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RESEARCH ARTICLE

TRAINEE'S PERCEPTION ON EFFECT OF DIET AT AZAD DIET COLLEGE IN LAKHIMPUR DISTRICT OF ASSAM

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ABSTRACT

District Institute of Education and Training (DIETs) is a teacher training institution for the elementary level. It includes in service and pre -service programmes both. The main purpose of these programmes are reform the teacher's behaviour, create awareness and responsibilities of the teacher, create suitable environment by facilitating new innovations etc. Trainees, teacher educator's perception on effect of these programmes are important aspect for research. So the main purpose of this paper is to study the trainee's perception on effect of DIETs at Azad DIET College in Lakhimpur District of Assam.

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INTRODUCTION

The Education Commission (1964-66) had observed that all the factors that influence the quality of education, the quality, competence and character of the teachers are undoubtedly the most significance. But these in turn depends substantially on the quality of training and other support provided to them until adoption of NPE. This support in the area of Elementary Education was being provided largely at National and State level only by Institution like NCERT, NIEPA & SCERTs. Below the state level there are Elementary Teacher Education Institutions but their activities were confined mostly to Pre-Service teacher education. Thus their roles were limited. There were larger problems like outdated teaching practice & course of study. By the time of adoption of NPE (1986), Elementary and Adult Education System were too vast to be adequately supported by National and State level agencies alone. Therefore NPE (1986) accordingly envisaged addition of third district level tier to support the system in the shape of DIETs in every district of the country. So, on the basis of this recommendation, in 1988-89 for the purpose of development of primary education and in order to success adult education scheme started to open DIET in each district. With the introduction of this third layer of support system expectation would be of wider quantitative and hopefully qualitative

coverage as DIETs would be closer to the field and therefore more alive to the problems and needs. In our Assam DIETs placed under the administrative control of SCERT. SCERT is responsible for formation and implementation and management of Elementary Teacher Education Curriculum in the state. According to the proposal of NPE and POA, DIETs were established in to three stages :first was 1989-1990, second was 1994- 95 and thirdly 1995-96. Now there are 18 Diets which provides a) Primary In-service for six months duration with intake of 1500 and b) D EI Ed pre service for duration of 2 years with intake of 600.

Rationale of the study

Jeba (2005) did a study on "Teaching Competency and Mental Health of Student Teachers in District Institutes of Education and Training". The main objective of the study was to find out the gender and group difference in teaching competency and mental health status of student teachers in DIET and to find out the relationship between teaching competency and mental health status of student teachers in DIET. 150 male and 150 female student teachers of DIET vanaramutti were used as sample. The tools used were: Mental Health status scale by M. Abraham and Presana and Teaching Competency scale developed by the investigator. The investigator found a significant correlation between teaching competency and mental health of student teachers. Jain (2007) did a study entitled "A study of Teaching Effectiveness of Teachers and their Attitude towards Teaching Profession".

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The main objectives were: To find out significant difference in the teaching effectiveness of teachers with reference to (a) Gender (b) Type of School (Govt. / Aided) (c) Teaching experience; To compare the attitude of teachers towards teaching with reference to (a) Gender (b) Type of school (c) Teaching experience; and To find out the relationship between teaching effectiveness of teachers and their attitude towards teaching profession. The sample consisted of 75 teachers working in 20 secondary schools in the two districts of Delhi. Teaching Effectiveness Observation Scale (TEOS) developed by the investigator and Teacher attitude scale developed by Goyal were employed to collect data. The investigator found that there was significant difference in the teaching effectiveness of teachers with respect to (a) Gender (b) Type of School (c) Teaching experience of teachers. There was significant difference in the attitude of teachers towards teaching profession with respect to (a) Gender (b) Type of School (c) Teaching experience. There was significant relationship between teaching effectiveness and their attitude towards teaching profession.

Bondu & Viswanathappa (2007) conducted a study on "Competency of D.Ed. and B.Ed. Trained Teachers working in Primary Schools of Andhra Pradesh". The main objectives were: to measure the teaching competency of B.Ed. and D.Ed. trained teachers working at primary level. 40 primary teachers from 20 schools of Nalgonda District in Andhra Pradesh were selected by stratified random sampling technique. Teaching competency scale developed by the investigators was used as tool. The investigators found that there was no significant difference in teacher competency of primary school teachers with reference to background variables and there was significant difference in teacher competency of D.Ed. and B.Ed. teachers working at primary level. Abhilasha & Gogna (2009) ventured on "A Correlational Study of Teachers' Attitude towards Teaching and their Effectiveness". The findings revealed that female teachers significantly differ from male teachers in attitude and effectiveness. Female teachers were found to have more concern, knowledge of subject matter and personality characteristics than male teachers. There was no significant difference between male and female teachers with respect to interpersonal relations. The correlation between teachers' attitude and their effectiveness was negligible whereas the impact of attitude on effectiveness was found to be low and positively correlated in the case of female teachers.

Bajpai (2013) studied on in service primary teacher training Morigaon district of Assam and Medok district of Andhra Pradesh and found that in service teacher training practices in Morigaon district not effective. It was also found that 90% teachers agreed to obtained useful knowledge and skills in the specific area. Teachers want more training in the subject of English and Mathematics. From the above researches it is clear that trainee teachers' attitude as well as effectiveness of teaching is more important element to bring quality in teacher training. If prospective teachers do not have favourable and the desirable perception towards teaching as well effectiveness of teaching learning activities, they cannot provide positive academic as well as socio emotional climate in classroom situation and cannot assess students' potentialities in a righteous manner. Thus the investigation has to think to study trainees' perception on Effectiveness of DIETs at the Azad DIET College in Lakhimpur District of Assam. The investigator has selected Lakhimpur District because it is a central education hub for bringing qualitative teacher trainees

and no researches study was found in this district in connection with trainees' perception on effectiveness of district institute of education and training. So the researcher has stated the problem as given below-

Statement of the problem: trainee's perception on Effectiveness of DIETs at Azad DIET College at Lakhimpur District of Assam.

Operational term used: perception, effectiveness, trainees

Perception: In the present study Perception is defined as organization, identification and interpretation of sensory information on teaching, curriculum, co curriculum, TLM, evaluation etc.

Effectiveness: Effectiveness can be defined as vivid impression on collection of teaching method, curriculum, co curricular, evaluation process, etc

Trainees: A person who is learning and practising the skills at the period of training.

Objectives of the study:

- To find out trainee's perception on effectiveness of DIETs in connects with teaching, TLM, curriculum, co curriculum, evaluation and P&M at Azad DIET College in Lakhimpur District of Assam with respect to gender.
- To find out trainee's perception on effectiveness of DIET in connects with teaching, TLM, curriculum, co curriculum, evaluation and P&M at Azad DIETs College in Lakhimpur District of Assam with respect to marital status.
- To find out trainee's perception on effectiveness of DIET at Azad DIETs College in Lakhimpur District of Assam with respect to caste.

Hypotheses of the study:

- There is no significant difference in trainee's perception on effectiveness of DIETs at Azad DIET College in between male and female.
- There is no significant difference in trainee's perception on effectiveness of DIETs at Azad DIET College in between married and unmarried.
- There is no significant difference in trainee's perception on effectiveness of DIETs at Azad DIET College among different caste.

Population

The target population of the present study consisted of all Trainees of Azad DIET college of Lakhimpur District of Assam.

Sample

In this study a small number of samples were selected as representatives of the target population. This sampling procedure is concerned with simple random sample. Sixty (60) trainees were drawn as the sample for the study of in Azad DIET College in Lakhimpur District of Assam.

Tools used in the study

Perception Scale constructed and developed by the investigator was used in order to assess attitude of trainees towards effectiveness of DIET at Azad College in Lakhimpur District of Assam. The attitude scale was consisted of 12 statements. It consists six dimensions namely teaching, TLM, curriculum, co curriculum, evaluation and P&M.

RELIABILITY

In the present investigation, the investigator found out reliability by employing the test retest method. The comparison of responses of an alternate form with the original form of questionnaire is also made to estimate the reliability.

VALIDITY

It possess face validity and content validity

DATA COLLECTION AND ANALYSIS

The investigator used Mean, SD, t test and F test as statistical techniques in order to analyze and interpretation of data for the purpose of the study.

FINDING OF THE STUDY

Dimension wise interpretation: The variable wise estimation of perception of male and female, married and unmarried and general, OBC, ST and SC trainees towards effectiveness of DIETs at Azad DIET college in Lakhimpur district of Assam. The dimensions are: a) Teaching b) TLM c)curriculum d) co-curriculum e) evaluation f) planning and management.

Objective1. To find out trainees perception on effectiveness of DIETs at Azad DIET College in Lakhimpur District of Assam with respect to gender.

Ho : There is no significant difference in trainees perception on effectiveness of DIETs between male and female.

Table no 1

Dimension	Male (N ₁)=40		Female (N ₂)=20		SED	t value
	M ₁	SD1	M ₂	SD2		
1. Teaching	11.8	1.58	12.90	1.68	0.45	2.44
2. TLM	3.2	1.49	3.1	1.2	0.36	0.28
3. Curriculum	8.9	1.42	9.75	2.0	0.5	1.7
4. Co-Curriculum	1.9	1.2	3.4	3.16	.73	2.054
5. Evaluation	4.9	0.3	3.5	1.61	.36	3.89
6. P & M	17.6	1.48	17.55	1.70	.45	.25
7. overall	8.3	7.47	50.2	11.35	2.8	.76

From the table 1, it is clear that t value (2.44) with respect to teaching (M₁=11.8, SD₁= 1.58; M₂=12.90, SD₂= 1.68, SED= 0.44, df=58) p≤0.01, is not significant. It means gender does not differ in pre service teachers' attitude towards teaching. From the Mean values it is clear that female prospective teachers are slightly higher in their positive attitude towards teaching (M₂=12.90) than male prospective teachers' positive attitude towards teaching (M₁=11.85). From the SD it is clear that female prospective teachers' attitude towards teaching (SD₂=1.68) is slightly deviated from the male prospective teachers' attitude towards teaching (SD₁= 1.58) t value (.28) with respect to TLM (M₁= 3.2, SD₁= 1.49, M₂= 3.1, SD₂=1.2, SED=.36) p≤ 0.01, is not significant. It means gender does not differ in pre service teachers' attitude towards TLM.

From the Mean value it is clear that male prospective teacher trainees are also slightly higher in their positive attitude towards TLM (3.2) than female prospective teacher trainees' towards TLM (3.1). From the SD it is clear that male prospective teachers' attitude towards TLM (SD₁=1.49) is deviated from the female prospective teachers' attitude towards TLM (SD₂= 1.2) T value (t=1.7) with respect to curriculum (M₁= 8.9, SD₁=1.42, M₂=9.75, SD₂=2 SED=0.5) p ≤ 0.01, is not significant. It means gender does not differ in pre service teachers' attitude towards curriculum. From the mean value it is clear that female prospective teachers are slightly higher in their positive attitude towards curriculum (M₂=9.75) than male prospective teachers' positive attitude (M₁=8.9). From the SDs it is clear that male prospective teachers' attitude towards curriculum (SD₂= 2) is deviated from the female prospective teachers' attitude towards curriculum (SD₁=1.42). t value (t=2.054) with respect to co curricular activities (M₁= 1.9, SD₁= 1.2, M₂= 3.4, SD₂= - 3.16, SED= .73) p ≤ 0.01 is not significant. It means, gender does not differs in pre service teachers' attitude towards co curricular activities. From the Mean values, it is clear that female prospective teachers are higher in their positive attitude towards co curricular activities (M₂= 3.4) than male prospective teachers' positive attitude towards co curricular activities (M₁= 1.9). From the SD it is clear that female prospective teachers' attitude towards co curricular activities (SD₂=1.25) is deviated from the male prospective teachers' attitude towards co curricular activities (SD₂=1.2)

From the table 1, it is clear that t value (t=3.89) with respect to evaluation (M₁=4.9, SD₁=0 .3, M₂= 3.5, SD₂=1.61, SED=0.36) p≥0.01, is significant. It means gender difference has in pre service teachers' attitude towards evaluation. From the Mean Values, it is clear that female prospective teachers' are slightly lesser in their positive attitude towards evaluation (M₂=3.5) than male prospective teachers positive attitude towards evaluation (M₁=4.9). From the SDs it is clear that female prospective teachers' attitude towards evaluation (SD₂=1.61) is deviated from the male prospective teachers' attitude towards evaluation (SD₁=0.3.) From the table 1, it is also clear that t value (t=0.25) with respect to planning and management (M₁=17.6, SD₁= 1.48, M₂=17.55, SD₂= 1.70 and SED= .45) p≤0.01 is not significant. It means gender does not differ in pre service teachers' attitude towards planning and management. From the Mean Values it is clear that female prospective teachers' are slightly higher in their positive attitude towards planning and management (M₂=17.55) than male prospective teachers' positive attitude towards planning and management (M₁=17.6). From the SD, it is clear that female prospective teachers' attitude towards planning and management (SD₂=1.70) is slightly deviated from the male prospective teachers attitude towards planning and management (SD₁= 1.48).

From the overall result t value (t=0.76) with respect to all dimension (M₁=48.3, SD₁= 7.47, M₂= 50.2, SD₂=11.35 and SED=2.8) p≤0.01 level is not significant. It means gender does not differ in pre service perception towards six dimensions. From the Mean values it is clear that female prospective teachers are higher in their positive attitude towards all six dimensions (M₂=50.2) than male perspective teachers positive attitude towards all six dimensions. From the SD, it is clear that female prospective teacher's attitude towards six dimensions (SD₂=11.35) is deviated from the male prospective teachers attitude towards all six dimensions.

Objective 2. To find out trainee's perception on effectiveness of DIETs at Azad DIET College in Lakhimpur District of Assam with respect to marital status.

Ho 2: There is no significant difference in trainee's perception on effectiveness of DIETs in Lakhimpur District of Assam with respect to unmarried and married.

It means marital status is differ in pre service teachers' attitude towards TLM. From the Mean value it is clear that married prospective teacher trainees are higher in their positive attitude towards TLM (M2=2.35) than unmarried prospective teacher trainees' towards TLM (M1=3.1). From the SD it is clear that married prospective teachers' attitude towards TLM (SD2=.67) is deviated from the unmarried prospective teachers' attitude

Table 2.

Dimension	unmarried	N1=34		married	N2=26	SEd	t value
	M1	SD1	M2	SD2			
1.Teaching	12.85	1.44	12.65	1.64	.41	.49	
2.TLM	1.68	.73	2.35	.67	.18	3.77	
3.Curriculum	8.26	1.45	8.73	1.39	.37	1.47	
4.Co curriculum	3.44	1.41	4.26	1.57	.39	2.10	
5.Evaluation	3.85	1.054	4.38	1.37	.18	2.94	
6.P&M	15.27	1.73	12.5	2	.29	.0078	
Overall	45.35	7.81	47.87	8.64	2.16	1.17	

Table 3

Dimension	Variable Sub category	Mean	Source of Variance	SS	df	Mean Square variance	F
Teaching	General (N1=14)	12.86	Among the group	12.22	3	4.073	6.96
	Caste						
	OBC (N2=25)	12.84	Within the condition	32.76	56	.585	
	SC (N3=8)	12					
ST (N4=13)	11.85						
		12.39	total	44.98	59		
TLM	General (N1=14)	2	Among the group		3	1.22	1.008
	Caste			3.66			
	SC (N3=8)	2.38	Within the condition	67.74	56	1.21	
	ST (N4=13)	2.46					
		2.18	Total	71.40	59		
Curriculum	Caste			25.79	3	8.56	1.76
	General (N1=14)	8.64	Among the group				
	OBC (N2=25)	8.76	Within the condition	271.39	56	4.85	
	SC (N3=8)	6.78					
ST (N4=13)	8.38						
		8.14		397.18	59		
Co curriculum	General (N1=14)	3.79	Among the group	16.50			4.33
	Caste				3	5.5	
	OBC (N2=25)	3.16	Within the condition	70.9	56	1.27	
	SC (N3=8)	3.13					
ST (N4=13)	2.23						
		3.08	total	87.40	59		
Evaluation	General N1=14)	4.14	Among the group	5.93	3	1.98	2.02
	Caste						
	OBC (N2=25)	4.52	Within the condition	55.05	56	.98	
	SC (N3=8)	3.62					
ST (N4=13)	4.54						
		4.21	total	60.98	59		
P&M	Caste			34.81	3	11.60	0.5
	General (N1=14)	7.93	Among the group				
	OBC (N2=25)	17.36	Within the condition	1299.04	56	23.20	
	SC (N3=8)	17.38					
ST (N4=13)	16.77						
		17.36			59		

F value (6.96) with respect to teaching due to variation in caste (M1=12.86, N1= 14,M2=12.84 N2=25, M3=12.39,N3=8, M4=11.85,N4=13, SSa=12.22, SSw=32.76, dfa=3,dfw= 56,MSa=4.073 MSw=.585)is not significant. Because p 0.01. It means caste does not differ in pre service teachers' attitude towards teaching. From the Mean value it is clear that general, OBC, SC prospective teachers are higher in their positive attitude towards teaching (M1=12.86,M2=12.84,M3=12.39)than ST prospective teachers(M4=11.85).

From the table 2, it is clear that t value (t=0.49) with respect to teaching (M1=12.85, SD1= 1.44; M2=12.65 SD2= 1.64, SED= 0.41) at df 58 p≤0.01, is not significant. It means gender does not differ in pre service teachers' attitude towards teaching. From the Mean values it is clear that unmarried prospective teachers are slightly higher in their positive attitude towards teaching (M1=12.85) than married prospective teachers' positive attitude towards teaching (M2=12.65). From the SD it is clear that married prospective teachers' attitude towards teaching (SD2= 1.64) is slightly deviated from the unmarried prospective teachers 'attitude towards teaching (SD1= 1.44) t value (t=3.77) with respect to TLM (M1= 31.68, SD1= .73, M2= 2.35, SD2=.67, SED=.18) p≤ 0.01, is significant.

towards TLM (SD= .73) t value (t=1.47) with respect to curriculum (M1= 8.26, SD1=1.45, M2=8.73, SD2=1.39 SED=0.37) p ≤ 0.01, is not significant. It means marital status does not differ in pre service teachers' attitude towards curriculum. From the mean value it is clear that married prospective teachers are slightly higher in their positive attitude towards curriculum (M2=8.73) than unmarried prospective teachers' positive attitude (M1=8.26).From the SDs it is clear that unmarried prospective teachers' attitude towards curriculum (SD1= 1.45) is deviated from the married prospective teachers' attitude towards curriculum (SD2=1.39). t value (t=2.10) with respect to co curricular activities (M1= 3.44, SD1= 1.41, M2= 4.26, SD2= 1.57, SED= .39) p ≤ 0.01 is

not significant. It means, marital status is differs in pre service teachers' attitude towards co curricular activities. From the Mean values, it is clear that married prospective teachers are higher in their positive attitude towards co curricular activities ($M_2= 4.26$) than unmarried prospective teachers' positive attitude towards co curricular activities ($M_1= 3.44$). From the SD it is clear that married prospective teachers' attitude towards co curricular activities ($SD_2=1.57$) is deviated from the unmarried prospective teachers' attitude towards co curricular activities ($SD_1=1.41$). From the table 2, it is clear that t value ($t=2.94$) with respect to evaluation ($M_1=3.85$, $SD_1=1.054$, $M_2= 4.38$, $SD_2=1.37$, $SED=0.18$) $p \geq 0.01$, is significant. It means gender difference has in pre service teachers' attitude towards evaluation. From the Mean Values, it is clear that unmarried prospective teachers' are slightly lesser in their positive attitude towards evaluation ($M_1=3.85$) than married prospective teachers positive attitude towards evaluation ($M_2=4.38$). From the SDs it is clear that married prospective teachers' attitude towards evaluation ($SD_2=1.37$) is deviated from the unmarried prospective teachers' attitude towards evaluation ($SD_1=0.054$). From the table 2, it is also clear that t value ($t=0.0078$) with respect to planning and management ($M_1=15.27$, $SD_1= 1.73$, $M_2=15.5$, $SD_2= 2$ and $SED= .29$) $p \leq 0.01$ is not significant. It means gender does not differ in pre service teachers' attitude towards planning and management. From the Mean Values it is clear that unmarried prospective teachers' are slightly higher in their positive attitude towards planning and management ($M_1=15.27$) than married prospective teachers' positive attitude towards planning and management ($M_2=17.6$). From the SD, it is clear that married prospective teachers' attitude towards planning and management ($SD_2=2$) is slightly deviated from the unmarried prospective teachers attitude towards planning and management ($SD_1= 1.73$).

From the overall result t value ($t=1.17$) with respect to all dimension ($M_1=45.35$, $SD_1= 7.81$, $M_2= 47.87$, $SD_2=8.64$ and $SED=2.16$) $p \leq 0.01$ level is not significant. It means marital status does not differ in pre service perception towards six dimensions. From the Mean values it is clear that married prospective teachers are higher in their positive attitude towards all six dimensions ($M_2=47.87$) than unmarried prospective teachers positive attitude towards all six dimensions ($M_1=45.35$). From the SD, it is clear that married prospective teacher's attitude towards six dimensions ($SD_2=8.64$) is deviated from the unmarried prospective teachers attitude towards all six dimensions ($SD_1=7.81$).

Objectives 3: To find out trainees perception on effectiveness of DIETs at Azad DIETs College in Lakhimpur District of Assam with respect to caste. Ho: There is no significant difference in trainee's perception on effectiveness of DIETs at Azad DIETs College in Lakhimpur District of Assam with respect to caste. The calculated F value (1.008) with respect to TLM due to variable caste ($M_1=2$, $N_1=14$, $M_2=1.88$, $N_2=25$, $M_3=2.38$, $N_3=8$ $M_4=2.46$ $N_4=13$, $SSa=3.66$, $SSw=67.74$, $dfa=3$, $dfb=56$, $MSa=1.22$, $MSw=1.23$) $p \leq 0.01$ is not significant. It means caste does not differ in pre service teachers' attitude towards TLM. From the mean value it is clear that ST prospective teachers' are slightly higher in their positive attitude towards TLM ($M_4=2.46$) than general, OBC and SC prospective teachers ($M_1=2$, $M_2=1.88$, $M_3=2.38$). F value (1.76) with respect to curriculum due to caste variable ($M_1=8.64$, $N_1=14$, $M_2=8.76$, $N_2=25$, $M_3=6.75$, $N_3=8$, $M_4=8.38$, $N_4=13$, $SSa=25.79$, $SSw=271.39$, $dfa=3$, $dfw=56$, $MSa=8.56$,

$MSw=4.85$) $p \leq 0.01$ is not significant. It means caste does not in pre service teachers' attitude towards curriculum. From the mean value it is clear that OBC prospective teachers' are slightly higher in their positive attitude towards curriculum ($M_2=8.76$) than general, SC and ST prospective teachers ($M_1=8.64$, $M_3=6.75$, $M_4=8.38$). F value (4.33) with respect to co curriculum due to caste variable ($M_1=3.79$, $N_1=14$, $M_2=3.16$, $N_2=25$, $M_3=3.137$, $N_3=8$, $M_4=2.23$, $N_4=13$, $SSa=16.50$, $SSw=70.9$, $dfa=3$, $dfw=56$, $MSa=5.5$, $MSw=1.27$) $p \leq 0.01$ is not significant. It means caste does not in pre service teachers' attitude towards co curriculum. From the mean value it is clear that general prospective teachers' are slightly higher in their positive attitude towards curriculum ($M_1=3.79$) than OBC, SC and ST prospective teachers ($M_2=3.16$, $M_3=3.13$, $M_4=2.23$). F value (2.02) with respect to evaluation due to caste variable ($M_1=4.14$, $N_1=14$, $M_2=4.52$, $N_2=25$, $M_3=3.62$, $N_3=8$, $M_4=4.54$, $N_4=13$, $SSa=5.93$, $SSw=55.05$, $dfa=3$, $dfw=56$, $MSa=1.98$, $MSw=.98$) $p \leq 0.01$ is not significant. It means caste does not in pre service teachers' attitude towards evaluation.

From the mean value it is clear that ST prospective teachers' are slightly higher in their positive attitude towards curriculum ($M_4=4.54$) than general, OBC, SC prospective teachers ($M_1=4.14$, $M_2=4.52$, $M_3=3.62$). F value (0.5) with respect to P&M due to caste variable ($M_1=17.93$, $N_1=14$, $M_2=17.36$, $N_2=25$, $M_3=17.38$, $N_3=8$, $M_4=16.77$, $N_4=13$, $SSa=34.81$, $SSw=1299.04$, $dfa=3$, $dfw=56$, $MSa=11.60$, $MSw=23.20$) $p \leq 0.01$ is not significant. It means caste does not in pre service teachers' attitude towards evaluation. From the mean value it is clear that general prospective teachers' are slightly higher in their positive attitude towards P&M ($M_1=17.93$) than OBC, SC and ST prospective teachers ($M_2=4.52$, $M_3=3.62$, $M_4=16.77$).

DISCUSSION OF THE RESULT

In view of the above analyses and findings of the study relating to the attitude of teacher trainees of Azad DIET college of Lakhimpur District of Assam towards Effectiveness of DIET at Azad DIET College, it is to be noted that teacher trainees have positive attitude towards effectiveness of DIET. This study also reveals that the male- female and different caste teacher trainees of Azad DIET College had almost same positive attitude towards effectiveness of DIET. Since there are no difference found among the pre service teacher trainees of Azad DIET College towards effectiveness of DIET at Azad DIET College with respect to gender variable.

On the other hand there is significant difference found among the pre service teacher trainees with respect to marital status variable. Again from the study it was found that there is no significance difference between male and female teacher trainees towards effectiveness of DIET with respect to TLM, curriculum, co curriculum, and P&M dimension. But there is significant difference found between male and female teacher trainees towards effectiveness of DIET with respect to evaluation dimension. Again there is no significance difference found among teacher trainees towards effectiveness of DIET at Azad DIET College with respect to caste variable with towards all six dimension. Therefore, this result conveys the message to the public and concerned authority that there has been not proper effectiveness of different programme of DIET at Azad DIET College.

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