



REVIEW OF RESEARCH



STATUS OF INFRASTRUCTURAL FACILITIES IN DISTRICT INSTITUTES OF EDUCATION AND TRAINING FROM JHARKHAND



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ABSTRACT :

The growth and development of any economy is by and large determined by the availability of resources. Resource endowment of a nation encompasses both Natural and Human resources. While natural resources and capital are passive by their nature, it is the human resources which activate the former in the production process. Historical evidences show that in the initial stages of development, the countries normally focus on equipping their physical capital. Educational services may have more potential demand than real demand. In the backdrop of information and communication technology, modern economy gives adequate emphasis on human resources. This has been facilitated by information of all kinds since we live in a knowledge society.

KEY WORDS -*Infrastructural Facilities, District institute of Education and training, Jharkhand.*

1.0 INTRODUCTION:

District Institute of Education and Training (DIET) is a nodal agency for providing academic and resource support at the grass root level for the success of various strategies and programmes undertaken in the areas of elementary and adult education. with special reference to Universalisation of Primary/Elementary Education and National Literacy Mission (NLM) targets with regards to functional literacy in 15-35 age group. DIETS are the special institutions established with the special aim of improving primary education.

REVIEW OF RELATED LITERATURE:

Until the adaptation of NPE 1986 academic and resource support in the area of elementary education was being provided largely at national and state levels only by institutions like NCERT, NIEPA and SCERTs. Likewise in the area of adult education the support was provided by the Central Directorate of Adult Education at the national level and by the State Resource Centres at the state level. Below the state level there were teacher education institutions. But their activities were confined mostly to pre-service teacher education.

Quality of education is substantially affected by the quality of teacher training. This in turn depends upon the stature and status as well as the role and functions of teacher education institutions. The physical human and academic resources of most of the teacher education institutions are inadequate even for the role of pre- service teacher education.

By the time of adaptation of NPE in the year 1986 elementary and adult education systems were already too vast to be adequately supported by national and state level agencies alone. The NPE categorically called for further expansion together with considerable qualitative improvement. The NPE and PoA (accordingly) envisaged addition of a third district-level tier to the support system in the shape of District Institutes of Education and Training (DIET).

DIETs were being established with the financial support from the Central Government in pursuance of NPE 86.

The basic transaction approach of the DIET is placing the learner at the centre to make education a joyful innovative and satisfying learning activity rather than a system of rote and cheerless authoritarian instruction. In the case of Adult Education programme Functional Literacy should be imparted to adults in a participative learner-active mode.

OBJECTIVES:

1. To study the availability of infrastructure in DIETs.
2. To find out the available resources in DIETs.

METHOD AND PROCEDURE:

Statement of Problem:

The research study was conducted to investigate the educational facilities available in DIETs in JHARKHAND.

Method

Survey method is adopted in present study.

Population of the Study

Following District Institute of Education and Training in JHARKHAND. comprises the population.

1. RATU DIET
2. HAZARIBAGH DIET
3. CHITARPUR DIET
4. DEOGHAR DIET

Tool:

Self administered questionnaire was applied to collect the data. Apart from the questionnaire, checklist was also used for the purpose of the present study. In the present study the investigator aimed at studying the educational facilities available in DIETs in JHARKHAND. In order to develop the questionnaire, the investigator reviewed various literatures in the field of teacher education in general and elementary education in particular. For instance, the recommendation and suggestion given by the Report of Education Commission (1964-66), National Policy on Education (1986), Programme of Action (1992), Curriculum framework for Quality Teacher Education (NCTE, 1998), Butala (1987), Arora (1997), Govinda (1996). Keeping in view the objectives of the present study, the blueprint of the questionnaire was prepared on these following dimensions -

1. Physical Facilities
2. Buildings
3. Educational Technology
4. Equipment and Materials.

RESULTS AND DISCUSSION:**TABLE NO 1 INFRASTRUCTURE FACILITIES AVAILABLE IN DIETs**

Name Of DIET	PHYSICAL FACILITIES	RATU DIET	HAZARIBAGH DIET	CHITARPUR DIET	DEOGHAR DIET
1	Lecture Hall	7	4	2	2
2	Multipurpose Hall	2	1	1	1
3	Library	1	1	1	1
4	Science Lab	1	0	0	0
5	Psychological Lab	1	0	0	0
6	Computer Lab	1	0	1	1
7	Arts and Craft room	1	1	1	1
8	Students Common Room	2	1	1	1
9	Medical Room	1	0	0	0
10	Principal Office	1	1	1	1
11	Staff Room	2	1	1	1
12	Administrative Office	1	0	0	0
13	Store Room(2)	2	1	1	1
14	Canteen	0	0	0	0
15	Visitor's Room	1	0	0	0
16	Seperate Toilet for Women' Men,Teaching Staff	10	5	1	5
17	Parking Space	Yes	Yes	Yes	Yes
18	Open Space Lawns Yard living activities	Yes	No	No	No
19	Multipurpose Play Field	Yes	Yes	Yes	Yes
20	Hostel	Yes	Yes	No	Yes
21	Drinking Water Facilities	Yes	Yes	Yes	Yes

Analysis:

The principals and the faculty members of DIETs were asked to report on the physical facilities available in their institutions. The result of analysis in table 1 show that **RATU** DIET were equipped with 7 lecture hall, 1 science laboratory, 1 library,.1 reading room, 1 store room and 10 toilets. **HAZARIBAGH** DIET reported that their institution was equipped with 4 lecture hall, 1 science laboratory, 1 educational psychology lab, 1 library, 1 store room and 5 toilets. Similarly, **CHITARPUR** DIET reported that their institution was equipped with 1 science laboratory, 1 educational psychology lab, 1 library, 1 store room and 1 toilet were available. **DEOGHAR** DIET reported that their institution was equipped with 2 lecture hall, 1 science laboratory, 1 educational psychology lab, 1 library, 1 store room and 5 toilets.Canteen facility was not found in any DIET.

CONCLUSION:

1. There is no canteen in any DIET , actually canteen is required in each DIET
2. **Hostel** is available in three DIETs. There are lots of funds available by government for providing hostel facility. So it is essential to provide hostel facility.
3. **Medical room** is only available in one DIET, it should be available in every DIET.
4. **Science Lab and Psychological Lab** is available in RAUT DIET, it is not available in remaining three DIETS.

RESULTS AND DISCUSSION:

Regarding the infrastructural facilities there was a gap between the facilities proposed in the DIET guideline and their availability in DIETs. The facilities available in all DIETs were Library, science laboratory, Educational technology display room, computer, Television and furniture. The facilities not available in and DIETs were Lecture hall, common room, reading room, music room, craft room, and store room. But the utilization of available facilities was not satisfactory.

1. As per guidelines, DIET campus area should preferably 10 acres. But it is found that these facilities were not sufficient and the maintenance of the campus was not satisfactory.
2. The residential facilities for the teaching and non-teaching staff, particularly for warden was not available in all the DIETs, wherever available it was not fully utilized.
3. Out of 3 DIETs the hostel facilities were available in three DIETs for boys and girls. In one DIET, though the hostel facilities were not available.
4. The computer cell is available all the four DIETs. In general, it is found that this facility is mainly used for various administrative purposes. DIETs faculty members are not well trained in the utilization of computers.
5. All the DIETs have requisite facilities for physical education and sports but due to the non availability of Health and Physical Education Instructors they have remained unutilized. According to DIET guidelines each DIET should have Institute Clinic manned by a part time Medical Officer to treat common ailments of trainees and staff. But it is found that no DIETs have this facility.
7. As per guidelines, the DIET library should have about 10,000 books. All the 3 DIETs the library is adequately equipped with the required books which were mostly related to the pre-service and in-service teacher education programmes. But updating of the library with the latest references books, dictionaries, year books, abstracts of research in education, foundation of education and hand books for teachers/instructors was not found.
8. As per DIET guidelines the essential equipments and instruments for conducting in-service course should be arranged properly before starting the training programme. But the facilities were not sufficient and properly used by all DIETs.

The infrastructural facilities available for in-service training at the time of observation were blackboard, furniture, model, overhead projector and transparency and chart. The availability of video-player, cassettes specimens and flip charts were not adequate. There level of utilization was also not satisfactory. The quality of education is a function of effective use of resources provided to the educational institutions. Thus the findings of the present study undertaken by the researcher, it is noticed that the infrastructural facilities of DIETs are not uniform. But they have to satisfy the same functions.

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