**INTRODUCTION**

The concept of DIET was viewed as key institution for upgradation of the quality of elementary education in the districts. The state governments were encouraged to set up the District Resource Centre in such type of small districts. DIET was initiated with the objectives such as - Eradicate adult illiteracy, Support programmes for non-formal education of non starters and out of school children through different ongoing and other innovative schemes, Work for universal enrolment, retention, achievement of essential learning outcomes and inculcation of desired morals and values among learners, Motivate and promote accountability among members of the community through greater participation in educational process, Promote adoption of norms and standards in various activities of school for turning the teaching learning process into result oriented activities, Address academic problems of teacher in particular and schools in general, Conduct need based Action research and Research Projects in Schools to uplift the quality of education, Coordinate, network and link the efforts made by various NGOs/Voluntary Organisations, development departments and community as a whole, Link education with life and vocation to help and generate better quality of life among the learners in particular and through them the masses at large in general. With these objectives, overall development of teachers was to be attended.

Some of the functions of DIETs are- Training for Pre-service and In-service teachers, Resource supports (Extension or Guidance, Development of materials teaching aids, evaluation and tools), Action Research, Research in Education and so on.

In order to take up the above functions, DIET needs to possess- Pre-service Teacher Education Branch, Work Experience (WE) branch, District Resource Unit (DRU) for Adult and Non-Formal Education, In Service Teacher Education Branch, Curriculum Development Material Branch, Educational Technology Branch, Research in Education Branch etc. The training programmes held at DIET attempts to receive some impacts on the educational awareness and knowledge among the elementary school teachers of our country who would undertake various instructional phases with the learners of the country. Hopefully, the study would throw some lights on the present conditions of DIETs in Arunachal Pradesh which would be significant for the entire masses.

**REVIEW OF RELATED LITERATURE**

Aggarwai et. al (1997) evaluated the teacher training programmes, first cycle under DPEP in Hisar and Sirsa districts. The major findings were (1) Training programmes at Hisar H, Hinsi I, Hinsi and Kalawali were poorly organized. Seating arrangements were inadequate; physical amenities were lacking. (2) Training programmes at Siwani and Dabwali were well organized. Participants were active, motivated and involved in meaningful group activities, (3) There were more than 40 participants at Hisar II, Hansi I and Hansi II centres. Kakoty (1997) in a study found that (1) Prior to the implementation of DPEP, functioning of teacher training institution was not up to the mark. (2) Teachers in both the blocks were found to be interested, active and motivated in participating in various short-term in-service TTPs organized by DPEP. (3) There was a low participation of female teachers owing to the fact that they were over burdened with household chores. (4) Such programmes affected the teaching learning
process in single-teacher schools to a considerable extent. Ramana (1997) found that Urban and rural teachers felt that training is very useful to teachers for effective learning of child in the classroom. Male teachers had positive attitude than the female teachers about the training, Teacher Training Certificate (T.T.C) and B.Ed qualified teachers and had similar attitude about the training. Sunwani (1997) yet in another study revealed that the building and infrastructure were generally not optimal and did not provide for residential facility, the learning material was not supplied before the training, only two-third of the teachers spoke of having clarity about objectives of the course and that most of the teachers thought that training modules were relevant and need-based.

OBJECTIVES OF THE STUDY

1. To study the impact of training programmes on the knowledge of elementary school teachers of DIET, Naharlagun (Papumpare district) in Arunachal Pradesh.
2. To study the impact of training programmes on the knowledge of elementary school teachers of DIET, Kamki (West Siang district) in Arunachal Pradesh.
3. To find out the relationship between the impacts of training programmes on the knowledge of elementary school teachers in Papumpare and West Kameng districts of Arunachal Pradesh.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the impact of training programmes on the knowledge of elementary school teachers of DIET, Naharlagun (Papumpare district) in Arunachal Pradesh.
2. There will be no significant difference in the impact of training programmes on the knowledge of elementary school teachers of DIET, Kamki (West Siang district) in Arunachal Pradesh.
3. There will be no significant relationship between the impact of training programmes on the knowledge of elementary school teachers of DIET, Naharlagun and DIET Kamki of Arunachal Pradesh.

METHODOLOGY

- **METHOD:** The investigators adopted Descriptive cum Normative survey method of educational research.
- **POPULATION:** All the elementary school teachers who are trained in DIET, Naharlagun and DIET, Kamki of Arunachal Pradesh.
- **SAMPLE:** Purposive Sampling Technique was used and 24 teachers each from DIET Naharlagun (Papumpare district) and DIET Kamki (West Siang district) of Arunachal Pradesh were selected as a sample.
- **Tools used:** A self developed tool on Training Assessment was used by the investigators to assess the knowledge of elementary school teachers regarding training programmes of DIETs in Arunachal Pradesh.
- **Statistical techniques used:** For the purpose of analysis and interpretation, the measures of central tendency, variability, t-test and correlation were used as the statistical techniques.

### ANALYSIS AND INTERPRETATION

Table 1 Shows the number (N), Mean, Standard Deviation (S.D.), Difference (D), and t-value of Training Assessment Scores of Male and Female Elementary School Teachers of DIET, Naharlagun (Papumpare district) in Arunachal Pradesh.

**Knowledge of Elementary School Teachers (DIET, Naharlagun)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>D</th>
<th>t-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>33.0</td>
<td>1.87</td>
<td>1.75</td>
<td>1.68</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>31.25</td>
<td>3.11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation:** The table 1 indicates that the computed t-value came out to be 1.68 and this computed t-value is lesser than the criterion t value of 2.07 at 0.05 level of confidence for 22 df. It means the computed t value is considered not significant. Therefore, the formulated hypothesis “There will be no significant difference in the impact of training programmes on the knowledge of elementary school teachers of DIET, Naharlagun (Papumpare district) in Arunachal Pradesh” gets accepted.

Table 2 Shows the number (N), Mean, Standard Deviation (S.D.), Difference (D), and t-value of Training Assessment Scores of Male and Female Elementary School Teachers of DIET, Kamki (West Siang district) in Arunachal Pradesh.

**Knowledge of Elementary School Teachers (DIET, Kamki)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>D</th>
<th>t-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>47.58</td>
<td>9.65</td>
<td>2.08</td>
<td>0.47</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>49.66</td>
<td>11.76</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation:** The table 2 indicates that the computed t-value came out to be 0.47 and this computed t-value is lesser than the criterion t value of 2.07 at 0.05 level of confidence for 22 df. It means the computed t value is considered not significant. Therefore, the formulated hypothesis “There will be no significant difference in the impact of training programmes on the knowledge of elementary school teachers of DIET, Kamki (West Siang district) in Arunachal Pradesh” is accepted.

Table 3 Shows the number (N), Mean (M), Sum of the scores (Y), (sum of the products of variables of x and y ∑xy), and the co-relation (r) of elementary school teachers of Naharlagun, DIET and Kamki, DIET.

**VARIABLE**

<table>
<thead>
<tr>
<th>Knowledge of E.S.T (Naharlagun, DIET) (X)</th>
<th>N</th>
<th>∑</th>
<th>∑²</th>
<th>∑xy</th>
<th>&quot;r&quot; VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>789</td>
<td>26131</td>
<td></td>
<td></td>
<td>-0.16</td>
</tr>
<tr>
<td>Knowledge of E.S.T (Kamki, DIET) (Y)</td>
<td>24</td>
<td>1150</td>
<td>58122</td>
<td></td>
<td>Very low Negative Correlation.</td>
</tr>
</tbody>
</table>

**Interpretation:** By using Pearson’s product moment method of co-efficient of correlation, the investigators
computed the correlation between the impact of training programmes on the knowledge of elementary school teachers in Papumpare and West Siang districts in Arunachal Pradesh. After the computation, the investigators found the values: \( N=24, \sum = 789 \) (DIET, Naharlagun) and 1150 (DIET, Kamki), \( \sum x = 37684 \) and \( \sum y = -0.16 \). The co-efficient of correlation value came out to be -0.16 for the relationship between the impact of training programmes on the knowledge of elementary school teachers in Papumpare and West Siang districts of Arunachal Pradesh. It is the case of very low negative correlation. Therefore, there was a very low and negative correlation between the impact of training programmes on the knowledge of elementary school teachers of DIET, Naharlagun (Papumpare) and DIET, Kamki (West Siang) in Arunachal Pradesh.

**DISCUSSION AND CONCLUSION**

The aim of the study was to see if there is any impact of the training programmes on the knowledge of elementary school teachers of DIETs in Arunachal Pradesh. After the analysis and detailed study, it came to light that there is some change in the knowledge of the elementary school teachers of the selected institutes and that the change was positive.

Moreover, it was revealed that in the case of DIET, Naharlagun, the computed t-value was 1.68 which was lesser than the criterion t value of 2.07 at 0.05 level of confidence for 22 df. Therefore, the formulated hypothesis- “There will be no significant difference in the impact of training programmes on the knowledge of elementary school teachers of DIET, Naharlagun (Papumpare district) in Arunachal Pradesh” was accepted. The second null hypothesis for the case of DIET, Kamki was also accepted as the computed t-value 0.47 was lesser than the criterion t value of 2.07. Furthermore, there was a very low and negative correlation between the impact of training programmes on the knowledge of elementary school teachers in DIET, Naharlagun (Papumpare) and DIET, Kamki (West Siang) of Arunachal Pradesh as the computed co-efficient of correlation value came out to be -0.16 for the relationship between the impact of training programmes on the knowledge of elementary school teachers in DIET, Naharlagun (Papumpare) and DIET, Kamki (West Siang) of Arunachal Pradesh.

The study therefore suggested for more improvement in DIETs of Arunachal Pradesh so that all the elementary school teachers may acquire both theoretical and practical learning and furthermore increase more learning among the learners of the respective schools.

**REFERENCES**


