



Research Paper

ROLE OF District Institute of Education and Training in capacity building of Elementary teachers.

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Abstract

The improvement of educational provision in every country is greatly dependent on the efficiency of their education. This efficiency depends on the knowledge, skills obtained during their education, accumulation of their professional experience, its practical application and its interaction with the educational content and the potential offered to the teachers during their professional career to adopt to the new developments so that they are able to be constantly updated, improved and modernized. In this context, the role of teacher education institutions is very important because these institutions invest different kinds of professional development for empowering teachers to be highly effective in their classrooms. The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This policy prioritizes the attainment of Foundational literacy and Numeracy for all the children as an "urgent national mission". All state/UT Governments will immediately prepare an implementation plan according to the national mission on FLN set up by the Ministry of Human Resource Development (MHRD). For the purpose of achieving the objectives of FLN mission, teacher education institutions will play a crucial role by providing different capacity building programmes and academic support to elementary teachers.

Keywords: District institute of education & training, capacity building, Foundational literacy and Numeracy, elementary school teachers.

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I. INTRODUCTION

The national Education Policy lays emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities but also social, ethical and emotional capacities. Quality education aims at holistic development of children by promoting among them the ability to respond new situations in a flexible and creative manner. Teachers play a crucial role in achieving the objectives of quality education. Teachers need support to understand the importance and implementation of learner centred pedagogy, competency based learning. So, capacity building programmes for teachers are seen as important interventions. It is expected that in-service teacher training programmes would update teachers on content and pedagogy as well as create awareness among them on innovative practices. It was felt that there is need to build capacity of elementary teachers on recent concerns in school education such as NEP2020, FLN, learning outcomes, child centred pedagogy and school based assessment etc. Various Government as well as non Government surveys, indicate we are currently in a learning crisis: a large portion of primary school students-estimated to be over 5 crore in number-have not attained foundational literacy and Numeracy. Attaining foundational literacy and Numeracy for all children thus become an urgent national mission, with immediate measures to be taken of many fronts and with clear goals that will be attained in the short term. For attaining universal FLN, all elementary schools will be strengthened with well trained, skilled teachers. This will be possible through different capacity building programmes conducted by teacher education institutions. Therefore, Teacher Education institutions will help the elementary school teachers in achieving the objectives of FLN mission.

District Institute of Education and Training

For the purpose of achieving quality education and to remove the backlog of untrained teachers and with the implementation of National Policy of Education (N.P.E.) in 1986, the District Institute of Education and Training were established all over the country. Teachers are not born. They too learn how to become good teachers, which is why there is an importance of DISTRICT INSTITUTE OF EDUCATION & TRAINING. DIETs would help elementary teachers become much better in what they do. This institution has an important role for quality education because it helps to teach teachers about the best innovative ways to teach. Traditional ways of teaching have been passed on for long enough. However, research and studies have developed more effective ways to teach and pass on the techniques to teachers they too need to be taught. This is where DIETs will step in, they would keep up to date on better and more innovative ways for student's learning and teachers will get to experience their effectiveness firsthand. The DIETs are charged with the responsibility of developing the professional knowledge, pedagogical skills and dispositions of teachers within all subject areas and hence all that they deliver must enhance the idea of professional learning and evolving teacher. DIETs empower teachers to be highly effective in their profession by developing the following professional development:

- focused on content that teachers will take to the classroom
- Inspired by effective practice, so teachers are being exposed to and replacing practices of a high quality that are evidence based and known to work.
- Full of opportunities for feedback and reflection, which means teachers receive input on how they are doing, how they can improve.

DIETs run a combination of workshops, professional learning communities and provide academic support to the teachers.

The most potent workshops explain content and model how to use the new learning and provide learners with opportunities to practice their learnings. Workshops must be supplemented with other formats of a Capacity building that are continuous. One great example of this is Professional Learning Community (PLC). The communities are spaces where teachers belonging to the same discipline come together frequently (weekly or monthly) to discuss their problems of practice. DIETs provide professional development for practising in-service teachers by updating their knowledge and skills.

Role of teacher educators in SCERTS and DIETs SCERT and DIET teacher educators have a very large number of responsibilities:

- ETE Curriculum
- NTT Curriculum
- School curriculum
- School textbooks preparation
- Teaching-learning materials preparation.
- Conducting pre-service D.El.Ed. Courses
- Conducting large numbers of in-service programs
- Training for MLL, SOPT, Joyful learning, multi-lingual education etc.
- Act as operating office and provide support to national and state committees on education
- Provide large scale teacher orientations for life skills, AIDs awareness, literacy mission, continuing education
- Variety of roles under SSA in material preparation, training, inspection
- Compared to the number of posts in SCERT and DIETs the work expected is astronomical.
- The CSS scheme guidelines provides for too few posts mostly envisaged for pre-service teacher education.
- When teacher educators are called away for a variety of tasks, pre-service training suffers greatly.
- SCERT, DIETs, teacher educators perform the bulk of the work but with little recognition or autonomy to design the initiatives or to time it according to their choice. Little attention is paid to expertise required, or the interest level of teacher educators

FOUNDATIONAL LITERACY AND NUMERACY:

Foundational literacy and Numeracy (FLN) is broadly conceptualized as a child's ability to read, write and comprehend basic text and the ability to solve basic mathematical operations like addition, subtraction with numbers. FLN is one of the major themes of the NEP2020. As per NEP2020 to achieve universal FLN at primary level national mission on FLN will be set up by the Ministry of Human Resource Development (MHRD). Accordingly, all State/UT Government will immediately prepare an implementation plan. In 2021, the NIPUN Bharat programme was launched with a vision to ensure universal FLN. Target of the programme is to ensure that every child in the country attains FLN by the end of Grade-3, by 2026-27. It envisaged a five tier implementation mechanism, at the National -State-District-Block-school level in all States and UTs under the

aegis of the centrally sponsored scheme of SamagraShiksha.FLN is a necessary foundation and indispensable prerequisite for all future schooling and lifelong learning.As per NEP2020 , Teacher education and the early grade curriculum will be redesigned to have a renewed emphasis on Foundational literacy and Numeracy.

ROLE OF DIETs FOR CAPACITY BUILDING OF ELEMENTARY SCHOOL TEACHERS TO ACHIEVE UNIVERSAL FLN :

Teacher education institutions serve as key change agents in transforming education and society. Teacher education is an integral part of an educational system that provides a platform in developing the holistic development of a teacher. The teacher must be at the centre of the fundamental reforms in the education system. For achieving the objectives of FLN mission, teachers need to recognise, identify and foster the unique capabilities of each learner, promoting each learner's holistic development. Teachers also need to view learning as a search for meaning out of personal experience and knowledge generation. Teachers empowerment is needed for attaining universal FLN. In view of the challenges of in-service teacher training, NCERT has designed an innovative integrated programme of teacher training known as NISHTHA (National Initiatives for School Heads and Teacher's Holistic Development).

NISHTHA 01: Specific teachers training modules focusing on FLN . **NISHTHA 02:** FLN -NISHTHA specifically contains a module on bridging the language barrier and teaching in mother tongue/regional language/home language.

NISHTHA 03:FLN -NISHTHA contains a specific module on peer learning and how parents can be utilised as volunteers in the schools.

As per NEP2020, for FLN mission NCERT will develop a curriculum and pedagogical framework focusing on FLN with learner centric pedagogy and prepare a special capacity building package for foundational stage teachers and develop learning enrichment programmes. As per the NEP 2020, the role of State Council for Educational Research and Training (SCERT) is to design and develop curriculum, instructional designs, capacity building of teachers, academic Resource persons, training modules and other resources for teachers in local languages. The role of District Institute of Education and Training (DIET) is to develop an academic Resource pool specifically for FLN, comprising teachers, teacher educators, district education planners and faculties of department of education.

For achieving objectives of FLN mission, State Government is creating State specific action plans to achieve their respective FLN targets. It ensures availability of adequate number of teachers in each school from Pre-primary to Grade -3 and extensive capacity building of elementary school teachers for implementing FLN mission. SCERT of different States have launched capacity building programmes on FLN. Resource persons including DIET faculties have participated in that programmes. DIETs also have conducted capacity building programmes for elementary school teachers, Cluster Resource centre coordinators (CRCCs) at district level.

The programme aims to develop in depth understanding of the basic concepts of FLN among the teachers and make them realise the importance of attaining Foundational literacy and Numeracy before entering Grade-3. The main focus is to equip primary level teachers with pedagogical skills and modern practices of teaching learning at the foundational stage.

OBJECTIVES OF FLN MISSION:

- To ensure that an inclusive is built by incorporating play, discovery and activity based pedagogies linking to daily life situations of children and formal inclusion of children's home languages.
- To enable children to read, write and comprehend basic text.
- To make children understand the basic operations of numbers.
- To focus on continuous capacity building of teachers, Headmasters, academic Resources and education administrators.
- To ensure effective use of high quality Teaching learning materials
- To actively engage with all the stakeholders (parents, teachers, students, community and policy makers) for building strong foundation for lifelong learning.
- To ensure tracking of learning levels of all the students.

II. CONCLUSION:

Primary classes are the roots that bloom flowers of higher education. National FLN mission in this connection, is a substantial measure of Government of India towards ensuring that our children achieve Literacy and Numeracy skills by Grade-3. Teachers, parents, students and communities must be urgently supported and encouraged in every way possible to help carry this mission which forms the basis of all future learning. The NEP2020 is recommending the continuous professional development (CPD) for every teacher and head teachers

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. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and Numeracy, learning outcomes, school based assessment and competency based learning. It is in view of this, capacity building programmes for teachers and school heads at primary stage of education are designed. Teacher education institutions have a crucial role in conducting those capacity building programmes. The objectives of FLN mission will be achieved when teachers will perform their duties with utmost devotion and dedication. Thus, the role of Teacher Education institutions is very important for attaining universal FLN by providing capacity building programmes for teachers and academic support.

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