



**ORIGINAL RESEARCH PAPER**

**Education**

**COMPARISON OF DIETs AND TEIs REGARDING THE IMPLEMENTATION OF YEAR PLAN, ACTIVITY CALENDAR AND TIMETABLE**

**KEY WORDS:** Teacher Education Institutes, District Institutes of Education and Training, Activity Calendar, Year Plan, Timetable

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**ABSTRACT**

The study aims to compare Teacher Education Institutes (TEIs) and District Institutes of Education and Training (DIETs) of Kerala regarding the way they implement year plan, activity calendar and timetable suggested in D.El.Ed. curriculum. Questionnaire data collected from the Heads of TEIs, Heads of the PSTE faculty in DIETs, Teacher Trainees of TEIs and DIETs, and Teacher Educators working in TEIs and DIETs were analysed to test the hypotheses. The results showed that only a minority of the pre-service teacher education institutions have implemented the Year Plan and Activity Calendar effectively. Teacher educators from DIETs excel their counterparts from TEIs in the matter of preparing and executing the Activity Calendar and the Year Plan. The TEIs and the DIETs are alike in conducting classes as per the timetable suggested. The teacher educators of TEIs follow the timetable more stringently than do their counterparts in DIETs.

**Introduction**

The availability of adequately trained teachers has been the crucial problem for expanding elementary education in the country (MHRD, 2014). The establishment of DIETs has been the most important development in bringing the issue of elementary teacher education to the national stage (MHRD, 1989). In Kerala, the pre-service primary teacher education in Kerala has been imparted through two different institutional setups viz., Teacher Education Institutes (TEIs) and District Institutes of Education and Training (DIETs). The TEIs are institutions solely dedicated to impart pre-service primary teacher education, conducting two year Diploma Courses in Elementary Education (D.El.Ed.), by following the curriculum prescribed by the SCERT, Kerala (SCERT, 2018). The primary activity of the DIETs is teacher training and capacity building of resource persons to conduct decentralized training and adapt training designs to meet district needs (MHRD, 1989). In addition to extending necessary training service as a nodal agency bound to ensure the quality of pre-service education imparted by TEIs, the DIETs are also conducting D.El.Ed. course. In spite of colossal efforts from the parts of DIETs, it has been pointed out that the primary teacher educators are not professionally developed to transact the new primary teacher education curriculum introduced in Kerala (DIET, 2014). It is found that only a short period of time is allotted for the training of teacher educators in the plan of DIETs. Additionally, there exists no uniformity in the teacher education programmes conducted by TEIs and DIETs. The training programmes often do not focus on needs of the teacher educators. The training of teacher educators is not included in the main stream of the training package (DIET, 2018). Studies such as those conducted by Joxy (2015), Sathyanesan (2001), Sreedevi (2001) etc. in Kerala context have moderately explored the effectiveness of the training imparted by DIETs and also the problems associated with different aspects of pre-service and in-service training given by DIETs. All the above studies were conducted before introducing the revised curriculum framework, and as such there is a commanding need to identify the constraints in the quality improvement of primary teacher education programme in Kerala. This present study is a part of the major research activity taken up in this direction.

**Objectives**

The study has the following specific objectives in view:

1. To compare Teacher Education Institutes (TEIs) and District Institutes of Education and Training (DIETs) regarding the way they implement Year Plan and Activity Calendar suggested in D.El.Ed. curriculum.
2. To compare Teacher Education Institutes (TEIs) and District Institutes of Education and Training (DIETs) regarding the

way they operate timetable in scheduling the curricular activities.

**Hypotheses**

The following hypotheses were formulated for getting the direction to the study:

1. There will not be any significant difference between the Teacher Education Institutes and District Institutes of Education and Training regarding the way they implement Year Plan and Activity Calendar suggested in D.El.Ed. curriculum.
2. There will not be any significant difference between Teacher Education Institutes and District Institutes of Education and Training regarding the way they follow timetable in scheduling the curricular activities.

**Methodology**

Descriptive research following Normative Survey method was adopted for the present study. The data required for the study were collected from 46 TEIs and 7 DIETs, selected randomly from different districts of Kerala state. The study made use of different types of samples in varying numbers. They are: (a) Heads of TEIs (N = 46) and Heads of the PSTE faculty in DIETs (N = 7), (b) Teacher Trainees of TEIs (N = 624) and DIETs (N = 240), and (c) Teacher Educators of TEIs (N = 266) and DIETs (N = 46). The necessary information were procured from the sample with the help of three different measuring instruments viz., (a) Questionnaire for Teacher Trainees of TEIs and DIETs, (b) Questionnaire for Teacher Educators of TEIs, (c) Questionnaire for Faculty members of DIETs. The tools were administered on the sample under standardized conditions and the data thus collected were treated statistically using simple percentage of the responses of each category and significance in difference between the percentages of responses.

**Analysis and Interpretation**

The data collected by administering the questionnaires were analyzed by keeping the objectives of the study in mind. The analyses thus carried out and the results obtained are presented hereunder.

**1. Year Plan and Activity Calendar**

The number and percentage of teacher education institutions which prepare the Year Plan and Activity Calendar prior to the commencement of academic year, and the CR-value obtained on comparing the Teacher Training Institutions (TEIs) and District Institutes of Education and Training (DIETs) in this regard are given in Table 1.

**Table 1: Incidence of Year Plan and Activity Calendar based teacher preparation in teacher education institutes**

Institution	Sample Size	No. of Incidence	%	P	Q	SE%	CR	Sig.
TTI	46	39	84.78	86.79	13.20	13.74	1.11	NS
DIET	7	7	100.0					

The data and result given in Table 1 based on the responses of Heads of TEIs and PSTE faculty in DIETs show that majority (86.79%) of the Pre-service Teacher Education Institutes (DIETs and TEIs) in Kerala have prepared the Year Plan and Activity Calendar on the basis of which the programmes in the institute were carried out. The Critical Ratio obtained on comparing the the percentages of the responses from Heads of TEIs and PSTE Faculty in DIETs is not significant (CR = 1.11; P>0.05). In other words, there is no significant difference between TEIs and DIETs in carrying out the programmes according to the Year Plan and Activity Calendar.

The data and result pertained to the teacher educators who prepare yearly Activity Calendar in their subject(s) and a comparison between the teacher educators in Teacher Training Institutions (TEIs) and District Institutes of Education and Training (DIETs) are presented in Table 2.

**Table 2: Teacher Educators who prepared yearly Activity Calendar in their subject(s)**

Institution	Sample Size	No. of Incidence	%	P	Q	SE%	CR	Sig.
TTI	226	114	50.44	54.04	45.96	8.06	2.64	.01
DIET	46	33	71.74					

The data presented in Table 2 show that majority of teacher educators (54.04%) both in DIETs and TEIs are preparing the Yearly Activity Calendar in the subject(s) they teach. The Critical Ratio obtained on comparing the percentage of teacher educators preparing the Yearly Activity Calendar in TEIs and DIETs is significant (CR = 2.64; p < .01). A closer observation of the percentage estimate reveals that DIETs excel TEIs in terms of the proportion of teacher educators preparing the Yearly Activity Calendar in the subject(s) they teach.

The data pertained to the opinion made by the teacher trainees in different TEIs and DIETs regarding the effectiveness of implementing the Year Plan and Activity Calendar are given in Table 3. The sub-samples were further compared to see whether there is any significant difference between TEIs and DIETs in implementing the Year Plan and Activity Calendar. The obtained result is given in Table 3.

**Table 3: Effective implementation of Year Plan and Activity Calendar (Opinion of Teacher Trainees of TEIs and DIETs)**

Institution	Sample Size	No. of Incidence	%	P	Q	SE%	CR	Sig.
TTI	624	203	32.53	39.00	61.00	3.70	6.29	.01
DIET	240	134	55.83					

The result given in Table 3 indicates that only a minority (39.00%) of the teacher trainees of both TEIs and DIETs have the opinion that the institutes executed the Year Plan and Activity Calendar effectively, while majority (61.00%) are of the opinion that the Teacher Education Institutes are ineffective in implementing the Year Plan and Activity Calendar. The critical ratio obtained (CR = 6.29; p<0.01) on comparing the opinion of teacher trainees in different institutions on the effectiveness of implementing the Year Plan and Activity Calendar is significant showing a true difference between TEIs and DIETs in executing the Year Plan and Activity Calendar. A close observation of the data reveals that the execution of Year Plan and Activity calendar in DIETs is more effective than that in TEIs.

**2. Timetable for D.El.Ed. Course**

Time is a limited resource. It is constant and irreversible.

When men and material resources remain limited, the success of the institutional management depends largely upon efficient management of time. Successful time budgeting through an efficiently drawn timetable helps the institutional administrator to utilize the time optimally. The number and percentage of Teacher Training Institutions (TEIs) and District Institutes of Education and Training (DIETs) which conduct their daily academic activities as per a prepared timetable, and the comparison of the two types of Teacher Education Institutes in this regard are given in Table 4.

**Table 4: Teacher Education Institutes where the classes run according to a specific timetable (Response of teacher trainees of TEIs and DIETs)**

Institution	Sample Size	No. of Incidence	%	P	Q	SE%	CR	Sig.
TTI	46	44	95.65	96.23	3.77	7.73	0.56	NS
DIET	7	7	100					

The results of the analysis given in Table 4 shows that brutal majority of the institutions (96.23%) run their classes according to a specific timetable. The Critical Ratio of the percentage comparison of responses from the teacher trainees of TEIs and DIETs is 0.56, showing no true difference between TEIs and DIETs in running classes according to a specific timetable.

The data pertained to the number and percentage of Teacher Educators who follow the timetable strictly in different TEIs and DIETs, and a comparison of the type of institutions regarding their adherence to the timetable is given in Table 5.

**Table 5: Teacher educators who follow the timetable very strictly in D.El.Ed. class (Responses of teacher educators of TEIs and DIETs)**

Institution	Sample Size	No. of Incidence	%	P	Q	SE%	CR	Sig.
TTI	226	207	91.59	87.50	12.50	5.35	4.52	.01
DIET	46	31	67.39					

It can be read clearly from Table 5 that a big majority of the teacher educators (87.50%) in our Teacher Education Institutes follow the timetable very strictly. The comparison of the sub-samples produced a Critical Ratio greater than 2.58 indicating that the teacher educators in TEIs and DIETs differ significantly in following the timetable in the D.El.Ed. classes. A scrutiny of the percentage of occurrence of the phenomena shows that the Teacher Educators in the Teacher Training Institutions (TEIs) are better than their counterparts in the District Institutes of Education and Training (DIETs) in following the timetable strictly.

The data and result of the analysis pertained to the Teacher Education Institutes which strictly follow the time table, as disclosed by the teacher trainees, is given in Table 6.

**Table 6: Teacher Education Institutes which strictly follow the timetable (Response of teacher trainees of TEIs and DIETs)**

Institution	Sample Size	No. of Incidence	%	P	Q	SE%	CR	Sig.
TTI	46	39	84.78	79.25	20.75	16.45	2.55	0.05
DIET	7	3	42.86					

The data and result given in Table 6 based on the responses of the Teacher Trainees of TEIs and DIETs points out that the majority of Teacher Education Institutes (79.25%) follow the timetable very strictly in D.El.Ed. class. The Critical Ratio obtained on comparing the percentages of confirmatory responses from the teacher trainees of TEIs and DIETs is significant (CR = 2.55; p<0.05) indicating that the District

Institutes of Education and Training (DIETs) and Teacher Training Institutions (TEIs) are not alike in following the daily time table. A closer observation of Table 7 reveals that TEIs excel DIETs in enforcing the class timetable for the D.El.Ed. course.

Attempt was further made to explore the reasons for not following the D.El.Ed. timetable strictly by eliciting responses from those Teacher Educators who did not follow the timetable sternly (N = 34). The data and the result of the study obtained in this context are given in Table 7.

**Table 7: Reasons for not following D.El.Ed. timetable strictly (Responses of teacher educators of TEIs and DIETs)**

Reasons	Instn.	N	n	%	P	Q	SE%	CR	Sig.
Inappropriate distribution of time for various subjects	TTI	19	7	36.84	35.29	64.71	16.51	0.21	NS
	DIET	15	5	33.33					
Undertaking various activities outside the class room related to curriculum	TTI	19	13	68.42	82.35	17.65	13.17	2.40	.05
	DIET	15	15	100.0					
Adjusting periods for other subjects	TTI	19	13	68.42	52.94	47.06	47.06	2.04	.05
	DIET	15	5	33.33					

The information furnished in Table 7 brings out the various reasons pointed out by the teacher educators for not following the D.El.Ed. timetable very strictly. Majority of them (82.35%) pointed out that they had to engage in various activities connected with curriculum outside the classroom. Another reason pointed out by 52.94% of the teacher educators for their inability to adhere to the timetable is that their periods are adjusted to the needs of teachers handling other subject(s). 25.29% of the teacher educators also found inappropriate distribution of time for various subjects as one of the reasons for not strictly following the timetable. Comparison of the percentage of Teacher Educators of TEIs and DIETs regarding the reasons they raised for not strictly following the timetable shows that the groups do not differ significantly in finding: (i) inappropriate distribution of time for various subjects. The groups, however, differ significantly ( $p < 0.05$ ) in finding 'undertaking various activities outside the class room related to curriculum' and 'adjusting periods for other subjects' as reasons for not strictly sticking on to timetable. While the tendency to adjust the periods for other subjects is comparatively more apparent in TEIs, undertaking various activities outside the class room is more discernable in DIETs.

**CONCLUSIONS**

Based on the analysis of data, the following confusions are arrived at:

1. Though great majority of pre-service teacher education institutions in Kerala have prepared the Year Plan and Activity Calendar, only a minority of the institutes have executed them effectively.
2. Significant difference was found to exist between teacher educators of TEIs and DIETs with regard to their dedication in preparing the yearly Activity Calendar in the subject(s) they teach. Teacher educators from DIETs excel their counterparts from TEIs in the matter of preparing Activity Calendar in their subject of teaching.

3 Majority of Teacher Education Institutes do not execute the

Year Plan and Activity Calendar effectively. There exist a significant difference between TEIs and DIETs in this regard. The DIETs execute the Year Plan and Activity Calendar more effectively than the TEIs.

4. In great majority of Teacher Education Institutes the classes are conducted as per a specific timetable and majority of them follow the timetable strictly. The TEIs and the DIETs are alike in this matter.

5. Though majority of the teacher educators follow the timetable strictly, significant difference exists between teacher educators of TEIs and DIETs in adhering to the timetable. The teacher educators of TEIs follow the timetable more stringently than do their counterparts in DIETs.

6. The burden of undertaking the responsibilities of out-of-classroom activities has been raised as the major reason for not strictly following the timetable by teachers who fail to stick on to the time table.

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