

Challenges Faced by the Stakeholders of District Institutes of Education and Training (DIETs) in Chhattisgarh

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Abstract:

The quality of education is magnificently identified by the quality of teachers hence great efforts were made and still are being made to enhance the quality of teacher education. On recommendation of National Education Policy (NEP, 1986), the Centrally Sponsored Scheme (CSS) (Teacher Education in the 12th plan) of Restructuring and Reorganization of Teacher Education emanated in existence in 1987 which incorporated the establishment of DIETs in almost all districts of a state. To ensure the training of Pre-Service Teachers and In-Service Teachers DIETs are playing an important role in almost all districts of a state. This paper deals with the challenges faced by the teacher education institutes with respect to student teachers, teacher educators and Principals of DIET. Various suggestions revealed by all the stakeholders of DIET (Nath, 2022) were also integrated in this paper.

Keywords: Teacher education programme, challenges faced by teacher education institutes.

Introduction:

National Council of Teacher Education (NCTE) mentioned that “Teacher Education is a programme of education, research and training persons/pupils to teach from early childhood to higher education levels”. On one hand this programme is related to the enhancement of teacher proficiency and competence and on the other hand it helps in empowering the teacher to meet the necessities of the profession and combating the challenges (Madhavi 2021). In India we are focusing to increase access to basic education with constrained resources but unfortunately it led to declining of the quality of education (Gupta 2019). The quality of education is magnificently identified by the significance of teachers hence great efforts were made and still are being made to enhance the quality of teacher education. To achieve the outcome of improved quality of education at all levels, Government of India has been converging its consideration on the quality in teacher education (Dwivedi 2012). In this connection the National Policy on Education (NPE 1986) recommended “the overhaul of teacher education to impart it a professional orientation.” Due to this recommendation, the Centrally Sponsored Scheme (CSS) of Restructuring and Reorganization of Teacher Education (Teacher Education in the 12th Plan) emanated in existence in 1987 (Parvin 2021) which incorporated the establishment of DIETs in almost all districts of a state, CTEs, IASEs and SCERTs one in each state.

A number of articles are available on educational quality examining factors that help to improve education and proposing ways to promote better learning in schools. In India with constrained resources, the effort to increase access to basic education has led to deteriorating quality of education (Gupta 2019). At one

side we are talking about quality in education but the fact is that we have a huge number of untrained teachers with us and in some areas the situation is awful they are neither professionally qualified nor devoted to their profession (Parvin 2021). DIETs are playing an important role in almost all districts of a state to ensure the training of Pre-Service Teachers as well as In-Service Teachers. Besides Pre-Service and In-Service programmes for teachers, DIET is meant to be involved in various community programmes and extension activities (Madhavi 2021).

Review of literature

To improve the quality in teacher education, various programs as well as the literature highlight several responsible factors. It has been noted by some studies that teachers face various issues and challenges during their training and also during their internship (Gupta 2019). Some studies were reviewed to look out the problems and challenges which the student teachers, teacher educators and their Principals or administrators face at DIET (Zhunyu, 2022).

Sharma and Sharma (2011) in their paper mentioned few problems pertaining to teacher education programmes for example isolation of Teacher Education from the community, Not as much of duration of the course, no orientation of Teacher Education programme, Lacking in flexible approach for plans and programmes of Teacher Education, Lack of passion and enthusiasm for the profession and using old methods of imparting training. They also suggested some strategies to assure quality in teacher education.

Dwivedi (2012) in his article mentioned several problems existing in Indian Teacher Education like problem of selection, problem of supervision of teaching (Gujrani, 2017) by teacher educators, small time period for teacher's training, incompetency of pupil teachers, faulty method of teaching, isolation of teacher education department, lack of proper infrastructural facilities as well as facilities for professional development and so on. He also suggested various measures for overcoming these problems.

Richard (2016) in his work identified some problems in the field of teacher education like lack of competency in student teachers, insincere practice teaching, problem of supervision, Deficiency in teaching subject's content, subject knowledge, lacking in innovative teaching methods, seclusion of teacher education department, deprived academic background of student teachers, deficient in basic facilities for student teacher, lack of guidelines in demand and supply, lack of facilities for professional development of teacher educators, etc.

Sumathi and Kothandaraman (2016) pointed out numerous problems in teacher education such as problem of selection, small time period for teacher's training, problem of practice teaching, incompetency of student teachers, inefficient role of the NCTE, problem of relevancy and curriculum, lack of professionalism and sufficient facilities, etc.

Anjali (2017) highlighted problem of monitoring Teacher Education Institutions, faulty selection procedure, lack of guidelines in demand and supply, deficient in facilities for pupil-teachers, lack of facilities for professional development of teacher educators, problem of proper supervision of practice teaching, incompetency of both students and teachers, defects in concerning papers, segregation of teacher's education department, inadequate empirical research, academic background of student-teachers, quality concerns of course, deficient in curriculum of the teaching subject, faulty teaching method, lack of adequate subject knowledge.

Leema and Saleem (2017) identified challenges of elementary teacher education with special reference to Quality. They prepared questionnaires and interview schedule on quality concerns on elementary teacher education programme. The sample for their work consists of 500 elementary teacher trainees and

45 elementary teacher educators and 20 D.Ed. principals. They identified some problems like lack of professional development programme lack of teaching learning innovation, lack of infrastructural facility, inadequate student support and progression, inadequate research and extension services, inadequate ICT facilities, inadequate study materials, etc. they also suggested various measures for the improvement of teacher education.

Parvin (2017) noted major problems and concerns prevalent in the teacher education system like selection procedure, issue related to quality, problem of teacher readiness for inclusive classrooms, lack of professional development, growing pressure among teachers, not a good salary of teachers, lack of training in information and communication technology (ICT), isolation of teacher's education department, less focus on research and innovations, lack of proper infrastructures, profit-orientation of education, uneven demand and supply of teachers, traditional curriculum and hesitation towards innovative methods of teaching.

Akhter and Mir (2018) underlined that teacher education institutions are facing various issues and challenges during organization of teacher education programme. These problems are related to pupil teachers, teacher educators and at administration level. Some of these issues are poor integration of skills, lack of subject knowledge, improper and inadequate practice teaching, inappropriate methods of teaching, incomplete supervision and feedback, problem of selection, incomplete competency development of teachers, etc.

Bala (2018) identified numerous problems in teacher education institutions which may act as a barrier in successful organization of teacher education programmes. These problems are- Incompetent teachers and students, Inappropriate Teaching Practice, Lack of subject knowledge, Inappropriate teaching method, Isolation of Education Departments, colleges and Institutions, Faulty supervision, Inadequate number of teacher educators, Changing qualifications of the teacher educators, Inadequate empirical research in education, Poor academic performance background of student teachers, Poor physical conditions, etc.

Dodiya (2018) defines teacher education and also narrates conceptual description of teacher education with certain aspects as pedagogical theory, teaching skills and professional aptitudes. He also recognized some problems like admission procedure, employment issues, lack of facilities, lack of professionalism, lack of good practice teaching, lack of proper guidance and supervision, less importance of teacher education program, lack of enough teaching faculties, incompetent teachers, etc. He also advised remedies for proper growing of teacher education programme on a national scale.

Gupta (2019) highlighted the major problems of teacher education as lack of technical clarity, procedure of assessment, isolation of teacher education departments, lack of books and materials and lack of commitment towards the profession. In his paper he also gave some suggestions to resolve such problems of teacher education.

Madhvi (2021) in her work highlighted the status and major problems of teacher education. Some problems are selection problem, lack of developing creativity, and lack of commitment towards the profession, lack of professional perception, incompetency of students and teachers, lack of life skills, lack of subject knowledge, inconsistency in teaching, seclusion of teacher education department and lack of professional development. She also mentioned some suggestions for refining the condition of teacher education.

Rationale of the study: The research had undergone several studies, articles and research papers but didn't find much empirical studies to recognize the major challenges and concerns of teacher education institutions in organizing teacher education programmes (Zhunyu, 2022).

1. **Research Question:** While reviewing the literaturesome research question arises which are as follows- 1. What kind of challenges the student teachers face at the DIET?
2. What kind of challenges the teacher educators' face at DIET?
3. What kind of challenges the Principals of DIET face at DIET?

Statement of Problem: The problem for this research work is stated as - Challenges faced by the stakeholders of District Institutes of Education and Training (DIETs) in Chhattisgarh.

Operational definition: District Institutes of Education and Training (DIET) refers to the Government teacher education and training institutes at District level. It is known for the training of both pre-service teachers as well as for government in- service teachers.

Challenges refers to the problems faced by Student teachers, teacher educators and Principals of District Institutes of Education and Training (DIETs).

Objectives of the study: The study is guided by following objectives –

1. To study the challenges faced by the student teachers of DIETs.
2. To study the challenges faced by the teacher educators of DIETs.
3. To study the challenges faced by the Principal of DIETs.

Delimitation: This study is delimited to Pre-Service Teacher Education (PSTE) wing of District Institutes of Education and Training (DIET) functional at Chhattisgarh state.

Methodology:

Population, Sample and Sampling: All the registered student teachers, respective teacher educators and the Principal of DIET (functional at Chhattisgarh state) were considered as population for this piece of work. Two DIETs from four Divisions each i.e. DIET Janjgir- Champa and DIET Korba from Bilaspur division, DIET Nagri and DIET Mahasamund from Raipur division, DIET Khairagarh and DIET Kabirdham from Durg division and DIET Bastar and DIET Dantewada from Bastar division were taken as sample institutes for conduction of this research. 30 Student teachers, 10 teacher educators and 1 DIET Principal from each selected DIET were selected purposively as sample for this study.

Method: Descriptive survey method was adopted by the researcher to lead this piece of work.

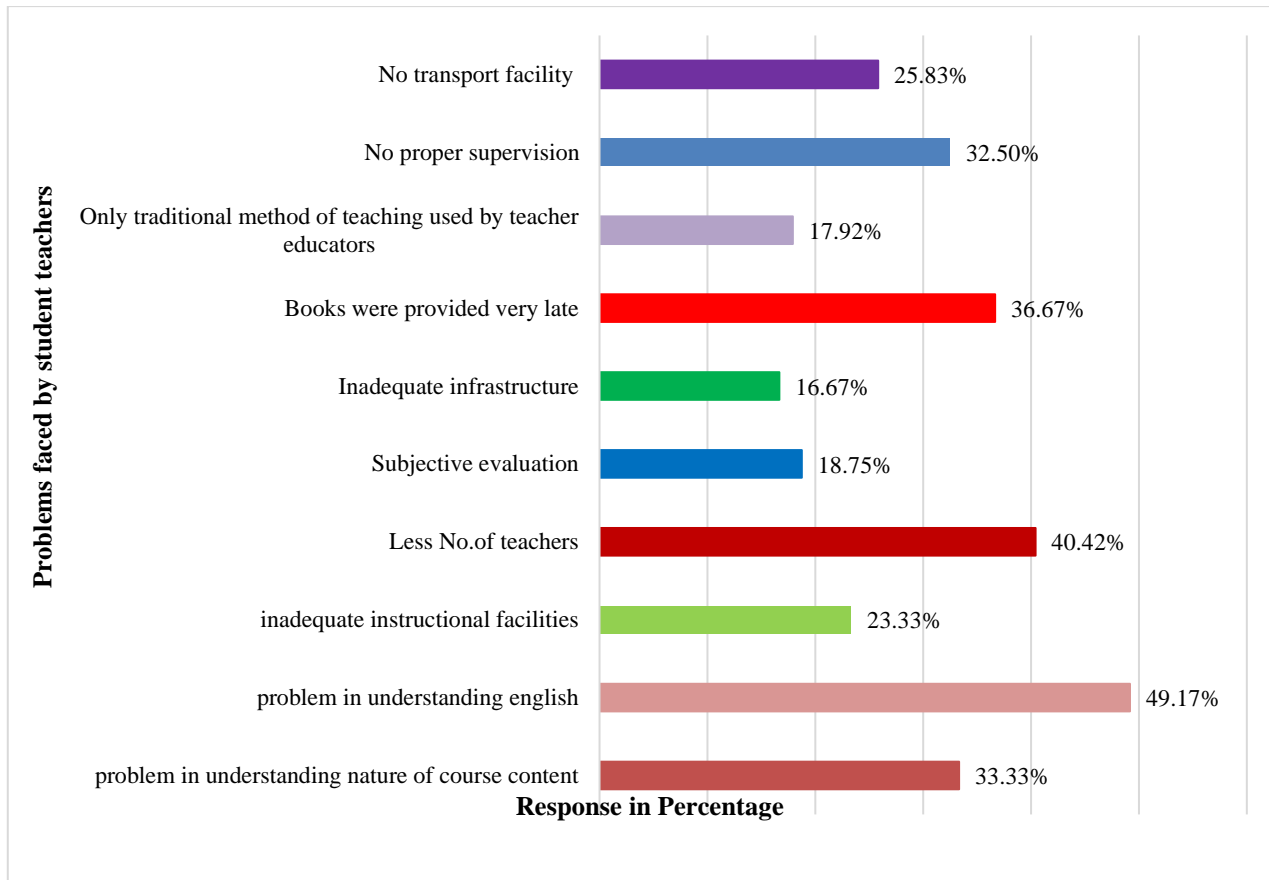
Instrument: Three self-made tools namely- Questionnaire for student teachers of DIET, Questionnaire for teacher educators of DIET and Interview Schedule for DIET Principal (Nath, 2022) were used to collect data from the respondents.

Statistical techniques: To analyze the responses obtained the researcher used percentage analysis technique.

Result and Interpretation:

Analysis of Objective 1: To study the challenges faced by the student teachers of DIETs.

Challenges faced by the student teachers of DIETs can be well understand by the graph present below-



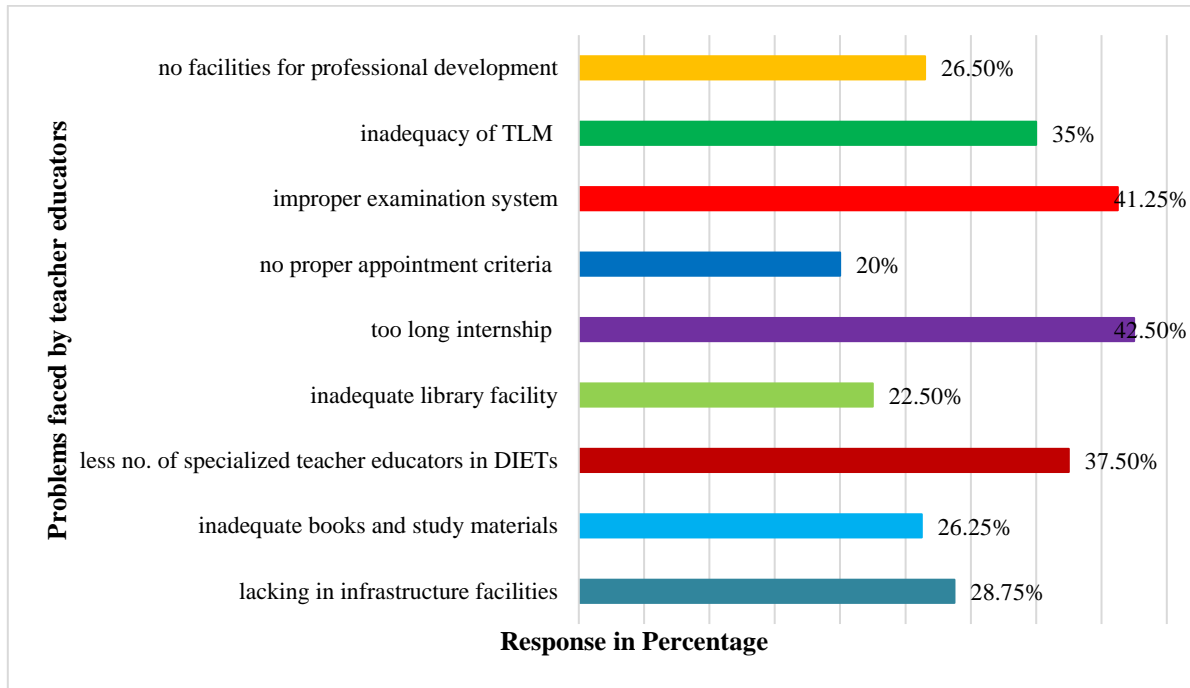
Graph No. 1 Challenges faced by the student teachers of DIET

From graph no. 1 it can be visible that in response of this item in the questionnaire the student teachers retorted that despite the benefits of Pre-Service Teacher Education (PSTE) programme they face lot of challenges. 33% of student teachers indicated that they face problem in understanding the content of PSTE programme as they find the nature of content complex to understand. 49% of student teachers feel the difficulty of English pedagogy content high due to English language. 23% of student teachers reported that DIET provides inadequate instructional facility to them. Around 40% of student teachers indicated that the number of teacher educators working in DIETs were not sufficient for (Nath, 2022) the proper conduction of classes. Almost 19% of student teachers answered that their evaluation were biased. Around 17% of student teachers complained that the infrastructure facilities were not adequate. About 37% of student teachers rejoined that the study materials were not provided (Nath, 2022) in time. Approximately 18% of student teachers said that their teacher educators use traditional method of teaching frequently. 32.5% of student teachers responded that their teaching was not supervised properly by their teacher educators and 26% of student teachers indicated that they were not provided any kind of transport facility by the institute.

In support of findings of this objective Richard (2016) identified some problems from student teachers perspective like no proper supervision of teaching and teacher education institutes, deficient in facilities for pupil-teacher (Gujrani, 2017) similar inference were drawn by Leema and Saleem(2017), Bala (2018), Rani (2017), Dodiya (2018), Akhter and Mir (2018) and Dwivedi (2012). Parvin (2021) mentioned that teacher educators hesitant towards innovative methods of teaching which ultimately have a negative impact on the teaching learning process (Gujrani, 2017).

Analysis of Objective 2: To study the challenges faced by the teacher educators of DIETs.

Challenges tackled by the teacher educators of DIET can be better understand by the graph present below-



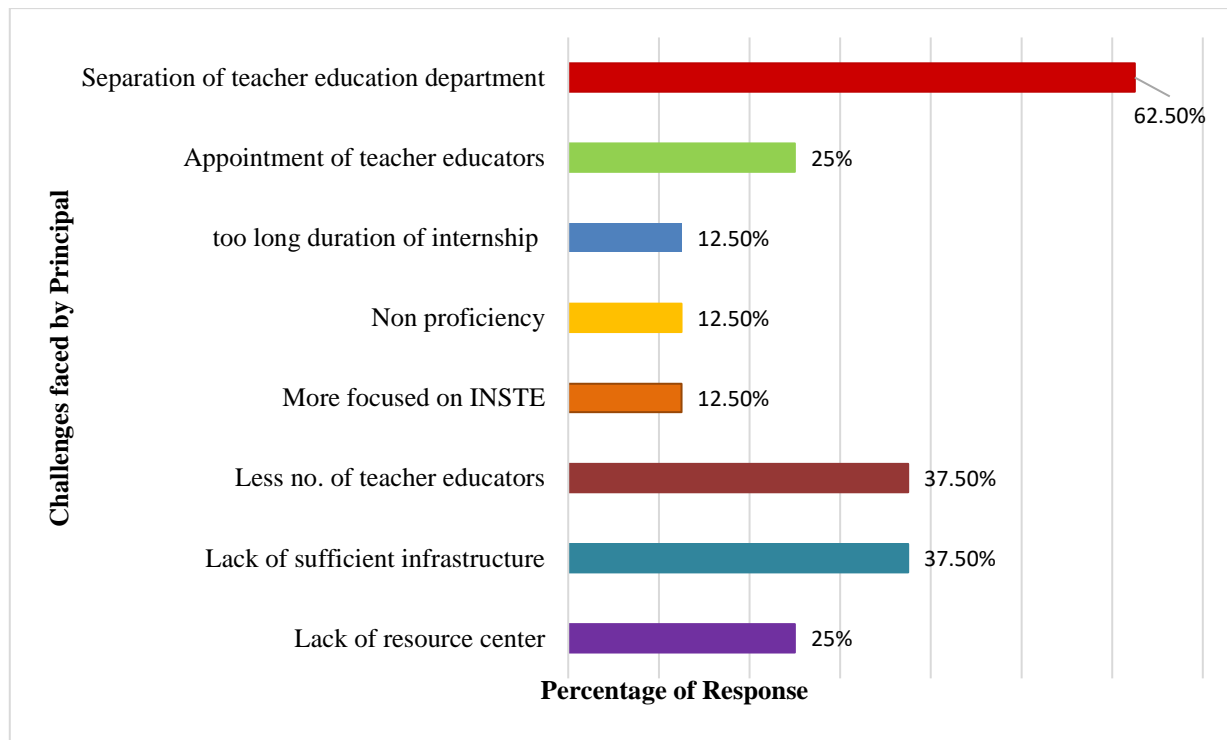
Graph No. 2 Challenges faced by the teacher educators of DIET

From the graph no. 2 it can be seen that about 29% of teacher educators reported that their institute were lacking in infrastructural facilities like inadequate number of classrooms, seminar hall and staff rooms, unavailability of projectors and no upkeep of DIETs, etc. Around 26% of teacher educators rejoined that the books and other study materials like journals and reference books were inadequate in number. Almost 38% of teacher educators held that in DIET the number of specialized teacher educators were inadequate. 22.5% of teachereducators responded that there were inadequate library facility like inadequate seating space, the post of librarian was vacant in almost all DIET and students were not interested to visit library. 42.5% of teacher educators sensed that the extent of internship was too lengthy and due to this they get less time to complete the syllabus.

20% of teacher educators assumed that the criterion of selection of staff in DIET is not appropriate. In DIETs teacher educators were selected through various meanssay for example attachment, deputation, transfer from higher secondary schools and on promotion. Although some teacher educators were selected through exams but the number of such teacher educators were not ample. 41% of them answered that the examination system is inappropriate and also suggested that the examination should be conducted in semester pattern. Around 35% of teacher educators also mentioned that the availability of Teaching Learning Material (TLM) in DIETs were not in sufficient number. About 26% of teacher educators rejoined that they do not get ample opportunity for their professional development.

In support above mentioned findings of this objective Leema and Saleem (2017) and Gupta (2019) addressed that Proper study materials are not available in DIETs. Dwivedi(2012),Rani (2017), Bala (2018), Richard (2016), Leema and Saleem (2017) identified dearth of facilities for professional developmentfor teacher educators (Gujrani, 2017) in DIETs. Lack of enough teaching faculty is supported by Dodiya (2018) and Bala (2018).

Analysis of Objective 3: To study the challenges faced by the Principal of DIETS.



Graph No. 3 Challenges faced by the Principals of DIET

From graph no. 3 it is seen that 25% of Principals are in a view that they were lacking in resource centers (Nath, 2022) like psychological resource center is combined with arts resource center in some DIETs. The reason for this is the lack of proper infrastructure and this is stated by 37.5% of Principals. In addition to lack of proper infrastructural facilities the DIETs were facing challenge of adequate teaching staff as responded by 37.5% of DIET Principals which ultimately affect the teaching learning process and working of teacher educators. About 12.5% of DIET Principals stated that DIETs are more focused on In-Service Teacher Education (INSET) rather than Pre-Service Teacher Education (PSTE) so they feel that they were not fully dedicated to PSTE. Around 12.5% of DIET Principals opined that the student teachers were not proficient in English language and hence found the course of English Language difficult for them (Nath, 2022). 12.5% of DIET Principals countered that the duration of Internship was too long as the teacher educators find a smaller amount of time to complete the course (Nath, 2022). 25% of DIET Principals opposed the appointment procedure of teacher educators in DIETs (Nath, 2022). They added that some teachers come on deputation and doesn't even know the working of DIET and some teachers who were promoted and joined DIET were not motivated to work here. Almost 62% of DIET Principals retorted that they feel segregated from higher education department as teacher education department (more specifically DIET) is neither considered as higher education department nor as a part of school education. The findings obtained for this objective is supported by various authors like lack of teacher educators is mentioned by Bala (2018) and Dodiya (2018) whereas Gupta (2019), Sharma & Sharma (2011), Rani (2017), Madhavi (2021) and Dwivedi (2012) stated that the teacher educators working in DIETs are lacking in dedication towards their profession. Segregation of teacher education department from school education and higher education is supported by Dwivedi (2012), Sharma & Sharma (2011), Rani (2017), Madhavi (2021), Parvin (2021), Richard (2016), Dodiya (2018) and Gupta (2019). Lack of proper infrastructure facility is supported by (Nath, 2022), Bala (2018), Dodiya (2018), Leema & Saleem (2017),

Sumathi&Kothandaraman, (2016), Parvin (2021), Rani (2017) and Dwivedi (2012). Incompetency of student teachers is supported by Dwivedi (2012), Rani (2017), Madhavi (2021), Richard (2016) and Sumathi&Kothandaraman, (2016).

Suggestions

1. Various suggestions for the betterment of teacher education program culminated from this study are:
 1. from student teachers' perspective-
 - The curriculum of teacher education programme should be simplified, modified and updated timely.
 - ICT based teaching should be promoted by the teacher educators.
 - Adequate number of teacher educators must be appointed on regular basis so that the process of teaching and learning remain unaffected.
 - The teacher education institutes must be well equipped with all the necessary and basic infrastructural facilities.
 - Teacher educators must be dutiful for supervising the student teachers during their practice teaching and internship programme.
 2. **From teacher educators' perspectives-**
 - The institutes must be furnished with all the basic facilities and amenities, ample number of books, reference books, journals, magazines, periodicals and encyclopedia.
 - Duration of internship should be reduced so that they got proper time to complete the syllabus.
 - For professional growth of teacher educators there should be provision for attending seminars, conference and symposia.
 - Appropriate method of selection for the appointment of well qualified and deserving candidates as teacher educators must be implemented.
 3. **From Principals' perspective-**
 - The institute must be equipped with proper infrastructural facilities like psychological resource center, Science resource center, etc.
 - More number of teacher educators should be either appointed or recruited by the government by taking exam so that well qualified and dedicated teachers must join the institute.
 - As the government teacher education institutes are not the part of higher education department thus the faculty members of these institutes demand a separate cadre for them so that they get equal respect and treatment from the government as the higher education faculty gets.

Conclusion:

To achieve the goal of quality education we must look after the quality of teacher education because only an effective teacher can provide quality education to his/her students and these effective teachers can be produced only with the best teacher education. For a long time, teacher education has not been able to meet the inevitable standards. This results in teachers not being able to think critically and resolve issues related to teaching methods, content, organization and management etc. But it is the right time to revise and upgrade the teacher education curriculum with an aim to provide a strong orientation towards their crucial role in the society and pre-service and in-service teacher training programmes. Teacher education curriculum should be comprehensive enough to meet the changing needs of society. If we really want to provide quality education to our future generations then we must work upon the above identified issues

and meet these challenges to overcome all the problems which come across the way of enhancement of our education system. This paper would be helpful to State and Centre Governments' policy makers and best educationists to bring reforms in teacher education.

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