



## **IN-SERVICE TRAINING PROGRAMMES ORGANISED BY DISTRICT INSTITUTES OF EDUCATION AND TRAINING IN HIMACHAL PRADESH**

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### **Abstract**

*The present paper is an attempt to study the status of in-service training programme for elementary teachers organized by the DIETs of Himachal Pradesh. Two mega projects in school education like SSA and RMSA are being implemented by DIETs in Himachal Pradesh. In these projects there is a provision of in-service training programme for school teachers. Every year, every DIET of Himachal Pradesh organized various types of training programme for all Categories of teachers. This paper mainly focused on in-service training of elementary teachers in terms of need assessment, planning and implementation of the training programme. Efforts had been made by the researcher to investigate the design of the training programme, use of ICT, training techniques and strategies adopted by the resource persons and teacher-educators of DIETs. In this research work efforts had also been made to assess the quality and types of training material provided by DIETs for in-service trainees. It has been observed that after the completion of training programme no mechanism is adopted for monitoring and evaluation of these training programmes. This practice leads to wastage of time and resources provided by government for organization of these training programmes. In this paper the investigator also made efforts to see whether in real way some mechanism adopted by DIETs to monitor and evaluate the in-service training programme in real class room situation after the completion of training programme. The views of Heads of elementary schools have also been assessed to validate the information gathered by the in-service teachers.*



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### **Introduction:**

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 can be called teacher education. Throughout the ages, teaching has been considered the world over as the noble profession and the society is indebted immensely to the teachers for the responsibility that they carry for the shaping the destiny of the nation by the education of young generation. Therefore, teachers should have high academic and professional competencies. The development of any democratic country depends on the status and performances of teachers. The large numbers of 'Teacher-

Education' institutions have been set up after independence in our country, but they could not produce effective teachers, and the reason is that main emphasis is given on theories, acts, and operations and not on the development of acquire teaching competencies. Teacher education programmes are supposed to prepare the teachers to guide the learners and to lead the learning process. The government of India with an intention to revamp the educational scenario appointed a good number of committees and commissions.

The University Education Commission, constituted under the chairmanship of Dr. S. Radhakrishnan, recommended for remodeling of teacher training programmes giving more time to school practices and more weight to practice in assessing students' performance. Then the Secondary Education Commission presented one of the most important educational documents of free India. The Commission made the following important recommendations on teacher education: 1.) Removing the isolation of teacher training; teacher education must be brought into the main stream of the academic life of the Universities on one hand and of school life and educational developments on the other. 2.) Improving professional education; the essence of a programme of teacher education is 'quality'. This can be done through (i) organisation of well-planned subject orientation (ii) introducing integrated courses (iii) vitalizing professional studies and (iv) using improved methods of teaching. 3.) The duration of training courses should be two years for primary teachers who have completed the secondary school course and one year for the graduate students. 4.) In-service education of school teachers: programmes of in-service education for teachers should be organised by Universities, training institutions and teachers' organisations for teachers at all levels.

Incorporating the recommendations of Education Commission (1964-66), the National Policy on Education (1968) was announced by Government of India. The policy made recommendations regarding the service conditions of teachers, academic freedom of teachers and in-service education. **National Commission on Teachers (1983-85)** appointed by the Government of India in 1983 under the chairmanship of Prof. D.P. Chattopadhyaya. The commission suggested the professional preparation with (1) study of education as a discipline including educational psychology, sociology of education and educational philosophy, (2) practice teaching and its content-cum-methodology, and (3) Learning a variety of skills related to the role of a teacher; including educational technology and preparation of software.

The government of India announced a New Educational Policy in 1985. Accordingly National Policy on Education was produced in 1986. It made many important recommendations on Teacher Education like: i) The new knowledge, skills and attitudes

should be developed among teachers to meet the present needs. ii) Orientation of teachers should be a continuous process of teacher education. iii) Like SCERT at state level, the district level body may be established and it may be called as the District Institute of Education and Training (DIET) (National Policy on Education, 1986). Besides the aforementioned Commissions on education a number of national level committees were appointed like National Committee on Women's Education, (1958) (Chairman: Smt. Durgabai Deshmukh), Review Committee on Education, (1960) (Chairman: Prof. N.K. Sidhanta ), Study Group on the Training of Elementary Teachers in India, (1961) (Chairman: Sri. Raja Roy Singh), Committee for Review of National Policy on Education-1986, (1990) (Chairman: Shri Acharya Ramamurti), Committee of National Council for Teacher Education on Distance Education Mode, (1990) (Chairman: Prof. M.B. Buch), Committee of University Grants Commission on B.Ed Correspondence, (1993) (Chairman: Prof. Ram Lal Parikh) and Committee of NCTE on Different Modes of Education used for Teacher Preparation in India, (1995) (Chairman -Dr. R.C. Das).

### **Important Landmarks to Strengthened Teacher Education in Free India**

1. Establishment of NCERT and Regional Colleges of Education: The National Council of Educational Research and Training (NCERT) was set up in 1961, merging Central Institute of Education, Central Bureau of Text-Book Research, Central Bureau of Educational and Vocational Guidance and National Institute of Basic Education. The Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore were established under the auspices of NCERT in 1963. These regional colleges were meant to integrate professional and general programmes by organising content-cum-pedagogy courses of four-year duration.
2. Establishment of State Councils of Educational Research and Training (SCERTs): In each state, a State Council of Educational Research and Training was established during 1960s. One of the major functions of these councils is to control and supervision of elementary teacher training programmes.
3. Establishment of National Council for Teacher Education (NCTE) : The Ministry of Education, Government of India established the National Council for Teacher Education (NCTE) in 1973, for maintaining the standards of teacher education in the country. But NCTE could not function effectively till 1993, when it was given the statutory status as an apex body at national level.
4. Establishment of District Institutes for Educational Training (DIETs): The District Institutes for Educational Training (DIETs) were established as a follow-up of the

National Policy on Education, 1986. They are the main supply institutions for the initial training of elementary teachers in most states in the country. Now DIETs function in multiple areas-teacher training (in service and pre -service), curriculum and materials development, research and extension, planning, and management. Besides the establishment of various councils and apex bodies, schemes like District Primary Education Programme (DPEP), during 1990s and SSA in 2001, NCF2005, RTE-Act and NCFTE 2009 various curricular reforms, made their own impact on the teacher education system from time to time. Now the teacher education in the country has grown up to conduct a number of courses at various levels.

### **In-service Teacher Training Programme in Himachal Pradesh**

The in-service training programme is not of very recent origin in Himachal Pradesh. The history of in-service teacher education in the State goes back to September, 1962, when the Department of Extension Services was established in Post Graduate College at Dharamshala and in basic Training College of Education which was established in 1956 at Dharamshala by NCERT. The department of extension services cater the need of all categories of teachers viz. primary, middle, high and higher secondary. Initially, the department cater the need of the schools of the districts of North-zone of Himachal Pradesh, i.e. Kangra Kullu, Gurdaspur some part of Hoshiyarpur. However after the reorganization of the state of Punjab in 1966, the area of Department of Extension Service was limited to district Kangra and Chamba. The primary teachers got orientation through Department of Extension Service till 1994.

With the Establishment of DIETs in Himachal Pradesh, the whole responsibility of pre-service as well as in-service training of teachers shifted to these institutions. Since the establishment of DIETs, these institutions have been actively busy in organizing seminars, conferences, workshops, orientations and training programmes ranging from the duration of one day to one month. Presently, DIETs are imparting pre-service training to the primary teachers and in-service training to all elementary and secondary teachers. It is worth mentioning here that two major Projects SSA and RMSA are also implemented through the DIETs of Himachal Pradesh. Varieties of training programmes for in-service elementary and secondary teachers, school heads, members of school management committees, community members and members of Panchayati Raj Institutions (PRIs), instructors of special education are organized by DIETs.

### **Role of DIETs with special reference to In-service Training Programmes**

Continuous in-service education of teachers is necessary to keep them abreast of the changes taking place in their professional environment and to develop their skills and attitudes in the light of their changing role. Latest approaches and methodologies should be followed in the training. This DIET has to made interaction with field to identify problems and prescribe solutions and to collect information about worthwhile experiences, innovations and success stories etc. Action researches and experimentation has to be conducted, to tackle the specific problems of schools in the district. These field experiences may be used in different in-service education programmes. The main functions of DIETs in accordance with DIET guidelines are given below:

1. To assist educational authorities in planning and coordination of in-service educational programmes for elementary teachers throughout the district, and to plan and coordinate such programmes held in DIET, Pursuant to this, the branch has to:
  - i) Identify training needs of elementary teachers in the district and prepare a perspective plan for meeting such needs;
  - ii) Prepare an annual calendar of all programmes to be held in DIET and;
  - iii) Help concerned authorities in preparing an annual calendar of inservice programmes to be held outside the DIET.
2. To serve as the nodal branch for organizing:
  - i) All those in-service education programmes for teachers and head masters at the Institute, whose content does not relate exclusively or pre dominantly to any one branch i.e. programmes of a relatively general/omnibus nature.
  - ii) Orientation programmes for resource persons who conduct in-service programmes for teachers at other centres in the district (i.e. outside the DIET).
  - iii) In-service education programmes for teachers in the distance/distance-cum-contact-modes.
3. To evaluate and monitor the quality and efficacy of in service programmes held in and outside the DIET, and to strive for their continuous improvement.
4. To maintain a database on all persons, except NFE/AE personnel, who undergo training at the Institute, and to organize follow up activities pursuant to such training, through correspondence, visits, transmission of printed material, etc.
5. To serve as a reference and resource centre for teachers who wish to continue their education.
6. To act as the nodal branch for all action research and field interaction (including extension) activities of the institute which may include, inter alia:

- i) Coordination of in house action research activities and dissemination of its results.
- ii) Acting as a clearing house for information on results of all studies, researches and innovations etc. in the area of Elementary Education-whenever undertaken.
- iii) Publication of a periodic newsletter and an institute journal to be sent to every elementary school/NFE/AE center in the district.

Many of the research studies had been consulted by the investigator about the in-service training programme. Few highlights have been given as: **SCERT (1980)** conducted a study to evaluate the in-service training programme for primary teachers in the selected government and aided teacher training institutions. The following conclusions were made : 1) The key persons of the course felt that inadequate staff, lack of individual attention and unavailability of books were the main problems in training programmes. 2) The participants felt that in-service training programme was good and helped in developing knowledge about new concepts. 3) The participants felt motivated to implement most of the teaching strategies taught during the course. 4) The participants felt that skills to be used during classroom teaching were not adequately practiced during the training programmes. 5) Adequate stress was laid on the learning of concepts in science rather than teaching of the concepts. 6) The laboratory techniques employed during the training programme were quite useful but it was not possible to implement many of the activities because of the heavy syllabus in the primary classes. **Sathyanesan (2001)** conducted study to assess the effectiveness of in-service training programme for teachers, headmasters by DIETs. The study revealed that most explored theme in the in-service training programme delivered were learner centred approaches, objective based instructions, environment based approach, and teaching of mother tongue. The study also reported there was no systematic arrangement in DIETs for extending the resource support to the schools. The study identified that even though DIETs guidelines underlined the importance for need assessment of in-service teachers, the DIETs haven't given sufficient importance for need assessment of in-service training programmes. **Sharma (2006)** reported in her study that all the teachers were aware of in-service training programme under SSA in Himachal Pradesh and they were provided opportunities for participating in these training programmes teachers were generally deputed to training programme on the basis of their teaching experience and they received full cooperation from their heads of schools attending these training programmes. It was further reported that selection of subject areas for training programmes was done on the basis of the needs of



teachers and students. The resource persons involved in the training programmes and they were provided with teaching learning materials in training programmes. Furthermore, it was concluded that teachers had a positive attitude towards in-service training programmes and they perceived programmes have practical utility in improving their teaching methods, understanding the children' characteristics and preparing teaching learning materials. However, there was lack of follow-up programme for ascertaining the impact of in-service training programme on teachers' competencies. **Chauhan, Sharma and Rawat (2008)** studied in-service teacher training programme under SSA in Sunni educational block of Shimla district highlighted the following ground realities related to teachers' training: 1) The training component had been found useful for the teachers to a large extent in the areas of use of TLM in classroom situations, activity based teaching and child centred approach followed by subject enrichment.2) Training material was made available to 98 percent trainees when the training programmes were organized.3) By and large the training modules in the subjects of Hindi, Maths, EVS, CCE, general teacher training, co-curricular activities, physical and health education and gender issues were appropriate for the teachers and fulfilled their needs except modules on IED and Art education. 4) The resource persons stressed mainly on lecture-cum-demonstration approach while communicating with the trainees instead of demonstration techniques, which were rarely used during the training programmes. 5) Majority of teachers in the sampled schools i.e. 84% were found teaching in the rural areas and 16 percent in the urban areas. **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. **Azim Premji Foundation Report (2010)** on the status of DIETs in India, reflected that most of the DIETs, which were conceived as teacher training and curriculum development institutions, have failed to live-up their roles. The performance of DIETs across the country has been abysmal. The poor educational achievement among students in Government schools is telling example. The report also identified some problems faced by these institutions: poor infrastructure, disturbing number of vacancies, personal issues related to faculty and staff, dysfunctional programme. **Garet et al, (2010)** conducted a study in USA entitled 'Middle School Mathematics Professional Development Impact Study: Findings after the First Year of Implementation.' It was found that the professional development programme did not produce any significant impact on teachers' knowledge of rational numbers, the professional development programme had a statistically significant

impact on the frequency with which teachers engaged in activities that promoted students thinking and did not produce a statistically significant impact on students' achievement. **Jamil et al. (2011)** conducted a study to find out the association of in-service training with, and its effect on, the performance of school teachers for the academic betterment of the students. The study revealed that a significant correlation existed between in-service training and the performance of the teachers. **Hoque et al. (2011)** conducted a study entitled, "Impact of Teachers' Professional Development on School Improvement in Bangladesh." The findings of the study revealed that teachers' professional development activities have a significant impact on school improvement. **Yadav (2012)** conducted a study in 15 states of India and 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, Orissa and Uttar Pradesh whereas this impact was not found significant in the State of Maharashtra, West Bengal, Bihar, Haryana, Nagaland and Rajasthan. **Singh (2013)** conducted a study entitled as elementary Education in Himachal Pradesh under Sarva Shiksha Abhiyan: An Evaluative Study'. The findings of the study reflected that all the elementary level teachers of Himachal Pradesh undergone 15 days compulsory in-service training through SSA on general areas but a very few teachers had received training in content enrichment area. There was no proper mechanism for evaluation of various teacher training programmes. Most of the training programmes were theoretical, practical demonstration were rarely seen in these training programmes. It has also reported in many studies that most explored theme in the in-service training programme delivered were learner centred approaches, objective based instructions, environment based approach, and teaching of mother tongue and of view that such training programmes be made integral part of the educational programme for teachers. It has been concluded in many studies that in-service training programmes are compulsory for the professional development of teachers and quality of teaching. The in-service training programmes are not found need based and experience based, in the training programme field visits, practical aspects are not included in the training.

After the implementation of Right to Free and Compulsory Act-2009, now it is mandatory for the state to establish a structure which will support the system to implement the Act in right and effective manner. The DIETs were formulated mainly with the objective of improving the quality of elementary education. Considerable development has taken place with the establishment of DIETs in the area of elementary education. The DIETs organize in-service as well as pre-service training programme which help the teachers to enrich themselves in



conceptualization in content and methodology. Even then there are some pitfalls in the functioning of DIETs which need immediate attention.

The central and state governments are spending a huge amount for the organization of in-service training programmes. This investment demands a good return in the form of quality in the elementary education. In order to achieve this goal, timely assessment and reviewing is needed. A close scrutiny is needed in designing, planning and implementation of in-service training programmes for making them meaningful. Each and every course has to be evaluated with various measures for its effectiveness. The improvement reflected in the quality of elementary education as a result of various programmes designed by DIETs to support school system, has also to be reviewed. Keeping in view the role of DIET with special reference to in-service training programme following objectives were framed:

**Objectives of the Study:**

1. To study views of Elementary Teachers about their in-service training programme organized by DIETs with special reference to:
  - Need assessment
  - Planning and implementation
  - Training techniques and strategies
  - Use of educational technology
  - Development of teaching learning material
  - Monitoring and evaluation with respect to real class room situation
2. To study views of Heads of Elementary schools regarding:
  - Training programmes organized in DIETs for them.
  - In-service teacher training programmes and their implementation in actual class rooms situations.

**METODOLOGY**

Descriptive survey method of research was used in the present study.

**Sampling**

Targeted random sampling technique has been used to select 240 In-service Teachers, 120 Heads of Elementary Schools and 84 Teacher Educators working in the DIETs.

**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.

### **Data Collection**

After finalization of research tools and selection of sample, the investigator personally visited each DIET of Himachal Pradesh with prior intimation to the Principals regarding the purpose of visit. Data for the historical perspective of DIETs was collected from related literature including books, journals, magazines, official record, reports of commissions and conferences, documents and other relative sources. Data pertaining to organization of in-service training programme organized by DIETs was collected from the Teacher-Educators, in-service teachers and heads of elementary schools.

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

Data on different aspects of in-service training programme organized by 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:

#### **Year of Establishment, Location, Description and Administrative Structure of DIETs in Himachal Pradesh**

- In 1995, seven DIETs started their functioning in Chamba, Kangra at Dharamshala, Hamirpur at Gauna Karour, Mandi, Sirmour at Nahan, Shimla at Shamlaghat and Solan.
- Four DIETs viz. Bilaspur at Jukhala, Kullu at Jarad, Una at Dehlan and Kinnour at Reckongpeo became functional in 1996.
- DIET Lahul- Spiti was established in the year 1998.
- All the DIETs are affiliated to Himachal Pradesh Board of School Education, Dharamshala for JBT course of two years duration and presently, this course has been renamed as Diploma in Elementary Education (D.El.Ed.).
- In addition, DIETs are implementing the projects like SSA and RMSA.
- The total numbers of seats sanctioned at the time of establishment of DIETs for pre-service JBT course were 1030 and all the seats were filled up on merit basis. Now the numbers of seats has been increased to 1740.
- Majority of the DIETs, except Mandi, Sirmour, Kangra and Solan are located in rural areas.

### **In-service Training Programme in DIETs**

- DIETs organize a variety of training programmes for in-service heads and teachers of elementary schools; like orientation programmes on SLDP for heads and subject specific training programme for in-service teachers and induction training programme for newly appointed in-service teachers.
- The training programmes organized for in-service trainees are designed according to the latest shifts as desired by new educational policies and the recommendations in the RTE-Act.
- TNA has been done by using the standardized format developed by the experts. The trainings are designed on the basis of TNA done through various methods, decided with the help of key resource persons, Directorate of Elementary Education, SSA office and with the support from in-service teachers.
- The district level training programmes are organized by DIETs and most of the faculty members are involved in these trainings.
- All the elementary heads and in-service teachers are well aware about the role of DIETs in dealing with the school management committees and instructors working in the field of non-formal education and special education of children with special needs.
- The majority of in-service trainees accepted that furniture available in the seminar halls of DIET is not sufficient as per the requirement.
- There is inadequacy in the basic amenities like safe drinking water, staying arrangements and toilet facilities during the in-service training programme in all DIETs of Himachal Pradesh.
- Library facilities are available in all DIETs but majority of the respondents reported that these facilities have not been used by them during the in-service training programmes.
- Teaching aids like chart, maps and models are used during the training programmes and are in good condition as reported by majority of heads and in-service teachers.
- TV, LCDs and DVDs/CDs are available in all DIETs and are used during the training programmes.
- Majority of the heads and in-service teachers are of the view that all their expectations regarding the training programmes are met out during the course of the training.

- DIETs are contributing to achieving the objectives of in-service training programme and their impact on real classroom teaching and learning as desired in NCF and RTE Act-2009.
- The training programmes on administrative and financial management for heads of elementary schools are not organized in DIETs.
- A complete process for the planning of in-service training programme is followed by these institutions. Module and schedule of training programmes are developed after the discussion at Block, District and at State level by involving all the members of SRG, DRGs and Teacher training in-charges of the DIETs.
- Lecture method and group discussion methods are used by the teacher educators during the in-service training programmes.
- Activity based teaching learning methodology is adopted by all the teacher educators during training programmes and demonstration is also given to trainees by using the subject kits.
- Various technologies like animation, videos and educational DVDs and CDs and use of internet facilities are used in the training programme of in-service heads and teachers.
- Feedback is taken from all the participants at the end of every training programme.
- Majority of the teacher educators reported that they do not get co-operation from the educational administrators while organizing the training programmes.
- The in-service training programmes organized at block and cluster levels are also monitored by these institutions in their respective district.
- District level monitoring teams have been constituted to support the in-service training programmes organized in all venues of the district. Evaluation of in-service training programmes is done by different methods of evaluations as responded by the majority of the respondents like daily reporting by the participants, by oral presentation after each session and at the end of the training feedback format is given to the participants. A very few number of the respondents refused about the availability of any written feedback mechanism adopted to evaluate every session of the training programme. Training achievements of the participants are evaluated by asking directly to the participants at the end and also by giving feedback format for the trainees.

- Classroom practices of the teachers undergone training programmes are not observed by the faculty of DIET as reported by 66.67% teacher educators, a large majority of (83.33%) in-service heads and (91.67%) in-service teachers. Class room teaching practices of in-service teachers undergone training programmes are evaluated only through the discussion with heads of the respected schools of the in-service teachers.
- Different monitoring committees are constituted at different level. There is no mechanism developed to monitor the classroom teaching practices adopted by the in-service teachers undergo training programme.
- The in-service trainees have identified a number of strengths and weaknesses of in-service training programmes and have made some suggestion for improvement of such programmes to be organized by the DIETs.

#### **Problems Faced by Teacher Educators during the In-service Training Programmes**

- 1) Majority of the teacher educators reported that they do not get co-operation from the educational administrators during the training programmes.
- 2) Many teacher educators faced problem of co-operation from the heads of the in-service teachers.
- 3) Also some of the teacher educators reported that they faced problems regarding the inadequate participation of the in-service teachers in the workshops organized for them.
- 4) Majority of the teacher educators admitted that there is problem of the scarcity of the space during the training programmes.
- 5) Non-availability of Resource Persons and non-availability of lab facility during the training programmes.
- 6) Problems related to the staying arrangement for the in-service trainees in the DIETs.
- 7) Problems related to the sanitation facilities during the training programme are faced by all the teacher educators in all the DIETs.
- 8) Problems related to lack of supporting staff specially technicians, clerk and class-iv is faced by the teacher educators during the training programmes.
- 9) Problems related to the monitoring class room teaching practices by the DIET faculty after training programmes.

#### **Problems Faced by In-service Heads and In-service Teachers of Elementary Schools during their Training Programmes**

- 1) The problem of scarcity of space during training programmes. The furniture was inadequate in the training hall.
- 2) Problems related to staying arrangement during their stay in the DIETs as reported by majority of the in-service teacher and in-service Heads.
- 3) Problems related to the sanitation facilities during the training programme are faced by all the in-service trainees.
- 4) Lack of exposure to the computer labs and library during the training programme.
- 5) No provision of exposure visit for the in-service teacher trainees during the training programme.
- 6) Short time duration of training programme as reported by some in-service trainees.
- 7) Practical aspect of training is sometimes overlooked during the training.

**Suggestions made by Teacher Educators about the strengthening of In-service Training Programmes in DIETs**

- 1) The infrastructure facility available in the DIETs of Himachal Pradesh should be upgraded.
- 2) Provision of supporting staff especially class-IV, clerk and technician should be made for the smooth organizing the training programmes smoothly.
- 3) Special training may be organized for faculty of DIET and teachers to develop expertise in action research.
- 4) Provision should be made for Professional improvement of faculty members.
- 5) Proper training must be given to DIET faculty members on information technology to cope with the present need in the teacher trainings.
- 6) Autonomy in administration should be given to DIETs.
- 7) Efforts should be made to improvise the training methodologies of in-service training programmes by giving more opportunities to the in-service trainees by providing direct experience of class room teaching during the course of the training.
- 8) DIETs should be given freedom in the planning process of in-service training according to the need of local situation.
- 9) Systematic process should be adopted to identify the training need of the in-service teachers and heads of the elementary schools.
- 10) To strengthen the monitoring mechanism of the training programmes and follow-up of the training in the field level, a monitoring cell should be constituted at DIET level and vehicle may be provided for the purpose in each DIET.



- 11) Responsibility of the district administration should be fixed for organizing the in-service training programmes.
- 12) There should be proper coordination of various faculty of DIET for the planning and implementation of in-services training courses.

**Suggestions made by In-service Heads and In-service Teachers about the strengthening of In-service Training Programmes**

- 1) Infrastructure facilities should be provided to these institutions, so that the DIETs can function properly.
- 2) Basic facilities like toilet facilities and drinking water should be made available during the training programme.
- 3) Accommodation facility should be provided to the trainees during their stay at DIETs.
- 4) More staff strength should be given to these institutions so that these institutions can play their role more efficiently.
- 5) More exposure should be given to the participants to labs and libraries. More resources should be provided to strengthen this area of trainees.
- 6) More emphasis should be given to practical aspect of training.
- 7) Time duration of some training programme should be increased.
- 8) More opportunity should be given to DIET faculty for their professional development in some specific areas.
- 9) Provision of exposure visit for in-service trainees should be made.
- 10) Monitoring of training in real class room situation should be made by DIET faculty.
- 11) DIETs should make provision of training on School Administration and Financial Management for the Heads of elementary schools.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

The findings of the study have certain implications for DIETs in Himachal Pradesh with respect to in-service training programme implemented by the DIETs in Himachal Pradesh. Some important educational implications may be laid down as under:

- 1) 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. Mostly the traditional methods of teaching are used whereas innovation methods are used rarely by DIET faculty. This calls for change in transactional strategies to make use of various ET and ICT related inputs for making programmes more effective.

- 2) Systematic process may be adopted to identify the training need of the in-service teachers and heads of the elementary schools.
- 3) The opinion of the heads showed that the in-service training given to the teachers working in their respective school was effective. But in the class room observation it was seen that there was no considerable difference in the class room practices between trained and untrained teachers. The output of the training programme was not practiced in class room. So there is a need to strengthen the process of monitoring.
- 4) The training programmes need to be experience-based, after identify needs of elementary school teachers in scientific way. These training programmes need to include field visits to provide more practical aspect in the training for their effective translation into the educational practices in the schools.
- 5) DIETs can also act as the hub for drawing a pool of best teachers from schools of the districts and colleges of teacher education which, can provide academic support to the teachers.
- 6) There can be greater use of ICT for promoting innovation. A web based portal can be created to highlight innovations in educational activities undertaken in the various DIETs. Also the ICT can be utilized extensively to facilitate talks with experienced speakers on innovations in education for the DIET teachers.

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