

## Perceptions of Prospective Teachers towards Diploma in Elementary Education Programme.

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### Abstract

This research paper is based on the study of perceptions of Pupil teachers of Diets and Self-financed College in the state of Himachal Pradesh. This study was conducted during research work. The study explored Pupil teachers' perception about the various academic input provided during Diploma in Elementary Education (D.El.Ed.) programme in Diets & Self-financed College. Study also explore the Teacher's qualification, Infrastructure and other academic input in light of NCTE norms. The finding of study reveal that the prospective teachers of both DIETs and Self-Financed Institutions consider Diploma in Elementary Education (D.El.Ed.) programme to be successful with respect to increasing their confidence and enhancing teaching skills. Regarding the dimensions of physical resources the results revealed that self-financed institutions have better premises and infrastructure. Large number of pupil teachers of all institutions perceives that there is lack of trained teachers and laboratory assistants, the pupil teachers of DIETs are perceiving the Diploma in Elementary Education (D.El.Ed.) programme is more appropriate for two years and different aspects of the school internship have scope of improvement. Simulation and micro teaching is widely practiced in self-financed institutions. 10% of the teachers from DIETs having Ph.D. in Education in comparison to only 6.66% self-financed institutions. None of the heads of the DIETs having Ph.D. in education in comparison to 100% in self-financed institutions. Regarding teaching experience it was found that 90% teacher working in DIETs having more than 10 years teaching experience in compare to 1.2% of self-financed institutions.

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### I. INTRODUCTION:

History of education in India is as old as the history of man. But the history of teacher education is of recent origin. We do not find any trace of organized teacher education prior to Buddhist era. In olden time teacher (Guru) used to be a man of wisdom who got some distinction from the common man due to his vast knowledge and area of leaning. The wisest of disciples replaced the guru. There existed no separate teacher training programme. The government initiative started first when in Madras Sir Thomas Munro undertook an enquiry in 1822 regarding the state of education for the natives in the Provinces. On the suggestion of Munro, a central school for the education of teachers was set up in Madras in 1826. In Independent India though the government of India constituted the NCTE as a non-statutory body in the early seventies to advise the Government on matters relating to teacher education, it took a concrete shape only in 1995 as a statutory authority through an act of parliament for achieving planned and coordinated development of teacher education throughout the country and started various teachers training programme. Out of various courses one of the course the Diploma in Elementary Education (D.El.Ed.) is a two year professional programme of teacher education. The elementary teacher education programme carries different nomenclatures such as BTC, JBT, D.Ed. (Diploma in Education). At present the nomenclatures of the programme across all the states is diploma in Elementary Education (D.El.Ed.). The main Objectives of D.El.Ed. Programme is to prepare teachers for the elementary stage of education, i.e. classes I to VIII. It fulfils the basic learning needs of all children and gender gaps with the active participation of the community. The teacher learns the skill to transact the subject in accordance with the needs and interests of the children. Academic and resource support hitherto was provided primarily by national institutions like National Council of Education Research and Training (NCERT), and National Institute of educational Planning and Administration (NIEPA) in collaboration with state councils of educational research and training (SCERT) in school education and by state resource centers in adult education and teacher training school concerned with pre-service training of primary school teachers were the principal institutions to provide support to schools and teachers at local level.

A major Policy intervention was the establishment of District institute of education in 1987 as one of the centrally sponsored schemes for restructuring and reorganization of teacher education. The Jammu and Kashmir state had, in fact, recognized the need for institutional mechanism at district level which could provide

guidance and support to support the schools and teachers more easily. The state therefore upgraded the teacher training schools in the districts to district institutes of education in 1978. The guidelines prepared by the ministry of human resource development (1989) indicated the mission, function and organizational set up of DIETs to provide academic and resource support at the grass root level for the success of various strategies and programmes for universalization of elementary education and functional education literacy in 15 to 35 age group.

**DIETs in Himachal Pradesh:** The state government established 12 DIETs (four up-graded and eight new), sanctioned between 1988-89 and 1996-97 in all the districts of the state. These institutions conduct pre-service and in-service course in the respective fields. At present there are 12 DIETs and 28 self-finance D.El.Ed colleges that provide pre-service diploma in elementary education in Himachal Pradesh.

**Review of some previous study:** Review of previous study helps the investigator to know the status of the phenomenon, find the gaps in knowledge and avoid needless repetition of study. The few studies which the investigators could lay their hands on are described below: Das, R.C, (1979) found that in the case of multiple teacher schools, when a majority of teachers were trained, the impact of training did contribute effectively toward checking wastage. Mohan K(1980) reported in his study that teacher training departments did not have adequate buildings or equipment. The hostel facilities for boys were not satisfactory. The duration of the training course had become very short. Sharma. M, (1982) form the publication of education commission report (1996), teacher education programmes had not undergone any marked improvement (ii) method of teaching and evaluation being used in training institutions were traditional. Bawa, M.S, (1984) studied “Effectiveness of Micro teaching with planned integration training, Exposure to micro teaching resulted in improvement of teaching competence for all participants. Exposure to integration based instruction helped teacher to increase their ability to integrate various teaching skills effectively. The overall attitude of participants in integration based instruction become more positive toward teaching as compared to those learning on their own. The change in attitude was significant with respect to attitude towards the educational process and pupils. Singh, Satyanarayana, (1984) studied “Effect of training in teaching skills using Micro class peers and real pupils on the general teaching competence of student teachers at elementary level.” He found that 1. The student teachers trained using microteaching under the simulated conditions acquired better teaching competency than those trained under the traditional training method.2. The student-teachers trained, during microteaching under real classroom conditions acquired better teaching competency than those trained under the traditional training method. 3. The microteaching training technique made a significant impact in developing a positive attitude in a student-teacher toward microteaching. Srivastva (1989) during her research study on ‘The impact of teacher education programme of Lucknow University on pupil teacher attitude and teaching efficiency’ concluded that most of the group of trainees changed their teaching attitude positively and significantly after training. All trainees showed significant and appreciable improvement in their classroom teaching performance after undergoing training programme. Chandrasekhar, (2006) found in his study “A study on the perceptions and attitude of teacher-educators of DIETs in relation to their personal and demographic variables that the DIETs are ill equipped and inadequate in the following aspects: Laboratories, buildings and technical staff; lighting facility, reading room, drinking water, staff and furniture in the hostels, teaching learning material and sports and games material. It has been identified that the existing periods of internship and demonstrations classes are insufficient. Majority of the teacher educators felt that their promotional opportunities are meager. They feel that there is a need for an effective recruiting agency to appoint the DIETs faculty and to look into the promotional issues and other service matters. A review of related literature show that so far there is no published work, which give a detailed and systematic account of perception pupil teachers of self-financing D.EL.ED College in comparison to Govt. DIETs in state of Himachal Pradesh.

We know the quality and efficiency of Education depend on the quality of teachers. Various efforts have been made for the expansion and qualitative improvement of teacher education before and after independence. The National Council for Teacher Education, an apex body established by the Govt. of India has formulated norms and standards to improve the quality of teacher education programme at various levels .During the last decade there has been a phenomenal expansion of teacher-education programme in India. Privatization has already started showing its tremendous impact on ‘Teacher Education’. Mind boggling increase in the number of self-financing D.EL.ED colleges has created a grave situation with regard to the quality of teacher training program , with the opening of a large number of new colleges, there are now several primary teachers training institution (D.EL.ED.college) in India which are producing a large number of trained teachers every year .The hilly state of Himachal Pradesh has also been influenced by this phenomenon. The present study is comparing the perception of Pupil-Teachers of DIETs and self-financed prevailing D.El.Ed. programme Through this study, the investigator attempts to find out whether these self-financing D.El.Ed colleges are in fact interested in producing quality teacher for imparting quality education in the state or they are simply interested in profit making and caring hardly to fulfill the basic and essential requirements of teacher education through the perception of pupil teachers as they are fulcrum of any education scheme.

### Statement of the Problem

Perceptions of Pupil-Teachers of DIETs and Self-Financed College towards Diploma in Elementary Education (D.El.Ed.) programme.

**Objectives of the study:** The objectives of the study are as follows-

1. To compare the perception of the Pupil-Teachers of DIETs and self-financed college about Diploma in Elementary Education (D.El.Ed.) Programme in the State of Himachal Pradesh.
2. To Compare the Qualification of Teachers working in DIETs and self-financed college in the State of Himachal Pradesh.

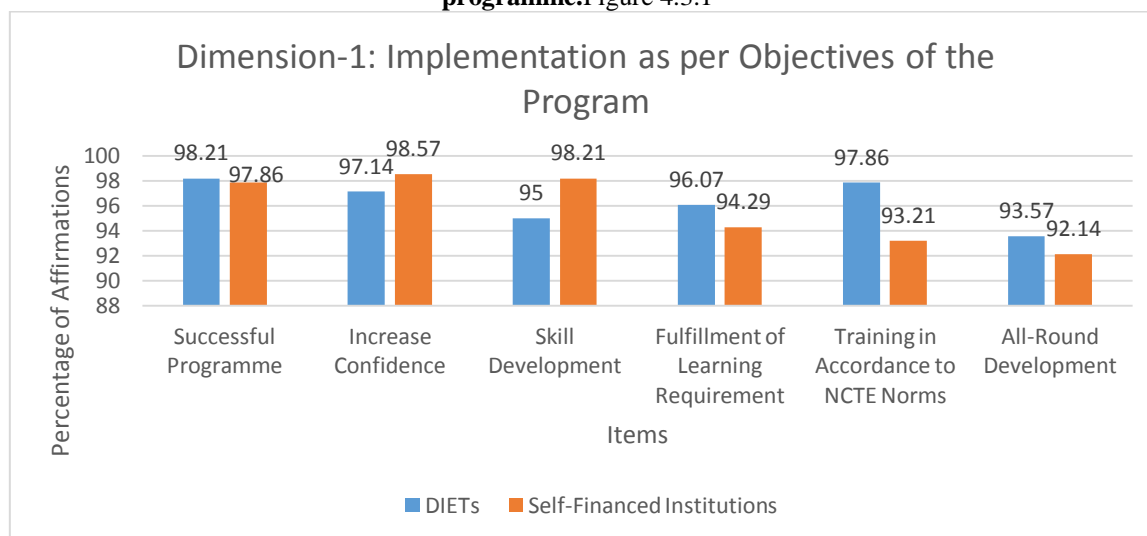
### Research Method and Sample

The present study is part of a research work, the purpose of the present study is to compare the perception of pupil teachers about the Diploma in Elementary Education (D.El.Ed.) programme in self-financed colleges and DIETs in Himachal Pradesh. Hence, to achieve the objectives of the study, survey method of research was used which come under descriptive type of research. 275 pupil teachers were randomly selected from the 6 self-financed colleges and 6 DIETs in Himachal Pradesh. 30 teachers and all the head of institute were also selected for the study of qualification and experience.

**Tool used:** In order to achieve the objectives a self-constructed Questionnaire was used. Questionnaire consisted of both open-ended and close-ended type items..

**Result of the Study:** The present investigation is aimed to compare the perception of the Pupil-Teachers of DIETs and self-financed college towards various Dimension on academic input in the State of Himachal Pradesh. The responses of Pupil teachers gathered through questionnaire and interactions with the Pupil teachers were analyzed qualitatively and quantitatively using percentage and graph. In this process, the responses were categorized into various Dimensions that emerged during the analysis of the data. The responses under each Dimensions were grouped into their respective dimensions. Scores were calculated representing the frequency of their occurrence in the data to some extent. The Dimensions wise analysis is presented below.

### Compare the perceptions of pupil-teachers of DIETs and self-financed institutions about the D.El.Ed. programme. Figure 4.3.1



From the analysis of Figure 4.3.1, it is evident that the prospective teachers of both DIETs and Self-Financed Institutions consider D.El.Ed programme to be successful, as 98.21% and 97.86% of them, respectively have affirmed so. On the other hand, the respondents from self-financed institutions (98.57%) more likely perceive that the programme helps in increasing their confidence as compared to the respondents from DIETs (97.14%). The pupil teachers of self-financed institutions (98.21%) affirmed more strongly that the current D.El.Ed. programme is helpful in skill development than the pupil teachers of DIETs (95%).s

On the other hand, responders from DIETs (96.07%) believe that the programme is fulfilling their learning requirements more proficiently as compared to responders from self-financed institutions (94.29%). The training provided in DIETs (97.86%) is more likely to align with the norms laid down by the NCTE than in the self-financed institutions (93.21%) as per the recorded responses. Lastly, 93.57% of the prospective teachers from DIETs affirmed that the D.El.Ed. programme is helpful in overall development of the trainees in comparison to 92.14% prospective teachers of self-financed institutions.

Summarizing the section, the respondents of self-financed institutions perceive that the course is helpful in increasing their confidence as a teacher and enhancing teaching skills, while other aspects are seen more frequently in DIETs.

**Dimension-2: Physical Resources**

Figure 4.3.2(a)

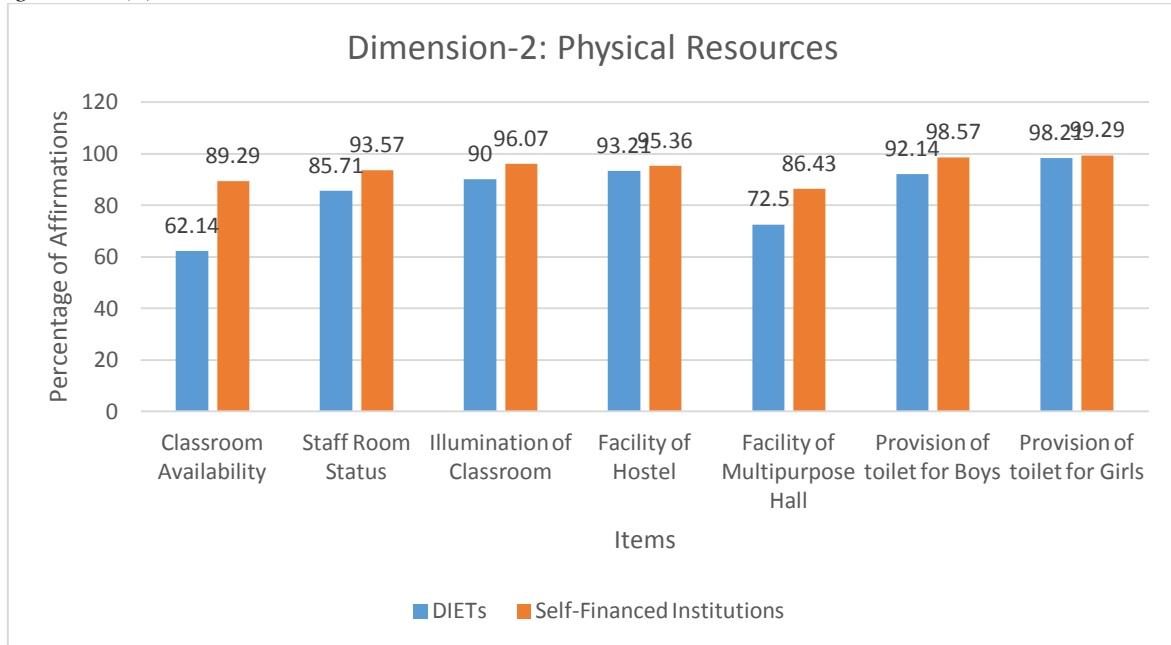


Figure 4.3.2 (b)

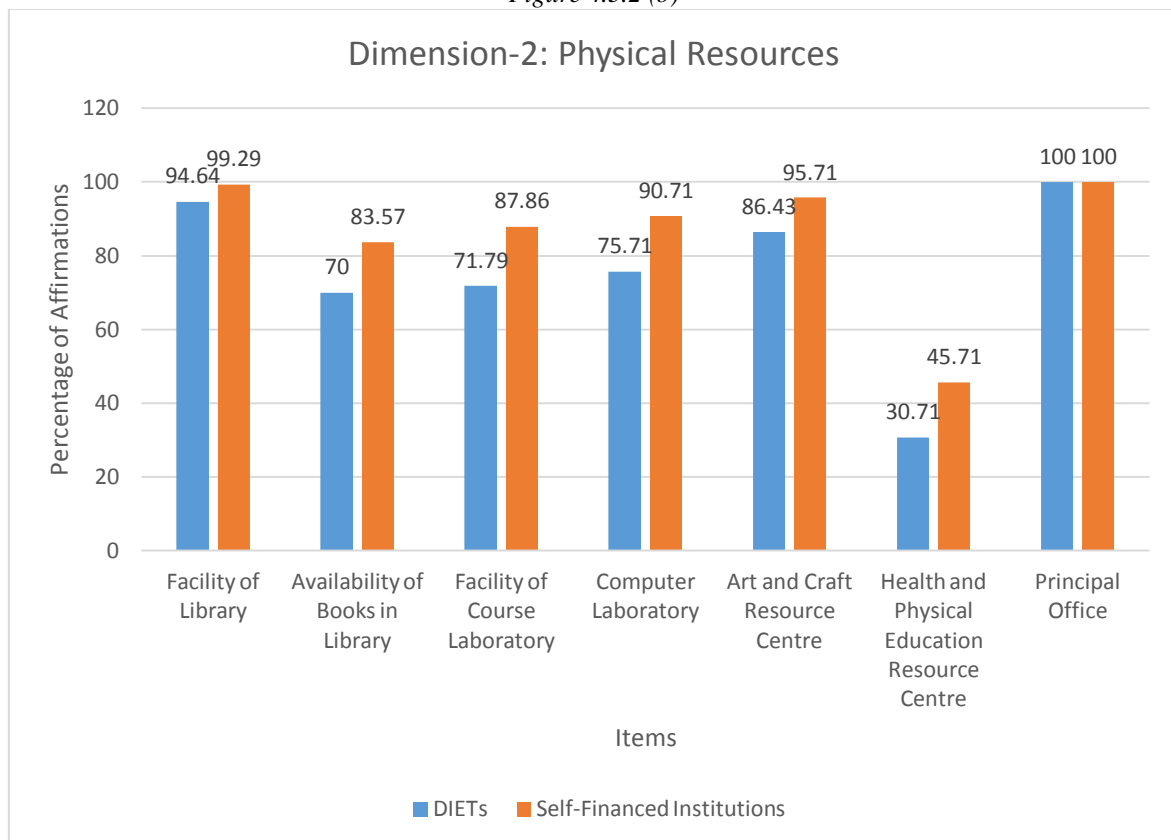
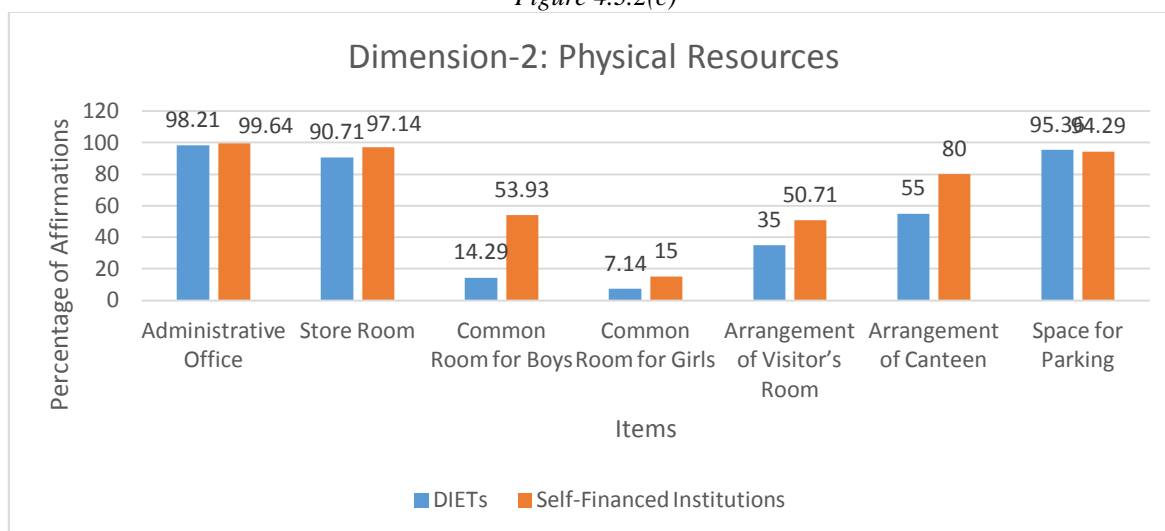


Figure 4.3.2(c)



From the analysis of Figure 4.3.2(a), it is evident that the majority of prospective teachers of both DIETs and Self-Financed Institutions consider the facilities of hostel and toilets for both boys and girls in their institutions to be sufficient, as 93.21% and 95.36%, 92.14% and 98.57%, and 98.21% and 99.29% of them, respectively have affirmed so. On the other hand, the respondents from self-financed institutions (89.29%) more likely perceive that their institution has ample number of classrooms as compared to the respondents from DIETs (62.14%). The pupil teachers of self-financed institutions (93.57%) affirmed more strongly that enough staff rooms are available for teachers than the pupil teachers of DIETs (85.71%).

On the other hand, illumination of classrooms is provided better at self-financed institutes (96.07%) than in DIETs (90%), as shown by the recorded responses. The facility of multi-purpose hall provided in DIETs (72.50%) lags much behind the self-financed institutions (86.43%), as perceived by the respondents.

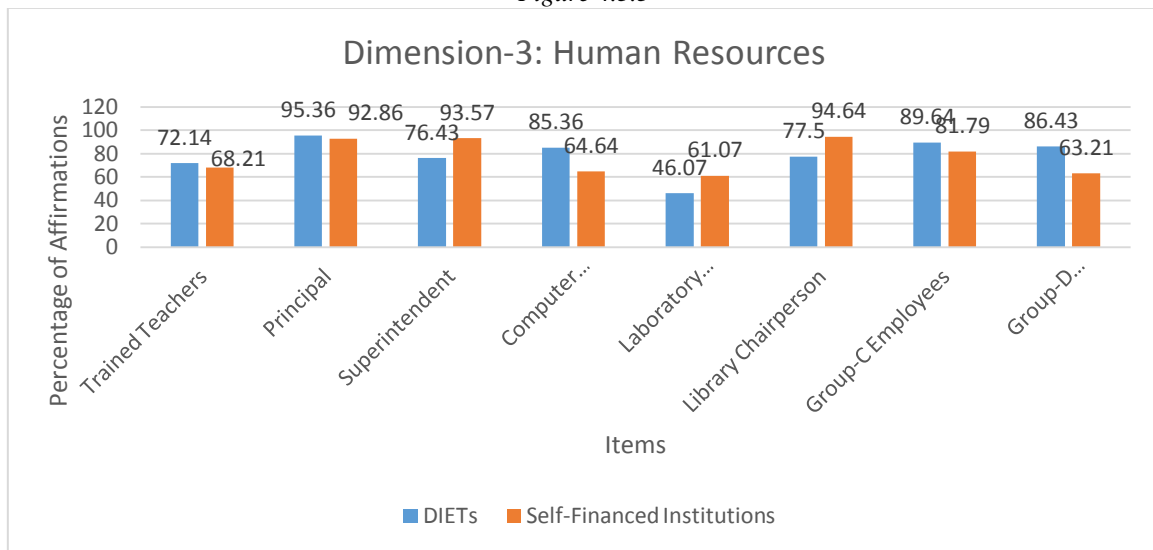
Further on analyzing Figure 4.3.2(b), we get to know that principal's office is available at each institution, whether it is a DIET or any of the self-financed institution. Availability of library is seen well in self-financed institutions (99.29%) than in DIETs (94.64%). Availability of books is highly disproportionate as only 70% responders from DIETs affirmed in contrast to 83.57% responders from self-financed institutions. Similarly, availability of other physical resources like course laboratory (71.79% and 87.86%), computer laboratory (75.71% and 90.71%), art and craft resource centre (86.43% and 95.71%), and health and physical education resource center (30.71% and 45.71%), are all available disproportionately in DIETs and self-financed institutions, respectively.

The analysis of Figure 4.3.2(c) indicates that majority of the respondents agree that their institution is having ample administrative offices (98.21% and 99.64%) and parking spaces 95.36% and 94.29%) in DIETs and self-financed institutions, respectively. Storerooms in institutions are available in most of the institutions as 90.71% of the responses from DIETs and 97.14% responses from self-financed institutions demonstrate so. Significant difference is observed in availability of common rooms for boys as only 14.29% of prospective teachers from DIETs in comparison to 53.93% prospective teachers from self-financed colleges confirmed the same.

While interpreting data for girls' common room, it is found that common room for girls is scarcely available as only 7.14% responses from DIETs and 15% responses from self-financed colleges shown the availability. Arrangement of visitor's room is also questionable, as only 35% of the respondents from DIETs and 50.71% of the respondents from private institutions have affirmed that their institute is having the facility. Canteens are also scarcely found in DIET campuses (55%), while in self-financed institutes, 80% of the respondents found canteen in their campus.

Summarizing the dimensions of physical resources, it is evident that self-financed institutions have better premises and infrastructure.

Figure 4.3.3



As per Table 4.3.3 and Figure 4.3.3, the self-financed colleges have more students who believe that their institute have sufficient number of office superintendents (93.57%), library chairpersons (94.64%), and laboratory assistants (61.07%) as compared to students of DIETs (76.45%, 77.5% and 46.07% respectively). While the other staff positions of trained teachers, principals, computer operators/storekeepers, group-C employees and group-D employees are perceived to be sufficiently fulfilled by the respondents from DIETs (72.14%, 95.36%, 85.36%, 89.64%, and 86.43% respectively) in comparison to the respondents from self-financed institutions (68.21%, 92.86%, 64.64%, 81.79%, and 63.21% respectively).

Epitomizing this section, it is found that a large number of students of all institutions perceive that there is lack of trained teachers and laboratory assistants, which are most vital positions in any educational institution.

Figure 4.3.4(a)

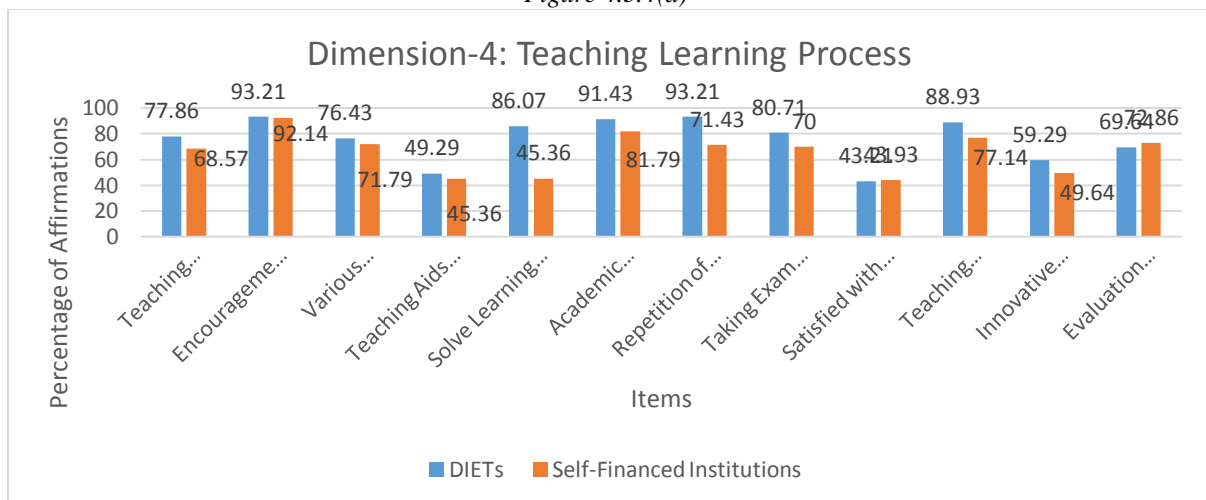
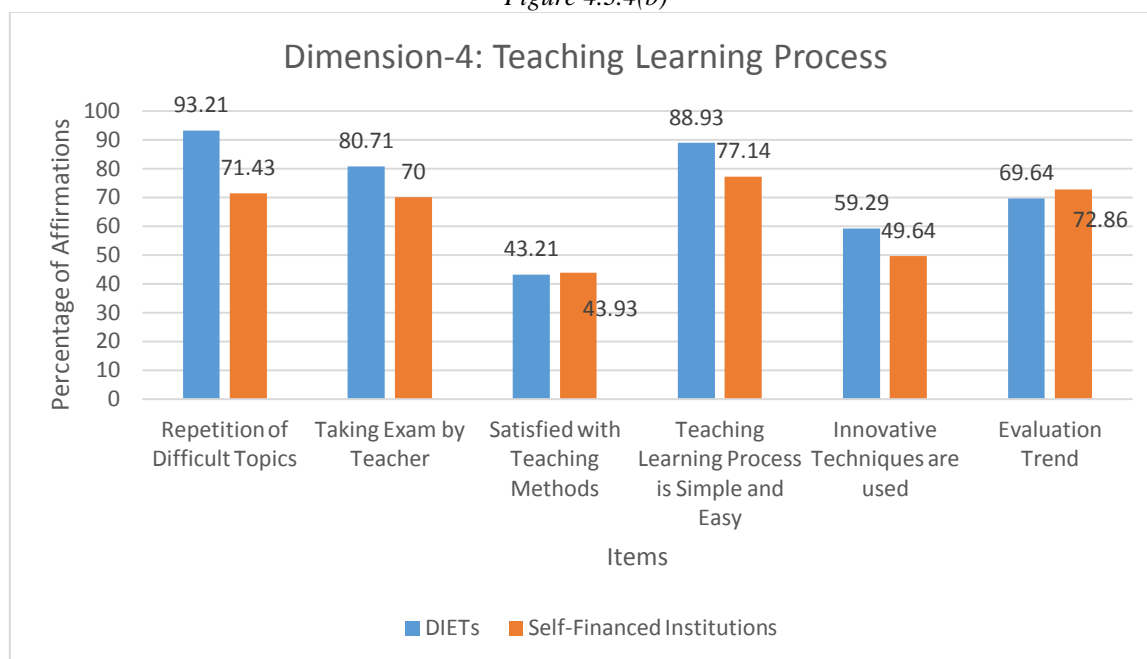


Figure 4.3.4(b)



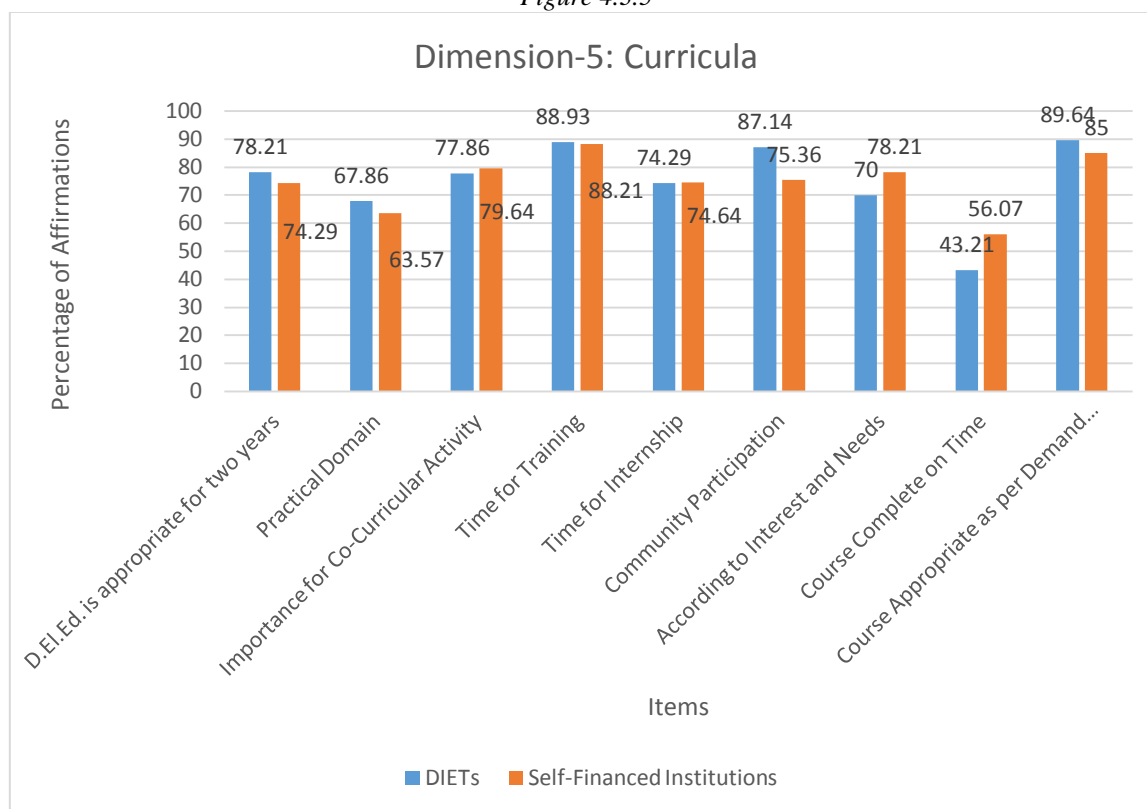
From the analysis of Figure 4.3.4(a), we can conclude that the teaching learning process at DIETs is perceived to be much simplistic and easier than in the self-financed institutions. This conclusion is drawn on the basis of recorded responses. 77.86% of the student teachers of DIETs believed that teaching methods used in DIETs are easy to understand in contrast to 68.57% of the student teachers of self-institutions that believed so. 93.21% of the respondents from DIETs in comparison to 92.14% of respondents from private colleges think that the required encouragement is provided to them.

Similarly, 76.43% of the pupil teachers of DIETs think that various teaching methods are being adopted by their teacher, while 71.79% of the pupil teachers from self-financed institutions believed so. Moreover, in comparison to 45.36% respondents from self-financed colleges, 49.29% of the respondents from DIETs perceived the usage of teaching aids by their teachers to be helpful in their learning process. Only 45.36% of the respondents from private institutions as compared to 86.07% of the respondents from DIETs think that their learning related problems are being resolved by their teachers. Similarly, 91.43% of DIET responders compared to 81.79% of private institutions' responders believed that their academic problems are handled by their teachers.

As per Figure 4.3.4(b), the self-financed colleges have more students who are satisfied by their teachers' teaching methods (43.93%) and evaluation trends (72.86%) as compared to students of DIETs (43.21% and 69.64% respectively). While the other parameters of repetition of difficult topics, taking exams by teachers, ease of teaching learning process and innovative techniques employed by teachers are perceived more frequently by the respondents from DIETs (93.21%, 80.71%, 88.93%, and 59.29% respectively) in comparison to the respondents from self-financed institutions (71.43%, 70%, 77.14%, and 49.64% respectively).

Epitomizing the section, it is evident that usage of teaching aids satisfaction with teaching methods and usage of innovative techniques are the centers of concern.

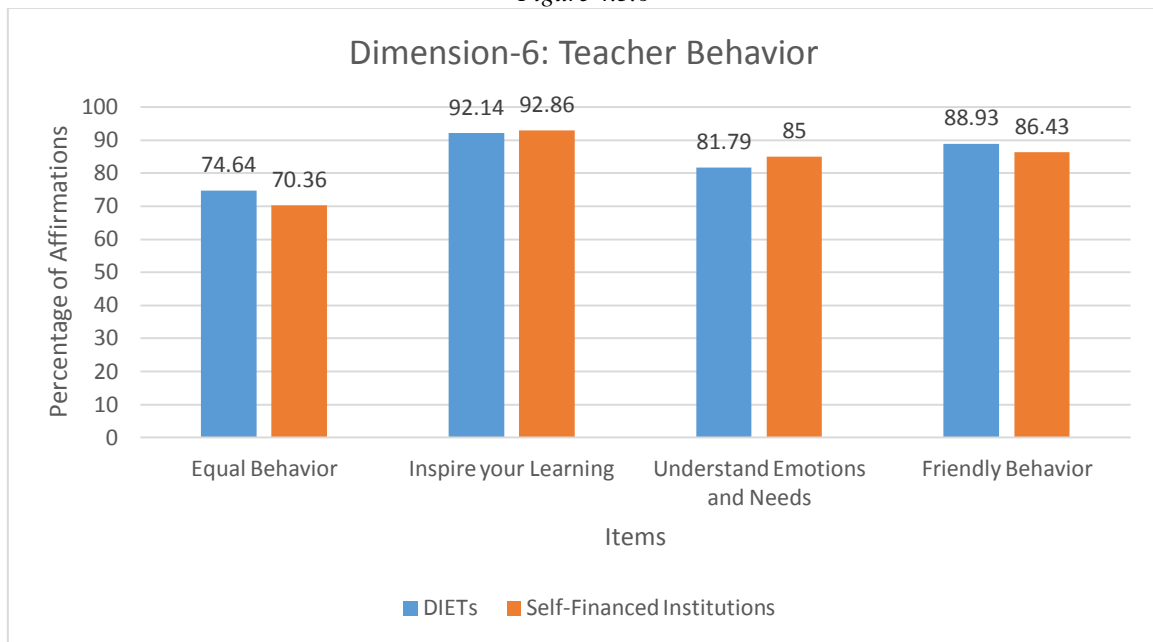
Figure 4.3.5



Analysis of Figure 4.3.5 shows that the pupil teachers of DIETs are perceiving the D.El.Ed. programme more appropriate for two years (78.21%) and consisting of practical domain (67.86%) than the pupil teachers of private institutions (74.29% and 63.57% respectively). The respondents from self-financed institutions (79.64%) are more likely to believe the importance of co-curricular activities as compared to respondents from DIETs (77.86%). The time provided for training is perceived almost equally sufficient by the respondents from both DIETs (88.93%) and private colleges (88.21%). The time for internship is also believed to be equally ample by all the respondents of the DIETs (74.29%) and the self-financed institutions (74.64%). Community participation is emphasized more in DIETs (87.14%) than in private institutes (75.36%) as per the received responses. The respondents of self-financed institutions (78.21%) are more likely to see the programme according to their needs, in contrast to the respondents from DIETs (70%). The course completion rate is better at private colleges (56.07%) than in DIETs (43.21%). The course is seen as appropriate as per the time by 89.64% of the respondents from DIETs in contrast to 85% of the respondents from the self-financed institutions. Drawing conclusion for this dimension, the practical domain and course completion on time seems to be the areas of concern.



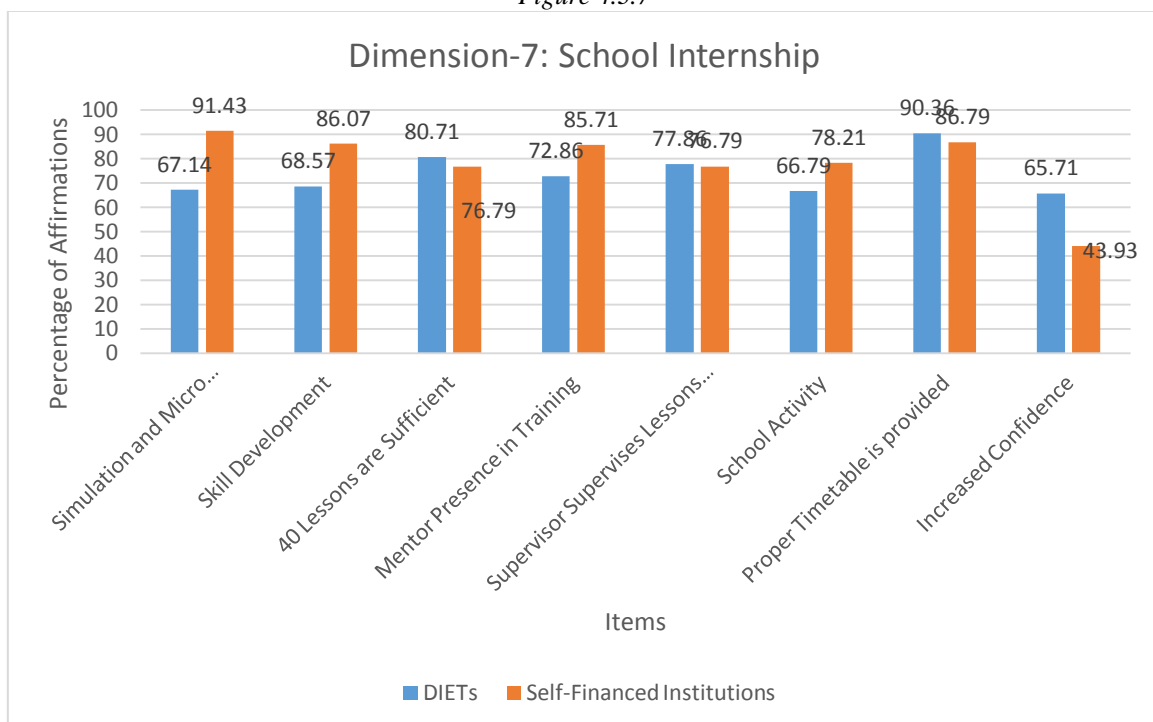
Figure 4.3.6



As demonstrated Figure 4.3.6, teacher behavior in all course providing organizations seems to be consistent. The reason for concluding such claim is that 74.64%, 92.14%, 81.79% and 88.93% of the responses from DIETs affirmed the equal behavior depicted by the teacher, inspiration for their learning, understanding emotions and needs of the students, and friendly behaviour of teacher seems to be pretty much in line with the responses received from the self-financed institutions (70.36%, 92.86%, 85%, and 86.43%).

Epitomizing this section, it is evident that the teachers are required to show more equality towards all their students.

Figure 4.3.7



By analyzing Figure 4.3.7, one can infer that different aspects of the school internship have scope of improvement. According to the data collected by the researcher, simulation and micro teaching is widely practiced in self-financed institutions as 91.43% respondents affirmed so, but only 67.14% of the respondents

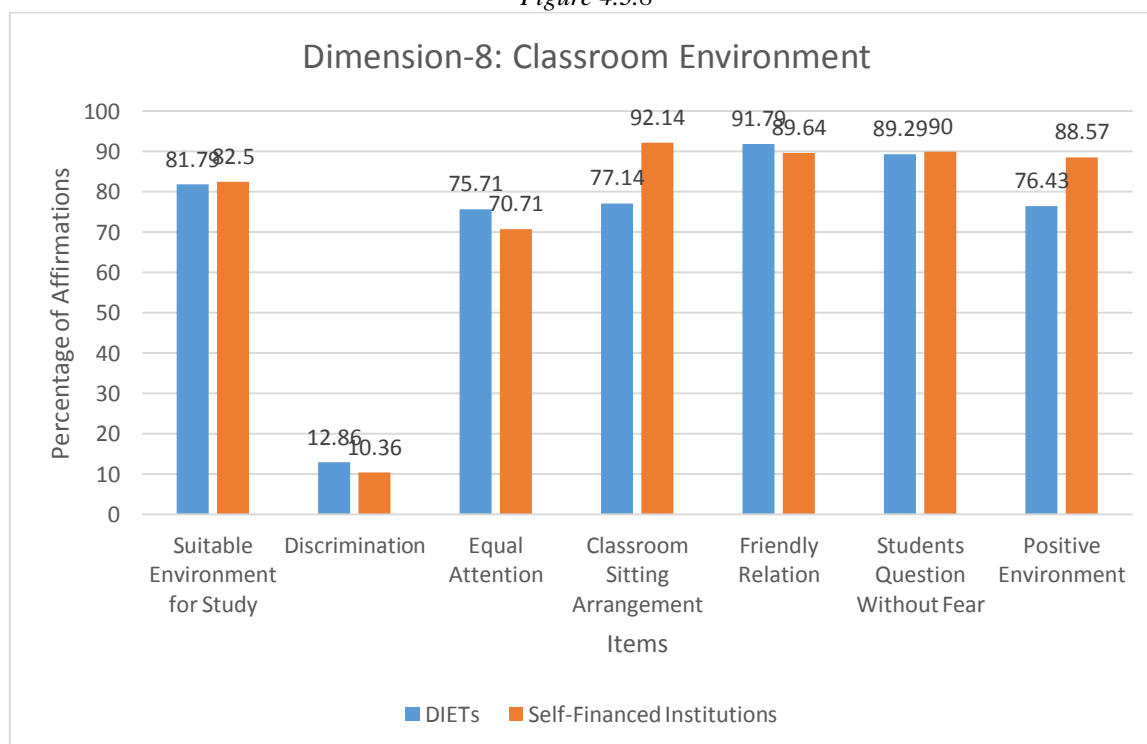
from DIETs confirmed it. Similarly, in terms of development of skills the D.El.Ed programme in self-financed colleges (86.07%) seems to work better in contrast to the same programme in DIETs (68.57%). The sufficiency of 40 lesson plans has been affirmed by 80.71% of the student teachers at DIETs in comparison to 76.79% of the student teachers at private colleges.

Mentors' presence in training and school activities are seen to be better at self-financed colleges (85.71% and 78.21%) than in DIETs (72.86% and 66.79%). Whereas, supervision of daily lessons by supervisors, availability of proper timetable and boosting confidence through school internship are perceived to be better at DIETs (77.86%, 90.36%, and 65.71%) in comparison to private colleges (76.79%, 86.79%, and 43.93%).

Epitomizing this section, the confidence boosting through school internship is a major concern for all the institutions, while simulation and micro teaching, skill development, and school activities are needed to be improvised at DIETs.

Epitomizing the data presented in Table 4.3.8, following Figure 4.3.8 represents the data as:

Figure 4.3.8

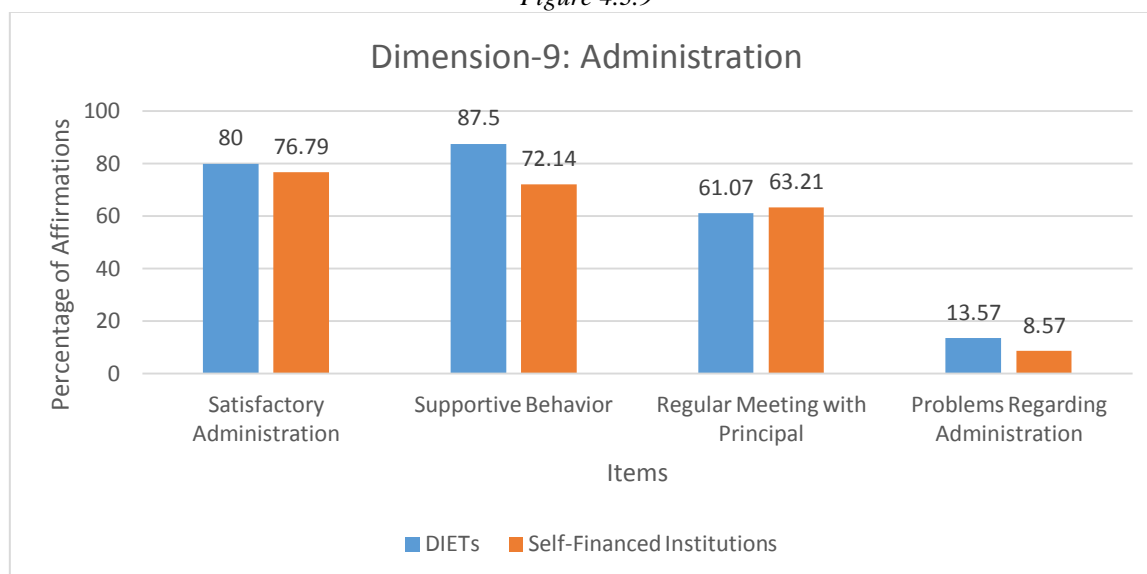


An analysis of the Figure 4.3.8 depicts that suitable environment of study is being provided at both type of institutions equally, as 81.79% affirmations from DIETs and 82.5% affirmations from self-financed institutions have been received. Any kind of discrimination is observed by only 12.86% respondents from DIETs and 10.36% of respondents from private institutions. On the other hand, equal attention is provided to each student in DIETs as per 75.71% responses in addition to 70.71% responses from self-financed colleges. Seating arrangement seems to be problem in DIETs as 22.86% of the respondents from DIETs think so in comparison to 7.86% of the respondents from private colleges.

Friendly relationships are felt by 91.79% and 89.64% of the respondents from DIETs and self-financed institutions, respectively. Also, students ask questions without any fear similarly in both types of institutes as 89.29% and 90% of the respondents from DIETs and self-financed colleges, respectively affirmed so. Finally, there seems to be a lack in positive classroom environment in DIETs (76.43%) than in private colleges (88.57%) as per the recorded data.

Concluding this classroom environment section, it is evident that DIETs are having scope of improvement in sitting arrangement facilities and positive classroom environment.

Figure 4.3.9

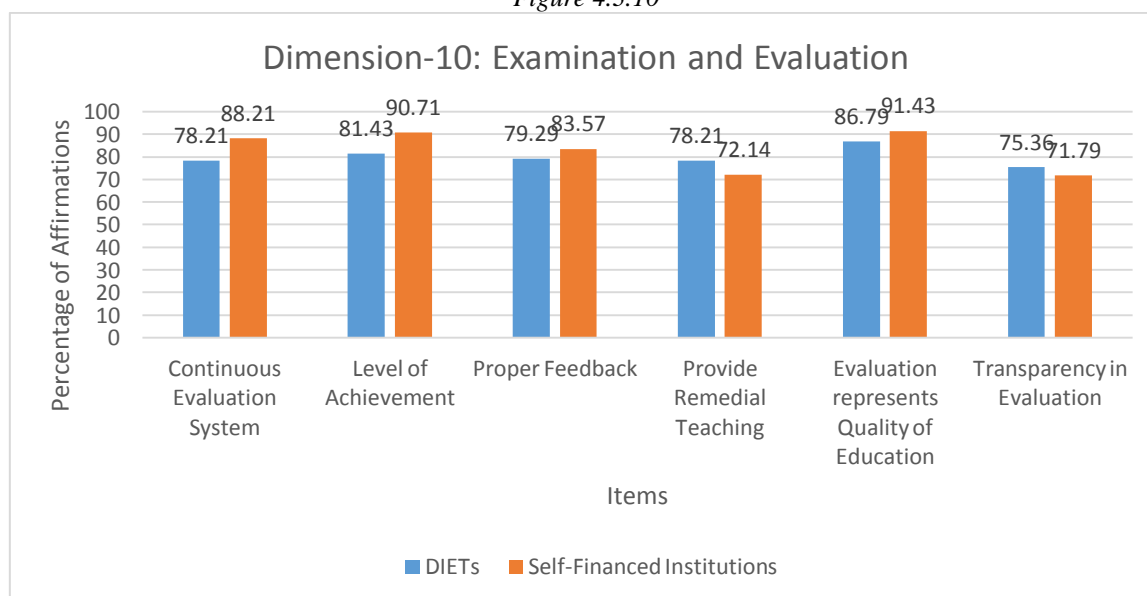


By analyzing the data represented in Figure 4.3.9 with the help of data tabulated in Table 4.3.9, it is evident that the supportive behavior of administrative staff is a concern for the private colleges (72.14%) in contrast to DIETs (87.5%). Also, the regular meeting of prospective teachers with their principals is concern for all the institutions regardless of their type, as 38.83% of the responses from DIETs and 36.79% of the responses from self-financed colleges affirmed so. Further, 80% of the student teachers at DIETs and 76.79% of the student teachers at self-financed colleges seems to be satisfied with the working of their administration.

Finally, although, only 13.57% of the respondents from DIETs and 8.57% of the respondents from self-financed institutions are having ongoing issues of some sort with their administration, yet these figures need to be decreased.

The data tabulated in Figure 4.3.10, to increase the comprehensibility.

Figure 4.3.10



As per Figure 4.3.10, it is observable that 78.21% of the responses from DIETs in comparison to 88.21% responses from private institutions seem to provide continuous evaluation system. 81.43% of the prospective teachers from DIETs in comparison to 90.71% of them in self-financed institutions seem to believe that their level of achievement is increased through evaluation. Only 79.29% of the respondents at DIETs in contrast to 83.57% of the respondents at self-financed colleges perceive that they are provided proper feedback. While 86.79% and 91.43% of the participants from DIETs and self-financed institutions seem to believe that evaluation represents their quality of education.

The provisions of remedial teaching and transparency in evaluation are the areas of major areas of improvement within this dimension, as only 78.21% and 75.36% affirmations from DIETs and 72.14% and 71.79% affirmations from private colleges have been received in these regards.

**Result regarding the second objective of the study -‘To compare the educational qualification and experience of the teachers and heads employed in DIETs and self-financed colleges of education.’**

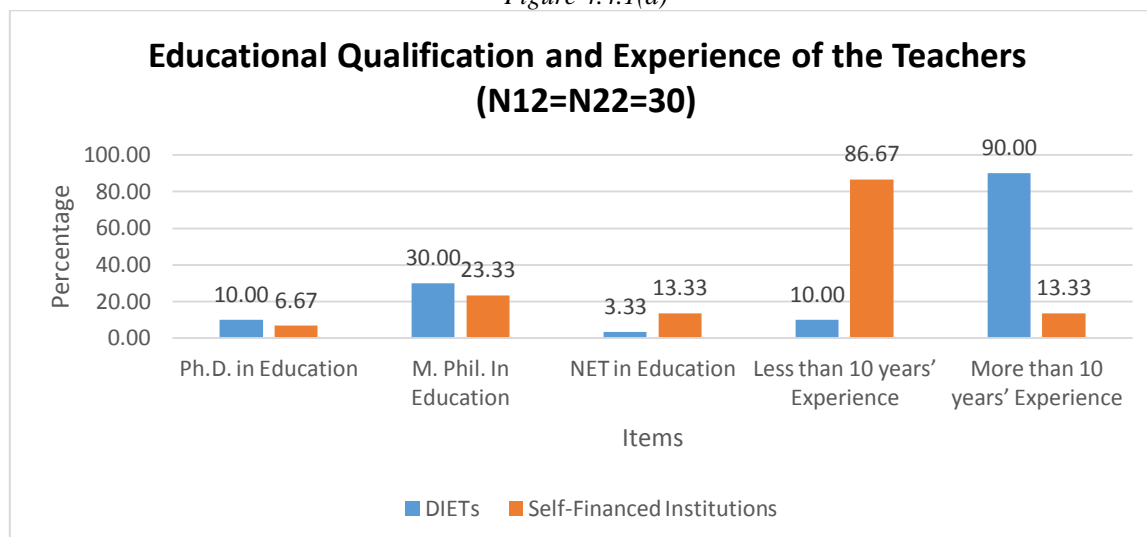
The overview and analysis of the data gathered through the demographic and qualification section of the ‘Questionnaire for Teachers’ and ‘Questionnaire for Heads’ is addressed hereon. Table 4.4.1 tabulates the data regarding the academic qualification of the teachers and heads of the institutions who have participated in this research.

*Table 4.4.1*

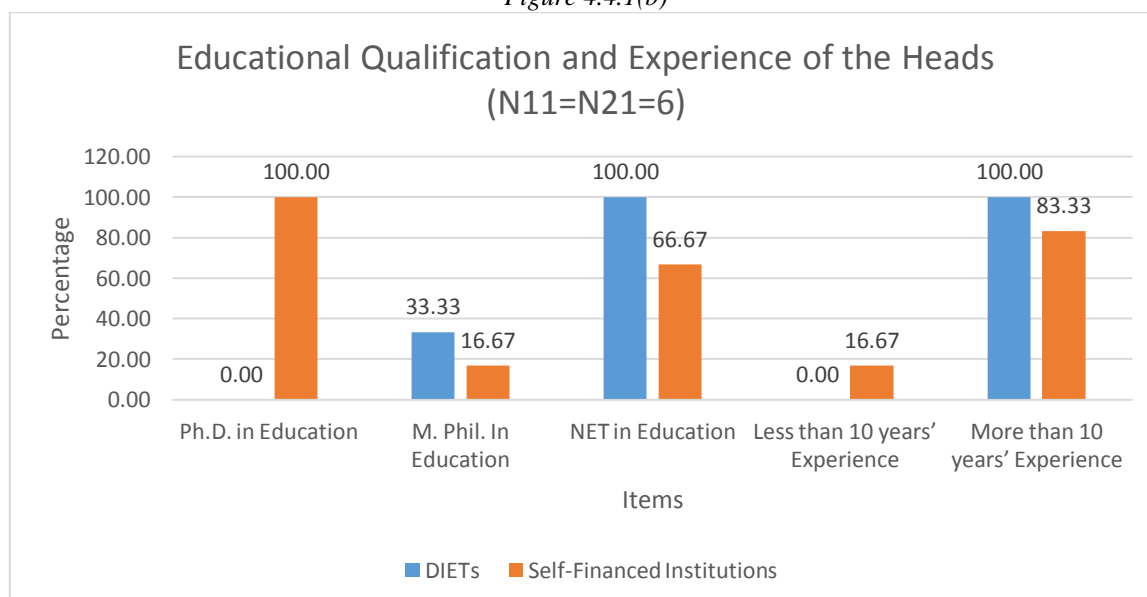
Sr. No.	Items	DIETs		Self-Financed Colleges	
		Principals (N <sub>11</sub> =6)	Teachers (N <sub>12</sub> =30)	Principals (N <sub>21</sub> =6)	Teachers (N <sub>22</sub> =30)
1	Ph.D. in Education	0	3	6	2
2	M. Phil. In Education	2	9	1	7
3	NET in Education	6	1	4	4
4	Less than 10 years’ Experience	0	3	1	26
5	More than 10 years’ Experience	6	27	5	4

The data represented in the Table 4.4.1 above can also be represented graphically as shown in Figures 4.4.1(a) and 4.4.1(b).

*Figure 4.4.1(a)*



*Figure 4.4.1(b)*



From the analysis of Table 4.4.1 along with the Figure 4.4.1(a), it is evident that the teacher educators in DIETs include a greater number of Ph.D. holders (10%) and M.Phil. holders (30%) than in the self-financed institutions where there are 6.67% of Ph.D. holders and 23.33% of M.Phil. holders. Although NET qualified teachers are present in larger number in self-financed institutions (13.33%) than in the DIETs (3.33%). While talking about the teaching experience, the teachers at DIETs are much more experienced (90% teachers having teaching experience of more than 10 years) in comparison to the teachers at private colleges (13.33% teachers with teaching experience of greater than 10 years).

From the analysis of Table 4.4.1 along with the Figure 4.4.1(b), it is evident that the heads of the institutions are having higher academic qualification at self-financed institutions than at the DIETs, as interestingly none of the head at DIETs is having a Ph.D. whereas all the heads at self-financed institutions are Ph.D. holder. But 33.33% of the principals of DIETs have been awarded M.Phil. in contrast to 16.67% in private colleges. However, all the principals of DIETs have cleared NET in comparison to two-third (66.67%) of the principals of self-financed institutions have cleared NET. While talking of the experience, all the heads of DIETs are having experience of more than 10 years, whereas 83.33% of the heads at self-financed institutions are having the experience of more than 10 years.

### **Interpretation**

The data regarding the academic qualification and teaching experience of the teachers and heads of the institutions hints that the teachers and heads of the DIETs are far more experienced than their counterparts at the self-financed institutions. Whereas, in terms of qualification, the staff of self-financed institutions are more qualified than their respective counterparts at DIETs. This difference could be the result of the recruitment criteria and the increasing rate of PhDs in the education sector, where we see that experience playing a vital role during recruitment in DIETs than at self-financed institutions, while the relatively fresher's at self-financed institutions having relatively higher qualifications.

## **II. CONCLUSION**

The finding of study reveal that the prospective teachers of both DIETs and Self-Financed Institutions consider Diploma in Elementary Education (D.El.Ed.) programme to be successful with respect to helps in increasing their confidence. The respondents of self-financed institutions perceive that the course is helpful in increasing their confidence as a teacher and enhancing teaching skills, while other aspects are seen more frequently in DIETs. Majority of prospective teachers of both DIETs and Self-Financed Institutions consider the facilities of hostel and toilets for both boys and girls in their institutions to be sufficient, While interpreting data for girls' common room, it is found that common room for girls is scarcely available Summarizing the dimensions of physical resources, it is evident that self-financed institutions have better premises and infrastructure.

It is found that a large number of students of all institutions perceive that there is lack of trained teachers and laboratory assistants, which are most vital positions in any educational institution. It is evident that usage of teaching aids, satisfaction with teaching methods and usage of innovative techniques are the issues of concern. The pupil teachers of DIETs are perceiving the Diploma in Elementary Education (D.El.Ed.) programme more appropriate for two years. That different aspects of the school internship have scope of improvement. According to the data collected by the researcher, simulation and micro teaching is widely practiced in self-financed institutions. In terms of development of skills, the Diploma in Elementary Education (D.El.Ed.) programme in self-financed colleges (86.07%) seems to work better in contrast to the same programme in DIETs (68.57%). The confidence boosting through school internship is a major concern for all the institutions, while simulation and micro teaching, skill development, and school activities are needed to be improvised at DIETs. Concluding this classroom environment section, it is evident that DIETs are having scope of improvement in sitting arrangement facilities and positive classroom environment. 10% of the teachers from DIETs having Ph.D. in Education in comparison to only 6.66% from private institutions on the other hand only 3.33% of the teachers from DIETs having Net in education in comparison to 13.33% in self-financed institutions.

None of the heads of the DIETs having Ph.D. in education in comparison to 100% in self-financed institutions. Whereas 91.43% teachers working self-financed institutions. Having M.Phil. in Education as compare to only 30% in DIETs. Regarding teaching experience it was found that 90% teacher working in DIETs having more than 10 years teaching experience in compare to only 1.2% of self-financed institutions.

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