers	9	3.72%
The activities conducted are quite helpful and useful	2	0.83%

In relation to trainees responses on the present curriculum, **Table 4.6.3.2** (i) shows that 12.80% responded it's too vast, 78.92% responded it's vast, 7.85% responded its light and 0.41% responded too light. Also, (ii) reveals that 99.18% responded that the curriculum is meeting the needs of the trainees while, 0.82% feels that the existing curriculum does not meet the needs of the Student-Teachers. It is further observe from **Table 4.6.3.2** (iii) that, 18.60% viewed The curriculum is quite appropriate for the present training program; 9.92% stated Curriculum is not based on the needs of the trainees who are future teachers; 3.72% It helps the trainees acquire necessary teaching skills for teaching competency which is required as teachers and 0.83% the activities conducted are quite helpful and useful.

**Table 4.6.3.3****Revision of Curriculum**

<b>Whether there is a need for revising the present Curriculum</b>	
<i>Responses of the Principal</i>	
<i>Yes</i>	<i>No</i>
60 (60%)	40 (40%)

The above **Table 4.6.3.3** reveals that 60% of the heads agreed that there is a need for revising/ reviewing the present curriculum while 40% feels revision is not required.

**Table 4.6.3.4****Content of the Syllabus**

<b>Whether contented with the existing course</b>	
<i>Responses of the Teacher-Trainees</i>	
<i>Yes</i>	<i>No</i>
237 (97.93%)	5 (2.06%)

The above **Table 4.6.3.4** shows that majority of the Teacher-Trainees are satisfied with the content of the syllabus

**Table 4.6.3.5****Involvement of Teacher-Educators in reframing of syllabus**

<b>Whether the Teacher-Educators were ever involved in reframing of syllabus</b>		<i>Yes</i>	<i>(%)</i>	<i>No</i>	<i>(%)</i>
		17	7.02%		
<i>Name of the Paper</i>	<i>Year of involvement</i>	<i>No of response</i>		<i>(%)</i>	
Teaching of EVS	2009	5		3.94%	
English	2006	3		34.64%	
English	2006	4		3.15%	

From the above **Table 4.6.3.5** it is observed that only 7.02% of the Teacher-Educators were involved in re framing of syllabus. It further reveals the name of the paper and year in which some of the teachers got involved. In 2009 3.94% Teacher-Educators were involved; in 2006 34.64% teachers and 3.15% teachers were involved.

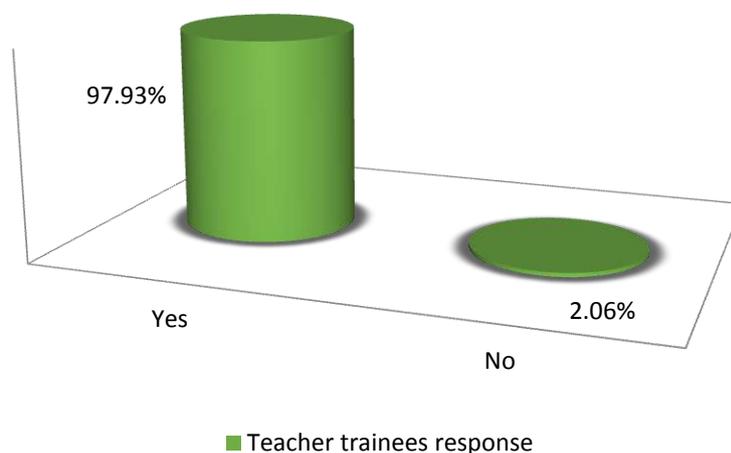
**Table 4.6.3.6**

**Content of the present course**

<i>Whether contented with the existing course. If no, suggest measures for further improvement</i>	
<i>Yes</i>	<i>No</i>
237	5
(97.93%)	(2.06%)

**Figure no 4.6.3.1**

**Content of the present course**



Delving deeper into the figures above, it is observed that majority of the Teacher-Trainees (97.93%) views that they are contented and satisfied with the existing course while 2.06% are not.

**Table 4.6.3.7****Likes and dislikes of the present course from Teacher-Trainees perspective**

<i>i. Advantages and likes on the existing course</i>	<i>No. of responses</i>	<i>(%)</i>
Practical's like Micro teaching, Block teaching, Macro teaching etc. helps us in gaining knowledge	180	74.39%
Life skill education is an interesting paper. It helps the trainees learn different activities which will be useful in future. It also involves both creativity and novelty	198	81.81%
Projects, practical's, field trip, co-curricular activities etc. are all quite useful	154	63.63%
Presentation of papers and seminars/ workshop conducted is an essential part of the training program	162	66.94%
Going for practice teaching is interesting. It boosts ones' confidence, motivates and helps in becoming an efficient teacher	205	84.71%
Apart from different activities provided in through life skill education, different issues related to health, HIV/ AIDS awareness programs are conducted which is very useful and helpful	108	44.62%
Paper presentation and practical activities in life skill education are useful and helpful activity	12	4.95%
Micro teaching period is most liked because Teaching skills are learnt and practiced.	88	36.36%
School internship	65	26.85%
This training program will be helpful as one prepares to become professional teacher. Most of the course are liked	205	84.71%
<b><i>Dislikes on the existing course</i></b>		
The content of the Theory paper is too vast	89	36.78%
Some topics are irrelevant. i.e. not according to the needs of the present society.	15	6.19%
Work load of the course is too heavy.	232	95.87%
Activities/ practical's are conducted every day which is so tiring	97	40.08%
The course demands heavy involvement of physical, financial, mental and emotional contribution.	8	3.30%
Course content is quite helpful and interesting but the facilities provided are not satisfactory. So, due to lack of facilities it affects the entire scenario	79	32.64%
Time duration of the course is too short. More theory and practical to cover but time is too limited	224	92.56%
One hour duration for a theory paper is too long	87	35.95%

The above **Table 4.6.3.7** shows the likes and dislikes of the present course from the perspective of Teacher-Trainees'.

#### 4.6.4 TO EXAMINE THE EFFECTIVENESS OF DIET'S IN RELATION TO CO-CURRICULAR ACTIVITIES

**Table 4.6.4.1**

**Participation of Teacher-Trainees in Co-curricular activities**

<i>Whether the Teacher-Trainees actively participate in all the co-curricular activities organized in the institute</i>						
<i>Category</i>	<i>Yes</i>	<i>(%)</i>	<i>No</i>	<i>(%)</i>	<i>Not sure</i>	<i>(%)</i>
Principal	10	100%				
Teacher-Trainees	213	88.01%	29	11.99%		

The above **Table 4.6.4.1** shows that 100% of the Principals view that Teacher-Trainees actively participate in all the different kinds of co-curricular activities organized in the institute. It is further observe that majority of the Teacher-Trainees (88.01%) actively participate in all the co-curricular activities.

**Table 4.6.4.2**

**Co-curricular Activities organized in the Institution**

<i>Sl. no</i>	<i>Different kinds of co-curricular activities conducted in the institute</i>	<i>Category of the respondents</i>		
		<i>Principal</i>	<i>Teacher-Educator</i>	<i>Teacher-Trainees</i>
1	Literary event	10 (100%)	127 (100%)	242 (100%)
2	Games and sports	10 (100%)	127 (100%)	242 (100%)
3	Mass social work	10 (100%)	127 (100%)	242 (100%)
4	Annual social program like- fresher's day celebration, farewell program, picnic, musical event, cultural program, pre-Christmas.	10 (100%)	127 (100%)	242 (100%)
5	Celebration of important events like teacher's day, world environment day, no tobacco day, consumer right day, children's day, world AIDs day.	10 (100%)	127 (100%)	242 (100%)
6	Blood donation & health awareness camp	3 (30%)	29 22.84%	64 26.44%

7	Excursion, Educational tour, exposure trip.	8 (80%)	18 14.18%	59 24.39%
8	Field trip, projects, community work.	10 (100%)	98 77.16%	212 87.60%
9	Seminars, talks, workshop, orientation program, soft skills.	10 (100%)	76 59.84%	240 99.17%
10	Extra class like yoga class, aerobic dance class, demonstration and story narration class.	2 (20%)	8 6.30%	38 15.70%

From the **Table 4.6.4.2** it is observe that 100% of the heads, Teacher-Educators and Teacher-Trainees opines that Literary event, Games and sports, Mass social work, Annual social program like- fresher's day celebration, farewell program, picnic, musical event, cultural program and pre-Christmas, Celebration of important events like teacher's day, world environment day, no tobacco day, consumer right day, children's day, and world AIDs day are organized in the institution. Other co-curricular activities conducted are Blood donation & health awareness camp; Excursion, Educational tour, exposure trip; Field trip, projects, community work and Seminars, talks, workshop, orientation program, and soft skills. Extra class like yoga class, aerobic dance class, demonstration and story narration are also conducted.

**Table 4.6.4.3**

**Importance of Trainees' Participation in Co-curricular Activities**

<b>i. How often Co- curricular activities are conducted</b>		
<i>Frequently</i>	<i>Sometimes</i>	<i>Never</i>
29 (22.84%)	98 (77.16%)	
<b>ii. Trainees participation in the co-curricular activities can be helpful in developing their professionalism</b>		
Strongly agree	Agree	Disagree
61 (48.04%)	66 (51.96%)	

<b>iii. Teacher-Educators opinion on the importance of trainees' participation in co-curricular activities</b>
Leadership quality, self-confidence, decision making, competitive spirit etc. are inculcated
It helps the learner to inculcate other aspects and skills
Engaging in co-curricular will in turn give ideas to the trainees about how to go about and organize the same as they become teachers.
Co-curricular activities teach the learners about self-discipline, time management, solution for behavioral problems etc.

The above **Table 4.6.4.3** reveals the opinion given by Teacher-Educators. 22.84% of the teachers responded that co-curricular activities were conducted frequently and 77.16% responded sometimes. Also (ii) shows that, 48.04% of the teachers strongly agree and 51.96% agree to the fact that active participation in co-curricular activities will help the trainees in developing their professionalism. Further (iii) indicates the opinion of teachers on importance of trainees' participation in co-curricular activities.

**Table 4.6.4.4**

**Morning assembly as a part of co-curricular activity**

<b>i. Whether morning assembly is conducted in the institute</b>			
<i>Responses of the Teacher-Trainees</i>			
<i>Yes</i>		<i>No</i>	
79		163	
32.64%		67.36%	
<b>ii. Assembly is usually conducted by</b>			
<i>Head</i>	<i>Teachers</i>	<i>Trainees</i>	<i>Others</i>
	26	69	147
	10.74%	28.51%	60.74%

The analysis of the **Table 4.6.4.4** (i) reveals that only (32.64%) of the trainees reveals that morning assemblies are conducted in the institute. (ii) With regard to initiatives taken for conducting morning assembly, Teacher-Educators (10.74%), Teacher-Trainees (28.51%) and others like hostel wardens and Club/ House members (60.74%).

#### 4.6.5 TO EXAMINE THE EFFECTIVENESS OF DIETs IN RELATION TO EVALUATION

**Table 4.6.5.1**

**Orientation program on supervision and Evaluation of the Teacher-Educators**

i. Whether Teacher-Educators are oriented for supervision and evaluation.	<i>Views of the Principal</i>					
	<b>Yes</b>	<b>(%)</b>	<b>No</b>	<b>(%)</b>	<b>Not sure</b>	<b>(%)</b>
	7	70%	2	20%	1	10%
ii. Whether more orientation program are required	6	60%	2	20%	2	20%

**Table 4.6.5.1(i)** reveals that most of the Principals (70%) views that they are properly oriented for supervision, 20% responded that teachers are not well oriented and 10% responded they are not sure about the orientation program.

With regard to organizing more orientation programmes for Teacher-Educators as indicated in Table 4.6.5.1(ii) majority of the heads (60%) opines that more orientation programs are required, 20% responded not required and 20% are not sure.

**Table 4.6.5.2**

**External Experts for Evaluation during Practice Teaching Program**

<i>i. External experts involved in final Practice Teaching</i>		
<i>Views of the Principal</i>	<i>No of the responses</i>	<i>Percentage (%)</i>
<i>Experts from SCERT</i>	7	70%
<i>Teacher-Educator from other DIET colleges</i>	8	80%
<i>Professors Nagaland university</i>	1	10%
<i>ii. Whether any other institution have been observed</i>		
<i>Views of the Principal</i>		
<i>Frequently</i>	<i>Sometimes</i>	<i>Never</i>
5 (50%)		5 (50%)

The above **Table 4.6.5.2** (i) shows the external experts involved during practice teaching programme. It is revealed from the Principals response that 80% are from other DIET colleges as external evaluators, 70% responded experts from SCERT and 10 % responded Professor/ experts from Nagaland University. The Table (ii) further indicated that, 50% of the Head of the institutions have frequently observed/evaluated trainees during their teaching practice/ school based activities and other 50% have never done any kind of observation or evaluation.

**Table 4.6.5.3**

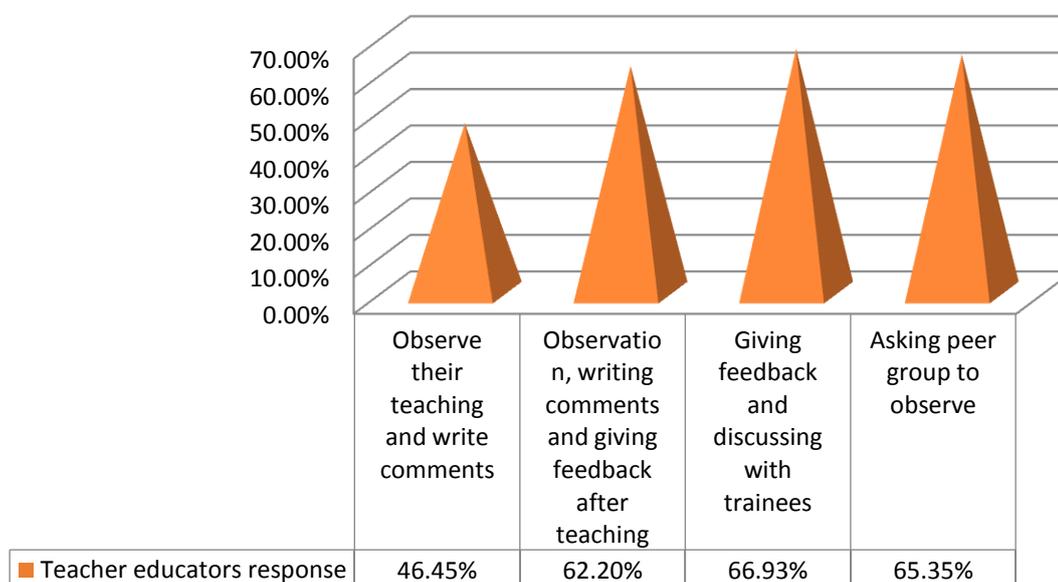
**Weightage and Types of Evaluation**

<b>i. Weightage given in different areas</b>		
AREA	WEIGHTAGE (%)	
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year
Theory	750	600
Practical	100	200
<b>ii. Types of Evaluation and their weightage</b>		
TYPES	MARKS	
External	70	
Internal	30	
<b>iii. Whether satisfied with the existing technique of evaluation</b>		
Yes	No	
10 (100%)		

It is observed from **Table 4.6.5.3** that the weight age allotted for evaluation were; in 1<sup>st</sup> year theory papers carried 750 and practical 100. In 2<sup>nd</sup> year, theory was for 600 marks and 200 for practical. Further we find in the Table (ii) that there were two types of evaluation i.e. internal and external. Marks allotted were 70 and 30 respectively. (iii) also shows that all the heads were satisfied with the existing technique of evaluation.

**Table 4.6.5.4****Techniques of Evaluation used by Teacher-Educators during Practice teaching program**

<i>Views of Teacher-Educators</i>	<i>No. of responses</i>
Observe their teaching and write comments	59 (46.45%)
Observation, writing comments and giving feedback after teaching	79 (62.20%)
Giving feedback and discussing with trainees	85 (66.93%)
Asking peer group to observe	83 (65.35%)

**Figure no 4.6.5.1****Techniques of Evaluation used by Teacher-Educators during Practice teaching program**

With regard to methods applied by teachers during teaching programs, the above **Table 4.6.5.4** shows that, 46.45% reveals that they observe their teaching and write comments, 62.20% responded observation, writing comments and giving feedback after teaching, 66.93% responded giving feedback and discussing with trainees and 65.35% responded asking peer group to observe.

**Table 4.6.5.5****Issues and problems related to evaluation of teaching practice program**

<i>i. Do the teachers face problems while evaluating the trainees during practice teaching</i>		<i>ii. If yes, it is due to</i>	
<i>Yes</i>	<i>No</i>		
		<i>Lack of proper training for evaluation</i>	22 (17.32%)
32 (25.20%)	95 (74.80%)	<i>Lack of adequate tools for evaluation</i>	15 (11.81%)
		<i>Lack of feed backs</i>	2 (1.58%)
		<i>If any; lack of training on using TLM</i>	2 (1.58%)

With regard to issues and problems related to evaluation of teaching practice program, **Table 4.6.5.5** (i) shows that, 25.20% of the teachers were facing problem while evaluating the trainees; while 74.80% of them did not. It is further observe from the Table (ii) that some of the major areas where the teachers faced problems in evaluating the trainees are; due to lack of proper training for evaluation (17.32%); due to lack of adequate tools for evaluation (11.81%); due to lack of feedback and training on using TLM (1.58%).

**Table 4.6.5.6****Evaluation Procedure**

<i>i. The existing pattern of evaluation procedure is adequate to know the progress of the trainees</i>					
<i>Yes</i>	<i>(%)</i>	<i>No</i>	<i>(%)</i>	<i>Not sure</i>	<i>(%)</i>
88	69.29%	4	3.15%	35	27.56%
<i>ii. Techniques of evaluation adopted by the institution</i>					
<i>Only Internal</i>		<i>Only External</i>		<i>Both Internal and External</i>	
				127 (100%)	
<i>iii. Weightage given to (marks)</i>					
<i>Internal</i>			<i>External</i>		
30			70		
<i>iv. Is the tools and techniques used for evaluation satisfactory</i>					
<i>Yes</i>	<i>(%)</i>	<i>No</i>	<i>(%)</i>	<i>Can't say</i>	<i>(%)</i>
121	95.28%	1	0.79%	5	3.94%

In relation to Evaluation procedure, **Table 4.6.5.6** Shows that (i) most of the Teacher-Educators (69.29%) feels that the existing pattern of evaluation procedure is adequate to know the progress of the trainees, 3.15% of the teachers responded it is inadequate and 27.56% were not sure.

With regard to techniques of evaluation (ii), all the teachers responded that both internal and external evaluation procedure is adopted in the institute. (iii) Internal and external weightage were revealed by Teacher-Educators as 30 and 70 marks respectively. Also, it further indicates in (iv) that majority of the Teacher-Educators (95.28%) were satisfied with the tools and techniques used for evaluation, 0.79% of teachers were not satisfied and 3.94% responded that can't say or comment on it.

**Table 4.6.5.7**

**Process of evaluation pattern practiced during teaching program**

<i>i. Is Peer group observation practiced during practice teaching</i>					
<i>Yes</i>	<i>Percentage (%)</i>		<i>No</i>	<i>Percentage (%)</i>	
211	87.19%		31	12.80%	
<i>ii. Whether satisfied with the process of evaluation pattern practiced during teaching program</i>					
<i>Yes</i>	<i>Percentage (%)</i>	<i>No</i>	<i>Percentage (%)</i>	<i>Can't say</i>	<i>Percentage (%)</i>
175	72.31%	3	1.23%	64	26.44%

**Table 4.6.5.7** shows the process of evaluation. (i) Reveals that 87.19% of the trainees opine that peer group observation is practiced during practice teaching. While, 12.80% responded that they have never done any peer group observation. Also, it further shows in (ii) that most of the trainees (72.31%) are satisfied with the present pattern of evaluation, while 1.23% was not satisfied and 26.44% of the trainees responded they can't say on the evaluation pattern.

## 4.7 PROBLEMS FACED BY TEACHER-EDUCATORS AND TRAINEES

### 4.7.1 Problems faced by Principals

Table 4.7.1

**Problems faced by Principals in different areas**

<b>Areas of the problem</b>	<b>Views of the respondents</b>	<b>No of responses</b>	<b>Percentage</b>
<b>Teaching Faculty</b>	Irregularity of teaching faculty	4	40%
	Lack of commitment	3	30%
	Substitution/ replacement of teaching faculty	2	20%
<b>Non - Teaching faculty</b>	Absence from the duty for many days	6	60%
	Lack of sincerity and discipline towards their duty	8	80%
	Appointment without required training course	4	40%
<b>Trainees</b>	Poor attendance of some trainees	6	60%
	Non maintenance of study habit	5	50%
	Poor performance in academic, teaching practice etc	6	60%
	Lack of commitment towards training programme	4	40%
<b>Syllabus</b>	Vastness of syllabus	5	50%
	Syllabus to be reviewed after certain period.	6	60%
<b>Infrastructure</b>	Immediate Need of proper toilet facility for trainees	7	70%
	Need of Proper fencing/ wall/ gate in the college campus	5	50%
	Non availability of basic requirements like furniture, proper black/ white boards etc	3	30%

	More class rooms are required	2	20%
<b>Finance</b>	No financial support from any other source	6	60%
	Problem in maintaining office due to lack of fund	4	40%
<b>Management and Administration</b>	Need to set up an Academic Advisory board	6	60%
	Lack of Inspection by Higher authority	4	40%
	Lack of student welfare fund	2	20%

The above **Table 4.7.1** (1) shows some of the problems faced by the head of the institution in different areas. Under problems related to teaching faculty 40% responded irregularity of teaching faculty, 30% responded that some teachers are not committed towards their profession and 20% substitution or replacement of teachers from time to time (2) Under problems related to non- teaching staff, 60% head responded absence from their duty for many days, 80% lack of sincerity and discipline towards their duty and 40% appointed without training programme (3) According to the respondents view on the problems related to trainees, 60% responded on poor attendance of some of the trainees and 50% stated non maintenance of study habit, poor performance in both academic as well as practical activities by some trainees and 40% lacks commitment towards training programme (4) 50% responded that syllabus has been revised recently so they are expecting the syllabus to be satisfactory and 60% responded that syllabus need to be reviewed after certain period (5) under the problems related to infrastructure 70% responded need of toilet facility for students, 50% responded requirement of proper fencing, wall, gate etc in the college campus, 30% stated non availability of basic requirements like furniture's, B/B etc and 20% says more classrooms are required. (6) 60% of the head responded that there is no financial support from other sources and 40% responded that there is problem in maintaining office due to lack of fund (7)

Under management and administration, 60% responded need of setting up Academic Advisory board to see the all round development and problems of the institute and 40% also stated that higher authority should conduct inspection from time to time and 20% responded that there is lack of student welfare fund.

#### 4.7.2 Problem faced by the Teacher-Educators

**Table 4.7.2**  
**Problem faced by the Teacher-Educators in different areas**

<b>Areas of the problem</b>	<b>Views of the Teacher-Educators</b>	<b>No. of response</b>	<b>Percent age</b>
<b>Teaching related</b>	Non availability of required, sufficient and up dated text books, reference materials etc in the library	81	63.78%
	There are very less opportunities and exposure for Teacher-Educators to update and equip with the latest developments in the subject matter.	79	62.20%
	Shortages of latest audio visual aids / TLM in most of the institutes	78	61.41%
	lack of orientation programs on evaluation	56	44%
	Shortages of funds to conduct field work, practicum, study tour etc	54	42.52%
	Teaching methods, techniques and skills need to be updated with the help of experts	48	37.80%
<b>Student related</b>	Lack of sincerity and commitment among the trainees	67	52.75%
	Less participation in co curricular activities	56	44.09%
	Poor academic performance	43	33.86%
	Lack of capacity building programs and exposures for the trainees	2	1.57%
<b>Syllabus</b>	Non availability of the required study materials and references in the library	79	62.20%

	Overlapping of topics	8	6.30%
	overloading of syllabus is retarding the joy of learning	4	3.15%
<b>Evaluation</b>	Lack of Orientation or training program on Evaluation	76	59.84%
	Need to give more importance on TLM.	53	41.73%
	Systematic evaluation procedure needs to be followed so that there is no biasness in all the papers	98	77.16%
	Shortages of time allotment for observation	48	37.80%
	Lack of acknowledgement towards evaluation duty of the Teacher-Educators in the form of remunerations and honorarium	62	48.81%
<b>Infrastructure</b>	Lack of infrastructure facility	102	80.31%
	Lack of transport facility	98	77.16%
	Priority to be given to the work program plan	2	1.57%
	Need for Hostel facility for both boys and girls, teachers quarter	86	67.72%

From the analysis of the **Table 4.7.2** (i) it is observe that 63.78% of the teachers reveals non availability of required study material; 62.20% viewed less opportunities for Teacher-Educators to equip with the latest developments; 61.41% viewed that there weren't latest audio visual aids/ TLM in most institutes; 44% opine lack of orientation programs on evaluation; 42.52% opine Shortages of funds; 37.80% viewed Teaching methods, techniques and skills need up gradation. (ii) Lack of sincerity and commitment among the trainees (52.75%); less participation in co curricular activities (44.09%); Poor academic performance (33.86%); and lack of capacity building programs and exposures for the trainees (1.57%). (iii) It is observe that; Non availability of the required study materials and references in the library (62.20%); Overlapping of topics and need to be more practical oriented towards the profession (6.30%); overloading of syllabus is retarding the joy of learning (3.15%). (iv) 59.84% viewed lack of Orientation or training program on Evaluation; 41.73% opines less importance on evaluation of TLMs used during practice teaching programs; 77.16% viewed

lack of Systematic evaluation; and 37.80% responded the shortages of time allotment for observation; and 48.81% viewed that there is lack of acknowledgement towards evaluation duty. (v) Lack of infrastructure facility 80.31%; Lack of transport facility 77.16%; Priority to be given to the work program plan 1.57%; Hostel facility for boys and girls, teacher's quarter etc 67.72%.

#### 4.7.3 Problem faced Teacher-Trainees

**Table 4.7.3**

**Problems faced by Teacher-Trainees in different areas**

<b>Areas of the problem</b>	<b>Views of the respondents</b>	<b>No of responses</b>	<b>Percentage</b>
<b>Administration and Management</b>	Weak Administration	159	65.70%
	Lack of financial assistance	198	81.81%
	No inspections were conducted	172	71.07%
	Failure of the management in providing the basic needs of the institute	56	23.14%
<b>Teacher related</b>	Teachers lacks in mastery of the subject content	172	71.07%
	Lack of understanding the needs of trainees	58	23.97%
	Contradictory feedback among Teacher-Educators	99	40.90%
	Teaching method were ineffective	104	42.98%
<b>Teaching related (Practice Teaching, block teaching, micro teaching)</b>	Practice teaching, micro-teaching and block teaching are very expensive	242	100%
	Practiced in simulated situation is difficult to manage in real classroom	242	100%

	situation.		
	Faced transportation problem in rural areas for practicing teaching	175	72.31%
	Days allotted for practicing teaching too lengthy	173	71.48%
	Inadequate facilities at the practicing schools	97	40.08%
	Negative feedbacks given by supervisors during teaching session discourage trainees in preparing next lesson	57	23.55%

From **Table 4.7.3** (1) it is observed that 65.70% opine the administrators are not strict in checking attendance where many are excused, 81.81% also said that there is lack of financial assistance, 71.07% of the trainees also opine that No Inspections are conducted by the higher authority/ management and further 23.14% views that management fails to provide basic requirement. (2) Lack of content mastery among some teachers 172 (71.07%), lack of understanding the needs of the trainees 58 (23.97%); confusion among the trainees on which and what to follow. – 99 (40.90%); ineffective method of teaching -104 (42.98%); (3) As reflected in the Table with regard to Problems faced by Teacher-Trainees related to teaching (Micro teaching, Block Teaching and practice teaching), 100% view that teaching programs are expensive, time consuming and tiring, 100 % responded that after practicing in simulated situation (micro and block teaching), it is difficult to manage in real class room situation, 72.31% of the trainees face transportation problem during teaching programs, 71.48% responded no. of days allotted for practice teaching is too long, it further indicates that there is lack of proper facility in the practicing schools (40.08%), Critical observation by supervisors (23.55%),

## CHAPTER 5

### DISCUSSION, MAJOR FINDINGS AND SUGGESTIONS

#### 5.1. INTRODUCTION

On the basis of the analysis and interpretation of the data, the following findings of the study were identified and stated according to the objectives of the study.

#### 5.2 MAJOR FINDINGS OF THE STUDY:

##### OBJECTIVE I

##### 5.2.1 Findings related to Profile of District Institutes of Education and Training (DIETs) in Nagaland

1. The status of Teacher-Education Institutions at Elementary Stage in Nagaland consists of ten (10) institute; DIET Chiechama, DIET Mokokchung, DIET Tuensang, DIET Dimapur, DIET Pfiitsero, DIET Mon, DIET Zunheboto, DIET Wokha, St. Paul Institute of Education, Phesama and Salt Christian College of Teacher Education, Dimapur.
2. It was found that 80% of the Elementary Teacher-Education Institutions were government aided institution and 20% were self-finance institutes. Also, 100% of the institutions have Pucca building.

##### OBJECTIVE II

##### 5.2.2 Findings related to Profile of Teacher-Educators and Trainees

3. *Gender, Age, Educational qualification, Teaching experience and Research experience of the Principal:* Majority (60%) of the DIET Principals were females. 50% of the DIET Principal's age lies between 50-55 years. All the Principal's were Post graduates with additional qualifications like B.Ed./ M.Ed./ Ph.D. Most of them (70%) had more than 20

years of teaching experience, while 60% of them with less than 5 years of administration experiences and 30% with Research experience.

4. *Gender, Age and service condition of the Teacher-Educators:* Most of the Teacher-Educators, 76.38% were females. 25.19% of the age of Teacher-Educators lies between 30-35 years, 20.47% between 35-40 years, 11.02% between 40-45 years, and 50-55 years and 11.81% between 45-50 years and 5.51% between 55-60 years. With regard to service condition, 80.31% were regular teachers, 16.53% on contractual appointments and 3.14% on deputation.

5. *Educational qualification, Teaching experience and Research experience of the Teacher-Educator:* All the Teacher-Educators were well qualified (Post graduates) with 90.55% of them having additional qualifications. Also, 34.64% of them had specializations in different areas

6. Only 6.29% had administration experience with less than five years. Majority (70%) of the Teacher-Educators had teaching experience between 20-30 years but very few (7.87%) had research experience.

7. *Gender, Age and service condition of the Teacher-Trainees:* Majority of the trainees were female trainees (79.33%). Most of the trainees' age group was between 25-30 years (50.82%). Most of them were graduates (52.06%) and 1.65% with specialization. 89.67% of the Teacher-Trainees were Pre-Service trainees and 9.09% were deputed by government for the training. Few of them (13.22%) have teaching experience less than 10 years.

### **OBJECTIVE III**

#### **5.2.3 Findings related to Functions and Management of DIET**

##### **A. Facilities available in the Institute**

8. Majority of the Principals of the DIET institutes were of the view that the institution does not have adequate and sufficient infrastructure facility. Present study also revealed that

there was provision of library facility, separate toilets for men and women, hostel facilities for both male and female Student-Teachers, seminar hall, proper electrification and drinking water facility. But other provisions like staff quarter, ladies common room, canteen, practical room, science laboratory, ICT Lab and playground were unavailable in most of the institute. Most of the institutes were found to be healthy and conducive for effective teaching and learning.

9. With regard to teachers access to different teaching facilities, the study revealed that majority of the Teacher-Educators have access to computer (79.53%), OHP (44.89%), (11.02%), film& cassettes, television (10.24%) and internet facility available in the institute (26.77%)

#### **B. Status Trainees enrolment, intake capacity and System of Admission**

10. The enrolment rate of the trainees under DIET in the last five years was highlighted. In 2012 Female had the highest enrolment rate (74.33%). The enrolment rate of male showed no improvement.

11. The intake capacity was 50. All the heads of the institution had the same view on the process of admission i.e. Merit in academic exams and good performance during their admission test. In-Service teachers were found to be directly deputed by the government. Further it was revealed that there was a need for increasing the intake capacity

#### **C. Status and agency of inspection of DIET institutes**

12. The major agencies for conducting inspection in DIET institutes were SCERT, NCTE, N.U and Directorate of Hr. Education. Majority of the Heads revealed that inspections were done yearly, while 30% revealed no inspections were conducted till date. 50% of the Principals were satisfied with the system of inspection, while 20% were not sure and 30% gave no response.

**D. Functions of teachers towards different activities organized in the institute**

13. With regard to the role of Teacher-Educator towards different activities, majority of them revealed they were often consulted before planning the programme. On the other hand, only some of the teachers were involved in the administration and functioning of the institute.

**E. Teacher's participation in decision making**

14. It was found from the present study that in most of the institute the frequency of conducting staff meeting was not much and teachers' participation in decision making was less except on some important issues.

**F. Professional commitment and co-ordination**

15. It was seen from the study that; all the teachers were professionally committed towards their profession. A good Co-ordination between Teacher-Educator, trainees and Principals was observed from the study.

**G. Academic Advisory Board**

16. It was found that only a handful of the institute has an advisory committee for guiding the teachers and administrators for college educational activities. Most of the Principals agreed that there was a need of setting up academic advisory board. Role of academic advisory board were to monitor the performance of the students, to look after the evaluation system, to set the overall growth and development of the students and to look after the academic achievement of the student time to time.

**H. Library and Hostel facility**

17. It was discouraging to note that most of the Teacher-Educators were dissatisfied with the quality of books, quantity of books, journals, library timing and physical facilities. Interestingly, 52.56% were found to be satisfied with the electrification facility of the library.

18. There were altogether 13 hostels, 6 hostels for men and 7 hostels for women. Majority of the institutions were providing hostel facilities but it was disappointing to note that only 23.97% of the trainees were satisfied with the hostel facility.

### **I. Status, strength and Position of Non-Teaching Staff**

19. Position of Non-Teaching Staff as revealed in the study are; 8(H.A), 8 (Steno), 22 (UDA), 19 (LDA), 2 (Typist), 3 (Accountant), 8 (Lab Asst),1 (Carpentry Instructor), 8 (Sweeper), 4 (Day Chowkidar), 2 (Night Chowkidar), 12 (Peon), 5 (Mali), 2(Duftery), 14 (cook) and 3 (Technicians) . As far as performance of Non-Teaching Staff was concerned, majority of the heads were satisfied. Very few of the Non-Teaching Staff were provided with residential facility. There was also a need of increasing the number of Non-Teaching Staff.

### **J. Financial allocations**

20. The annual budget allocated to government DIETs were found to be 1-2 crores (approx.) under plan. Non-plan financial status was not revealed. Two private Institutes of elementary teacher training did not reveal anything on the budget allocation. As per the opinion given by the heads, the budget allocated for the management was insufficient. Only 10% of the institution was receiving grants from UGC.

21. With regard to students' welfare fund, it was found that just a handful of trainees (4.54%) were of the view that there was separate student welfare fund. The study further revealed that for organizing different activities in the institute mostly the contributions were done among the trainees. Donations received from teaching faculty and sometimes few amounts sanctioned by the management were also utilized.

**OBJECTIVE IV****5.2.4 Findings related to the activities and Practical method of teaching prescribed in DIET's****A. Different activities conducted in the institution**

22. It was observed that trainees participated in different Programs conducted at the Institution like; seminars (49.60%), workshop (58.26%), work experience (48.03%), life skills (55.11%), community work (37.79%), field trips (30.70%) and other activities like short term training, projects , research work, survey, test, content enrichment program etc. most of the teachers responded that all the activities were conducted frequently.

**B. Research Projects and Publications**

23. It was found that (60%) of the institution have never done any Research projects where as (40%) has contributed towards research work. The study further indicated that about 70% of the institutions have never received any financial assistance from the government towards research work and 30% were not sure of any financial assistance. Research projects conducted by Teacher-Educators from different DIET centers were highlighted.

24. 40% of the DIET colleges have been doing publication. Publications were done annually and further highlighted. Amongst the hundreds of teaching faculty, only a handful of Teacher-Educators (6.29%) contribute towards publication, research and extension service.

**C. Activities and practical method undertaken in the Institute**

25. In all the institutes, Micro teaching, block teaching and school based teaching was practiced. While on the other hand, some institute (60%) were practicing team teaching.

26. With regard to effective implementation of Life Skill Education, Cent percent of the Principals were of the view that Life skill education has been effectively introduced. Majority of the trainees were of the view that LSE was effectively practiced. As far as LSE was concerned, most of the Teacher-Educators were satisfied with the implementation of life

skill education. It was observed from teachers' opinion that different methods applied while teaching life skill education were; Project method (36.23%), demonstration method (32.29%), observation method (24.40%), experimental method (19.69%), problem solving method (28.35%) and integrated approach (14.96%).

27. Cent percent of the Principals were of the opinion that effectiveness of teaching-learning depends upon appropriate use of teaching learning material (TLM). 51.18% of the teachers have developed various TLMs.

#### **D. Practice teaching program**

28. With regard to Organizational pattern of Practice Teaching, the study indicated that 80% of the institutions have organized Practice teaching both in Rural and Urban schools. While, 20% of the institution have organized only in urban schools. 90% of the institution practices school based teaching in government schools. 60% adopts in between 1-5 government schools as practicing school and 30% adopts in between 6-10 government schools. 10% of the institutions do not utilize government schools as a practicing school. With regard to private schools, 70% adopts private schools as a practicing school .50% adopts in between 1-5 private schools and 30% adopts in between 6-10 private schools as practicing schools.

29. Cent percent of the Head of DIET institutes were of the view that Practicing schools were supportive and co-operates in all the school based activities.

30. Most of the DIET institutes adopted practice teaching for 21-30 days. While, some institutes adopted for 1-10 days. It was observed that, all the Teacher-Educators were satisfied with the existing pattern of practice teaching. Majority of the trainees were satisfied with the existing pattern of evaluation done by teachers.

**E. Dissertation writing**

31. Dissertation writing was not compulsory for all the trainees. It was further observed that few In-Service teachers (10.75%) were involved in action research. Different topics and their areas were highlighted along with the findings.

**OBJECTIVE V****5.2.5. Findings related to teaching skills and their integration with respect to the development of teaching Competencies****A. Assessment and Rewards for Teachers performance**

32. It was revealed from the study that performances of the teachers were assessed and the assessment and evaluation were mostly done by the Principal (65.35%), Colleagues (25.20%), Student-Teachers (18.90) and External experts (7.88%).

33. Only 10.23% of teachers were of the view that sincere and hard working teachers were awarded. It was observed that teacher appraisal was done in the form of certificates and verbal appreciation.

**B. Appropriate use of technological devices and teaching aids towards teaching competency**

34. It was observed that power point presentation (PPT) was utilized by few teachers (29.14%) other teaching aids available in different institutes were found to be; charts (74.01%), maps/globes (67.71%), audio visual aids (48.03%) and models (65.35%).

35. The study revealed that, 3.15% of the teachers frequently utilized technological device while teaching and 37% sometimes and 59.85% gave their view that technological device were never utilized by them.

36. It was found out that, 45.66% of the teachers face difficulties while introducing innovative practice difficulties faced were; lack of physical facilities in the institution

(34.65%), lack of proper training of Teacher-Educators (15.75%) and poor background of Teacher-Educators (9.45%)

### **C. Teaching skills, Integration of teaching skills and lesson planning**

37. Six teaching skills were practiced during micro teaching program. Skill of Introducing a lesson, Skill of using Black board, Skill of Reinforcement, Skill of Illustrating with examples, Skill of Probing Questioning, and Skill of Stimulus Variation followed by Integration of skills.

38. 100% of the trainees were convinced with the orientation on teaching skills

39. Cent percent of the trainees revealed that lesson plans were approved before class teaching; 26.03% of the trainee opined that they were facing difficulties in lesson planning; while majority of them did not face any difficulty.

## **OBJECTIVE VI**

### **5.2.6. Findings related to the effectiveness of DIET's in relation to;**

#### **A. Academic achievement of the trainees**

40. Training achievement in the last few years were obtained from the heads. In the year 2009, 203 underwent training at the elementary teacher training institutes and 115 under SCERT were trained; in 2010, 261 and 67 Teacher-Trainees were trained, In 2011-12, 639 Teacher-Trainees and 114 In-Service teachers were trained; in 2013-14, 192 Teacher-Trainees and 96 In-Service teachers were trained respectively.

41. 60% of the heads were satisfied with their academic performance of the trainees. With regard to low academic performance of trainees, the Principals revealed that it was due to poor library facility (40%), lack of proper infrastructure (30%) and lack of teacher's efficiency (10%) were some major drawbacks.

42. According to Teacher-Educators, majority of them felt that the academic achievement of the trainees was average. 45.66% of the trainees felt that their academic achievement was

good as well as average. Some of the reasons behind their poor academic performance were shared by the trainees. Lack of interest, Lack of physical facilities in the institute, Poor library facilities, Insincere Teacher-Educator, Due to heavy practical and activities they were unable to put effort in theory papers, lack of participation in curricular & co-curricular activities, less motivated since some subjects were boring and lack of hard work and sincerity.

43. It was seen from the present study that it was compulsory for the students to write assignments, unit test and present seminar papers. Seminars were conducted in order to develop skills, confidence and competency. All the trainees were found to be actively participating but only few (17.77%) gave PPT while the rest gave in the form of paper presentation.

44. Academic performance of boys and girls at the teacher training institute were rated by teachers. It was found that boys 6.30% and Girls 11.82% were revealed to be (75% and above), Boys 3.94% and girls 23.63% were found to be (between 65-75%), boys 6.30% and girls 24.40% were found to be (between 60-65%), boys 37.80% and Girls 37% were found to be (50-60%) and Boys 45.66% and Girls 3.15% were found to be below 50%. Most of the Teacher-Educators gave their suggestions towards trainee's improvement.

45. Cent percent of the heads felt that the academic performances of the trainees can be improved with teachers' efficiency and students' commitment towards the training programme.

### **B. Pedagogy**

46. 100% of the head of the institutes expressed their views that mixture of oral, written and material based activity was effectively practiced in the institution. Lecture method (35.44%), Lecture cum Discussion (74.20), Lecture cum Demonstration (41.74%), Dictation of notes (37%), Observation method (7.87%), Project method (51.18%), Activity based method

(19.69%), Inductive- Deductive method (63%) and use of Worksheets and Handouts for task based activity (3.93%) were the teaching methods used by teachers.

47. All the trainees were satisfied with the teaching methods used by the teachers. Some of the most effective teaching methods as observed by trainees were Lecture cum Discussion (71.07%), Activity based method (49.58%), Dictation of notes (44.62%), Inductive- Deductive method (33.05%); Lecture and Project method (29.75%) and Demonstration (22.31%).

48. For the effectiveness of teaching learning outcome, the trainees usually practiced some methods during practice teaching, lecture method (8.26 %), Lecture cum Discussion (43.39%), Demonstration method (28.51%), and Storytelling method (4.95%) Inductive method (7.43%), Project method (2.06%), Play Way method (2.48%) and Role Play (2.06%).

49. It was discouraging to note that 69.83% of the trainees did not adopt play way method during practice teaching program though the effectiveness of play way at elementary level was encouraged.

50. The present study further revealed that majority of the teachers (72.31%) were not utilizing any kind of technological devices during teaching. 27.69% were of the view that some devices were used and list of devices used were PPT (23.97%), OHP (7.02%), Computers (4.95%) and hydro projects (2.48%).

### **C. Curriculum**

51. Most of the Teacher-Educators felt that the existing curriculum was not vast and it was relevant to the local needs. 35.43% felt that all the areas were covered; 48.82% felt the curriculum was appropriate for pupils; 52.75% agreed it benefits the needs of Teacher-Education programme, 33.86% agree it was more practical oriented curriculum. Majority of the teacher also felt that modification of curriculum was required.

52. Majority of the trainees revealed that though the curriculum was vast it was also appropriate for the present training program and also meeting the needs of the trainees. The trainees further shared their views on the existing curriculum as the curriculum was quite appropriate for the present training program (18.60%); Curriculum was not based on the needs of the trainees who are future teachers (9.92%); It helps the trainees in acquiring necessary teaching skills for teaching competency (3.72%) and the activities conducted were found to be quite useful and helpful (0.83%). Majority of the Teacher-Trainees further agreed that they were satisfied with the content of the syllabus (52.60%). 60% of the Principals also felt the need of revising the existing curriculum.

53. With regard to syllabus, it was revealed that 42.51% of the Teacher-Educators felt it was updated; 23.63% felt it has to be revised while 33.86% have not revealed anything regarding syllabus.

54. It was seen from the study that only 7.02% of the Teacher-Educators were involved in re-framing of syllabus; the study further revealed the name of the papers and year in which some teachers were involved in reframing of syllabus.

55. Most of the trainees (97.93%) were satisfied and contented with the existing course. Suggestions were shared by trainees for further improvement.

56. Regarding likes and dislikes about the course it was found that majority of the trainees liked practice teaching program (84.71%), micro and block teaching (74.39%), Life skill education (81.81%) and co-curricular activities (63.63%).

57. 95.87% disliked the course because the trainees felt the work load was too heavy, 92.56% felt the duration was too short, 36.78% felt the theory paper was too vast, 35.95% felt one hour duration was too long for a period and 32.64% gave their opinion that the course was interesting but facilities were unsatisfactory.

**D. Co- Curricular Activities**

58. Cent percent of the heads and 88.01% of the trainees revealed that the trainees actively participate in all the co-curricular activities organized by the institute.

59. Different kinds of co-curricular activities organized in the institutes were highlighted. They are Literary event, Games and sports, Mass Social Work, Annual Social programme like Fresher's Day, Parting Social, Picnic, Musical Event, Cultural Day, Pre-Christmas also celebration of important events like Teacher's day, World Environment Day, Science Day, No Tobacco day, Consumer Right Day, Children's Day, World Aids Day; Blood Donation & Health Awareness Camp; Excursion , Educational Tour, Exposure Trip ; Field Trip, Projects, Community Work; Seminars, Talks, Workshop, Orientation Program, Soft Skills; Extra class like Yoga class, Aerobic dance class, Demonstration and Story Narration class.

60. 22.84% of the teachers gave their view that co-curricular activities were conducted frequently; where as 77.16% opined sometimes.

61. The study showed that 48.04% of the teachers strongly agreed and 51.96% agreed that trainee's participation in co-curricular activities would be helpful in developing professionalism. Importance of trainees' participation in co-curricular activities was revealed by teachers with further suggestions and opinions.

62. Only 32.64% of the trainees revealed that morning assemblies were conducted in the institute. With regard to initiatives taken for conducting assembly it was seen from the study that, teachers 10.74%, trainees 28.92% and others 60.74% (hostel wardens and Club/ House wise).

**E. Evaluation Process**

63. Though majority of the heads revealed that Teacher-Educators were given orientation for supervision and evaluation, 60% of them felt that more orientation programs were required for Teacher-Educators.

64. Regarding external experts involved during practice teaching program it was observed from the heads opinion that external evaluators were Teacher-Educators from other DIET colleges (80%), SCERT (70%) and Professors or experts from Nagaland University (10%).
65. The study further revealed that 50% of the Heads of the institutions have frequently observed or evaluated trainees from other institutes during the practice teaching programme or school based activities.
66. It was observed from the study that in the first year the marks allotted for theory was 750 and practical was 100. In 2<sup>nd</sup> year, theory was allotted 600 and practical 200. Both external and internal evaluations were practiced in all the institutes.
67. Cent percent of the heads and 72.31% of the trainees were satisfied with the existing technique of evaluation.
68. It was seen from the study that 14.17% of the Teacher-Educators were of the view that trainings on supervision and evaluation were conducted frequently, 41.74% opined sometimes and 4.09% revealed never.
69. Techniques of evaluation applied by teachers during teaching program were found to be 46.45% (observe their teaching and writing comments), 62.20% (observation, writing comments and giving feedback after teaching), 66.93% (giving feedback and discussing with trainees) and 65.35% (asking peer group to observe).
70. Most of the heads, Teacher-Educator and trainees felt that the existing pattern of evaluation procedure was adequate to know the progress of the trainees. Cent percent viewed that both internal and external evaluation procedure was adopted in the institute. It was further indicated that internal and external weight age allotted were 30 and 70 marks respectively. 75.61% of the trainees felt that the weightage for internal and external evaluation was found to be appropriate.

71. 25.20% of the Teacher-Educators faced problems related to evaluation of teaching practice program. With regard to reason behind the problem it was revealed that 17.32% (due to lack of proper training for evaluation), 11.81% (due to lack of adequate tools for evaluation), 1.58% (due to lack of feedback) and 1.58% (due to lack of training on using TLM). Majority of the Teacher-Educators (95.28%) were found to be satisfied with the tools and techniques used for evaluation. But further suggestions for improvement were shared by Teacher-Educators.

72. It was observed from the study that 87.19% of the trainees opined that peer group observation was adopted during practice teaching.

## **OBJECTIVE VII**

### **5.2.7. Findings related to Problems faced by Teacher-Educators and Student-Teachers**

#### **A. Major Problem faced by the Principal in different areas**

##### **73. Teaching faculty**

- 40% of teaching faculties were found to be irregular.
- It was also found that about 30% of Teacher-Educator lacks commitment and sincerity towards teaching profession.
- Due to constant change or transfer of Teacher-Educators especially in Government aided institutions, the Principals revealed that it create problems towards smooth functioning of the DIET.
- 20% of the teaching faculties were found keeping substitution or replacement.

##### **74. Non-Teaching Staff**

- Absence from the duty for many days (60%).
- Lack of sincerity and discipline towards their duty (80%).
- Some were appointed without required qualifications/ training course; thus, their performance are found to be poor (40%).

**75. Teacher-Trainees**

- Poor attendance of the Teacher-Trainees during their training program (60%).
- Poor performance in their academics, practice teaching programs etc (60%).
- Non maintenance of study habit, insincerity, poor discipline etc. (50%).
- Lack of commitment towards the training program (40%).

**76. Syllabus**

- Majority (60%) were of the view that syllabus has to be reviewed/ revised after certain period and also 50% opines that syllabus was too vast with limited number of days for theory papers.

**77. Infrastructure**

- Majority of Principals (70%) viewed that immediate need for proper toilet for trainees was required and 50% opined that there were no proper fencing/ wall/ gate in the college campus and also 30% revealed that basic requirements like furniture, proper black/ white boards etc. were not available. 20% of them view that there is shortage of class rooms for practical's.

**78. Finance**

- It was found out that 60% of them complained about lack of financial support/ grant in aids from other sources, and 40% opined that they face problem in maintaining office due to lack/ shortages of fund

**79. Management and Administration**

- The Researcher found out that, most of the Principals (60%) revealed there were no academic advisory board, 40% viewed there was lack of inspection from higher authority and 20% revealed student welfare fund were not provided.

**B. Major Problem faced by the Teacher-Educators in different areas****80. Teaching related**

- Most of them opined (63.78%) about non availability of required, sufficient and up dated text books, reference materials etc in the library.
- 62.20% of the Teacher-Educators lack opportunity to update and equip with the latest developments in the subject matter.
- 61.41% revealed there weren't latest audio visual aids / TLM in most of the institutes.
- 44% viewed that there was not enough orientation programs on evaluation
- 42.52% complained that there were not sufficient funds to conduct field work, practicum, study tour.
- 37.80% opined that teaching methods, techniques and skills need to be updated with the help of experts

**81. Student related**

- It was found that 52.75% of the trainees lack of sincerity and commitment, 44.09% were less active in co-curricular activities. 33.86% were found to be Poor academic performance and 1.57% viewed that there was less participation in co curricular lack of capacity building programs and exposures for the trainees.

**82. Syllabus related**

- Majority (62.20%) viewed that, there was no required study materials and references in the library. 6.30% opined there was overlapping of topics and also revealed that syllabus need to be more practical oriented towards the profession. 3.15% viewed that Overloading of syllabus curb the joy of learning.

**83. Evaluation related****The present study revealed that:-**

- About 59.84% said that there was lack of Orientation or training program on Evaluation.
- 41.73% opined the need to give more importance on TLM.
- Majority (77.16%) viewed that systematic evaluation procedure needs to be followed so that there is no biasness in all the papers.
- 37.80% opined the shortage of time allotment for observation to assess in a fair ways or means.
- 48.81% put forward that there was lack of acknowledgement towards evaluation duty of the Teacher-Educators in the form of remunerations and honorarium.

**84. Infrastructure related**

- Majority (80.31%) viewed lack of infrastructure facility- Library, Science Lab, ICT lab.
- About 77.16% gave their view about lack of transport facility.
- 1.57% prefers to give priority to the work program plan.
- 67.72% opined the need for Hostel facility for both boys and girls and staff quarter for teachers.

**C. Major Problem faced by the Teacher-Trainees****85. Administration and management**

- 65.70% opined about weak administration (i.e. Attendance were not checked).
- Majority (81.81%) viewed the lack of financial assistance.
- About 71.07% said no inspections were conducted.
- 23.14% viewed on the failure of the Management in providing the basic need of the institute.

**86. Teacher related**

- Most of the trainees (71.07%) viewed that some teacher lacks in mastery of the subject content.
- There was also lack of understand the needs of the trainees as viewed by some trainees (i.e. 23.97%).
- 40.90% felt that there were Contradictory feedback among Teacher-Educators which creates confusion among the trainees
- 42.98% viewed that the teaching method were ineffective.

**87. Teaching related (Micro teaching, Block Teaching and practice teaching)**

- Cent Percent viewed that Teaching program like, micro, macro and block teaching were very expensive, time consuming and tiring.
- Cent percent opined that after practicing in simulated situation (micro and block teaching), it becomes difficult to manage in real class room situation. There was a problem for time management, class management, content mastery, and preparation of teaching aids.
- Most of the trainees (72.31%) face transportation problem in rural areas during practice teaching.
- 71.48% viewed that no. of days allotted for practice teaching was lengthy. Trainees felt overburdened.
- 40.08% opined that there weren't adequate facilities in the practicing schools.
- About 23.55% said that Critical observation by the supervisors and giving negative feedbacks during teaching sessions discourages trainees in preparing for the next lesson.

### **5.3. INTERVIEW REPORTS FROM THE OFFICIALS OF VARIOUS DEPARTMENTS UNDER SCERT**

#### **1. FUNCTIONS AND MANAGEMENT**

DIET program comes under the National Policy of Education where the management and functions is under the central government. It comes under the Ministry of Human Resource Development and the funding system is 90:10, where the central government funded the 90% share and the state sponsors only 10%. This DIET institutes looks after the In-Service Teacher-Education and also the Pre-Service teachers. It is tie up with the SSA and RMSA scheme too. There are 7 DIET Cell at present and all the teachers here work together as a team due to inadequate numbers of Teacher-Educators. District Resource Unit (DRU) and Curriculum material development and evaluation (CMDE) looks into the community program and curriculum development of material and even the textbook, and here even the DIET also involves in the curriculum development. The DIET cell is trying their best to clear the backlog of the teachers training. The funds of the DIET are laid by the state government in the Annual Plan sent to the centre for approval. The fund includes the salary of the lecturers, training program and maintenance.

SCERT is the monitoring and governing body for all the DIETs. Altogether there are 10 DIETs out of which eight are under the government and two are self-financed institutes. There is a close co-ordination between the SCERT and DIETs. The SCERT look into the overall functions and management of the DIETs. There is an inspection after every two years to see the overall growth and development. The financial assistance for infrastructure and other facilities are taken care by the SCERT when it comes to government institutes. Mokokchung and Tuensang DIETS were upgraded recently form the poor situation. The private institutes also come under the preview of the SCERT and bound by the guidelines of the SCERT.

## **2. RELATION BETWEEN THE SCERT AND DIET:**

Both the SCERT and DIET comes under the department of Education. DIET manpower is directly dependent on the SCERT. DIET comes under the preview of the centre and SCERT comes under the State where the aims and objectives are the same. The slight difference was that the SCERT give more emphasis on research and journals where the DIET was more of the training oriented. The DIET cell was more of like a sub- ordinate of SCERT and both comes under the Directorate of Education. Both SCERT and DIET works hand in hand in enriching and empowering the teachers in their own ways.

## **3. ELEMENTARY TEACHER EDUCATION**

From the viewpoint of the administration and controller of the DIETs, the present system of elementary education program in Nagaland was satisfactory and it caters to the need of the Student-Teachers in the state. Response from DIETs Mokokchung and Zunheboto were worth acknowledging and above par. The eight government institution were functioning and managing quite well under the guidance of the SCERT.

## **4. DIET ADMINISTRATION**

The SCERT plays a major role in the overall administration of all the DIETs. SCERT acts as the sole authority and controls over all the DIET colleges spread across the state. The Administration of the DIETs has their own constituent body to look into the matter of the internal and function under an organised structure.

## **5. PROGRAM AND FACILITIES:**

The DIET Cell has been conducting the Training Package program for teachers, community and parents. VEC (Village Education Committee) program was another program taken up in order to enrich the village education committee to with the different roles and function of educational development. Usually it consists of more than ten villages and the program goes on for 3-4 days. Kezoma village primary school was one instance where the VEC program

was implemented successfully with positive results. They also conduct In-Service teachers training programme ranging from one day program to 30-days program. They conduct program like content enrichment program named as joyful learning of mathematics, science, etc initiated by the DIET.

DIET cell has their own library look after by a library assistant and provides material for the Student-Teachers. As far as now, there aren't ICT and Science Lab facilities.

## **6. TEACHING LEARNING MATERIALS (TLM)**

The teaching learning materials were provided by the DIET and sought for the help of SCERT in time of difficulties. It also sought for the source of National Institute of Open Schooling (NIOS) and distance education mode materials to provide easy access for the teachers

## **7. POLICIES**

So far, all the institutions were strictly adherence to the policies and procedures of the NCTE and NCERT laid in the NPEs. The elementary education fraternity awaits a new policy under the New NPE for enhancing quality Teacher-Education programme that will suit the new teaching-learning approach of the state.

## **8. ISSUES AND CHALLENGES**

There were no any critical issues and challenges pertaining to Elementary Teacher-Education faced by the department. Most of the issues were internal and doesn't give a troublesome situation in the smooth functioning and managing of the DIETs.

## **9. STAKEHOLDERS**

The NCTE and other allied departments related to the education were responsible for the overall growth and development of the DIETs. The NCTE, Directorate of Education, Human Resources Development, Community Development Organization and DEOs, the society and the Student-Teacher community.

## **10. ADULT EDUCATION**

Nagaland state has achieved a commendable 87.5% in terms of legal literacy under “Saakshar Bharat” (Adult Education) since the launching of the programme during the 11<sup>th</sup> Five Year Plan. Of the targeted 1,14,307 adults to be covered under the legal literacy programme, more than 1,00,000 adults in Nagaland have received basic legal literacy course. The legal literacy for Nagaland was under the MoU between National Literacy Mission Authority, Ministry of Human Resource Development and Department of Justice, Ministry of Law & Justice, GOI. The major objective was to educate the people, especially rural villagers, on their legal rights and also to inform them about various government welfare schemes. Refresher training was conducted for the adults. The Government of India (GOI) has also extended the programme for another five years so that each state achieve 100% target. Nagaland state also targets to achieve cent percent soon.

## **5.4 DISCUSSION**

The present study, “A study of the effectiveness of DIETs in Nagaland”, was done with an aim to investigate the profile of DIETs, Teacher-Educators and the Teacher-Trainees to determine the effectiveness of the DIETs in Nagaland. The investigator studied the functioning and management of the DIETs and examines the various activities, methods, teaching skills and their strategies. The investigator poses on the need to examine the academic achievements of the students, pedagogy, curriculum, co-curricular activities and evaluation system to determine the effectiveness of the DIETs in Nagaland. The study aims towards finding out the problem faced by the Teacher-Educators and the effectiveness of school organizational climate and teaching competency of teacher.

The study will bring a new development in the field of Teacher-Education as seen in the other studies taken up in different states. The study undertaken by NCTE (2001) on Teacher-

Education in Andhra Pradesh highlighted the present status, its historical growth, the organizational set up, roles and functions of the institutions. It also studied the strength and weaknesses, problems and issues pertaining to academic, financial and professional aspects. The present findings of the study correlates since it was revealed in the present study that inadequate physical facilities, insufficient teachers, insufficient budget allocation, lack of academic advisory board, low status of mode of inspection, less participation of teachers in decision making and need for financial support for trainees were some of the poor status of DIETs.

The present study also highlights the enrolment rate which indicates that there was a decline of male enrolment in the elementary Teacher-Education programme since 2011. In 2012 female had the highest enrolment rate of 74.33% which was a remarkable outcome. The academic performance of both male and female were found to be below average. Both male and female trainees had favorable attitude towards teaching profession. These findings corresponds **Ganapathy (1992)** study of self-concept of Student-Teachers and their attitude towards teaching profession. With regard to library facilities it was found that the Teacher-Educators and Teacher-Trainees were least satisfied. This finding has some similarities with the findings of **(Arora, K., Das Gupta, H., Chopra, R. and Puri, P. 1974)**

**Desai, L.D.** on “A Study of Effectiveness of Teaching Learning Material in Primary Schools of Patan Taluka” found that the opinion of the coordinators and Principals in respect to effectiveness of T.LM was found to be significant with the present study on the importance TLM for effective teaching learning outcome.

It was observed from the study that the entire elementary teacher training programme highlighted certain teaching skills which were provided training to the prospective teachers for effective transaction and which will enable them to be efficient and will ensure success to the teacher training programme **(Mishra and Mukherjee, 2010)**. Micro Teaching, block

teaching, Life Skill Education, Preparation of TLM and low cost and no cost teaching aids were effectively implemented. Practice teaching was adopted in both rural and urban areas. The practicing schools were supportive. **Bhatanagar (1988)** conducted a study on student teaching programme in Orissa revealed defective organization of the programme, poor supervision system, lack of operation between school and college teachers and use of few selected methods of teaching as the major constraint. The findings were related with the present study where need of developing tools for assessment of activities under student-teaching and other practical work was in need for implementation.

Another objective of the present study was to study the effectiveness of curriculum. Curriculum was found to be too vast. It lacked uniformity and clear cut definition and the curriculum remained unrevised for years. The findings were found to be similar with the findings of **Walia, 1992 and Kumar, 1996** on curriculum development.

Mixture of written, oral and activity based was effectively implemented in the entire institute. Lecture cum discussion as a mode of transaction of programme were found to be more helpful. Other methods like lecture, assignment, discussion and seminar were used. Innovative practices were case study and project methods. The mentioned findings co-relates with **Behari, 1998; Patted, 1992** on quantitative and qualitative aspects of various Teacher-Education Institutions. Most of the trainees revealed that they do not use play way method and there was no utilization of modern technology. The similar findings were reflected in a study conducted by National Council for Educational Research and Training (**NCERT**) - Regional College of Education, Bhopal. Most of the teachers as well as the trainees felt that training programs with activity-based and audio-visual aids would enhance maximum level of learning.

The study undertaken by **Das, R.C.** on the effectiveness of curriculum of DIET in Assam found that, only the experienced and trained teachers were able to develop proper attitude

among the student was correlating with the present finding about the experience of teacher's training relating to the development of proper attitude among the trainees in Nagaland.

**Sharma V.S.**, "Effectiveness of Pre-Service teacher training programme at Elementary level in Rajasthan" with the objectives to study the classroom behavior patterns of trained and untrained teachers working in the field of elementary education brings to the conclusion that in almost all the aspects of preparedness of teachers, the trained teachers had a definite superiority over the untrained teachers. The trained teachers differed significantly from untrained teachers in respect of co-operative aptitude and morale character as found in the present study on effectiveness of DIETs in Nagaland

**Sharma,M.**, on "Progress and Problems of Teacher-Education in India", 1982 examine the growth pattern of Teacher-Education in India, and identify the problems of Teacher-Education in the country found out that methods of teaching and evaluation being used in the training institute were traditional. There was evidence of lack in research data in the field of Teacher-Education as pointed out from the study co-relates with the investigator's findings about the few Teacher-Educators were involved in research work.

**Vaja.M.G.** on A study of effectiveness of the Present Training on Qualitative improvement of Primary Education as a part of new approach with the objectives to study the effectiveness of training as well as aspects and contribution of training to increase professional equipments of teachers found that 92% of the teachers believe that classroom teaching has become affective after training and equipping with professional ethics. 85% of the teachers believe that training was required for effective teaching; similarly the present study also co-relates that teachers training were beneficial in their future profession.

"A study of primary teacher's opinion about the training programmes conducted by DIET" by **Vohra S.N.** found that training programs with activity-based and audio-visual aids would enhance maximum level of learning among the teachers wherein which the present research

also pointed out that the play way method and activity-method was useful in Elementary Education.

In the study conducted by **Bordoloi, Ajanta Dutta**, A critical evaluation of Teacher-Education in Assam at the primary level during the Post-Independence period with special reference to the curriculum and In-Service training found out that the Teacher-Education institutes has inadequate physical and educational facilities and it justifies the similarities of the present study.

Child-centered teaching, motivation and inquiry skills, efforts regarding improvement of subjects, use of mass media, and co-operation in school, organizational and co-curricular activities, efforts for education of deprived-group children, efforts regarding national integration, international understanding and value-oriented education, efforts for talented and slow learners and community participation were the major findings of **Vyas,J.C.** on Effectiveness of performance of teachers trained under the programme of Mass Orientation of school Teachers. **Ekbote, E.R.** on Development of a strategy for integration of skills in Teacher Training, found out that the integration strategy variables viz, qualification, teaching experience, availability of study time, academic achievement, and skill comprehension, attitude towards teaching and attitude towards micro teaching influenced the improvement in classroom teaching performance through the strategy. The present study and findings co-relates to the studies of **Ekbote** and **Vyas** in respect to strategies and effectiveness of teacher education.

In the study of **Sinha, U.**, study on the impact of Teacher-Education programme with respect to attitudes of teachers towards teacher-pupil relationship found that the two categories of teachers in their attitudes towards teacher-pupil relations was contradicting with the findings of the present investigation.

The present study was the extended study of the research carried out by different scholars and Teacher-Educators in the different states to uplift and improve the Teacher-Education with the changing situation. The researcher puts forth the various important components of Teacher-Education to analyze the effectiveness of elementary teacher education.

### **5.5 EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY**

The following were the educational implications on the effectiveness of District Institute of Education and Training (DIETs) in Nagaland:

1. Awareness about the profile of the District Institute of Education and Training (DIETs) need to be understood by the mass Teacher-Educators and Student-Teachers for the smooth growth of the primary teachers and development of teachers in the state. Every Primary and Elementary teacher should be aware of the DIETs latest updates and other necessary information relating to teachers training.
2. The Teacher-Educators and faculty of the DIETS should undergo educational research and training to keep themselves abreast with the latest trends of the educational system laid down by the NCTE from time to time. The faculty should also acquire maximum qualifications and experiences to educate the Student-Teachers.
3. The functions and management of DIETs should not be limited to the basic structure and distributions of the responsibilities, but extend to innovative and creative potentials of the locally available resources. The present strength and facilities of the DIETs need to be upgraded for further improvement and development starting from the infrastructure to financial aids.
4. The institute should implement different activities like Seminars, Workshop, Work Experience, Life Skills, Community Work, Field Trips, and other activities in letter and spirit with all the latest resource available. Research projects, journal publications

and other activities like survey, content enrichment program need to be conducted at every interval and quality need to be maintained. Academic activities and practical method, practice teaching program, dissertation writing have to be effectively practiced and improved based on the latest curriculum and learning approach.

5. The present research revealed that Teacher-Educators were assessed from time to time by the heads and authority and that, they were rewarded and appraised with certificates and verbal communication. Teachers-Educators need to be encouraged and awarded meritoriously for their hard work and sincere commitment towards the future outlook of the nation. The present physical facilities of the DIETs need to be developed and improved, to accommodate the innovative practice of teachings and integrates different types of teaching skills for better results. The institutes in the state also need to install the latest technological devices and gadgets towards teaching competencies.
6. The present study also revealed that the academic achievements, the methodology and curricular and co-curricular; and evaluative process were defective, and need to be improved and productive. The teaching methods of the Student-Teachers need to be made more effective, by inculcating the different methods and appropriate methods in the right situation to bring up the academic achievement. The curriculum has to be framed according to the need and time frame of the course to meet all the demands of the Student-Teachers. The entire DIETs institute should have uniform co-curricular activities and should be always directed towards developing teaching professionalism. The system of evaluation prevailing at present was satisfactory, but sought for more adequate mechanism to accommodate all the students-teachers. Evaluation process is the only key to assess the performance of both the Student-Teachers and educators.

7. The present research revealed that, there were so many problem faced by the Principal, teacher- educators and teacher- trainees. The government should look into the frequent transfer of faculty which disturbs the environment of the learning community and make necessary arrangement to appoint full time teacher for the academic session. The Teacher-Educator faced problems with the shortage of time, teaching-learning materials, orientation programs in evaluation and funds for field works and practicum, therefore the stakeholders should look into the problems to fill in the gap for smooth functioning of the curriculum.

The DIET institutes should look into the student related issues like less participation in co-curricular activities, poor academic performance and lack of capacity building programs and exposures for trainees. The institutes also need to provide enough space for practice teaching, micro-teaching, block teaching and other practical works so as to make the Student-Teachers competent and efficient.

## **5.6 SUGGESTIONS**

### **5.6.1 SUGGESTIONS FROM THE PRINCIPAL**

1. Organize training program for Teacher-Educators on the latest trends in education for professional growth and competency.
2. Recruitment policy to be changed. Efficient and qualified Teacher-Educators has to be appointed.
3. Faculties should be made mandatory to visit other DIETs of our neighboring states to ascertain the functioning of other DIET institutes and if possible to organize exchange programs.
4. There was a need to strengthen the faculty by increasing the staff in all the discipline.
5. New techniques should be adopted to enhance learning.

6. Good co ordination between the institute and higher authority should be developed.
7. Adequate and required number of non teaching staff should be appointed in the institute.
8. Teachers should be encouraged to attend Refresher course.
9. Consultative meeting should be held at the beginning and at the end of every academic year.
10. Central sponsored scheme (CSS) fund should not be diverted by the state government.
11. Timely inspection and supervision need to be conducted by the higher authority.

### **5.6.2 SUGGESTIONS FROM THE TEACHER-EDUCATORS**

1. Proper infrastructural facilities should be provided in the institute
2. Teaching learning materials should be made available to trainees so as to facilitate proper learning
3. Seminars, Workshop, Capacity building program, Orientation program etc. should be organized for both teacher and students by the concern authority.
4. Pay scale has to be revised in all the private teacher training institute
5. Separate teacher has to be appointed for life skill education. Thus proper streamlining for course allotment to teachers has to be maintained.
6. Newly established institute should be immediately checked. Several facilities like Library, Laboratory, Toilet Facility, Staff Quarter, etc. were not available.
7. Encourage English speaking so as to curtail the problems relating to language skills
8. Revising of the curriculum after every three years to ensure that it benefits the needs of the society.

9. Trained teachers were made to undergo short term training courses by the Nagaland Government so as to refresh their memory and skill once again. Provisions for different training and activities should be made aware to the elementary teachers.
10. There should be common rating scale or evaluation procedure for monitoring trainee's performance.
11. Only specialized subject teacher should be allowed to teach concern subject at the primary level in order to improve the quality of education.
12. Teacher should be made mandatory for method subjects (English/ Social Science/Science/ Mathematics) to obtain requisite qualification
13. Untrained teachers should be given proper information and motivation before undergoing teacher training programme.

### **5.6.3 SUGGESTIONS FROM THE TEACHER-TRAINEES**

1. Trained, competent and qualified Teacher-Educator should be appointed.
2. Hostel facility need to improve. More hostel facility should be provided for both boys and girls coming from far flung areas.
3. Orientation of the subject matter has to be given in the beginning of the session.
4. Extra classes on English or Grammar and Phonetics should be conducted for further improvement.
5. Student body or union should be formed in the entire DIET institute to look after the welfare of the students.
6. There should be a separate fund for the students. Management ought to sanction the required amount for organizing different activities in the institute in spite of contributing from trainees.

7. Over crowdedness in the class room during block and practice teaching should be avoided.
8. Every institute should provide teaching-aids & tools to be used during teaching programs.
9. The pedagogical theory should reflect the issues, problems and challenges faced by the society.
10. Co-curricular activities organized in the institute were satisfactory but more new innovative activities should be organized.

#### **5.6.4 SUGGESTIONS FROM THE SCERT OFFICIALS**

1. The SCERT and Government should go hand in hand in decision making in regard to recruitment and education policy.
2. The government should abide and follow the NCTE norm as far as possible concerning recruitment, curriculum and syllabus.
3. There should be active participation from In-Service elementary teachers in all the training and refresher course organized by SCERT.
4. The Teacher-Educator under DIET should emphasis more on research work and publication on the latest development in teacher education.
5. The SCERT and DIET institutes should toil hard to achieve the objective laid down in the frame work.
6. Innovative and creativity among the Teacher-Educators.
7. Leadership and moral education among the Student-Teachers to be emphasized.
8. Peace education and social tolerance co existence.

### 5.6.5 SUGGESTIONS FROM THE INVESTIGATOR

In this section the investigator brings out some constructive suggestions based on the findings for the improvement and progress of quality education in DIET institutes.

1. Political appointments should be stopped immediately. Since, teachers without required qualification were appointed and thereby unable to render quality teaching.
2. Adequate and required number of Teaching and Non-Teaching Staff should be appointed in the institute.
3. Pay scale need to be revised. UGC central pay should be implemented in all the private institution.
4. For imparting quality teacher education, teacher education institution should have well-equipped library, classroom and laboratories.
5. Bus services need to be provided by the institution to ensure punctuality and good attendance.
6. Most of the College environments were not conducive for conducting training. Government should take some measure towards further improvement and development.
7. The eligibility criteria for the D.El.Ed course should be based on both oral and written interview and academic performance.
8. Teaching learning materials should be made available to trainees so as to facilitate proper learning.
9. All the Institutes should be provided with accurate data of teacher profile and different schools which require during training programs and practice teaching programs.
10. There should be permanent monitoring devices for continuous evaluation of teacher attitude and performance and learners achievement.

11. Seminars, refresher course training, orientations and workshops should be organized for the Teacher-Educators on the latest trends and techniques related to teaching method, skills and techniques.
12. Trainees should be encouraged English speaking so as to curtail the problems relating to language skills.
13. The pedagogical theory should reflect the issues, problems and challenges faced by the society.
14. Apart from teaching and conducting activities, Teacher-Educators should be encouraged to conduct research works which will benefit the institution, society and education system especially teacher education.
15. Faculty Development Programme, co-ordination meeting and discussions among the stakeholders, administrators and Teacher-Educators should be conducted for further improvement.
16. More opportunities should be given to untrained teachers to be par with the latest Teacher-Education system.
17. The teaching program should be based on play way method, where teachers are more active and alert, and Students are given more freedom to learn and participate in classroom.
18. Policy maker should come up with programs like EQUIP 2002 to promote quality enhancement.
19. Measures should be taken to meet the Professional demands such as appraisal, incentive and reward to encourage and motivate the teachers.
20. The concern authority should conduct regular checking or inspection on proxy appointment, substitution and replacement.
21. The government should give top priority in the field of Elementary Teacher-Education so as to ensure quality education towards its people.

22. Teachers should avoid using traditional methods like lecturing and dictating notes. Rather, they should be trained to use innovations to make their teaching more suitable in the modern context.
23. More opportunities should be given for open discussion, exchange programs etc.
24. Guidance and counseling services should be made available in the institute.
25. More importance to be given on Life skill education and preparation of TLM.
26. Innovative program should be conducted to enhance Student-Teachers creativity. Case Study, Projects, Action Research are some innovative practices which can be adopted.
27. All the facilities that are required for the Teacher-Educator should be released without any hindrance from higher authority.
28. Sincerity and commitment on the part of the upcoming Primary teachers (Who are undergoing training) is required.
29. The government should encourage and conduct short term and long term training program for untrained teachers.
30. Newly established institute should be immediately checked. Several facilities like libraries, laboratory, toilet facility, staff quarter etc. are not available.
31. All the Elementary Teacher-Education institutes should have special provision for learner with special needs.
32. There is a need for establishing more DIETs in every districts of Nagaland.

## 5.7 SUGGESTIONS FOR FUTURE RESEARCH

The following are the suggested areas for future researches

1. The present study was conducted in Nagaland. Similar studies can also be conducted in other states of India.
2. The present study has been conducted only on Elementary Teacher-Education Institutes. It can be extended to other level of teacher education, viz., Secondary and Higher Education.
3. Specific studies may be undertaken to identify the problems faced by In-Service teachers in implementation of training in real school situations.
4. A study of the evaluative procedures of the Elementary Teacher Training institution can be under taken.
5. A comprehensive study can be undertaken with regard to the growth and development of Elementary Teacher-Education in Nagaland.
6. Critical study on problems, its causes and solutions of elementary Teacher-Education in Nagaland can be undertaken.
7. Comparative studies may be taken up to compare the status and effectiveness of Elementary Teacher Training programme in two or more districts.
8. In order to ascertain the effect of teacher training programme on teachers' competencies and skills, an experimental study can be undertaken.
9. Elementary Teacher Training programme require researches with regard to methodology adopted, monitoring and supervision of these programmes.
10. Research studies maybe undertaken to compare male and female Teacher-Trainees with regard to their interest, attitude and aptitude towards Elementary Teacher Training programme.

## CHAPTER- 6

### SUMMARY AND CONCLUSION

#### 6.1 INTRODUCTION

This chapter deals with the summary of the study and conclusion was made.

#### 6.2 NEED AND IMPORTANCE OF THE STUDY

Success of every professional in his profession depends mainly on his up-to-date professional knowledge, fullest devotion and dedication along with his efficiency and effectiveness. In the present-day world with the advancement in technology these qualities can be inducted through education. Since teaching occupies an honorable position in the society, therefore, **Kothari Education Commission (1964-66)** recommended, “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in Teacher-Education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions”.

National Policy of Education, 1986 is a great landmark in the development of Teacher-Education in India. It aims at improving the quality of teachers by providing them best Pre-Service and In-Service teacher education. In order to improve the quality of education it is necessary to have a sound programme of education. The quality of teacher that determines the overall effectiveness of the system of education depends upon their own education that is popularly known as Teacher education. The teacher training curriculum must be planned to recognize and develop the spirit of enquiry, initiative, scientific temper, conceptual clarity and linguistic skill through rigorous practice and internship, than drilling the content.

Pursuant to the provisions of NPE, 1986 on Teacher education, a centrally sponsored scheme of re-structuring and re-organization of Teacher-Education was approved in October 1987.

One of the five components of the scheme was establishments of DIETs (District Institute of

Education and Training). The mission and role of DIETs was to provide academic and resource support at the grass-root level for the success of the various strategies and programmes being undertaken in the area of elementary and adult education. DIETs are organized for Pre-Service and In-Service education of elementary school teachers and for personnel working in non-formal and adult education. **Panda (1997)** in his study described the importance of DIET in Teacher Education. He observed that DIETs occupy a very outstanding position in the hierarchical structure of Teacher Education. Being an institution carrying a pivotal role in the scheme of Teacher Education, he suggested that DIET needs to be strengthened by competent personnel of longer tenure and after being exposed to the roles and functions of the DIETs.

Looking into our state, on one hand it is very encouraging to note the ever- progressive literacy rate (which is comparatively high) in Nagaland. But on the other hand, there are many aspects which are far from satisfaction and together adversely affecting the standard or quality of Education in the State. Low percentage of trained teachers at all the levels of education, lack of proper physical facilities, poor service conditions, transaction of curriculum, Teacher's accountability and lack of clear vision on teacher education. To overcome these burning problems, the first and foremost step would be to enforce major reform in the existing Teacher-Education programme. **Menon (1993)** has conducted a study on selected DIETs in Kerala. The study identified several problems in teacher training and suggested solutions for improving the situation of Teacher-Education in Kerala.

**NCTE's (2000)** study pointed out many of the shortcomings in the functioning of Teacher-Education in Kerala like lack of physical facilities, lack of modern laboratory equipments, non-utilization of available facilities, insufficient staff etc.

As it has been accepted that, the dynamic force of the educational system is the teacher. The quality of educational system is determined by the quality teacher, who prepares quality

citizens and quality society. And teachers are being prepared by Teacher-Educators in the Teacher-Educational Institutions. Thus, Teacher-Education Institutions have vital role in improving the standard of the system of education by preparing competent and effective human teachers. **Gafoor (1996)** made a critical study of the functioning and work efficiency of DIETs, assessing the material, human resources and the efficacy of various training programmes of DIETs.

In a situation like at present when new and dynamic methods of instruction are needed, Quality input to Teacher-Education is the first step towards teacher preparation. Input in terms of physical facilities, quality Student-Teachers, qualified and competent faculty, relevant curriculum, functioning of the institution and research work etc. Thus, the quality people, and society in one way or other are linked with the quality of education, which in turn functionally has direct linkage with the teacher. It was therefore since time immemorial, the quality of teachers were the measures of the strength of an educational system. There is, therefore no more important matter than that of securing recruitment of right type of teacher who not only possess the necessary academic qualification but also have a sufficient professional competence and the right attitudes, beliefs, ideals and interest.<sup>1</sup> In past the training of teachers was born out of the necessity to bring up a '*literate*' generation and to accomplish this task, the teachers were helped to develop a narrow technique and a highly specialized professional approach. Today the need is to bring out a '*sophisticated*' and '*cultured*' generation (**Saxena et al 2009**).

The 21<sup>st</sup> century has been acknowledged as the century of learners and teachers. The teacher will have to be essentially a learner and the learner in his turn will also act as a teacher. Teacher-Education is thus needed for kindling the initiatives of the teacher, for keeping it alive, for removing the evils of 'hit and miss' process and for making the optimum use of time and energy of the teacher and the taught. Hence, after reviewing the literatures and

analyzing the present status of Elementary Teacher Education, the researcher feels that effectiveness of Teacher- Education Programme needs to be deeply analyzed. Thus, keeping in view the above statement the study will be undertaken.

### **6.3 STATEMENT OF THE PROBLEM:**

The study undertaken is being stated as, “A study of the Effectiveness of District Institutes of Education and Training (DIETs) in Nagaland”.

### **6.4 DEFINITIONS OF THE TERM USED**

In order to have a greater clarity of the concepts, the key terms used in this study are briefly explained as under:

- 1. Effectiveness:** The term ‘effectiveness’ maybe used to describe a desire result intended to be achieved in a specific field that is education. Effectiveness in Teacher-Education must be measured in terms of the degree to which objectives are achieved and the extent to which targeted problems are solved. Effectiveness means ‘doing the right thing’.
- 2. DIET:** District Institutes of Education and Training (DIET) is a teacher training institution both for Pre-Service and In-Service courses of Elementary school teachers and for continued education of the personnel working in Non-formal and Adult education programme.

### **6.5 OBJECTIVES OF THE STUDY**

- 1.** To study the profile of DIETs in Nagaland.
- 2.** To study the profile of Teacher-Educators and trainees.
- 3.** To study the functions and management of DIETs.
- 4.** To examine the activities and practical method of teaching prescribed in DIETs.

5. To find out the various teaching skills and their integration with respect to the development of teaching competencies.
6. To examine the effectiveness of DIETs in relation to
  - (a) Academic achievements of the students
  - (b) Pedagogy
  - (c) Curriculum
  - (d) Co- Curricular activities
  - (e) Evaluation
7. To find out the problems faced by the Teacher- Educators and Student Trainees.
8. To suggest measures for improvement of DIETs for quality education.

### **6.6 DELIMITATION OF THE STUDY:**

The present study will be limited in the following areas:

1. It was limited for the study of effectiveness of Elementary Teacher Education institute in Nagaland.
2. The study was aimed towards promoting quality education.

### **6.7 POPULATION**

The population of the present study covered 10 (Ten) Principals of the Institution, 127 (One hundred twenty-seven) Teacher-Educators and 242 (two hundred forty-two) Teacher-Trainees from both Government and Private aided Elementary Teacher-Education Institute of Nagaland and officials from SCERT, Kohima.

### **6.8 SAMPLE FOR THE PRESENT STUDY**

The investigator used purposive sampling under the Non-probability sampling. The sample consisted of Ten (10) Principals, One hundred twenty-seven (127) Teacher-Educators and Two hundred forty-two (242) Teacher-Trainees covering all the population of Government and Private Elementary Teacher-Education Institute.

Interview was conducted to the Officials from different department under State Council for Educational Research and Training (SCERT).

### **6.9 TOOLS USED FOR THE PRESENT STUDY**

In the present study, the investigator's designed tools were used for assessing the overall effectiveness of DIETs in Nagaland. The following tools were used for collecting the data:

1. Three (3) sets of questionnaires were prepared for the Principals, Teachers and Teacher- trainees.
2. Interview tool was developed by the investigator, keeping in view the objectives of the present study.

Besides the mentioned tools, relevant official records, statistical data, reports and journals and other related literature were studied and consulted.

### **6.10 DATA COLLECTION IN THE PRESENT STUDY**

Data were collected from both primary and secondary sources. Primary sources were from the questionnaires and interview schedules. Questionnaires were personally handed over to the respondents. Personal interviews were also conducted to collect information and facts to a set of pre-conceived questions. Interviews were conducted to gather information from the respondents itself. Secondary sources were from the books, records, reports and journals.

### **6.11 STATISTICAL TECHNIQUES USED IN THE PRESENT STUDY**

For this present study, the investigator used the percentage technique to analyze and interpret the data. Responses received from the respondents were tabulated and counted from the various items of questionnaires and interview schedules. The data were converted and calculated in terms of percentage.

## **6.12 ANALYSIS OF DATA**

Analysis and interpretation of data collected was done through administration of questionnaires and interview schedules, which were analyzed and interpreted employing appropriate statistical measure. Responses to the questionnaires and interviews were classified, tabulated and counted into percentage. Interpretation of data was made based on the responses given in the questionnaires and interviews.

## **6.13 MAJOR FINDINGS OF THE STUDY:**

### **6.13.1 Findings related to Profile of District Institutes of Education and Training (DIETs) in Nagaland**

1. The status of Teacher-Education Institutions at Elementary Stage in Nagaland consists of ten (10) institute; DIET Chiechama, DIET Mokokchung, DIET Tuensang, DIET Dimapur, DIET Pfiitsero, DIET Mon, DIET Zunheboto, DIET Wokha, St. Paul Institute of Education, Phesama and Salt Christian College of Teacher Education, Dimapur.
2. It was found that 80% of the Elementary Teacher-Education Institutions were government aided institution and 20% were self-finance institutes. Also, 100% of the institutions have Pucca building.

### **6.13.2 Findings related to Profile of Teacher-Educators and Trainees**

3. *Gender, Age, Educational qualification, Teaching experience and Research experience of the Principal:* Majority (60%) of the DIET Principals were females. 50% of the DIET Principal's age lies between 50-55 years. All the Principal's were Post graduates with additional qualifications like B.Ed./ M.Ed./ Ph.D. Most of them (70%) had more than 20 years of teaching experience, while 60% of them with less than 5 years of administration experiences and 30% with Research experience.

4. *Gender, Age and service condition of the Teacher-Educator:* Most of the Teacher-Educators, 79.38% were females. 25.19% of the age of Teacher-Educators lies between 30-35 years, 20.47% between 35-45 years, 11.02% between 40-45 years and 50-55 years, 11.81% between 45-50 years and 5.51% between 55-60 years. With regard to service condition, 80.31% were regular teachers, 16.53% on contractual appointments and 3.14% on deputation.
5. *Educational qualification, Teaching experience and Research experience of the Teacher-Educator:* All the Teacher-Educators were well qualified (Post graduates) with 90.55% of them having additional qualifications. Also, 34.64% of them had specializations in different areas.
6. Only 6.29% had administration experience with less than five years. Majority (70%) of the Teacher-Educators had teaching experience between 20-30 years but very few (7.87%) had research experience.
7. *Gender, Age and service condition of the Teacher-Trainees:* Majority of the trainees were female trainees (79.33%). Most of the trainees' age group was between 25-30 years (50.82%). Most of them were graduates (52.06%) and 1.65% with specialization. 89.67% of the Teacher-Trainees were Pre-Service trainees and 9.09% were deputed by government for the training. Few of them (13.22%) have teaching experience less than 10 years.

### **6.13.3 Findings related to Functions and Management of DIET**

#### **A. Facilities available in the Institute**

8. Majority of the Principals of the DIET institutes were of the view that the institution does not have adequate and sufficient infrastructure facility. Present study also revealed that there was provision of library facility, separate toilets for men and women, hostel facilities for both male and female Student-Teachers, seminar hall, proper electrification

and drinking water facility. But other provisions like staff quarter, ladies common room, canteen, practical room, science laboratory, ICT Lab and playground were unavailable in most of the institute. Most of the institutes were found to be healthy and conducive for effective teaching and learning.

9. With regard to teachers access to different teaching facilities, the study revealed that majority of the Teacher-Educators have access to computer (79.53%), OHP (44.89%), (11.02%), film & cassettes, television (10.24%) and internet facility available in the institute (26.77%).

### **B. Status Trainees enrolment, intake capacity and System of Admission**

10. The enrolment rate of the trainees under DIET in the last five years was highlighted. In 2012, Female had the highest enrolment rate (74.33%). The enrolment rate of male showed no improvement.
11. The intake capacity was 50. All the heads of the institution had the same view on the process of admission i.e. Merit in academic exams and good performance during their admission test. In-Service teachers were found to be directly deputed by the government. Further it was revealed that there was a need for increasing the intake capacity.

### **C. Status and agency of inspection of DIET institutes**

12. The major agencies for conducting inspection in DIET institutes were SCERT, NCTE, N.U and Directorate of Hr. Education. Majority of the Heads revealed that inspections were done yearly, while 30% revealed no inspections were conducted till date. 50% of the Principals were satisfied with the system of inspection, while 20% were not sure and 30% gave no response.

**D. Functions of teachers towards different activities organized in the institute**

13. With regard to the role of Teacher-Educator towards different activities, majority of them revealed they were often consulted before planning the programme. On the other hand, only some of the teachers were involved in the administration and functioning of the institute.

**E. Teacher's participation in decision-making**

14. It was found from the present study that in most of the institute the frequency of conducting staff meeting was not much and teachers' participation in decision making was less except on some important issues.

**F. Professional commitment and co-ordination**

15. It was seen from the study that; all the teachers were professionally committed towards their profession. A good Co-ordination between Teacher-Educator, trainees and Principals was observed from the study.

**G. Academic Advisory Board**

16. It was found that only a handful of the institute has an advisory committee for guiding the teachers and administrators for college educational activities. Most of the Principals agreed that there was a need of setting up academic advisory board. Role of academic advisory board were to monitor the performance of the students, to look after the evaluation system, to set the overall growth and development of the students and to look after the academic achievement of the student time to time.

**H. Library and Hostel facility**

17. It was discouraging to note that most of the Teacher-Educators were dissatisfied with the quality of books, quantity of books, journals, library timing and physical facilities. Interestingly, 52.56% were found to be satisfied with the electrification facility of the library.

18. There were altogether 13 hostels, 6 hostels for men and 7 hostels for women. Majority of the institutions were providing hostel facilities but it was disappointing to note that only 23.97% of the trainees were satisfied with the hostel facility.

### **I. Status, strength and Position of Non-Teaching Staff**

19. Position of Non-Teaching Staff as revealed in the study are; 8 (H.A), 8 (Steno), 22 (UDA), 19 (LDA), 2 (Typist), 3 (Accountant), 8 (Lab Asst.), 1 (Carpentry Instructor), 8 (Sweeper), 4 (Day Chowkidar), 2 (Night Chowkidar), 12 (Peon), 5 (Mali), 2 (Duftery), 14 (Cook) and 3 (Technicians). As far as performance of Non-Teaching Staff was concerned, majority of the heads were satisfied. Very few of the Non-Teaching Staff were provided with residential facility. There was also a need of increasing the number of Non-Teaching Staff.

### **J. Financial allocations**

20. The annual budget allocated to government DIETs were found to be 1-2 crores (approx.) under plan. Non-plan financial status was not revealed. Two private Institutes of elementary teacher training did not reveal anything on the budget allocation. As per the opinion given by the heads, the budget allocated for the management was insufficient. Only 10% of the institution was receiving grants from UGC.
21. With regard to students' welfare fund, it was found that just a handful of trainees (4.54%) were of the view that there was separate student welfare fund. The study further revealed that for organizing different activities in the institute mostly the contributions were done among the trainees. Donations received from teaching faculty and sometimes few amounts sanctioned by the management were also utilized.

## **6.13.4 Findings related to the activities and Practical method of teaching prescribed in DIET's**

### **A. Different activities conducted in the institution**

22. It was observed that trainees participated in different Programs conducted at the Institution like; Seminars (49.60%), Workshop (58.26%), Work Experience (48.03%), Life Skills (55.11%), Community Work (37.79%), Field Trips (30.70%) and other activities like short term training, Projects, Research Work, Survey, Test, Content Enrichment program etc., Most of the teachers responded that all the activities were conducted frequently.

### **B. Research Projects and Publications**

23. It was found that (60%) of the institution have never done any Research projects where as (40%) has contributed towards research work. The study further indicated that about 70% of the institutions have never received any financial assistance from the government towards research work and 30% were not sure of any financial assistance. Research projects conducted by Teacher-Educators from different DIET centers were highlighted.

24. 40% of the DIET colleges have been doing publication. Publications were done annually and further highlighted. Amongst the hundreds of teaching faculty, only a handful of Teacher-Educators (6.29%) contribute towards publication, research and extension service.

### **C. Activities and practical method undertaken in the Institute**

25. In all the institutes, Micro teaching, block teaching and school based teaching was practiced. While on the other hand, some institute (60%) were practicing team teaching.

26. With regard to effective implementation of Life Skill Education, Cent percent of the Principals were of the view that Life skill education has been effectively introduced. Majority of the trainees were of the view that LSE was effectively practiced. As far as LSE was concerned, most of the Teacher-Educators were satisfied with the implementation of life skill education. It was observed from teachers' opinion that different methods applied while teaching life skill education were; Project method

(36.23%), Demonstration method (32.29%), Observation Method (24.40%), Experimental method (19.69%), Problem-Solving method (28.35%) and Integrated approach (14.96%).

27. Cent percent of the Principals were of the opinion that effectiveness of teaching-learning depends upon appropriate use of teaching learning material (TLM). 51.18% of the teachers have developed various TLMs.

#### **D. Practice teaching program**

28. With regard to Organizational pattern of Practice Teaching, the study indicated that 80% of the institutions have organized Practice teaching both in Rural and Urban schools. While, 20% of the institution have organized only in urban schools. 90% of the institution practices school based teaching in government schools. 60% adopts in between 1-5 government schools as practicing school and 30% adopts in between 6-10 government schools. 10% of the institutions do not utilize government schools as a practicing school. With regard to private schools, 70% adopts private schools as a practicing school .50% adopts in between 1-5 private schools and 30% adopts in between 6-10 private schools as practicing schools.
29. Cent percent of the Head of DIET institutes were of the view that Practicing schools were supportive and co-operates in all the school based activities.
30. Most of the DIET institutes adopted practice teaching for 21-30 days. While, some institutes adopted for 1-10 days. It was observed that, all the Teacher-Educators were satisfied with the existing pattern of practice teaching. Majority of the trainees were satisfied with the existing pattern of evaluation done by teachers.

**F. Dissertation writing**

31. Dissertation writing was not compulsory for all the trainees. It was further observed that few In-Service teachers (10.75%) were involved in action research. Different topics and their areas were highlighted along with the findings.

**6.13.5 Findings related to teaching skills and their integration with respect to the development of teaching Competencies****A. Assessment and Rewards for Teachers' performance**

32. It was revealed from the study that performances of the teachers were assessed and the assessment and evaluation were mostly done by the Principal (65.35%), Colleagues (25.20%), Student-Teachers (18.90) and External experts (7.88%).
33. Only 10.23% of teachers were of the view that sincere and hard working teachers were awarded. It was observed that teacher appraisal was done in the form of certificates and verbal appreciation.

**B. Appropriate use of technological devices and teaching-aids towards teaching competency**

34. It was observed that power point presentation (PPT) was utilized by few teachers (29.14%) other teaching-aids available in different institutes were found to be; Charts (74.01%), Maps/Globes (67.71%), Audio-Visual aids (48.03%) and Models (65.35%).
35. The study revealed that, 3.15% of the teachers frequently utilized technological device while teaching and 37% sometimes and 59.85% gave their view that technological device were never utilized by them.
36. It was found out that, 45.66% of the teachers face difficulties while introducing innovative practice difficulties faced were; lack of physical facilities in the institution

(34.65%), lack of proper training of Teacher-Educators (15.75%) and poor background of Teacher-Educators (9.45%)

### **C. Teaching skills, Integration of teaching skills and lesson planning**

37. Six teaching skills were practiced during micro teaching program. Skill of Introducing a lesson, Skill of using Black board, Skill of Reinforcement, Skill of Illustrating with examples, Skill of Probing Questioning, and Skill of Stimulus Variation followed by Integration of skills
38. 100% of the trainees were convinced with the orientation on teaching skills
39. Cent percent of the trainees revealed that lesson plans were approved before class teaching; 26.03% of the trainee opined that they were facing difficulties in lesson planning; while majority of them did not face any difficulty.

### **6.13.6 Findings related to the effectiveness of DIET's in relation to;**

#### **A. Academic achievement of the trainees**

40. Training achievement in the last few years were obtained from the heads. In the year 2009, 203 underwent training at the elementary teacher training institutes and 115 under SCERT were trained; in 2010, 261 and 67 Teacher-Trainees were trained, In 2011-12, 639 Teacher-Trainees and 114 In-Service teachers were trained; in 2013-14 192 Teacher-Trainees and 96 In-Service teachers were trained respectively.
41. 60% of the heads were satisfied with their academic performance of the trainees. With regard to low academic performance of trainees, the Principals revealed that it was due to poor library facility (40%), lack of proper infrastructure (30%) and lack of teacher's efficiency (10%) were some major drawbacks.
42. According to Teacher-Educators, majority of them felt that the academic achievement of the trainees was average. 45.66% of the trainees felt that their academic achievement

was good as well as average. Some of the reasons behind their poor academic performance were shared by the trainees. Lack of interest, Lack of physical facilities in the institute, Poor library facilities, Insincere Teacher-Educator, Due to heavy practical and activities they were unable to put effort in theory papers, Lack of participation in curricular & co-curricular activities, Less motivated since some subjects were boring and Lack of hard work and sincerity

43. It was seen from the present study that it was compulsory for the students to write Assignments, Unit-Test and present Seminar papers. Seminars were conducted in order to develop skills, confidence and competency. All the trainees were found to be actively participating but only few (17.77%) gave PPT while the rest gave in the form of paper presentation.
44. Academic performance of boys and girls at the teacher training institute were rated by teachers. It was found that boys 6.30% and Girls 11.82% were revealed to be (75% and above), Boys 3.94% and girls 23.63% were found to be (between 65-75%), boys 6.30% and girls 24.40% were found to be (between 60-65%), boys 37.80% and Girls 37% were found to be (50-60%) and Boys 45.66% and Girls 3.15% were found to be below 50%. Most of the Teacher-Educators gave their suggestions towards trainee's improvement.
45. Cent percent of the heads felt that the academic performances of the trainees can be improved with teachers' efficiency and students' commitment towards the training programme.

### **B. Pedagogy**

46. 100% of the head of the institutes expressed their views that mixture of oral, written and material based activity was effectively practiced in the institution. Lecture method (35.44%), Lecture cum Discussion (74.20), Lecture cum Demonstration (41.74%),

Dictation of notes (37%), Observation method (7.87%), Project method (51.18%), Activity-based method (19.69%), Inductive- Deductive method (63%) and use of Worksheets and Handouts for task based activity (3.93%) were the teaching methods used by teachers.

47. All the trainees were satisfied with the teaching methods used by the teachers. Some of the most effective teaching methods as observed by trainees were Lecture cum discussion (71.07%), Activity based method (49.58%), dictation of notes (44.62%), Inductive- deductive method (33.05%); lecture and project method (29.75%) and Demonstration (22.31%)
48. For the effectiveness of teaching learning outcome, the trainees usually practiced some methods during practice teaching, Lecture method (8.26 %), Lecture cum discussion (43.39%), Demonstration method (28.51%), and storytelling method (4.95%) Inductive method (7.43%), Project method (2.06%), Play Way method (2.48%) and role play (2.06%).
49. It was discouraging to note that 69.83% of the trainees did not adopt play way method during practice teaching program though the effectiveness of play way at elementary level was encouraged.
50. The present study further revealed that majority of the teachers (72.31%) were not utilizing any kind of technological devices during teaching. 27.69% were of the view that some devices were used and list of devices used were PPT (23.97%), OHP (7.02%), Computers (4.95%) and hydro projects (2.48%).

### **C. Curriculum**

51. Most of the Teacher-Educators felt that the existing curriculum was not vast and it was relevant to the local needs. 35.43% felt that all the areas were covered; 48.82% felt the curriculum was appropriate for pupils; 52.75% agreed it benefits the needs of Teacher-

- Education programme, 33.86% agree it was more practical oriented curriculum. Majority of the teacher also felt that modification of curriculum was required.
52. Majority of the trainees revealed that though the curriculum was vast it was also appropriate for the present training program and also meeting the needs of the trainees. The trainees further shared their views on the existing curriculum as the curriculum was quite appropriate for the present training program (18.60%); Curriculum was not based on the needs of the trainees who are future teachers (9.92%); It helps the trainees in acquiring necessary teaching skills for teaching competency (3.72%) and the activities conducted were found to be quite useful and helpful (0.83%). Majority of the Teacher-Trainees further agreed that they were satisfied with the content of the syllabus 52.60%. 60% of the Principals also felt the need of revising the existing curriculum.
53. With regard to syllabus, it was revealed that 42.51% of the Teacher-Educators felt it was updated; 23.63% felt it has to be revised while 33.86% have not revealed anything regarding syllabus.
54. It was seen from the study that only 7.02% of the Teacher-Educators were involved in re-framing of syllabus; the study further revealed the name of the papers and year in which some teachers were involved in reframing of syllabus.
55. Most of the trainees (97.93%) were satisfied and contended with the existing course. Suggestions were shared by trainees for further improvement.
56. Regarding likes and dislikes about the course it was found that majority of the trainees liked practice teaching program (84.71%), micro and block teaching (74.39%), Life skill education (81.81%) and co-curricular activities (63.63%).
57. 95.87% disliked the course because the trainees felt the work load was too heavy, 92.56% felt the duration was too short, 36.78% felt the theory paper was too vast,

35.95% felt one hour duration was too long for a period and 32.64% gave their opinion that the course was interesting but facilities were unsatisfactory.

**D. Co- Curricular activities**

58. Cent percent of the heads and 88.01% of the trainees revealed that the trainees actively participate in all the co-curricular activities organized by the institute.
59. Different kinds of co-curricular activities organized in the institutes were highlighted. They are Literary Event, Games and Sports, Mass Social Work, Annual Social programme like Fresher's Day, Parting Social, Picnic, Musical Event, Cultural Day, Pre-Christmas also celebration of important events like Teachers Day, World Environment Day, Science Day, No Tobacco Day, Consumer Right Day, Children's Day, World Aids Day; Blood Donation & Health Awareness Camp; Excursion , Educational tour, exposure trip ; Field trip, projects, community work; Seminars, Talks, Workshop, Orientation program, Soft Skills; Extra class like Yoga class, Aerobic Dance class, Demonstration and Story Narration class.
60. 22.84% of the teachers gave their view that co-curricular activities were conducted frequently; where as 77.16% opined sometimes.
61. The study showed that 48.04% of the teachers strongly agreed and 51.96% agreed that trainee's participation in co-curricular activities would be helpful in developing professionalism. Importance of trainees' participation in co-curricular activities was revealed by teachers with further suggestions and opinions.
62. Only 32.64% of the trainees revealed that morning assemblies were conducted in the institute. With regard to initiatives taken for conducting assembly it was seen from the study that, teachers 10.74%, trainees 28.92% and others 60.74% (hostel wardens and Club/ House wise).

**E. Evaluation Process**

63. Though majority of the heads and teachers revealed revealed that Teacher-Educators were given orientation for supervision and evaluation, 60% of them felt that more orientation programs were required for Teacher-Educators.
64. Regarding external experts involved during practice teaching program it was observed from the heads opinion that external evaluators were Teacher-Educators from other DIET colleges (80%), SCERT (70%) and Professors or experts from Nagaland University (10%).
65. The study further revealed that 50% of the Heads of the institutions have frequently observed or evaluated trainees from other institutes during the practice teaching programme or school based activities.
66. It was observed from the study that in the first year the marks allotted for theory was 750 and practical was 100. In 2<sup>nd</sup> year, theory was allotted 600 and practical 200. Both external and internal evaluations were practiced in all the institutes.
67. Cent percent of the heads and 72.31% of the trainees were satisfied with the existing technique of evaluation.
68. It was seen from the study that 14.17% of the Teacher-Educators were of the view that trainings on supervision and evaluation were conducted frequently, 41.74% opined sometimes and 4.09% revealed never.
69. Techniques of evaluation applied by teachers during teaching program were found to be 46.45% (observe their teaching and writing comments), 62.20% (observation, writing comments and giving feedback after teaching), 66.93% (giving feedback and discussing with trainees) and 65.35% (asking peer group to observe).
70. Most of the heads, Teacher-Educator and trainees felt that the existing pattern of evaluation procedure was adequate to know the progress of the trainees. Cent percent

viewed that both internal and external evaluation procedure was adopted in the institute. It was further indicated that internal and external weightage allotted were 30 and 70 marks respectively. 75.61% of the trainees felt that the weightage for internal and external evaluation was found to be appropriate.

71. 25.20% of the Teacher-Educators faced problems related to evaluation of teaching practice program. With regard to reason behind the problem it was revealed that 17.32% (due to lack of proper training for evaluation), 11.81% (due to lack of adequate tools for evaluation), 1.58% (due to lack of feedback) and 1.58% (due to lack of training on using TLM). Majority of the Teacher-Educators (95.28%) were found to be satisfied with the tools and techniques used for evaluation. But further suggestions for improvement were shared by Teacher-Educators.
72. It was observed from the study that 87.19% of the trainees opined that peer group observation was adopted during practice teaching.

### **6.13.7 Findings related to Problems faced by Teacher-Educators and Student-Teachers**

#### **A. Major Problem faced by the Principal in different areas**

##### **1. Teaching faculty**

- 40% of teaching faculties were found to be irregular.
- It was also found that about 30% of Teacher-Educator lacks of commitment and sincerity towards teaching profession.
- Due to constant change or transfer of Teacher-Educators especially in Government aided institutions, the Principals revealed that it create problems towards smooth functioning of the DIET.
- 20% of the teaching faculties were found keeping substitution or replacement.

**2. Non-Teaching Staff**

- Absence from the duty for many days (60%).
- Lack of sincerity and discipline towards their duty (80%).
- Some were appointed without required qualifications/ training course; thus, their performance are found to be poor (40%).

**3. Teacher-Trainees**

- Poor attendance of the Teacher-Trainees during their training program (60%).
- Poor performance in their academics, practice teaching programs etc (60%).
- Non-maintenance of study habit, insincerity, poor discipline etc. (50%).
- Lack of commitment towards the training program (40%).

**4. Syllabus**

- Majority (60%) were of the view that syllabus has to be reviewed/ revised after certain period and also 50% opines that syllabus was too vast with limited number of days for theory papers.

**5. Infrastructure**

- Majority of Principals (70%) viewed that immediate need for proper toilet for trainees was required and 50% opined that there were no proper fencing/ wall/ gate in the college campus and also 30% revealed that basic requirements like furniture, proper black/ white boards etc. were not available. 20% of them view that there is shortage of class rooms for practical.

**6. Finance**

- It was found out that 60% of them complained about lack of financial support/ grant in aids from other sources, and 40% opined that they face problem in maintaining office due to lack or shortages of fund.

**7. Management and Administration**

- The Researcher found out that, most of the Principals (60%) revealed there were no academic advisory board, 40% viewed there was lack of inspection from higher authority and 20% revealed student welfare fund were not provided

**B. Major Problem faced by the Teacher-Educators in different areas****8. Teaching related**

- Most of them opined (63.78%) about non availability of required, sufficient and up dated text books, reference materials etc in the library.
- 62.20% of the Teacher-Educators lack opportunity to update and equip with the latest developments in the subject matter.
- 61.41% revealed there weren't latest audio visual aids / TLM in most of the institutes.
- 44% viewed that there was not enough orientation programs on evaluation
- 42.52% complained that there were not sufficient funds to conduct field work, practicum, study tour.
- 37.80% opined that teaching methods, techniques and skills need to be updated with the help of experts

**9. Student related**

- It was found that 52.75% of the trainees' lack of sincerity and commitment, 44.09% were less active in co curricular activities. 33.86% were found to be Poor academic performance and 1.57% viewed that there was less participation in co curricular lack of capacity building programs and exposures for the trainees.

**10. Syllabus related**

- Majority (62.20%) viewed that, there was no required study materials and references in the library. 6.30% opined there was overlapping of topics and also revealed that syllabus

need to be more practical oriented towards the profession. 3.15% viewed that Overloading of syllabus curb the joy of learning.

### **11. Evaluation related**

The present study revealed that:-

- About 59.84% said that there was lack of Orientation or training program on Evaluation.
- 41.73% opined the need to give more importance on TLM.
- Majority (77.16%) viewed that systematic evaluation procedure needs to be followed so that there is no biasness in all the papers.
- 37.80% opined the shortage of time allotment for observation to assess in a fair ways or means.
- 48.81% put forward that there was lack of acknowledgement towards evaluation duty of the Teacher-Educators in the form of remunerations and honorarium.

### **12. Infrastructure related**

- Majority (80.31%) viewed lack of infrastructure facility- library, science lab, ICT lab.
- About 77.16% gave their view about lack of transport facility.
- 1.57% prefers to give priority to the work program plan.
- 67.72% opined the need for Hostel facility for both boys and girls and staff quarter for teachers.

## **C. Major Problem faced by the Teacher-Trainees**

### **13. Administration and management**

- 65.70% opined about weak administration (i.e. Attendance were not checked).
- Majority (81.81%) viewed the lack of financial assistance.
- About 71.07% said no inspections were conducted.

- 23.14% viewed on the failure of the Management in providing the basic need of the institute.

#### **14. Teacher related**

- Most of the trainees (71.07%) viewed that some teacher lacks in mastery of the subject content.
- There was also lack of understand the needs of the trainees as viewed by some trainees (i.e. 23.97%).
- 40.90% felt that there were Contradictory feedback among Teacher-Educators which creates confusion among the trainees
- 42.98% viewed that the teaching method were ineffective.

#### **15. Teaching related (Micro teaching, Block Teaching and practice teaching)**

- Cent Percent viewed that Teaching program like, micro, macro and block teaching were very expensive, time consuming and tiring.
- Cent percent opined that after practicing in simulated situation (micro and block teaching), it becomes difficult to manage in real class room situation. There was a problem for time management, class management, content mastery, and preparation of teaching aids.
- Most of the trainees (72.31%) face transportation problem in rural areas during practice teaching.
- 71.48% viewed that no. of days allotted for practice teaching was lengthy. Trainees felt overburdened.
- 40.08% opined that there weren't adequate facilities in the practicing schools.
- About 23.55% said that Critical observation by the supervisors and giving negative feedbacks during teaching sessions discourages trainees in preparing for the next lesson.

## **6.14 INTERVIEW REPORTS FROM THE OFFICIALS OF VARIOUS DEPARTMENTS UNDER SCERT**

### **1. FUNCTIONS AND MANAGEMENT**

DIET program comes under the National Policy of Education where the management and functions is under the central government. It comes under the Ministry of Human Resource Development and the funding system is 90:10, where the central government funded the 90% share and the state sponsors only 10%. This DIET institutes looks after the In-Service Teacher-Education and also the Pre-Service teachers. It is tie up with the SSA and RMSA scheme too. There are 7 DIET Cell at present and all the teachers here work together as a team due to inadequate numbers of Teacher-Educators. District Resource Unit (DRU) and Curriculum material development and evaluation (CMDE) looks into the community program and curriculum development of material and even the textbook, and here even the DIET also involves in the curriculum development. The DIET cell is trying their best to clear the backlog of the teachers training. The funds of the DIET are laid by the state government in the Annual Plan sent to the centre for approval. The fund includes the salary of the lecturers, training program and maintenance.

SCERT is the monitoring and governing body for all the DIETs. Altogether there are 10 DIETs out of which eight are under the government and two are self-financed institutes. There is a close co-ordination between the SCERT and DIETs. The SCERT look into the overall functions and management of the DIETs. There is an inspection after every two years to see the overall growth and development. The financial assistance for infrastructure and other facilities are taken care by the SCERT when it comes to government institutes. Mokokchung and Tuensang DIETS were upgraded recently form the poor situation. The private institutes also come under the preview of the SCERT and bound by the guidelines of the SCERT.

## **2. RELATION BETWEEN THE SCERT AND DIET:**

Both the SCERT and DIET comes under the department of Education. DIET manpower was directly dependent on the SCERT. DIET comes under the preview of the centre and SCERT comes under the State where the aims and objectives are the same. The slight difference was that the SCERT give more emphasis on research and journals where the DIET was more of the training oriented. The DIET cell was more of like a sub- ordinate of SCERT and both comes under the Directorate of Education. Both SCERT and DIET works hand in hand in enriching and empowering the teachers in their own ways.

## **3. ELEMENTARY TEACHER EDUCATION**

From the viewpoint of the administration and controller of the DIETs, the present system of elementary education program in Nagaland was satisfactory and it caters to the need of the Student-Teachers in the state. Response from DIETs Mokokchung and Zunheboto were worth acknowledging and above par. The eight government institution were functioning and managing quite well under the guidance of the SCERT.

## **4. DIET ADMINISTRATION**

The SCERT plays a major role in the overall administration of all the DIETs. SCERT acts as the sole authority and controls over all the DIET colleges spread across the state. The Administration of the DIETs has their own constituent body to look into the matter of the internal and function under an organised structure.

## **5. PROGRAM AND FACILITIES:**

The DIET Cell has been conducting the Training Package program for teachers, community and parents. VEC (Village Education Committee) program was another program taken up in order to enrich the village education committee to with the different roles and function of educational development. Usually it consists of more than ten villages and the program goes on for 3-4 days. Kezoma village primary school was one instance where the VEC program

was implemented successfully with positive results. They also conduct In-Service teachers training programme ranging from one day program to 30-days program. They conduct program like content enrichment program named as joyful learning of mathematics, science, etc initiated by the DIET.

DIET cell has their own library look after by a library assistant and provides material for the Student-Teachers. As far as now, there aren't ICT and Science Lab facilities.

## **6. TEACHING LEARNING MATERIALS (TLM)**

The teaching learning materials were provided by the DIET and sought for the help of SCERT in time of difficulties. It also sought for the source of National Institute of Open Schooling (NIOS) and distance education mode materials to provide easy access for the teachers.

## **7. POLICIES**

So far, all the institutions were strictly adherence to the policies and procedures of the NCTE and NCERT laid in the NPEs. The elementary education fraternity awaits a new policy under the New NPE for enhancing quality Teacher-Education programme that will suit the new teaching-learning approach of the state.

## **8. ISSUES AND CHALLENGES**

There were no any critical issues and challenges pertaining to elementary Teacher-Education faced by the department. Most of the issues were internal and doesn't give a troublesome situation in the smooth functioning and managing of the DIETs.

## **9. STAKEHOLDERS**

The NCTE and other allied departments related to the education were responsible for the overall growth and development of the DIETs. The NCTE, Directorate of Education, Humans Resources Development, Community Development organization and DEOs, the society and the Student-Teacher community.

## **10. ADULT EDUCATION**

Nagaland state has achieved a commendable 87.5% in terms of legal literacy under “Saakshar Bharat” (Adult Education) since the launching of the programme during the 11<sup>th</sup> Five Year Plan. Of the targeted 1, 14,307 adults to be covered under the legal literacy programme, more than 1, 00,000 adults in Nagaland have received basic legal literacy course. The legal literacy for Nagaland was under the MoU between National Literacy Mission Authority, Ministry of Human Resource Development and Department of Justice, Ministry of Law & Justice, GOI. The major objective was to educate the people, especially rural villagers, on their legal rights and also to inform them about various government welfare schemes. Refresher training was conducted for the adults. The Government of India (GOI) has also extended the programme for another five years so that each state achieve 100% target. Nagaland state also targets to achieve cent percent soon.

### **6.15 DISCUSSION**

The present study, “A study of the effectiveness of DIETs in Nagaland”, was done with an aim to investigate the profile of DIETs, Teacher-Educators and the Teacher-Trainees to determine the effectiveness of the DIETs in Nagaland. The investigator studied the functioning and management of the DIETs and examines the various activities, methods, teaching skills and their strategies. The investigator poses on the need to examine the academic achievements of the students, pedagogy, curriculum, co-curricular activities and evaluation system to determine the effectiveness of the DIETs in Nagaland. The study aims towards finding out the problem faced by the Teacher-Educators and the effectiveness of school organizational climate and teaching competency of teacher.

The study will bring a new development in the field of Teacher-Education as seen in the other studies taken up in different states. The study undertaken by NCTE (2001) on Teacher-Education in Andhra Pradesh highlighted the present status, its historical growth, the

organizational set up, roles and functions of the institutions. It also studied the strength and weaknesses, problems and issues pertaining to academic, financial and professional aspects. The present findings of the study correlates since it was revealed in the present study that inadequate physical facilities, insufficient teachers, insufficient budget allocation, lack of academic advisory board, low status of mode of inspection, less participation of teachers in decision making and need for financial support for trainees were some of the poor status of DIETs.

The present study also highlights the enrolment rate which indicates that there was a decline of male enrolment in the elementary Teacher-Education programme since 2011. In 2012 female had the highest enrolment rate of 74.33% which was a remarkable outcome. The academic performance of both male and female were found to be below average. Both male and female trainees had favorable attitude towards teaching profession. These findings corresponds **Ganapathy (1992)** study of self-concept of Student-Teachers and their attitude towards teaching profession. With regard to library facilities it was found that the Teacher-Educators and Teacher-Trainees were least satisfied. This finding has some similarities with the findings of **(Arora, K., Das Gupta, H., Chopra, R. and Puri, P. 1974)**.

**Desai, L.D.** on “A Study of Effectiveness of Teaching Learning Material in Primary Schools of Patan Taluka” found that the opinion of the coordinators and Principals in respect to effectiveness of T.LM was found to be significant with the present study on the importance TLM for effective teaching learning outcome.

It was observed from the study that the entire elementary teacher training programme highlighted certain teaching skills which were provided training to the prospective teachers for effective transaction and which will enable them to be efficient and will ensure success to the teacher training programme **(Mishra and Mukherjee, 2010)**. Micro Teaching, block teaching, Life Skill Education, Preparation of TLM and low cost and no cost teaching aids

were effectively implemented. Practice teaching was adopted in both rural and urban areas. The practicing schools were supportive. **Bhatanagar (1988)** conducted a study on student teaching programme in Orissa revealed defective organization of the programme, poor supervision system, lack of operation between school and college teachers and use of few selected methods of teaching as the major constraint. The findings were related with the present study where need of developing tools for assessment of activities under student-teaching and other practical work was in need for implementation.

Another objective of the present study was to study the effectiveness of curriculum. Curriculum was found to be too vast. It lacked uniformity and clear cut definition and the curriculum remained unrevised for years. The findings were found to be similar with the findings of **Walia, 1992 and Kumar, 1996** on curriculum development.

Mixture of written, oral and activity based was effectively implemented in the entire institute. Lecture cum discussion as a mode of transaction of programme were found to be more helpful. Other methods like lecture, assignment, discussion and seminar were used. Innovative practices were case study and project methods. The mentioned findings correlates with **Behari, 1998; Patted, 1992** on quantitative and qualitative aspects of various Teacher-Education Institutions. Most of the trainees revealed that they do not use play way method and there was no utilization of modern technology. The similar findings were reflected in a study conducted by National Council for Educational Research and Training (**NCERT**) - Regional College of Education, Bhopal. Most of the teachers as well as the trainees felt that training programs with activity-based and audio-visual aids would enhance maximum level of learning.

The study undertaken by **Das, R.C.** on the effectiveness of curriculum of DIET in Assam found that, only the experienced and trained teachers were able to develop proper attitude

among the student was correlating with the present finding about the experience of teacher's training relating to the development of proper attitude among the trainees in Nagaland.

**Sharma V.S.**, "Effectiveness of Pre-Service teacher training programme at Elementary level in Rajasthan" with the objectives to study the classroom behavior patterns of trained and untrained teachers working in the field of elementary education brings to the conclusion that in almost all the aspects of preparedness of teachers, the trained teachers had a definite superiority over the untrained teachers. The trained teachers differed significantly from untrained teachers in respect of co-operative aptitude and morale character as found in the present study on effectiveness of DIETs in Nagaland.

**Sharma,M.**, on "Progress and Problems of Teacher-Education in India",1982 examine the growth pattern of Teacher-Education in India, and identify the problems of Teacher-Education in the country found out that methods of teaching and evaluation being used in the training institute were traditional. There was evidence of lack in research data in the field of Teacher-Education as pointed out from the study co-relates with the investigator's findings about the few Teacher-Educators were involved in research work.

**Vaja.M.G.** on A study of effectiveness of the Present Training on Qualitative improvement of Primary Education as a part of new approach with the objectives to study the effectiveness of training as well as aspects and contribution of training to increase professional equipments of teachers found that 92% of the teachers believe that classroom teaching has become affective after training and equipping with professional ethics. 85% of the teachers believe that training was required for effective teaching; similarly the present study also co-relates that teachers training were beneficial in their future profession.

"A study of primary teacher's opinion about the training programmes conducted by DIET" by **Vohra S.N.** found that training programs with activity-based and audio-visual aids would enhance maximum level of learning among the teachers wherein which the present research

also pointed out that the play way method and activity-method was useful in elementary education.

In the study conducted by **Bordoloi, Ajanta Dutta**, A critical evaluation of Teacher-Education in Assam at the primary level during the post-independence period with special reference to the curriculum and In-Service training found out that the Teacher-Education institutes has inadequate physical and educational facilities and it justifies the similarities of the present study.

Child-centered teaching, motivation and inquiry skills, efforts regarding improvement of subjects, use of mass media, and co-operation in school, organizational and co-curricular activities, efforts for education of deprived-group children, efforts regarding national integration, international understanding and value-oriented education, efforts for talented and slow learners and community participation were the major findings of **Vyas,J.C.** on Effectiveness of performance of teachers trained under the programme of Mass Orientation of school Teachers. **Ekbote, E.R.** on Development of a strategy for integration of skills in Teacher Training, found out that the integration strategy variables viz, qualification, teaching experience, availability of study time, academic achievement, and skill comprehension, attitude towards teaching and attitude towards micro teaching influenced the improvement in classroom teaching performance through the strategy. The present study and findings co-relates to the studies of **Ekbote** and **Vyas** in respect to strategies and effectiveness of teacher education.

In the study of **Sinha, U.**, study on the impact of Teacher-Education programme with respect to attitudes of teachers towards teacher-pupil relationship found that the two categories of teachers in their attitudes towards teacher-pupil relations was contradicting with the findings of the present investigation.

The present study was the extended study of the research carried out by different scholars and Teacher-Educators in the different states to uplift and improve the Teacher-Education with the changing situation. The researcher puts forth the various important components of Teacher-Education to analyze the effectiveness of elementary teacher education.

### **6.16 EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY**

The following were the suggestions and educational implications on the effectiveness of District Institute of Education and Training (DIETs) in Nagaland:

1. Awareness about the profile of the District Institute of Education and Training (DIETs) need to be understood by the mass Teacher-Educators and Student-Teachers for the smooth growth of the primary teachers and development of teachers in the state. Every primary teacher should be aware of the DIETs latest updates and other necessary information relating to teachers training.
2. The Teacher-Educators and faculty of the DIETS should undergo educational research and training to keep themselves abreast with the latest trends of the educational system laid down by the NCTE from time to time. The faculty should also acquire maximum qualifications and experiences to educate the Student-Teachers.
3. The functions and management of DIETs should not be limited to the basic structure and distributions of the responsibilities, but extend to innovative and creative potentials of the locally available resources. The present strength and facilities of the DIETs need to be upgraded for further improvement and development starting from the infrastructure to financial aids.
4. The institute should implement different activities like seminars, workshop, work experience, life skills, community work, field trips, and other activities in letter and spirit with all the latest resource available. Research projects, journal publications and

other activities like survey, content enrichment program need to be conducted at every interval and quality need to be maintained. Academic activities and practical method, practice teaching program, dissertation writing have to be effectively practiced and improved based on the latest curriculum and learning approach.

5. The present research revealed that Teacher-Educators were assessed from time to time by the heads and authority and that, they were rewarded and appraised with certificates and verbal communication. Teachers-educators need to be encouraged and awarded meritoriously for their hard work and sincere commitment towards the future outlook of the nation. The present physical facilities of the DIETs need to be developed and improved, to accommodate the innovative practice of teachings and integrates different types of teaching skills for better results. The institutes in the state also need to install the latest technological devices and gadgets towards teaching competencies.
6. The present study also revealed that the academic achievements, the methodology and curricular and co-curricular; and evaluative process were defective, and need to be improved and productive. The teaching methods of the Student-Teachers need to be made more effective, by inculcating the different methods and appropriate methods in the right situation to bring up the academic achievement. The curriculum has to be framed according to the need and time frame of the course to meet all the demands of the Student-Teachers. The entire DIETs institute should have uniform co-curricular activities and should be always directed towards developing teaching professionalism. The system of evaluation prevailing at present was satisfactory, but sought for more adequate mechanism to accommodate all the students-teachers. Evaluation process is the only key to assess the performance of both the Student-Teachers and educators.

7. The present research revealed that, there were so many problem faced by the Principal, teacher- educators and teacher- trainees. The government should look into the frequent transfer of faculty which disturbs the environment of the learning community and make necessary arrangement to appoint full time teacher for the academic session. The Teacher-Educator faced problems with the shortage of time, teaching-learning materials, orientation programs in evaluation and funds for field works and practicum, therefore the stakeholders should look into the problems to fill in the gap for smooth functioning of the curriculum.

The DIET institutes should look into the student related issues like less participation in co-curricular activities, poor academic performance and lack of capacity building programs and exposures for trainees. The institutes also need to provide enough space for practice teaching, micro-teaching, block teaching and other practical works so as to make the Student-Teachers competent and efficient.

## **6.17 SUGGESTIONS**

### **6.17.1 Suggestions from the Principal**

1. Organize training program for Teacher-Educators on the latest trends in education for professional growth and competency.
2. Recruitment policy to be changed. Efficient and qualified Teacher-Educators have to be appointed.
3. Faculties should be made mandatory to visit other DIETs of our neighboring states to ascertain the functioning of other DIET institutes and if possible to organize exchange programs.
4. There was a need to strengthen the faculty by increasing the staff in all the discipline.
5. New techniques should be adopted to enhance learning.

6. Good co ordination between the institute and higher authority should be developed.
7. Adequate and required number of non teaching staff should be appointed in the institute.
8. Teachers should be encouraged to attend Refresher course.
9. Consultative meeting should be held at the beginning and at the end of every academic year.
10. Central Sponsored Scheme (CSS) fund should not be diverted by the state government.
11. Timely inspection and supervision need to be conducted by the higher authority.

#### **6.17.2 Suggestions from the Teacher-Educators**

1. Proper infrastructural facilities should be provided in the institute.
2. Teaching learning materials should be made available to trainees so as to facilitate proper learning.
3. Seminars, workshop, capacity building program, orientation program etc. should be organized for both teacher and students by the concern authority.
4. Pay scale has to be revised in all the private teacher training institute
5. Separate teacher has to be appointed for life skill education. Thus proper streamlining for course allotment to teachers has to be maintained.
6. Newly established institute should be immediately checked. Several facilities like library, laboratory, toilet facility, staff quarter etc were not available.
7. Encourage English speaking so as to curtail the problems relating to language skills.
8. Revising of the curriculum after every three years to ensure that it benefits the needs of the society.
9. Trained teachers were made to undergo short term training courses by the Nagaland

government so as to refresh their memory and skill once again. Provisions for different training and activities should be made aware to the elementary teachers.

10. There should be common rating scale or evaluation procedure for monitoring trainees' performance.
11. Only specialized subject teacher should be allowed to teach concern subject at the primary level in order to improve the quality of education.
12. Teacher should be made mandatory for method subjects (English/ Social science/Science/ Mathematics) to obtain requisite qualification.
13. Untrained teachers should be given proper information and motivation before undergoing teacher training programme.

### **6.17.3 Suggestions from the Teacher-Trainees**

1. Trained, competent and qualified Teacher-Educator should be appointed.
2. Hostel facility need to improve. More hostel facility should be provided for both boys and girls coming from far flung areas.
3. Orientation of the subject matter has to be given in the beginning of the session.
4. Extra classes on English or grammar and phonetics should be conducted for further improvement.
5. Student body or union should be formed in the entire DIET institute to look after the welfare of the students.
6. There should be a separate welfare fund for the students. Management ought to sanction the required amount for organizing different activities in the institute in spite of contributing from trainees.
7. Over crowdedness in the class room during block and practice teaching should be avoided.

8. Every institute should provide Teaching aids & tools to be used during teaching programs.
9. The pedagogical theory should reflect the issues, problems and challenges faced by the society.
10. Co-curricular activities organized in the institute were satisfactory but more new innovative activities should be organized.

#### **6.17.4 Suggestions from the SCERT Officials**

1. The SCERT and Government should go hand in hand in decision making in regard to recruitment and education policy.
2. The government should abide and follow the NCTE norm as far as possible concerning recruitment, curriculum and syllabus.
3. There should be active participation from In-Service elementary teachers in all the training and refresher course organized by SCERT.
4. The Teacher-Educator under DIET should emphasis more on research work and publication on the latest development in teacher education.
5. The SCERT and DIET institutes should toil hard to achieve the objective laid down in the frame work.
6. Innovative and creativity among the Teacher-Educators.
7. Leadership and moral education among the Student-Teachers to be emphasized.
8. Peace education and social tolerance co existence.

#### **6.17.5 Suggestions from the Investigator**

In this section the investigator brings out some constructive suggestions based on the findings for the improvement and progress of quality education in DIET institutes.

1. Political appointments should be stopped immediately. Since, teachers without required qualification were appointed and thereby unable to render quality teaching.
2. Adequate and required number of teaching and Non-Teaching Staff should be appointed in the institute.
3. Pay scale need to be revised. UGC central pay should be implemented in all the private institution.
4. For imparting quality teacher education, Teacher-Education institution should have well-equipped library, classroom and laboratories.
5. Bus services need to be provided by the institution to ensure punctuality and good attendance.
6. Most of the College environments were not conducive for conducting training. Government should take some measure towards further improvement and development.
7. The eligibility criteria for the D.El.Ed course should be based on both oral and written interview and academic performance.
8. Teaching learning materials should be made available to trainees so as to facilitate proper learning.
9. All the Institutes should be provided with accurate data of teacher profile and different schools which requires during training programs and practice teaching programs.
10. There should be permanent monitoring devices for continuous evaluation of teacher attitude and performance and learners achievement.
11. Seminars, refresher course training, orientations and workshops should be organized for the Teacher-Educators on the latest trends and techniques related to teaching method, skills and techniques.

12. Trainees should be encouraged English speaking so as to curtail the problems relating to language skills.
13. The pedagogical theory should reflect the issues, problems and challenges faced by the society.
14. Apart from teaching and conducting activities, Teacher-Educators should be encouraged to conduct research works which will benefit the institution, society and education system especially teacher education.
15. Faculty development programme, co-ordination meeting and discussions among the stakeholders, administrators and Teacher-Educators should be conducted for further improvement.
16. More opportunities should be given to untrained teachers to be par with the latest Teacher-Education system.
17. The teaching program should be based on play way method, where teachers are more active and alert, and Students are given more freedom to learn and participate in classroom.
18. Policy maker should come up with programs like Educational Quality Improvement Programme (EQUIP) 2002 to promote quality enhancement.
19. Measures should be taken to meet the Professional demands such as appraisal, incentive and reward to encourage and motivate the teachers.
20. The concern authority should conduct regular checking or inspection on proxy appointment, substitution and replacement.
21. The government should give top priority in the field of elementary Teacher-Education so as to ensure quality education towards its people.

22. Teachers should avoid using traditional methods like lecturing and dictating notes. Rather, they should be trained to use innovations to make their teaching more suitable in the modern context.
23. More opportunities should be given for open discussion, exchange programs etc.
24. Guidance and counseling services should be made available in the institute.
25. More importance to be given on Life skill education and preparation of TLM.
26. Innovative program should be conducted to enhance Student-Teachers creativity. Case study, projects, action research are some innovative practices which can be adopted.
27. All the facilities that are required for the Teacher-Educator should be released without any hindrance from higher authority.
28. Sincerity and commitment on the part of the upcoming primary teachers (Who are undergoing training) is required.
29. The government should encourage and conduct short term and long term training program for untrained teachers.
30. Newly established institute should be immediately checked. Several facilities like libraries, laboratory, toilet facility, staff quarter etc. are not available.
31. All the Elementary Teacher-Education institutes should have special provision for learner with special needs.
32. There is a need for establishing more DIETs in every districts of Nagaland.

### **6.17 SUGGESTIONS FOR FUTURE RESEARCH**

The following are the suggested areas for future researches

1. The present study was conducted in Nagaland. Similar studies can also be conducted in other states of India.
2. The present study has been conducted only on Elementary Teacher-Education institutes. It can be extended to other level of teacher education, viz., Secondary and Higher Education.
3. Specific studies may be undertaken to identify the problems faced by In-Service teachers in implementation of training in real school situations.
4. A study of the evaluative procedures of the elementary teacher training institution can be under taken.
5. A comprehensive study can be undertaken with regard to the growth and development of elementary Teacher-Education in Nagaland.
6. Critical study on problems, its causes and solutions of elementary Teacher-Education in Nagaland.
7. Comparative studies may be taken up to compare the status and effectiveness of elementary teacher training programme in two or more districts.
8. In order to ascertain the effect of teacher training programme on teachers' competencies and skills, an experimental studies can be undertaken.
9. Elementary teacher training programme require researches with regard to methodology adopted, monitoring and supervision of these programmes.
10. Research studies maybe undertaken to compare male and female Teacher-Trainees with regard to their interest, attitude and aptitude towards elementary teacher training programme.

## **6.18 CONCLUSION OF THE STUDY**

With the establishment of DIETs under the NPE 1986, the sole aim was to meet the needs of Pre-Service and In-Service teachers training, the DIETs has contributed a major share in raising the literacy percent of 16.7% in 1961 to 52.11% in 1991 and 74.04% in 2011. The literacy rate of Nagaland is now 79.55% according to 2011 census with 82.75% for male and 76.11% for female. NCERT with its aim of implementing the National Curriculum Framework, universalisation of elementary education, improvement in Teacher-Education and improvement in student's thoughts has been playing its role since its inception. The DIETs spread across the country provides comprehensive extension programmes even to rural and backward areas to enrich the teachers. The need to sensitise responsible teachers who could serve the cause of bringing up elementary education judiciously and productively is time and again put forth the objectives of DIETs. Giving opportunity for continuous training to keep the teachers more active and to enhance their professional competencies is one important function of the DIETs in bringing the teachers to the front row. The DIETs has been meticulously working and developing new strategies to solve all the challenges issues of the teachers.

From this study the investigator provides an insight of the effectiveness of elementary teacher training programme. Keeping in mind all the objectives of the present study, the investigator collected different observations and analysis about the functions and managements of District institute of Education and Training (DIET); activities and practical method of teaching, integrated teaching skills with respect to development of teaching competencies, academic achievements of trainees, pedagogy, curriculum, co-curricular activities and evaluation. The study observes that the expected result can be achieved if elementary teacher training programme can promote qualitative improvement; where professional competencies of

teachers can be shaped, information about new approaches, new methods and techniques can be adopted, and strictly adhere to the government norms in recruiting teachers.

It becomes quite clear that there is no other alternative or short cut to the development of human resources. Training when used in a planned and purposeful manner can be extremely an effective management tool as they increase the knowledge and skills of workers and thereby increasing the productivity and wealth of the organization. Therefore, there is a need of opening more DIETs in Nagaland with a clear cut policy and vision.

Effectiveness of the institutions and the programmes largely depends on effective transaction of curricula, quality Teacher-Educators, adequate facilities, appropriate evaluation procedure etc., though these issues has been researched widely yet further studies can be conducted with special emphasis to solve the various problems interfering in the effectiveness and quality assurance of elementary teacher education.

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**APPENDIX- I****QUESTIONNAIRE FOR THE PRINCIPAL**

## 1. Profile of the Principals

Name of the Principal: .....

Gender: Date of Birth:        

Educational Qualification: B.A/B.Sc/ B.Ed/ M.Ed/ M.Sc/ M.A/ M.Phil/ Ph.D/ Others

Name of the institution: .....

Year of Establishment of the Institute: .....

Date of joining as Principal .....

Experience as Head, Please indicate the No. of years .....

What is the condition of your service?

i) Regularized  (iii) Adoc ii) Contract  (iv) Substitute 

What is the Nature of the management of the Institution? Please Tick;

Private  Government 2. Is the infrastructure available in your institution sufficient? **Yes** **No**

3. Please tick (✓) the available facilities in your Institution

i. Library ii. Science Laboratory iii. ICT Lab iv. Seminar hall v. Practical room vi. Ladies common room vii. Proper drinking water supply viii. Play ground ix. Staff Quarter x. Canteen xi. Hostel Facilities for man and Women xii. Separate toilet s for man and women xiii. Proper electrification

- xiv. If any other Please mention .....
4. Is your Institution running in Pucca  Kachha  building
5. Academic calendars are prepared by
- i) The Institution
- ii) Managing boards
- iii) Government officials
- iv) Any other (please specify) .....
6. Kindly show the position of Academic staff of the Institute:

NATURE OF OFFICE	No. OF POST	PAY SCALE
Head		
Sr. Lecturer		
Lecturer		
Any Other		

7. Does the Institution have required and qualified Teaching staff? **Yes**  **No**
- If No, how do you manage to run and complete the course?
- i. By arranging Guest Lecturers
- ii. By giving additional workload to existing Teaching faculty
- iii. If any other ways (please specify).....
8. Do you think the Teachers are committed in their work? **Yes**  **No**
- Please comment.....
9. Are the Teachers punctual in their duty? **Yes**  **No**
10. Are the Teachers regular in their work? **Yes**  **No**
11. Please mention the position of Non- Teaching staff of the Institute;

<b>Nature of work</b>	<b>No. of Post</b>	<b>Pay scale</b>
Computer Assistant		
Office Assistant		
Technician		
Librarian		
Peon		
Sweeper		
Any other		

12. Does the performance of the Non-Teaching Staff satisfy you? **Yes**  **No**

Please Comment .....

13. Are the Non-Teaching Staff provided residential facilities? **Yes**  **No**

14. Do you think there is a need to increase the number of Non-Teaching Staff?

**Yes**  **No**  If yes, please mention the type of position/services that is further required

<b>TYPE OF POSITION</b>	<b>REQUIRED NUMBERS</b>

15. What is the intake capacity of trainees in the Institution? Please mention

<b>PRE-SERVICE</b>	<b>IN-SERVICE</b>

16. Kindly show the Enrolment in the last five (5) Years

YEAR	ENROLMENT	
	Male	Female

17. Do you feel the need to increase the intake capacity? **Yes**  **No**

18. What are the criteria for selection of the student-trainees?

- i. Merit in academic examination **Yes**  **No**
- ii. Good performance in admission test **Yes**  **No**
- iii. Deputed by the Government **Yes**  **No**
- iv. Any others

19. Are you satisfied with the present trend of selection /admission?

**Satisfied**  **Dissatisfied**

If dissatisfied, please suggest for improvement.....

20. What is the annual budget of your Institution, Please mention .....

21. Please mention the allocation of budget in different heads

Plan.....

Non-Plan .....

22. Is the fund allocated by the Government / Management sufficient to meet the requirements of the Institute?

Please Comment .....

23. Besides the fund from the Government/ Management authority, do you get any other financial assistance from any other source?

Please mention .....

24. Is there any inspection done at the institute? **Yes**  **No**

If yes, who does the inspection? .....

And how often is it done, Please Tick;

**Monthly**  **Quarterly**  **Yearly**  **not at all**

25. Are you satisfied with the system of inspection?

**Satisfied**  **dissatisfied**  **can't say**

Kindly comment on the system of inspection .....

26. Do you organize training/ Orientation programme for Teacher-Educators?

Yes  No

If yes, mention the programmes conducted during the last 2 (Two) years:

YEAR	KINDS OF TRAINING CONDUCTED	THEME OF THE PROGRAMME

27. Does the Government organize/ invite Teachers for Trainings? Yes  No

If yes please specify the kinds of training conducted during the last 2 years:

YEAR	KINDS OF TRAINING CONDUCTED	THEME OF THE PROGRAMME

28. Is the Institute working on any research project(s) Yes  No

If yes, please mention the research project(s) completed by your Institution

YEAR	TITLE/ AREA(s) OF THE PROJECT

29. Are any resources being sponsored/ financed by the Institute for Research projects?

Yes  No

Please comment .....

30. Has the Institute made any Publications? Yes  NO

If yes, it is

- i. Annually
- ii. Six monthly
- iii. Quarterly
- iv. Monthly
- v. Weekly

31. Are you satisfied with the books available in your library?

**Highly Satisfied**  **Satisfied**  **Dissatisfied**  **highly dissatisfied**

Please suggest measures for further improvement .....

32. Are you authorized to make purchasing of the books for the library?

**Yes**  **No**

33. What are the other means of procuring books and journals for library? .....

34. Are the following teaching practices/ activities undertaken in your Institute, Please tick (√)

- i. Micro teaching
- ii. Block teaching
- iii. Team teaching
- iv. Any other .....

35. What is the ratio between Teacher-student for guiding and supervising while writing dissertation?

- i) 1:1
- ii) 1:2
- iii) 1:3
- iv) 1:4
- v) Any other .....

36. Practice teaching is limited only to, please tick (√)

- Urban school
- Rural school
- Both urban and rural

37. How many Schools do you engage for practice Teaching

Private  Government

38. Do you get co-operation from the practicing schools? **Yes**  **No**

If **No**, what could be the reason? Please share your views .....

39. What is the total number of working days devoted to practice teaching?

40. Do you feel the Teacher-Educators are not properly oriented/ trained for supervising teaching practical? **Yes**  **No**  If **yes**, what can be the main reasons;

i. They are newly appointed

ii. No training is given to them for supervising practical teaching

iii. Any other .....

41. Does your Institution require more orientation programme on evaluation and supervision during teaching programmes? **Yes**  **No**

42. Who are the external experts that comes for evaluation during the final Practice teaching .....

43. Have you ever observed Teacher-Trainees of any other private/ Government Institutes during practice teaching? **Yes**  **No**

If yes, Please share some of your observations in comparison with your institute;

.....

44. Are you satisfied with the academic performance of the students?

**Highly Satisfied**

**Satisfied**

**Dissatisfied**

If **dissatisfied**, what could be the main reasons? Please Tick (✓)

i. Lack of efficient teachers

ii. Poor library facilities

iii. Lack of proper infrastructure

iv. Limited course duration

v. Any other please specify.....

45. Do you think student can perform better, provided teachers are effective in the class?

**Yes**

**No**

Kindly Comment .....

46. Kindly show the Academic Achievement of the Teacher-Trainees in the last Three (3) Years

Year	No. of students' appeared	No. of students' passed	No. of Students' failed	No. of Std's passed in 1 <sup>st</sup> Division	No. of Std's passed in 2 <sup>nd</sup> Division	No. of Std's Simple pass

47. Please suggest some remedial measures for improvement of the academic achievements of the Teacher-Trainees .....
48. Is there an Academic advisory Board/ Committee in your Institution?  
**Yes**  **No**  If No, do you feel the need of having such committees?  
**Strongly agree**  **Agree**  **Disagree**
49. What is the attendance position of the trainees in the institute?  
**Very good**  **Good**  **Average**  **Poor**   
 If attendance is poor / Average, what are the measures you suggest for its improvement. Please comment .....
50. In the new pedagogy of activity based method, which activity is effectively practiced by your Institute? Please tick (✓)
- |  |                          |
|--|--------------------------|
| i. Material activity                       | <input type="checkbox"/> |
| ii. Oral activity                          | <input type="checkbox"/> |
| iii. Written activity                      | <input type="checkbox"/> |
| iv. Mixture of oral, written and materials | <input type="checkbox"/> |
| v. Any other .....                         |                          |
51. Is Life Skill Education being effectively introduced by your institute?  
**Yes**  **No**   
 If **Yes**, Please mention some activities done/ practiced in your Institute .....
52. Do you think appropriate use of Teaching Learning Material (TLM) can make Teaching- learning effective? **Yes**  **No**  **can't say**   
 Please share your views.....
53. What are the innovative practices adopted by you Institution .....
54. When the Syllabus was last revised? Please indicate the year .....
- Please comment on the present syllabus.....
55. Have you ever involved in reframing of syllabus? **Yes**  **No**
56. Do you see the need of revising/ reviewing the present curriculum?  
**Yes**  **No**  **Why?** .....
57. What are the co-curricular activities being organized in your institution .....
58. Do all the trainees actively participate in the co-curricular activities?  
**Yes**  **No**  **not sure**
59. The course is being divided into how many semesters? .....
60. Number of examination conducted in one (1) semester? .....

- 61. What is the total number of working days in a year? .....
- 62. What is the total number of days devoted to examination? .....
- 63. What is the weight age given in the Following areas?

AREA	WEIGHTAGE (%) (Mark)
Theory	
Practical	

Please specify the type of evaluation and their weightage (%)

TYPES	MARKS

- 64. Are you satisfied with the existing technique of evaluation? **Yes**  **No**
- 65. Kindly give your comment on the above mentioned area(s) in relation to its weightage and modifications; .....
- 66. Do you think the quality of teacher training has made some improvement, as compared with the earlier years of your joining the Service? **Yes**  **No**   
Please Comment.....
- 67. What are the problems faced by you with regards to the following areas:
  - i. Teaching faculty .....
  - ii. Non- teaching faculty .....
  - iii. Student- trainees .....
  - iv. Syllabus.....
  - v. Infrastructure .....
  - vi. Finance .....
  - vii. Management and administration .....
  - viii. Any other areas.....

68. According to you, what is the rating of your institution performance? Please Tick (√)

- i) 75%
- ii) Between 65%-75%
- iii) Between 60%-65%
- iv) Between 50%-60%
- v) Below 50%

69. Suggest some measures (If any) for further upliftment of quality education in your institution .....

70. In your opinion, please give some valuable suggestions for overall effectiveness of Primary Teacher-Education institutes in Nagaland.....

## APPENDIX- II

## QUESTIONNAIRE FOR TEACHER-EDUCATORS

## 1. Profile of the Teacher-Educator

Name of Teacher: .....

Gender Date of birth        

Educational Qualification: .....

Field of Specialization (If any).....

Area of interest .....

Name of the institution: .....

What is the Nature of the management of the Institution? Please Tick (√)

Private Government 

Teaching Experiences Please indicate the No. of years .....

Research Experiences (If any) Please mention .....

Administrative Experiences (If any) Please mention .....

Service Condition. Please tick (√)

Regularized Adoc Contract Substitute 

## 2. Does the Institute provide; kindly tick (√)

- |       |   |            |                          |           |                          |
|-------|---|------------|--------------------------|-----------|--------------------------|
| i)    | Satisfactory staff room                   | <b>Yes</b> | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> |
| ii)   | Separate common room for female teacher's | <b>Yes</b> | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> |
| iii)  | Proper electrification                    | <b>Yes</b> | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> |
| iv)   | Computer Lab                              | <b>Yes</b> | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> |
| v)    | Satisfactory refreshment facility         | <b>Yes</b> | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> |
| vi)   | Sufficient water supply                   | <b>Yes</b> | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> |
| vii)  | Satisfactory toilet facilities            | <b>Yes</b> | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> |
| viii) | Required text books for teaching          | <b>Yes</b> | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> |
| ix)   | Adequate classroom                        | <b>Yes</b> | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> |
| x)    | Sufficient teaching-aids                  | <b>Yes</b> | <input type="checkbox"/> | <b>No</b> | <input type="checkbox"/> |

## 3. Are you satisfied with the Library ; Please tick (√)

- |     |                   |                  |                          |                     |                          |
|-----|-------------------|------------------|--------------------------|---------------------|--------------------------|
| i)  | Quality of books  | <b>Satisfied</b> | <input type="checkbox"/> | <b>Dissatisfied</b> | <input type="checkbox"/> |
| ii) | Quantity of books | <b>Satisfied</b> | <input type="checkbox"/> | <b>Dissatisfied</b> | <input type="checkbox"/> |

- iii) Educational journals                      **Satisfied**                       **Dissatisfied**
- iv) Library timing                                **Satisfied**                       **Dissatisfied**
- v) Physical facilities                            **Satisfied**                       **Dissatisfied**
- vi) Electrification                               **Satisfied**                       **Dissatisfied**
4. Do teachers have access to the following facilities in the institute? Please tick (✓)
- i) Computers
- ii) Overhead Projector
- iii) Film/ Cassettes
- iv) Television
- v) Any other .....
5. Are you convinced with the procedure of selection of trainees for admission?  
**Yes**       **No**
- If no, kindly give your suggestions for improvement.....
6. Do you get support from your colleague to perform your job efficiently?  
**Yes**      **No**      **Sometimes**
7. Does the Principal help teachers in solving any professional problems?  
**Yes**       **No**      **Sometimes**
8. Are you satisfied with your profession?  
**Highly satisfied**      **Satisfied**      **Dissatisfied**
- Please Comment .....
9. How often staffs meeting are held?      **Frequently**      **Sometimes**      **Never**
10. Do you participate in the decision making process of the Institute?  
**Always**      **Sometimes**      **Never**
11. Do you think teachers should be given more power in decision making in relation to
- i) Teaching .....
- ii) Administration .....
- iii) Any other .....
12. Are the Teacher consulted in scheduling programmes of the institute?  
**Always**      **Sometimes**      **Never**
13. Do you involve in school administration and its functioning?  
**Always**      **Sometimes**      **Never**
14. Are Teachers being assess for their performance? **Yes**      **No**
- If yes, mention who does the assessment:

- i) Principal **Yes**  **No**
- ii) Colleagues **Yes**  **No**
- iii) Trainees/ Students **Yes**  **No**
- iv) External experts **Yes**  **No**
- v) Any others .....

15. Do you think trainees/ students should be allowed to assess the performance of teachers?

Kindly give your views .....

16. Are the sincere/ hardworking Teacher-Educators rewarded? **Yes**  **No**

If yes, in what are the teachers being rewarded? (Eg: Praise, Certificate etc)

.....

17. Do you think Teachers are over-burdened? **Yes**  **No**

18. Kindly mention your working periods

Per day.....

Per week.....

- i) Name of paper/ course allotted, please mention.....
- ii) No. of trainees allotted for practical work .....
- iii) No. of Practical work in a week.....
- iv) Test are conducted; **weekly**  **Monthly**  **Quarterly**
- If any.....

19. Do you also organize/ conduct the following programmes (Please tick)

- i) Seminar
- ii) Workshop
- iii) Work-experience
- iv) Life skill activities
- v) Community work
- vi) Field trip
- vii) Any other please mention

20. How often do you conduct the above mentioned programmes?

**Frequently**  **Sometimes**  **Never**

21. Do you use technological devices while teaching?

**Frequently**  **Sometimes**  **Never**

If so, Kindly list the device(s) .....

22. How often do you prepare and utilize Power Point Presentation (PPP) in class teaching? **Always**  **Sometimes**  **Never**

23. Do you think technological devices can make teaching more effective? **Yes**  **No**   
Please share your views .....

24. The teaching aids available in your institute are; Please tick (√)

- i) Charts
- ii) Maps/ Globes
- iii) Audio-visual aids
- iv) Models
- v) If any .....

25. Kindly show the organizational pattern of teaching programme in your Institution

Nature of teaching programme	No. of days allotted for teaching	No. of lesson prepared	No. of lesson practiced
Micro Teaching			
Block Teaching			
Macro Teaching			
(any other)			

26. Are the teachers given training for supervision/ evaluation of micro teaching and Block teaching? **Frequently**  **Sometimes**  **Never**

27. What method do you apply while supervising trainees during Practice teaching? Please tick (√)

- i) Observe their teaching and write comments
- ii) Observation, writing comments and giving feedback after teaching
- iii) Giving feedback and discussing with trainees
- iv) Asking Peer group to observe
- v) If any

28. Are you satisfied with the present pattern of practice teaching? **Yes**  **No**   
**can't say**  Please give some suggestions .....

29. Do you think Teacher-Educators should be oriented for supervision? **Yes**  **No**

30. Do you find any problem related to evaluation of teaching practice in your institution?

**Yes**  **No**

If yes, is it because of

i) Lack of proper training of evaluation

ii) Lack of adequate tools for evaluation

iii) Lack of feedbacks

iv) Any other.....

31. How is the academic performance of the trainees?

**Excellent**  **Good**  **Average**  **Poor**  **Very Poor**

32. According to your observation please give the rating (%) of the academic performance of

i) Girls

ii) Boys

33. How do you deal with those trainees who have low academic performance? Please comment .....

34. Indicate the teaching method(s) you generally apply in your lass-room teaching.

Please Tick (√)

i) Lecture method

ii) Lecture cum discussion

iii) Lecture cum Demonstration

iv) Dictation of notes

v) Any other(s) .....

35. To make teaching and learning process effective and interesting, do you also make use of teaching aids available in your institute? **Yes**  **No**

If yes, how do you integrate the subject matter with the available teaching aids? .....

Do you encourage your trainees to apply play-way method in their class teaching?

**Yes**  **No**

36. Do you feel that play way method of learning has its impact on child's growth and development? **Yes**  **No**

Please share your views .....

37. Have you developed any Teaching Learning Material (TLM)? **Yes**  **No**

If yes, kindly mention the different types of Teaching Learning Material (TLM) developed by you .....

38. Do you think Teaching learning materials (TLM) can make teaching and learning effective? **Yes**  **No**

Please share your views .....

39. Do you find any difficulty in introducing new innovative practices in teaching practice programmes in you institution? **Yes**  **No**

If yes, is it because of

- i) Lack of physical facilities in the institution
- ii) Lack of proper training of Teacher-Educators
- iii) Poor background of Student-Teachers
- iv) Any other .....

40. Are you convinced with the present course content of Life skill education?

**Yes**  **No**  Please comment .....

41. Kindly tick (✓) the method you use while teaching life skill education?

- i) Project Method
- ii) Demonstration method
- iii) Observation method
- iv) Experimental method
- v) Problem solving method
- vi) Integrated approach
- vii) Any other .....

42. Have you written any research article(s)? **Yes**  **No**

If yes please mention the title and year .....

43. How many students are you allotted for guiding and supervising in dissertation writing?

44. The current curriculum is (Please tick ✓)

- i. Too vast **Agree**  **Disagree**  **Can't say**
- ii. Relevant to local needs **Agree**  **Disagree**  **Can't say**
- iii. Covers all the necessary areas **Yes**  **No**  **Can't say**
- iv. Appropriate for the pupils **Yes**  **No**  **Can't say**

If any please mention.....

45. Is the existing curriculum benefitting to the needs of the Teacher Education?

**Yes**  **No**  **can't say**

46. Is the curriculum more theoretical and less practical oriented?

**Yes**  **No**  **can't say**

47. Is the content of different areas in the syllabus updated? **Yes**  **No**  **Can't say**

48. Have you ever involved in reframing of syllabus? **Yes**  **No**

If **yes** please mention

YEAR	NAME OF THE PAPER

Do you think that revision/ modification of curriculum is the need of the hour according to the social needs? **Yes**  **No**  **can't say**

Please share your views .....

49. Are you able to complete your course work within the given timeframe?

**Yes**  **No**

50. Are you satisfied with the duration of the course?

**Highly satisfied**  **Satisfied**  **Dissatisfied**  **highly dissatisfied**

If you are not satisfied, please suggest your views on the course duration.....

51. Kindly mention some of the co-curricular activities organized in your institution? .....

52. How often do you organize co-curricular activities?

**Frequently**  **Sometimes**  **Never**

53. Do you agree that trainee's participation in co-curricular activities can be useful/helpful in their teaching profession? **Strongly agree** ( ) **Agree** ( ) **Disagree** ( )

Please share your opinion(s).....

54. Do you find that the existing pattern of evaluation procedure adequate to know about the progress of the trainees'? **Yes**  **No**  **Not sure**

If you are not convinced, please offer your suggestions for further modification .....

55. What is the evaluation technique adopted in your Institution?

i) Only Internal

ii) Only external

iii) Both internal and external

Please mention the weightage given to

Internal %External %

56. Are you satisfied with the tools and techniques being used for evaluation in student teaching practice? **Yes**  **No**

Please suggest for improvement .....

57. In your opinion, what are some of the major problems you encounter as a Teacher-Educator? Briefly specify ( if any) in the following areas;

- i) Teaching related .....
- ii) Student related .....
- iii) Syllabus related .....
- iv) Evaluation related .....
- v) Infrastructure/ facilities related .....
- vi) Any other(s) .....

58. Do you think your institution is doing well? **Yes**  **No**  **can't say**

59. According to you, what is the rating of your institution performance

- i) 75%
- ii) Between 65%-75%
- iii) Between 60%-65%
- iv) Between 50%-60%
- v) Below 50%

60. In your opinion, which are some of the areas that need improvement in your Institution? Please share your views .....

61. Your opinion regarding the position, progress and development of Primary Teacher-Education programme in Nagaland towards quality education.....

.....





16. Are the teachers competent in their teaching? **Strongly Agree**  **Agree**   
**Disagree**

Please comment .....

17. Are you required to write Dissertation? **Yes**  **No**

If Yes, please mention the area of your study .....

18. Kindly tick the organizational pattern of teaching programme in your Institution

Nature of Teaching Programme	No. of Days Allotted for Teaching	Name of Subject (Method Subject)	No. of Lessons Prepared	No. of Lessons Practiced
Micro Teaching				
Block Teaching				
Macro Teaching				
(Any Other)				

19. Are you satisfied with the existing pattern of supervision/ evaluation done by teachers on the above mentioned programmes?

**Highly satisfied**  **Satisfied**  **Dissatisfied**  **highly Dissatisfied**

Please comment .....

20. How many teaching skills are practiced during micro teaching .....

Kindly list down the skills practiced by you .....

21. Are you satisfied with the performance of teachers in orienting you on the teaching skills? **Yes**  **No**

Please comment .....

22. How many lessons to you prepare and practice with the integrated teaching skills?

No. of lessons prepared.....

No. of lessons practice.....

23. Does the Teacher-Educators guide/ supervise you during practice teaching?

**Frequently**  **Sometimes**  **Never**

24. Do you find difficulties in lesson planning? **Yes**  **No**  **can't say**   
 If **yes**, please mention the area where you face difficulties .....
25. Do you use teaching aids while teaching? **Yes**  **No**   
 If **Yes**, kindly mention some teaching aids used by you during your teaching programmes .....
26. Do you think appropriate use of teaching aids can make teaching-learning effective?  
**Strongly Agree**  **Agree**  **Disagree**  **can't say**   
 Kindly comment on the effectiveness of using teaching aids .....
27. When do Teacher-Educators correct the lesson plan of the student- trainees?  
 i) Before going to class-room for teaching   
 ii) While observing the lessons   
 iii) Any other, please specify.....
28. Please Tick (✓) the experiences which are provided to Student-Teacher during practice teaching in addition to teaching the lessons;  
 i) Participation in school curricular programmes   
 ii) Participation in co-curricular activities   
 iii) Preparation of teaching materials   
 iv) Any other .....
29. What type of feedbacks is given to the trainees during practice teaching?  
 i) Individual feedback   
 ii) Group feedback   
 iii) If any, please specify .....
30. How many days are allotted for Final practice teaching? .....
31. How many lessons are you required to teach during your final practice teaching?  
 (Please specify) .....
32. Please mention some of the difficulties/ problems face by you during practice teaching; .....
33. What do you like most about the course you are doing? Please share your views  
 .....
34. What do you dislike most about the course you are doing? Please mention in brief  
 .....
35. Do you think the present training you are undertaking would be of any help in future?  
**Yes**  **No**  Please comment .....

36. Kindly indicate your academic performance;

**Excellent**     **Good**     **Average**     **Poor**     **very poor**

If you are not satisfied with your performance, what could be the reason?

- i) Lack of interest
- ii) Lack of physical facilities in the institute
- iii) Poor library facilities
- iv) Insincere Teacher-Educator
- v) If any, please specify .....

37. Are you required to write assignments?    **Yes**     **No**

38. How often are test conducted? **Weekly**     **Monthly**     **Any other**

39. Do you present seminar papers? **Yes**     **No**

If yes, how many papers are you required to present in one semester?

Please mention .....

40. How are seminars conducted? Please tick (✓)

- i) Paper presentation
- ii) Power point presentation
- iii) Any other .....

41. Do the students actively participate during seminars/ workshop? **Yes**     **No**

42. Which method of teaching is mostly used by your teachers? Please tick (✓)

- i) Lecture
- ii) Lecture cum discussion
- iii) Dictation of notes
- iv) Demonstration

Any others .....

43. Are you satisfied with the teaching methods used by your teacher?

**Highly satisfied**     **Satisfied**     **Dissatisfied**

Please share your views .....

44. Do teachers use technological devices while teaching? **Yes**     **No**

If yes, list the devices used .....

45. Have you also adopted and practiced play-way method during your teaching practices? **Yes**     **No**

If yes, how effective it is. Kindly share your views .....

46. Which method of teaching did you mostly practiced during your practice teaching?

- i) Lecture
- ii) Lecture cum discussion
- iii) Demonstration

Any others.....

Please comment on the effectiveness of the teaching method used by you; .....

47. Have you developed any Teaching Learning materials (TLM) **Yes** **No**

If yes, kindly list down the teaching materials/ products developed by you

.....

48. List down some of the activities of Life Skill Education practiced in your institution?

i) .....

ii) .....

49. Do you think life skill Education is effectively practiced in your institution?

**Yes** **No** **Not sure**

50. Does the institute organize workshop on Early Childhood Care and Education

(ECCE) **Yes** **No**

51. According to you, the present curriculum is ; **Too vast** **Vast** **light**

**Too light**

52. Is the existing curriculum meeting your needs as a teacher (or to be teacher)

**Yes** **No** Please comment .....

53. Do you think the content of the syllabus is relevant? **Yes** **No**

Please comment .....

54. Are you contented with the existing course? **Yes** **No**

If **No.** suggests some measures for further improvement.....

55. Are you satisfied with the co-curricular activities organized in you institute?

**Highly satisfied**  **Satisfied** **Dissatisfied**  **can't say**

56. Do you participate in co-curricular activities? **Yes**  **No**

57. Kindly list down the activities and programmes conducted in your institute .....

.....

58. Are Morning assembly conducted? **Yes**  **No**

If so, who takes the initiatives of conducting the morning assembly;

i. Heads of the institutes

ii. Teachers

iii. Trainees

- iv. If any .....
59. Do you think the present weightage given for internal and external examination is appropriate? **Yes**  **No**  **can't say**  Please comment .....
60. Are you satisfied with the process of evaluation pattern during your teaching programmes? **Yes**  **No**  **can't say**   
Please share your opinion .....
61. Does your peer group observes / evaluates you during practice teaching?  
**Yes**  **No**
62. In your opinion, what are some of the major problems you encounter as a student – trainees? Please mention (If any) in the following areas
- i) Administration and management .....
  - ii) Teacher related .....
  - iii) Teaching related .....
  - iv) Micro- teaching .....
  - v) Block teaching .....
  - vi) Practice teaching .....
  - vii) Any other areas .....
63. In your opinion, which are some of the areas that need improvement (If any) in your Institute? Please specify; .....
64. In order to improve the quality of primary teacher education, which is some of the areas that need to be strengthened?  
Please give your suggestions .....