



Functioning of District Institutes of Education and Training (DIETs) in Naxal Effective Region of South Chhattisgarh: An investigation

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ABSTRACT

It is well known fact that achievement of learners is directly proportional to the competencies and education of teachers. It is the malady in teacher education that it still prepares teachers who are not necessarily professionally competent (George, 2013) and even the curriculum transacted by the teacher educators nowadays is similar to the way as it was being transacted several decades ago (Kaur, 2015). Curriculum transaction procedures have an important impact on the learning of upcoming teachers (Sharma, 2013) and is helpful for them to become effective teacher in future. Chhattisgarh is a state which is constantly facing problem of Naxalwad and due to this foremost problem many of the Government policies are not functioning to its full extent. This study is an attempt to enquire about the status of functioning of DIETs in naxal effective region of south Chhattisgarh with respect to curriculum transaction and to know the problems of prospective teachers related to curriculum transaction.

KEY WORDS

Functioning of DIETs, Prospective teachers, Curriculum transaction.

INTRODUCTION

Right to Education (RTE) made it mandatory that every child up to 14 years of age will get free and compulsory education. This enhances the demand of qualified teachers in both Government and private schools. But the reality is that our country is facing shortage of professionally qualified and motivated teachers (Kaur, 2015). It is well known fact that the

achievement of learners is directly proportional to the competencies and education of teachers. Stressing the importance of teacher education, Education Commission (1964-66) rightly said that “A sound program of professional education of teachers is essential for the qualitative improvement of education”. Ahmed (2018) puts emphasis on the process of teacher education by saying, it is a sort of chain reaction in which good teacher educators will prepare quality school teachers and these quality school teachers will finally figure the young minds. Ultimately, we can say that teacher educators are responsible for quality of school education (Lal, 2014).

National Curriculum for Teacher Education (2009) also emphasizes that the quality of teachers and teacher education is directly linked with the quality of teacher educators. But it is the malady in teacher education that it still prepares teachers who are not necessarily professionally competent (George, 2013) and even the curriculum transacted by the teacher educators nowadays is similar to the way as it was being transacted several decades ago (Kaur, 2015). There is a need for shift in curriculum transaction as well as in training paradigms (Kaur, 2015). Teacher educators must dispense essential teaching competencies in their classroom (Lal, 2014) to make the upcoming teachers competent enough.

Longchar (2017) exposed that most of the teacher educators never used technological devices for teaching learning process, they face difficulty in using innovative practices. He also reported that almost all prospective teachers get their lesson plans approved before class teaching. Khan and Ali (2016) mentioned in their article that age-old teaching methods are used by the teacher educators in teacher education colleges. Adding to this they also stated that internship programmes and co-curricular activities are not conducted properly. Khandagale (2016) revealed that when he asked (for his study) teacher educators about which method is used by them for teaching learning process they responded innovative method, but when they asked about the conceptual background of the methods they were not much clear. George (2013) in his study reported that the teacher training programme is unproductive and ineffective as there is no creative thinking among the teacher educators hence student teachers are receiving poor quality of training.

Sharma (2013) conducted a study and cited that lecture method is the most favorite method of teacher educators and they use it maximum, no separate period is allotted for library but the vacant periods of teacher educators are provided for library consultation. He also said that the prospective teachers observed peer's real classroom teaching and maintained records of all the activities performed in school teaching. Shira (2011) publicized that lecture method, discussion method, demonstration method and group work method are mostly used by the teacher educators of DIETs in Meghalaya she also cited that the prospective teachers are positively involved in different co-curricular activities organized by the DIETs. Sood (2010) in her investigation found that DIET faculty are not familiar with child-centered approach, teaching aids are not available, teachers mostly use lecture method, improper and uninteresting training methodology and teachers are not qualified.

Importance of the study

The role of teachers is both significant and well known in society. Now, the image of conventional teacher has been changed and a new, budding techno-savvy and knowledge-enhancer portrait has appeared, which can realize the learner centered environment of the existing educational scenario (Yazdani, 2016). Without such teachers we cannot think of quality in education. Quality of school education is directly dependent on quality of teacher education through which, competent teachers with required skills and necessary knowledge are developed. Elementary education is the foundation of our education system, so elementary teacher education programme should be given more consideration. In Chhattisgarh, elementary teacher education programme is running in DIETs (Government institution) and these are responsible for instilling both general and specific skills among the upcoming teachers.

Sharma (2013) has said that curriculum is the heart and soul of any teacher education programme. Curriculum transaction procedures have an important impact on the learning of upcoming teachers (Sharma,

2013) and is helpful for them to become effective teacher in future. So it becomes necessary to enquire about the status of functioning of DIETs in Chhattisgarh with respect to curriculum transaction.

Research Question

To conduct this study the following research questions motivated the researcher:

- A. What are the demographic variables pertaining to prospective teachers in naxal effective region of south Chhattisgarh?
- B. How DIETs are functioning in naxal effective region of south Chhattisgarh in terms of curriculum transaction?
- C. What are the problems and their related suggestions regarding curriculum transaction at the level of prospective teachers?

Statement of the Problem

The problem for this study is stated in following terms- Functioning of District Institutes of Education and Training (DIETs) in naxal effective region of south Chhattisgarh: An investigation.

Operational Definition

- DIET- District Institute of Education and Training (DIET) is a teacher training institution where courses for both pre-service and in-service elementary teachers training is running.
- Functioning of DIETs- it means the performance of DIETs with respect to curriculum transaction i.e. transaction of content, mode of delivery, method of teaching, co- curricular activities and internship programme.
- Naxal effective region of south Chhattisgarh- it refers to the naxal effective regions of south Chhattisgarh i.e. Bastar and Dantewada.

Objectives of the Study

Following are the objectives of this study:

1. To study the demographic variables pertaining to prospective teachers in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET.
2. To study the functioning of DIETs in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET in terms of curriculum transaction:
 - i. transaction of content
 - ii. mode of delivery
 - iii. method of teaching
 - iv. co- curricular activities and
 - v. internship programme
3. To study the problems faced by prospective teachers and suggest measures for improvement of functioning of DIETs in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET in terms of curriculum transaction.

Delimitation of the study

The study has been delimited in the following ways:

- The study has been delimited to only two DIETs in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET.
- The study has been delimited to functioning of DIETs with respect to curriculum transaction in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET.

- The study has been delimited to pre- service teacher education programme of Bastar DIET and Dantewada DIET.

Methodology

Population

All the pre-service prospective teachers (enrolled for the session 2017-19) of DIETs in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET were considered as population for this study.

Sample and Sampling

Both the DIETs i.e. Bastar DIET and Dantewada DIET were selected purposively. A total of 60 (second year) pre-service prospective teachers were selected purposively i.e. 30 prospective teachers from both Bastar DIET and Dantewada DIET were taken as sample for this study.

Method

Survey method was implemented by the researcher for leading this piece of work.

Instrument

Researcher used self-made tool namely “DIET Prashikshuon hetu Prashnawali” to collect information regarding perception of pre-service prospective teachers towards functioning of district institutes of education and training (DIETs) in Chhattisgarh. This tool is a questionnaire and it contains 36 items which were both open ended and closed ended type items. The items were broadly classified into four dimensions namely perception on curriculum transaction (20 items), perception on internship programme (14 items), problems and suggestions.

Statistical techniques used

For analyzing the data obtained from respondents, percentage analysis was used by the researcher.

Result and Interpretation

The collected data were analyzed both qualitatively and quantitatively by keeping into consideration the nature of data in hand and objectives of the investigation. To get clearer picture of perception of prospective teachers from both the DIETs i.e. DIET Bastar and DIET Dantewada regarding transaction of curriculum percentage analysis was done.

Analysis of Objective 1: To study the demographic variables pertaining to prospective teachers in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET.

Table no. 1: Demographic variables of prospective teachers of Bastar DIET and Dantewada DIET.

Name of DIET	Gender		Age			Qualification			Habitation	
	Male	Female	20-25 yrs	26-30 yrs	31-35 yrs	Hr. Sec.	UG	PG	Rural	Urban
Bastar DIET	(15)	(15)	(19)	(10)	(1)	(14)	(13)	(3)	(30)	(0)
%	50	50	63.33	33.33	3.33	46.66	43.3	10	100	0
Dantewada DIET	(9)	(21)	(24)	(4)	(2)	(20)	(9)	(1)	(20)	(10)
%	30	70	80	13.33	6.66	66.66	30	3.33	66.66	33.33

(Source: Primary Data) **Note:** digits in bracket shows number of particular field.

Table no. 1 shows that on the day of visit for data collection in DIET Bastar the number of both male and female prospective teachers were equal (i.e. 15 and 15) whereas in DIET Dantewada female prospective teachers were present in greater number (21) as compared to male (9) prospective teachers. In both the DIETs majority of prospective teachers fall under 20-25 yrs category of age. Large number of prospective teachers from both the DIETs were fresher’s and they have only completed their higher secondary. Only 33.33% of prospective teachers from DIET Dantewada belongs to urban habitation.

Analysis of objective 2 (i): To study the functioning of DIETs in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET in terms of curriculum transaction: (i) Transaction of content

Table no. 2: Functioning of DIETs in terms of curriculum transaction on the basis of Prospective teachers responses. (i) Transaction of content

S.No	Items	Always	Often	Sometimes	Rarely	Never
1.	Classes taken by teacher educators are teacher centered.	24 40%	5 8.33%	23 38.3%	8 13.3%	0 0%
2.	Teachers gave opportunity to ask questions during their class.	42 70%	8 13.33%	9 15%	1 1.66%	0 0%
3.	Teachers accept views of prospective teachers during their class.	26 43.33%	9 15%	20 33.33%	4 6.66%	1 1.66%
4.	Teachers use audio visual aids for teaching.	11 18.33%	8 13.33%	21 35%	2 3.33%	18 30%
5.	Teachers use ICT based teaching.	3 5%	1 1.66%	19 31.66%	12 20%	25 41.66%
6.	Contents taught by teachers are understandable.	6 10%	27 45%	24 40%	3 5%	0 0%
7.	Teachers play a role of guide rather than a communicator.	50 83.33%	7 11.66%	3 5%	0 0%	0 0%
8.	Teachers use idea of cooperative teaching in class.	27 45%	18 30%	12 20%	3 5%	0 0%
9.	During class, teachers care about individual differences of prospective teachers.	21 35%	16 26.66%	12 20%	7 11.66%	4 6.66%

(Source: Primary Data) **Note:** Digits in bold shows the number of particular field.

From table no. 2 it is depicted that 40% of prospective teachers were of view that the classes taken by teacher educators were always teacher centered. 70% of them replied that teacher educators always gave them opportunity to ask questions in their class. About 43% of prospective teachers said that their views were always accepted by their teachers in class. 35% of them revealed that teacher educators sometimes use audio visual aids for their teaching. About 41% of prospective teachers strongly responded that their teachers never used ICT for teaching in class. 45% of them reacted that the contents taught by the teacher educators were often understandable for them. Almost 83% of the prospective teachers believed that their teacher educators always play a role of guide rather than a communicator. 45% of prospective teachers stated that teachers always use the idea of cooperative teaching in their class. Only 35% of prospective teachers mentioned that the teacher educators always care about individual differences among prospective teachers.

Analysis of objective 2 (ii): To study the functioning of DIETs in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET in terms of curriculum transaction: ii) Mode of delivery.

Table no. 3: Functioning of DIETs in terms of curriculum transaction on the basis of Prospective teachers responses. (ii) Mode of delivery

S. No.	Items	Options				
		Always	Often	Sometimes	Rarely	Never
1.	Language used by teachers are clear and understandable.	50 83.33%	7 11.66%	3 5%	0 0%	0 0%
2.	Language used by teachers – No. % age	Hindi 40 66.66	English 0 0	Both 20 33.33	Local language 0 0	

(Source: Primary Data)

Note: Digits in bold shows the number of particular field.

From table 3 it is clear that Hindi language was used mostly (66.66%) by the teacher educators in the class. Teachers neither use only English nor Local language as a medium of instruction rather sometimes use English and Hindi both (33.33%). Almost 83% of prospective teachers opined that the language used by the teacher educators was clearly understandable for them.

Analysis of objective 2 (iii): To study the functioning of DIETs in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET in terms of curriculum transaction: (iii) method of teaching.

Table no. 4: Functioning of DIETs in terms of curriculum transaction on the basis of Prospective teachers responses. (iii) method of teaching.

S. No.	Items	Options				
		Always	Often	Sometimes	Rarely	Never
1.						
a)	Teachers use following method of teaching – Lecture method	28 46.66%	14 23.33%	16 26.66%	2 3.33%	0 0%
b)	Audio visual method	12 20%	3 5%	22 36.66%	13 21.66%	10 16.66%
c)	Discussion method	21 35%	9 15%	22 36.66%	5 8.33%	3 5%
d)	Demonstration method	14 23.33%	5 8.33%	32 53.33%	9 15%	0 0%
e)	Project method	4 6.66%	12 20%	22 36.66%	19 31.66%	3 5%
f)	Problem solving method	10 16.66%	10 16.66%	27 45%	11 18.33%	2 3.33%
g)	Self-study method	31 51.66%	17 28.33%	10 16.66%	1 1.66%	1 1.66%
2.	For teaching the contents, methods of teaching used by your teachers are interesting.				Yes (59) 98.33%	No (1) 1.66%
3.	Teaching methods adopted by your teachers are appropriate.				Yes (57) 95%	No (3) 5%
4.	Teaching methods adopted by your teachers are understandable.				Yes (57) 95%	No (3) 5%

(Source: Primary Data) **Note:** Digits in bracket and digits in bold shows number of particular field.

Table no. 4 elucidates that the most prevalent method of teaching in both the DIETs were lecture method and self-study method. It was mentioned by about 46% of the prospective teachers that lecture method was always used by their teachers whereas 51% of them responded that self-study method was adopted by their teacher educators. Other methods like audio-visual method, discussion method, demonstration method, project method and problem solving method were sometimes used by their teacher educators.

Almost 98% of the prospective teachers declared that the methods of teaching used by their teachers were interesting and 95% of them stated that the methods adopted by their teachers were appropriate and understandable.

Analysis of objective 2 (iv): To study the functioning of DIETs in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET in terms of curriculum transaction: (iv) co- curricular activities

Table no. 5: Functioning of DIETs in terms of curriculum transaction on the basis of Prospective teachers responses. iv. co- curricular activities

S.No.	Items	Options with No. in bracket and %age			
1.	Co-curricular activities are organized.	Yes (52) 86.66%		No (8) 13.33%	
2.	Period allotted for co- curricular activities in time table.	Yes (31) 51.66%		No (29) 48.33%	
3.	Co-curricular activities are organized –	Regularly (18) 30%	Once in a year (10) 16.66%	Sometimes (32) 53.33%	
4.	Learnt from these activities-	Organization (1) 1.66%	Participation (13) 21.66%	Both (41) 68.33%	Nothing (5) 8.33%
5.	How many times these activities are done-	Mostly	Sometimes	Never	
(i)	Arts & crafts	(20) 33.33%	(29) 48.33%	(11) 18.33%	
(ii)	Self- development	(12) 20%	(32) 53.33%	(16) 26.66%	
(iii)	Fine arts	(4) 6.66%	(37) 61.66%	(19) 31.66%	
(iv)	Work & education	(26) 43.33%	(33) 55%	(1) 1.66%	
(v)	Theatre	(7) 11.66%	(42) 70%	(11) 18.33%	
(vi)	Acting	(7) 11.66%	(44) 73.33%	(9) 15%	
(vii)	Physical & emotional health activities	(6) 10%	(46) 76.66%	(8) 13.33%	
(viii)	School health & education	(12) 20%	(43) 71.66%	(5) 8.33%	

(Source: Primary Data) **Note:** Digits in bracket shows number of particular field.

Table no. 5 reveals the eminence of co-curricular activities in both the DIETs. From both the DIETs nearby 86% of prospective teachers responded that co-curricular activities were organized and nearly 53% of them said that they were organized sometimes not regularly. Although around 51% of prospective teachers clarified that they were allotted period for co-curricular activities in their time table. 68% of prospective teachers retorted that they had learnt both organization and participation from these activities. To eliminate the monotony in activity, the DIETs had organized all the activities like arts & craft, self-development, fine arts, work and education, theatre, acting, physical and emotional health activities and school health and education.

Analysis of objective 2 (v): To study the functioning of DIETs in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET in terms of curriculum transaction: (v) internship programme.

Table no. 6: Functioning of DIETs in terms of curriculum transaction on the basis of Prospective teachers responses. (v) internship programme

S.No.	Items		Options with number in bracket and %			
1.	Got orientation about lesson plan writing		Yes (50) 83.33%	No (2) 3.33%	Not clear (8) 13.33%	
2.	Satisfied with the guidance given on the early stage of practice teaching		Yes (23) 38.33%	No (3) 5%	Not Clear (34) 56.66%	
3.	Distance of school (allotted for internship) from residence of prospective teachers.	0-3 km (15) 25%	4-6 km (15) 25%	7-9 km (7) 11.66%	10-12 km (16) 26.66%	12 -40 km (7) 11.66%
4.	Number of lesson plans to present in internship programme.		30 plans (32) 53.33%	40 plans (15) 25%	60 plans (13) 21.66%	
5.	Got any model lesson plan		Yes (42) 70%	No (9) 15%	Not clear (9) 15%	
6.	Lesson plans are checked before its presentation-		Maximum (18) 30%	Few (38) 63.33%	None (4) 6.66%	
7.	Invigilators during internship programme-	Teacher educators (38) 63.33%	School teachers (24) 40%	DIET principal (8) 13.33%	School principal (17) 28.33%	
8.	Teacher educators observed students classroom teaching in internship programme-		Every class (6) 10%	Regular (11) 18.33%	Sometimes (39) 65%	Never (4) 6.66%
9.	Got feedback from teacher educators	At the same time (11) 18.33%	After class (28) 46.66%	At weekends (18) 30%	Not given (3) 5%	
10.	Given feedback		Individually (13) 21.66%	In group (47) 78.33%		
11.	Feedbacks are in –		Oral form (20) 33.33%	Written form (7) 11.66%	Both (33) 55%	
12.	Observed peers classroom teaching		Yes (57) 95%		No (3) 5%	
13.	Make reflective diary in internship		Yes (60) 100%		No (0) 0%	
14.	Got opportunity to meet student’s parents and society near by the school		Yes (56) 93.33%		No (4) 6.66%	

(Source: Primary Data) **Note:** Digits in bracket shows number of particular field.

Table no. 6 sheds light in prominence of internship programme in both the DIETs. About 83% of prospective teachers replied that they got orientation about lesson plan writing but only 38% of them were satisfied with the guidance given to them. Around 50% of prospective teachers were allotted schools which were 0-6 km away from their residence. It was seen that prospective teachers were a bit confused about the number of lesson plans to present in internship programme, 53% of prospective teachers said that they had present 30 plans, 21% opined 60 plans and 25% opined 40 plans. 70% of prospective teachers conveyed

that they were provided model lesson plans. Only 63% of prospective teachers got their lesson plans checked before its presentation. About 63% of prospective teachers replied that mostly the teacher educators were the invigilators during internship programme. But the teacher educators observed prospective teachers class sometimes (65%) only and 46% of prospective teachers stated that they got feedback after class. The feedbacks received by the prospective teachers were given to them in groups (78%) and in both oral as well as in written form (55%).

Nearly 95% of prospective teachers observed their peer's classroom teaching and all of them (100%) made reflective diary. During internship 93% of them got an opportunity to meet student's parents and society nearby the school.

Analysis of objective 3: To study the problems and suggest measures for improvement of functioning of DIETs in naxal effective region of south Chhattisgarh i.e. Bastar DIET and Dantewada DIET in terms of curriculum transaction.

Problems mentioned by prospective teachers regarding curriculum transaction are enlisted below:

- About 65% of prospective teachers from both the DIETs considered the content of English subject as complex for them and they face problem in understanding the subject matter.
- 46% of prospective teachers from both the DIETs conveyed that their teacher educators use Lecture method in class which makes them passive learners.
- For internship programme almost 50% of prospective teachers were allotted far away schools i.e. more than 6 km which puts extra financial burden on them.
- 65% of prospective teachers from both the DIETs stated that observation of their teaching was not done regularly and properly. In that case they feel disheartened about their efforts in preparing and presenting lesson plans.
- 48% of prospective teachers also mentioned that the duration of internship programme was very long.

Suggestions

On the basis of problems mentioned by the prospective teachers and from the responses made by them about suggestions for improving the Pre-Service Teacher Education (PSTE) programme, some suggestions were drawn which are as follows:

- More audio visual aids must be used by the teacher educators to make their teaching more effective and understandable.
- Other methods like audio-visual method, discussion method, demonstration method, project method and problem solving method must be practiced by the teacher educators more and more.
- The DIETs must allot 1 or 2 periods for co-curricular activities and they must be organized in regular manner.
- The orientation given before going to internship programme must be made clearer especially about the number of lesson plans to present and about the role of prospective teachers in school.
- Efforts must be done to allot schools nearby prospective teachers' residence to remove extra financial burden on them.
- The duration of internship in schools is very long it should be reduced or made in chunks.

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