

Teaching Learning Process in DIET, Kakching District of Manipur

Dr .Keithellakpam Bidyalakshmi

Abstract

The present paper attempts to study the process of teaching – learning activities conducted in the District Institute of Education and Training, at Kakching district of Manipur, India. Descriptive-survey method was adopted as the methodology of the study. In the present study, the sample included 16-Teacher Educators and 50-Teacher Trainees of which 10-Per-service and 40-In-service of DIET, Kakching. The present study employed a Self-Designed Questionnaire with 2(two) different sites, one for Teacher Educators and another for Teacher-Trainees. Simple percentage analysis was used to interpret the primary data. From the study, it can be concluded that the District institute of Education and Training performed a significant role in improving the Elementary Teacher Education programme in the district and the State as a whole for achieving the slogan of “Quality Education For All.”

Keywords :

Elementary, In-Service, Pre-Service, Trained Teachers, Untrained Teachers.

Author Correspondence:

Imphal, Manipur

Email Id: bidvatotw@gmail.com

1. Introduction

In this age of Free and Compulsory Education for all children in the country, the importance of Elementary Education becomes so significant. Every parent irrespective of their standard of living has a mind to send their children in the school. In this juncture, Government both centre and state aim for Universalization of Elementary Education for achieving inclusive Education in the country. Nevertheless, inspite of the attention paid by the Government of Manipur for the improvement of the School Education by providing various facilities like free text book, school bag, uniforms, computer lap-top, merit scholarship and other financial incentives, the achievement is not yet satisfactory. The role of DIET (District Institute of Education and Training) in the State is increasingly demanded. The DIET imparts training to those who are supposed to teach students in the Elementary Schools. Such training is provided to both pre-service and in-service teachers. In fact, these institutions are established mainly to bring about Quality Education at the Elementary level i.e. from Class I – VIII. The DIET has also participate in the Sarva Siksha Abhiyan and other activities related with the improvement of Quality Education.

The Government of India established National Council for Teacher Education (NCTE) in May 1973 to provide the guidance for the development of Teacher Education. A remarkable beginning of the training of Elementary Teachers in the State was made in 1952-53 by starting Normal Training Institute in 1956. Since then, the Basic Training Institute (BTI) was given training to Elementary School Teachers in the State. By 1958-59, there were one Junior Basic Training Institute and one Hindi Training Institute in the State with 80 enrolments in Basic Training and 10 in Hindi Training Institute. In Manipur DIET, first of its kind was established at Imphal in 1991 by upgrading the erstwhile Basic Training Institute (BTI). DIETs are playing an important role in realizing the general objective of Universalisation of Elementary Education in the State.

Kakching District is one of the newly formed sixteen districts of Manipur. It came into existence on the 8th of December, 2016 by carving out from the Thoubal District. It is situated in the south east part of the State. National Highway No. 52 passes through the heart of the district that leads to Myanmar via Moreh. DIET-Kakching, was established in the year 1992. It has one practicing Junior High School located nearby. The Institute has been imparting training to trainees from the session 1992-93 onwards. The DIET, Kakching has recently opened various academic branches such as Pre-service Teacher Education Branch (PSTE), Work Experience (WE) Branch, District Resource Unit (DRU), Field Interaction and Innovation Co-ordination (IFIC) Branch, Planning and Management (P and M) Branch and Educational Technology (ET) Branch. Basically DIET, Kakching offers 6 months Certificate Course Elementary Teacher Education (C.E.T.) for in-service teachers and 2 years Diploma Course in Elementary Teacher Education (D.E.T. Ed.) for Pre-service Elementary School Teachers in Kakching district.

2. Statement of The Problem

Teaching-learning process in DIET, Kakching District of Manipur.

3. Objective of The Study

1. To study the role of DIET, Kakching in imparting training to Elementary School Teacher in Kakching District.
2. To study the impact of DIET training in Elementary Education in the State.
3. To make a comparative study on the participation of in-service and pre-service trainees.
4. To examine whether the knowledge imparted during training in fully implemented by the Trained Teachers in their school.
5. To find ways and means for the improvement of DIET in imparting training to Elementary School Teachers.

4. Hypotheses of The Study

1. There is a significant role of DIET in improving the quality of teaching in the Elementary Schools of the Kakching district of Manipur.
2. There is significant improvement in the efficiency of teaching provided by the DIET in the district.
3. There is a significant difference on the participation of in-service and pre-service trainees.
4. There is significant difference in the implementation of the knowledge imparted from the training.

5. Methodology

The present study used Normative – Survey Method.

6. Sample

In the present study, the sample includes 16-Teacher Educators and 50-Teacher Trainees of which 10-per-service, 40-in-service Trainees of DIET, Kakching.

7. Tools Used

The present study employed Self-designed Questionnaire with two different sets, one for Teacher - Educators and another for Teacher-Trainees.

8. Analysis and Interpretation

Table – 1
Curriculum and Syllabus

Pre-Service Trainees			In-Service Trainees		
ITEM	YES (%)	NO (%)	ITEM	YES (%)	NO (%)
1	100	0	1	100	0
2	100	0	2	100	0
3	70	30	3	73	27
4	100	0	4	83	17

5	100	0
6	50	50
7	100	0
8	100	0
Total	90	10

5	83	17
6	83	17
7	93	7
8	100	0
Total	89.38	10.62

The curriculum and syllabus duration of the course is found to be satisfied by the teacher-trainees. They can also acquire required knowledge and skill from the course.

Table – 2
Co-Curricular Activities

Pre-Service Trainees

ITEM	YES (%)	NO (%)
1	100	0
2	100	0
3	100	0
4	100	0
5	90	10
6	100	0
7	100	0
8	100	0
Total	98.75	1.25

In-Service Trainees

ITEM	YES (%)	NO (%)
1	100	0
2	97	3
3	63	37
4	90	10
5	90	10
6	87	13
7	93	7
8	97	3
Total	89.63	10.37

All the Teacher-Trainees supported the idea that Co-curricular activities are important like any other educational programme and the same is necessary for the trainees too. It is also mention that sport and social activities school be part of the programme. Further, it is cited that academic activities like seminar, workshop etc. are essential for the trainees.

Table – 3
Examination and Evaluation

Pre-Service Trainees

ITEM	YES (%)	NO (%)
1	100	0
2	100	0
3	100	0
4	100	0
5	10	90
6	40	60
7	100	0
8	100	0
Total	81.25	18.75

In-Service Trainees

ITEM	YES (%)	NO (%)
1	97	3
2	90	10
3	97	3
4	93	7
5	60	40
6	63	37
7	60	40
8	90	10
Total	81.25	18.75

It is found that most of the Teacher-Trainees gave assignments to their students and conducted unit test and CCE in their schools.

Table – 4
Methods of Teaching

Pre-Service Trainees			In-Service Trainees		
ITEM	YES (%)	NO (%)	ITEM	YES (%)	NO (%)
1	100	0	1	97	3
2	100	0	2	90	10
3	50	50	3	80	20
4	100	0	4	93	7
5	70	30	5	90	10
6	100	0	6	100	0
7	60	40	7	87	13
8	100	0	8	83	17
Total	85	15	Total	90	10

Table-4 shows the information that maximum of the Teacher- Educators checked the assignments and homework of the Teacher-Trainees and conducted demonstration classes when necessary and the desire to introduce new method of teaching in the school.

Table – 5
Teaching Activities

Pre-Service Trainees			In-Service Trainees		
ITEM	YES (%)	NO (%)	ITEM	YES (%)	NO (%)
1	100	0	1	100	0
2	100	0	2	100	0
3	100	0	3	100	0
4	100	0	4	100	0
5	100	0	5	93	7
6	100	0	6	83	17
7	100	0	7	77	23
8	0	100	8	13	87
9	100	0	9	87	13
10	70	30	10	60	40
11	100	0	11	87	13
12	20	80	12	40	60
13	40	60	13	50	50
14	90	10	14	73	27
Total	80	20	Total	75.93	24.07

In Table-5, Teacher-Educators responded that discipline is enforced in the classroom and Teachers-Trainees are encouraged to raise questions. They also covered syllabus in time as classes are taken regularly. It is informed that important Teaching (Audio-Visual)Aids are not available in most of the schools. Large number of Teacher-Educators indicated that sometime they ignore learning errors committed by Teacher-Trainees and to appreciate well performed Trainees.

Table – 6
Methods of Teaching

ITEM	YES (%)	NO (%)
1	75	25
2	81	19
3	88	12
4	81	19
5	81	19
6	81	19
7	88	12
8	81	19
9	75	25
Total	81.22	18.78

Table-6 indicated that Teacher-Educators supervised their trainees properly in Lesson plan preparation, project work and internship. Educators mainly used mother tongue as medium of instruction and demonstration classes are arranged whenever necessary.

Table – 7
Teaching Activities

ITEM	YES (%)	NO (%)
1	100	0
2	88	12
3	81	19
4	75	25
5	100	0
6	100	0
7	62	38
8	75	25
9	88	12
10	100	0
11	100	0
12	62	38
Total	85.92	14.08

Teacher Educators maintained classroom discipline and knowledge of trainees are assessed by asking questions. Audio-visual aids are properly used and syllabus is covered in time. All the essential skills are taught in Micro-teaching.

Table – 8
Evaluation and other Activities

ITEM	YES (%)	NO (%)
1	100	0
2	100	0
3	88	12
4	88	12
5	69	31
6	69	31
7	44	56
8	44	56
9	50	50
10	44	56
Total	69.6	30.4

The Teacher Educators indicated that the qualities of D.E.T.Ed. and C.E.T.Ed. courses are good and involvement of Teacher Educators to evaluation works. 69.6% of them took responsibility in the organization of co-curricular activities.

Table – 9
Job Satisfaction

ITEM	YES (%)	NO (%)
1	81	19
2	81	19
3	75	25
4	38	62
5	19	81
6	69	31
7	81	19
8	81	19
9	81	19
10	100	0
11	88	12
12	88	12
13	38	62
14	62	38
15	100	0
Total	72.13	27.87

Table-9 shows that 72.13% of Teacher-Educators satisfied being a Teacher in DIET and the working hours of their duty. Service insecurity and irregularity of receiving salary makes their job unsatisfactory. There is good relationship between Teacher-Educators and Teacher-Trainees, principal and sub ordinate staffs in DIET, Kakching.

9. Findings in the light of objectives and Hypotheses

1. 77% of Teachers-Educators and 86% of Teacher-Trainees are in a strong support about the programme conducted in the centre. Therefore, the hypothesis of the study is accepted. So, DIET, Kakching play a significant role in improving the quality of teaching in the elementary school of kakching district.

2. So far, DIET, Kakching provided training to 516 elementary teachers (both pre-service and in-service) since its inception. 87% of pre-service and 85% of in-service trainees supported the view that there is an effective performance in the centre. Thus, the hypothesis is accepted. So, there is significant improvement in the efficiency of teaching provided by the DIET in the district.
3. The number of in-service teachers i.e. 421 participated in the DIET training programme at Kakching is more than that of pre-service teachers i.e. 95. Therefore, the hypothesis is accepted to imply that there is significant difference in the participation of in-service and pre-service trainees.
4. 77% of Teacher-Educators and 865 of Teacher-Trainees strongly supported that there is full implementation of the knowledge and skill in their respective schools. Therefore, the hypothesis is accepted.

10. Suggestions

1. Introduction of the up-to-date practical-based Teaching Methodology in the D.E.T.Ed and C.E.T.Ed Courses.
2. Regularizations of the service of Teacher-Educators and provision of monthly payment of their salaries.
3. Use of bilingual medium of instruction in teaching trainees of different communities is suggested for effective teaching.
4. Monitoring the problems of DIETs by government on regular manner so that suitable necessary actions can be taken up timely.
5. Provision of additional facilities like medical re-imburement, earn leave, service loan facilities be made for Teacher-Educators.
6. Arrangement of orientation programme, workshop etc. for the Teacher-Educators at DIETs as well as teachers at elementary schools so that they can updated their knowledge.
7. Encouragement of Teacher-Educators to do publication works and other academic activities by some kind of government policy to sharpen their knowledge.
8. Consideration of Teacher Education as an integral part of educational and social programme of government.
9. Inclusion of co-curricular activities including sports and social service as a part of Teacher Education Programme at DIETs for effective implementation of the same by Teacher-Trainees at their schools.
10. Provision of latest teaching aids like Audio-Visual aids, overhead projector etc in the elementary school to make the teaching attractive to students.
11. Inclusion of vocational guidance papers in the curriculum of D.E.T.Ed and C.E.T.Ed Courses.
12. Inclusion of moral and spiritual papers in the training programme in the light of present environment of the state.
14. Compulsion of Continuous and Comprehensive Evaluation (CCE) in the evaluation system of elementary school.
15. Compulsion of necessary demonstration classes in teaching at elementary schools.

Reference :

1. Mathur, S.S. (1996) : Teacher and Secondary Education, Published by VinodPustak Mandir, Agra -2
2. Patil, V.T. and Dubcy, S.N. (2001) : In-service Education for Teacher. Published by Author Press, Delhi.
3. Skhula, Chhaya (1999) : Education and Techniques of Teaching, Published by Mohit Publication, New Delhi.