

## **AN EVALUATIVE STUDY OF THE D.EL.ED. PROGRAMME IN HIMACHAL PRADESH**

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### **Abstract**

*This research paper is an attempt to study the two years D.El.Ed. training programme organized under the Directorate of Elementary Education in Himachal Pradesh . The sole responsibility to organize these training programme is of the District Institute of Education and Training in Himachal Pradesh as well as the privately managed colleges of teacher education. The study focused on the evaluation of two year D.El.Ed. programme in terms of need and relevance of the curriculum adapted for the preparation of the elementary teachers in the state. Researcher has also made an attempt to study the instructional methodologies adopted during the classroom interaction. All major components like use of ICT, skill development programme, school experience programme and strategies adopted during the evaluation and assessment of student teachers have been studied by the researcher in the course of the study. The major findings would make understanding of teacher- educators, policy makers and curriculum designer to think about the developmental progress in the teacher education policies. This paper would help the state authorities to review the present system of preparation of elementary teachers and also empower the teacher educational institutions in state. The quality of education especially at primary level is continuously deteriorating day by day and is the major concern of every state of India. Quality of school education highly depends on quality of teacher education. Also new paradigm shifts in NCF-2005 and as desired in NCFTE-2009, there is a demand of quality teachers especially in elementary education where the role of a teacher is expected as facilitator, an expert of educational technology (ICT) and a leader in all the activities organized in school education.*



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### **Introduction**

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. The Education Commission (1964-66) professed, “the destiny of India is now being shaped in her classrooms”. So did the National Policy on Education 1986 emphasize: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Two major developments in the recent years form the background to the present reform in teacher education – the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009. This would increase the demand manifold for qualified elementary school teachers. The country has to

address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. Such demands are indeed an expression of the important role played by the teachers as transmitters, inspirers and promoters of man's eternal quest for knowledge. Should this role expectation be not taken as a rhetoric but as a goal to be constantly striven for, the urgency is to address ourselves seriously to examining the issues related to the preparation of teachers as well as to prune the theory and practice of teacher education [NCFT2009]. Two significant developments particularly, the National Curriculum Framework 2005 and the Right of Children to Free and Compulsory Education Act 2009 as well as the fundamental tenets enshrined in the Constitution of India have demanded some reforms in teacher education. The National Curriculum Framework for Teacher education (NCFTE, 2009) played a significant role to elaborate the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well.

The new concerns of school curriculum and the expected transactional modalities as desired by this framework, Is it really considered by the teacher educational institution as well as the state level functionaries who are responsible for implementation of new policy perspectives as well as researches outcome to make the school education to come up with desirable outcome and quality at all level school education?. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning were at the center of the Framework. Are the states of India following the same curriculum areas in their pre-service teacher education programmes? Have the teacher educators understand their role in bringing these desirable reforms in teacher education? The most important issue in pre-service teacher education is how to use theoretical knowledge in to practice? The school experience programmes have their utmost importance in teacher preparation and opportunity to examine the relevance of theoretical knowledge in real class room situation. The planning and organization of School Experience Programme (SEP) highly depends on the institutions imparting teacher education and, also involvement of teacher educators with their students during SEPs. The evaluation system adopted in teacher education for theory papers and practice is another important area where teacher preparation lacks in many respect. Keeping in

view issues raised in this research paper following objectives have been formulated to evaluate the existing status of pre-service preparation in Himachal Pradesh especially at elementary level. **Srivastava (1989)** found that most of the teacher trainees changed their teaching attitude positively and significantly after teacher training. **Bordoloi (1990)** has studied different aspects of teacher education the findings of study revealed that: Organization and evaluation of practice teaching were not scientific also supervision of practice teaching was not satisfactory. **Yashpal Committee Report (1993)** on “Learning without Burden” pointed out that inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in school. The content of the programme restructured to ensure its relevance to the changing needs of school education. **Govinda (1996)** described the importance of teacher education and professional development. According to him teacher educators should help teachers to develop their insights into the practical theories, which structure their practices. **Rout’s (1997)** conducted his study on organization of student teaching programme in the colleges of teacher education. The findings of the study were: Pupil teachers were not being properly exposed to lesson planning, art of asking questions, handling of audio visual aids and designing improvised aids. Adequate number of teaching aids and equipment were not available according to demand of pupil teachers. Feedback to pupil teachers was almost nil. **Arora and Panda (1999)** plead for the restructuring of teacher education programme. They suggested that considering the deterioration of teaching and teachers, the teacher education system requires a complete overhaul rather than minor modification, in its different aspects. **Nagpal (2001)** pointed out the major defects of school experience programme of elementary teacher education. Some of them are: lack of continuity, objective and integrated assessment of trainees, lack of cooperation and support from practicing schools, lack of minimum required infrastructural facilities in the cooperating schools and poor perception of student teachers towards teacher educators and teaching profession. **Behera and Basantia (2005)** in their study revealed that majority of the objectives of elementary teacher education, proposed by NCTE were not fulfilled through the elementary teacher education curriculum in Orissa. **Seferoglu (2006)** concluded in his study that the student teachers of pre- service teacher training programme in Turkey did not have enough opportunities for microteaching and practice teaching. **National Knowledge Commission (2009)** report stated that the training of teachers is major area of concern at present, since both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most of the states. Hence it is

important to teacher training institutions to take immediate steps to improve initial training curricula. **NCERT (2009)** has conducted a study on comprehensive evaluation of centrally sponsored scheme on restructuring and reorganization of teacher education. This study emphasizes the need of reorganization and reconstruction of teacher education institution providing training to pre service and in-service teachers as per the guidelines of NCFTE-2009.

### **Objectives:**

To study views of Teacher Educators and pre-service teachers about two year D. El. Ed. training programme with special reference to:

- Need and relevance of curriculum
- Training techniques and strategies
- Use of educational technology
- Assignments and project work
- Skill development and School Experience Programmes
- Co-curricular activities
- Assessment and evaluation

### **DELIMITATION OF THE STUDY**

The present study was restricted to faculty members of District Institutes of Education and Training and also confined to the pre-service trainees of these institutions in Himachal Pradesh.

### **METODOLOGY**

Descriptive survey method was used to conduct this study.

#### **Sampling**

- Targeted random sampling technique has been used by the investigator to select 360 Pre-service Teacher Trainees and 84 Teacher Educators working in the DIETs of Himachal Pradesh.

#### **Tools**

Keeping in view the nature of the study following tools were used by the investigator for collection of data:

- 1) Questionnaires
- 2) Observation Schedule.

### **Tabulation of Data and Statistical Technique Used**

The collected information was subjected to necessary computation. The information collected through various tools was tabulated item wise. Data on different aspects of DIETs was analyzed keeping in view the objectives of the present study and the data was analyzed in terms of frequencies and percentage.

### **CONCLUSIONS**

In the light of analysis and interpretations of data, following conclusions have been drawn under the following heads about the D.El.Ed training programme:

#### **Need and Relevance of Curriculum**

- Majority of the pre-service trainees are holding graduates degrees and the number of male graduate trainees is less than the number of female graduate trainees.
- Majority of teacher educators are not satisfied with the staffing pattern according to the intake capacity. There is no provision of guest faculty in case of vacancy position of teacher educator in teacher educational institutions. All teacher educators reported that all DIETs prepare activity calendar for the pre-service training programme.
- Majority of the teacher educators reported that the curriculum of pre-service trainees has been revised and new courses have been introduced in the pre-service education programme keeping in view the new paradigm shifts as desired in NCF-2005. Some policy documents as well as RTE-ACT 2009 have also been made part of curriculum. From this finding, it may be concluded that majority of teacher educators are satisfied with the framework of pre-service teacher education in the state and also majority agreed on the relevancy of curriculum according to the needs of elementary education. Only few teacher educators demanded to introduce new separate courses like ICT and Computer education in D.El.Ed. programme.

#### **Techniques and Strategies used during Classroom Transaction**

- Lecture method is commonly used by all teacher educators whereas the group discussion, assignments and project methods are also used by the teacher educators. The methods like lecture cum demonstration, problem solving, and activity based learning and debate are used by majority of teacher educators. Only few teacher educators adopted brain storming method and field excursion during their teaching. All teacher educators reported that teaching learning material is developed by them during their teaching in the classroom.

- A large majority of (90.00%) pre-service trainees admitted that assignments and project work are the regularly assigned to them. A large majority of (84.17%) pre-service trainees accepted that question-answering method is used during the class room transaction. All pre-service trainees accepted that group discussion and group learning methodology is used during the teaching by teacher educators.
- Majority of trainees accepted that ALM is used in their classroom teaching, other methods like debate, lecture-cum-demonstration and problem solving methods are used by the teacher educators.
- Majority of the institutions imparting D. El .Ed. training programme organize workshops specifically to develop content based teaching learning material. These workshops are followed by the exhibition displaying the material developed by the student teachers. The TLM developed by pre-service trainees are also evaluated in the exhibition.

### **Use of Educational Technology**

- Most of the teacher educators make use of teaching material like charts, models and maps, power point presentations on some specific topic in the class. The opportunity for hand on practice on computer; internet browsing and use of online study material for preparation of presentations on class room work and for lesson planning, is sometimes given to the pre-service trainees.
- A very few teacher educators provide soft copy of learning material which has been shared with pre-service trainees during classroom transactions. It has also been observed that a very few of them make use of smart classes, although ICT labs are available in almost all the Institutions. The exposure to use ICT facility is matter of concern in the teacher education because most of the institutions have ICT facility but rarely been used by pre-service teachers as well as by their mentors.
- Electronic materials like educational DVDs are also used by one third of the teacher educators. A small number of teacher educators make use of smart classes during the teaching of pre-service trainees.

### **Assignments and Project Work**

- The assignments and project work are the compulsory part in the curriculum of the pre-service trainees and these tasks are assigned by all (100%) the teacher educators as it has been accepted by all the pre-service trainees. All teacher

educators admitted that grade acquired by these trainees in assignments and projects are credited in the final examination.

- Majority of the teacher educators accepted that they do not assign any kind of project work during their teaching practice. Only one third of the pre-service trainees accepted that project on school based activities are given during the teaching practice.
- It has been observed that assignments and projects based on school experiences are not a salient feature of teacher education at elementary level and also it vary from institution to institution. Only few institutions involve their student teachers on project works and assignments based on school experience programme where the majority have no such planning to assign such types of activities. One third of the pre-service trainees reported that they have given projects on various school activities & programme like maintenance of school records, mid-day meal scheme, morning assembly, learning enhancement programme and co-scholastic activities organized in the school.

#### **Skill Development and School Experience Programmes**

- The skill based orientation programmes for pre-service trainees are organized by only few pre service teacher educational institutions for the duration of 10-15 days.
- The teacher educators admitted that during skill development programmes they encounter with various problems like large groups of students, problem to accommodate these students in separate rooms for practice, and lack of trained teacher educators for the purpose. A large majority of teacher educators reported that the sufficient support material is not available in the institution for the smooth organization of skill development programme.
- At present most of the institution followed the NCTE guideline to organize school experience programme or practice of teaching of duration 16 weeks. School experience programme is not regularly monitored by the teacher educators. Also it is difficult to evaluate 10-15 student in a single day because there are 50-60 lessons in total for the evaluation as reported by the teacher educators. Majority (82.14%) of them also pointed out that they face the

problem of supervision of large group of student trainees due to inadequate supervisory staff.

- Majority of the teacher trainees are satisfied with the duration of the skill development programme as well as teaching practice in schools, all (100.00%) pre-service trainees are satisfied with the duration of practice teaching programme. Some of the pre-service trainees are not satisfied with the allocation and selection of school for teaching practice with their suitability whereas rest of the pre-service trainees are satisfied with the mechanism adopted for the selection of schools for practice teaching. The pre-service trainees are not satisfied with the process adopted for group formation for SEP and Skill Development Programme

### **Co-curricular Activities organized by DIETs**

- There are no provision to organize co-scholastic activities like sports tournaments/ cultural activities for pre- service elementary student teachers. A majority of teacher education institutions organize co-curricular activities at institution level. A large majority of (73.81%) teacher educators stated that they organize activities like sports and culture in their respective institute. Inter-house competitions are organized within the institution..
- It has been admitted by majority of pre-service trainees that co-curricular activities are organized for them in their respective institute. Inter-institutions competitions are not organized because the state has not been release funds for many years.
- Other activities like declamation contest, one act play and cultural activities are also performed by some of the institution at their own level.A large majority of (91.67%) pre-service trainees reported that special days are celebrated by all teacher educators and pre-service trainees.
- Majority of the pre-service trainees reported that exposure visits are not planned in their respective institute because there is no budgetary provision by the institute for the same.

### **Assessment and Evaluation System**

- The D.El.Ed. Course is affiliated with the board of school education in the state and responsible for the certification as well as to conduct annual examination.



- Assessment and evaluation of pre-service trainees is made on weekly, monthly and term end basis only by few institutions. In the present NCTE guidelines there is no provision to conduct final teaching evaluation of pre-service trainees. Assessment is made on the basis of performance given by the trainees in their School Experience Programme. Almost all teacher educators are satisfied with the evaluation system for theory course as adopted by Board of Examination Dharamshala.
- Majority of teacher educators and pre-service trainees are not satisfied with the mechanism of evaluation as adopted for practical examination also they are not satisfied with the new system of evaluation of practice teaching, they have the view that final examination must be there to evaluate the practice teaching of the trainees.

### **PERCEPTION OF PRE-SERVICE TEACHERS ABOUT THEIR TRAINING PROGRAMME**

- 1) Traditional methods of teaching are used by majority of teachers. There is no provision of guest faculty in case of vacancy of pedagogy teacher.
- 2) Lack of punctuality among the teachers due to other responsibilities.
- 3) Non-availability of teaching aids. In some of the institution student teachers do not get any exposure like workshop to develop teaching- learning material with the support of their teacher educators.
- 4) Lack of objectivity in students' evaluation.
- 5) Due to large group size during the teaching practice and in micro-teaching student trainees do not get the chance to deliver the lesson frequently and faced problem in acquiring the teaching skills.
- 6) No provision of field visit or educational trip during the course of their study
- 7) Too much emphasis is given on the attendance.
- 8) Co-curricular activities are not even organized at institution level in few institutions.
- 9) No provision of scholarships for needy student teachers.

### **Problems faced by Teacher Educators during the Pre-service Training Programme**

- 1) Infrastructure facilities are not adequate as per the present need of the intake capacity of pre-service teachers.
- 2) Libraries are non-functional in majority of the institutions due to the non-availability of furniture and vacant posts of Librarians. Books related to the D.El.Ed. courses as well as teacher education are not available in these institutions.

- 3) Majority of the Labs are non-functional. There is no exposure given to pre-service trainees to these labs due to the vacancy of lab attendants and lack of equipment in these labs. There is no budgetary provision made to purchase the lab material.
- 4) Planning process to organize skill development programme as well as practice of teaching is so poor that it is difficult to evaluate a large number of student teachers for a single supervisor.
- 5) More emphasis is given on the theoretical part of the training, practical aspect lacks due to the shortage of faculty.
- 6) There is no provision of guest faculty in case of the vacancy of teacher educators in these institutions.
- 7) Problems faced by the majority of the teacher educators to take regular classes of the pre-service trainees due to other responsibilities of in-service training programmes.

#### **Educational Implication of the study**

1. To improve the quality of teacher education there is a need to revise the process adopted for seats allocation of pre-service trainees to the Teacher Education Institutions in Himachal Pradesh. One of the findings of the study revealed that specifically District Institutes of Education and Training are overburdened and overcrowded due to inappropriate staff positions as well as intake capacity of the trainees. There is a need to improve PTR and infrastructure facilities in all the institutions to improve the quality of teacher education at elementary level.
2. In view of the child centric assumptions of NCF 2005, which have also been reiterated in section 29 of the RTE Act, a new approach to pedagogical practices has to be understood and adopted by the in-service teachers. This approach also needs to be imbibed by the student-trainees in the teacher education institutions. Mostly the traditional methods of teaching are used whereas innovative methods have been used rarely by the institutions of teacher education. There is an urgent need to make it compulsory for teacher educators to undergo faculty development programmes time to time and it should be the responsibility of state as well as institution to make provisions for their professional development.
3. It has also been observed that a very few teacher educators make use of smart classes, as well as of ICT labs although both of the facilities are available in most of the institutions. It can be inferred from this finding that the teacher educators working in

these institutions are not much friendly to deal with modern strategies of curriculum transaction. The exposure to use ICT facility should be provided to teacher educators, so that they can be able to introduce this education to prospective teachers. This is a matter of concern that still ICT as subject has not been introduced in teacher education at elementary level in the state. Special attention is needed to introduce ICT as subject in the teacher education because most of the institutions have ICT facility but rarely been used by pre-service teachers as well as by their mentors.

4. There are no provision to organize co-scholastic activities like sports tournaments/ cultural activities for pre- service elementary student teachers. A majority of teacher education institutions organize co-curricular activities at institution level. In the state of Himachal Pradesh it is expected from the elementary teachers to organize and manage physical education in their respective school hence it is important to give exposure to pre-service teachers in the form of inter house as well as inter-institution level sports and cultural event. So it is important to make budgetary provision to organize co-curricular activities at institutions of teacher education.
5. There are so many school activities & programme which should be the part of the pre-service teacher education. One major finding of this study revealed that assignments and projects based on school experiences are not a salient feature of teacher education at elementary level and also this practice vary from institution to institution. Only few institutions involve their student teachers on project works and assignments based on school experience programme where the majority have no such planning to assign such types of activities. The pre-service trainees need to study the status of such activities and make their own reflection on the basis of their theoretical experiences, school observation and school experience programme.
6. Assessment and evaluation of pre-service trainees is made on weekly, monthly and term end basis only by few institutions. It should be on regular and continuous mode to be followed by all teacher educational institutions at elementary level. In the present NCTE guidelines there is no provision to conduct final teaching evaluation of pre-service trainees. Assessment is made on the basis of performance given by the trainees in their School Experience Programme. The majority of teacher educators are not agree with the new system of evaluation of practice teaching , they have the view that final

examination must be there to evaluate the practice teaching of the trainees. Assessment mechanism adopted by the teacher education institutions need to be seriously reviewed.

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