

Chapter - 4

ANALYSIS AND INTERPRETATION

4.0 Introduction

The analysis and interpretation of data is the most important part of a research report. While the previous chapter dealt with the plan and procedure of the study, this chapter reports the analysis and interpretation of the data collected.

For the purpose of the data collection regarding the enrolment and result, staff position and facility available in the DIETs, DIET profile tool was used in the fourteen DIETs by the investigator. DIET profile tool was filled by the investigator according to the facility available in the DIETs. For the purpose of data collection, the investigator prepared three different questionnaires and these were administered on academic staff (teaching staff) non-academic staff (non-teaching staff) and 2nd year trainees of DIETs. Along with these questionnaires, unstructured focused group discussions were also prepared for the academic, non-academic staff and student-teachers. For the purpose of data collection from academic staffs of DIETs, a questionnaire was administered to one hundred fifty teaching staff of the fourteen selected DIETs and for the purpose of the focused group discussion fourteen Principals of selected DIETs and seven Heads of all the seven Units of each DIETs ($14 \times 7 = 98$), two Lecturers from each DIET ($14 \times 2 = 28$), teaching staff (total 140) was consulted and focused group discussion was concluded by the investigator. All the one hundred fifty questionnaires were received back, duly responded by the respondents.

For the purpose of data collection from non-teaching staff, questionnaires were administered to one hundred twenty one non-teaching staff and for the purpose of focused group discussion seventy non-teaching staffs were consulted (5 from each DIET) and focused group discussion was concluded by investigator. All the one hundred twenty one questionnaires were received back, duly responded by the respondents.

For the purpose of data collection from the Student-Teachers (2nd year pupil teachers) of DIETs, questionnaires were administered to two hundred eighty trainees,

and for the purpose of focused group discussion seventy trainees were consulted (5 trainees from each DIET) and FGD was concluded by the investigator. All the two hundred eighty questionnaires were received back, duly responded by the respondents.

Keeping in view, the objectives of the study data for each DIET were analyzed and interpreted separately. Thus, in correspondence to the fourteen sampled DIETs, the chapter has eight main parts. First part deals with objective No.1 (4.1), second part deals with objective No.2 (4.2 to 4.6), third part deals with the objective No.3 (4.7), fourth part of this chapter deals with the objective No.4 (4.8) and fifth part deals with the objective No.5 (4.9) and six, seventh and eight part deals with results of qualitative analysis and interpretation.

The analysis and interpretation of data have been presented in the following pages:

4.1. Analysis and Interpretation of DIETs Profile

DIET profile was prepared on the present status of the infrastructure available in DIETs. The following table shows the present infrastructure available in fourteen selected DIETs.

Table - 4.1: Profiles of the DIETs of Rajasthan State

Zones	Ajmer		Bikaner		Bharatpur		Jaipur		Jodhpur		Kota		Udaipur	
	Bhilwara	Nagaur	Bikaner	Churu	Bharatpur	Karoli	Sikar	Alwar	Jodhpur	Pali	Jhalawar	Bundi	Dungarpur	Banswara
DIETs														
Enrolment	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Result	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Staff Position	Sanctioned Academic staff	18	18	18	18	18	18	18	18	18	18	18	18	18
	Filled up academic post	11	13	12	12	14	14	12	16	10	12	11	13	10
	Sanctioned non teaching staff	20	20	20	20	20	20	20	20	20	20	20	20	20
	Filled up non teaching post	13	15	19	17	17	15	16	17	10	11	13	11	12
	Total Vacant post	14	10	7	8	7	9	10	10	5	15	14	14	16
	Class rooms	8	5	5	4	6	3	4	6	5	7	4	4	4
	Library	1	1	1	1	1	1	1	1	1	1	1	1	1
	Laboratory	1	1	1	1	1	-	1	-	1	1	1	1	1
	Workshop	-	1	-	-	-	-	-	-	-	-	-	-	-
	Auditorium	-	-	-	-	-	-	-	-	-	-	-	-	-
Institute Building	Rooms for Academic Staff	6	1	7	9	2	2	2	2	7	1	1	7	2
	Store Rooms	4	1	4	2	1	1	2	1	2	1	1	1	2
	Toilets	20	4	4	4	2	2	3	4	2	4	3	4	2
	Canteen	-	-	-	-	-	-	-	-	-	-	-	-	-
	Living rooms	-	7	11	12	-	-	5	-	40	-	-	-	6
	Hostels													
Boys														

From table No. 4.1, it can be seen that the enrolment and results were found 100% in all the fourteen DIETs. Staff positions in the various DIETs of Rajasthan State were not found fully filled. Sanctioned posts of these DIETs were 18 and 20 for academic and non-academic staff, respectively. DIET Jodhpur was found to have highest 16 academic post against the sanctioned posts, while lowest 10 academic post were filled up in DIET Pali and Banswara. Regarding non-academic staff, highest posts were filled up in the DIET Bikaner (19), while lowest in the DIET Pali (10). Total vacant post were found, highest in the DIET Pali (18 post) and lowest in the DIET Jodhpur (5 post).

Regarding class rooms, more classrooms were available in the DIET Bhilwara (8) and lesser classrooms (3) were available in the DIET Karoli. Library is available in all the DIETs., but books were not available as per the guidelines of DIETs. Laboratory facility is available in all the sampled DIETs, except DIET Karoli and Alwar. Workshop facility is available only in the DIET Nagaur. It was observed that auditorium facility is not available in all the sampled DIETs. Rooms for academic staff were available in all the fourteen DIETs, but more academic staff rooms (9) were found in the DIET Churu and least (one in each DIET) in the DIET Nagaur, Sikar, Jhalawar and Bundi. Store rooms and toilet facilities were available in all the sampled DIETs. Canteen facility was not available in none of the DIETs. Hostel facilities were available for both boys and girls in Nagaur, Bikaner, Churu, Sikar, Jodhpur, Pali and Banswara DIETs, It was also found that hostels rooms are not sufficient for the intake of 100 trainees in all the sampled DIETs, neither for boys nor girls. Staff quarters for the principal and academic staff were available in all the sampled DIETs except Bhilwara and Nagaur, but it was found that these staff quarters were inadequate for academic staff. Staff quarters for ministerial staff were found inadequate in DIETs Bharatpur, Karoli, Sikar, Alwar, Jodhpur, Jhalawar, Bundi, and Banswara. Class IV staff quarters were not available in the DIETs of Bhilwara, Nagaur and Dungarpur. Regarding support services, such as, library, health center, outdoor sport, housing, grievance redressal cell, non-resident student center, computer center, indoor sports, workshop, canteen, vehicle parking shed were available in few of the selected DIETs, while library and outdoor sports facilities

were available in all the fourteen DIETs. Health center is available only in the DIET Karoli and Banswara. Housing, grievance redressal cell, non-resident student center and canteen facilities were not available in the selected DIETs. Regarding the computer facility, it was observed that computer facility was there in the sampled DIETs except DIET Karoli. A good number of computer and printers were available. Furnitures were found adequately in all the selected DIETs for office, staff room, class room, library & reading room. Hostel furniture was found adequately in the DIETs of Nagaur, Bikaner, Churu, Sikar, Jodhpur, Pali and Banswara. Equipment for work experience and educational technology were available adequately in all the selected DIETs except DIET Dungarpur. Equipments for science laboratory are available adequately in all the sampled DIETs. Equipments and tests for psychology laboratory were available in the all sampled DIETs except in Bhilwara DIET. Equipments for language Lab., audio-visual aids, games and sports and art education were found adequately in all the selected DIETs except in the DIET Nagaur.

Regarding library books and journals, it was observed that highest numbers of books are available in the Bikaner DIET, while least number of books was found in DIET Jodhpur. Journals and News papers were found in all the selected DIETs, highest 21 journals & periodicals and four News papers were found in the DIET Bikaner, while least in the DIET Nagaur i.e. Four journals. Regarding extension activities facilitated by the DIETs in terms of community development, working with school and teachers, adult education and literacy, AIDS awareness programmes, social work, population education, education for the disabled child, street and out of school children, blood donation camp, environmental education, medical camp and health & hygiene awareness camp. It was observed that community development activities were organized by all the selected DIETs, except DIET Dungarpur. Working with school & teachers, adult education & literacy and social work activities were organized by all sampled DIETs. AIDS awareness activities were organized by all the sampled DIETs, except DIET Bharatpur. Population education activities were organized in the all selected DIETs, except in Bharatpur and Karoli DIETs. Education for the disabled, street and out of school children, blood donation camp and medical camp were not organized by any of the selected DIETs. Environmental education

activities were organized by the all selected DIETs, except DIETs Sikar, Alwar, Jhalawar, Bundi, and Dungarpur. Health and hygiene awareness activities were organized only by the Bikaner, Churu, Pali and Dungarpur DIETs. Updated annual prospectus was published by all the selected DIETs, except DIETs Bharatpur, Karoli and Dungarpur. Guidance and counseling programmes for trainees were arranged by a few of the selected DIETs, namely, Bhilwara, Bikaner, Churu, and Pali. Teachers participated in academic and personal counseling programmes in only DIET Bhilwara, Bikaner and Churu. Placement services, Alumni Association and Students Associations were not found in none of the selected DIETs. Leisure time facilities, such as, indoor games are available in all the selected DIETs, except Churu and Pali DIETs. Outdoor games facilities were available in all the selected DIETs, except in Pali and Dungarpur DIETs. Debate clubs were not available in any of the selected DIETs. Students' magazines were published by all of the DIETs, except DIETs Sikar and Pali. Cultural activities, Audio-video facilities and literacy activities are facilitated by the all selected DIETs. Regarding the completion of research projects in last five years, DIET Bhilwara completed highest researches, while, lowest Bharatpur and Karoli. In the session 2007-2008, one or two researches were conducted in every DIETs. But, most of the teacher educators have not completed any research project during the last three years.

4.2 Analysis and Interpretation on Factors of HRD Climate of DIETs

In this questionnaire for academic staffs, there were total fifty questions. For the purpose of data collection, the questionnaire administered on one hundred fifty academic staff working at different DIETs of Rajasthan State. The details of the analysis and interpretation of data is given as follows:-

Table - 4.2: Bhilwara DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	1(11.11%)	6(66.67%)	2(22.22%)	0	6.3332	3	NS
Risk taking behavior	2(22.22%)	7(77.77%)	0	0	10.7776	3	.05
Top support	1(11.11%)	3(33.33%)	1(11.11%)	4(44.44%)	1.2221	3	NS
Feedback	0	3(33.33%)	4(44.44%)	2(22.22%)	1.2221	3	NS
Supportive HRD Climate	0	5(55.55%)	3(33.33%)	1(11.11%)	3.8888	3	NS
Openness versus Communication	2(22.22%)	3(33.33%)	3(33.33%)	1(11.11%)	.3331	3	NS
Trust	1(11.11%)	6(66.67%)	2(22.22%)	0	6.3332	3	NS
Team Spirit	5(55.55%)	3(33.33%)	1(11.11%)	0	3.8888	3	NS
Collaboration	2(22.22%)	4(44.44%)	3(33.33%)	0	2.1109	3	NS
Reward	1(11.11%)	3(33.33%)	3(33.33%)	2(22.22%)	.3331	3	NS

It is evident from Table 4.2 that the calculated chi-square value of 6.3332 is lesser than the table value of 7.815 at .05 level against 3 degree of freedom. So the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Responsibilities is not rejected. A large majority (66.67%) of the respondents have responded that the inspiration to take initiative towards faculty empowerment is good, whereas, 22.22% have responded that it is average and 11.11% responded that it is very good.

The computed chi-square value of 10.7776 is lesser than the table value of chi-square of 11.345 at .01 level against 3 degree of freedom. So, the responses of the respondent of the DIET Bhilwara against the statement on risk taking behaviour i.e. positive reinforcement from seniors to try out new ideas without worrying about results, whatsoever, do not differ significantly. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The calculated chi-square value of 10.7776 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis is rejected at .05 level. A large majority (77.78%) of the respondents have responded that the positive

reinforcement from seniors to try out new ideas without worrying about results is good, whereas, 22.22% have responded that it is very good.

The calculated chi-square value of 1.2221 is lesser than the table value of 7.815 at .05 level against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-Support is not rejected. A majority (44.44%) of the respondents have responded that guidance in acquiring competencies from heads, in-charges or senior faculty members is poor, whereas, 33.33% respondents have responded it is good, followed by 11.11%, each, considered it very good and average, respectively.

The calculated chi-square value of 2.1109 is lesser than the table value of 7.815 at .05 level against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is not rejected. A majority (44.44%) of the respondents have responded that the positive comments of guidelines for improvement toward desired direction to reinforce developmental behaviour is average, 33.33% responded that it is good, whereas, 22.22% responded that it is poor.

The computed chi-square value of 3.8888 is lesser than the table value of chi-square of 7.815 at .05 level against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Supportive HRD Climate is not rejected. A large number 55.55% of respondents have responded that organizing of pre-service and in-service training programmes for professional development is good followed by 33.33% of respondents have responded that supportive HRD Climate is average, whereas, 11.11% responded that it is poor.

The computed chi-square value of .3331 is lesser than the table value of chi-square of 7.815 at .05 level against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect with respect to the factor Openness versus Communication is not rejected. With respect to freedom of

expression 22.22% of respondents found it very good, 33.33%, each, considered it good and average respectively, whereas, 11.11% responded that it is poor.

The calculated chi-square value of 6.3332 is lesser than the table value of 7.815 at .05 level against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is not rejected. A large majority (66.67%) of the respondents have responded that the faith in the capabilities of employees is good, 22.22% have responded that it is average, whereas, 11.11% have responded that it is very good.

The calculated chi-square value of 3.8888 is lesser than the table value of 7.815 at .05 level against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is not rejected. A large majority (55.57%) of the respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities in the DIET Bhilwara is very good, 33.33% have responded it is good, whereas, 11.11% have responded that it is poor.

The computed chi-square value of 2.1109 is lesser than the table value of chi-square of 7.815 at .05 level against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is not rejected. A large majority (44.44%) of respondents have responded that the cooperation among all working units for planning and execution of the institutional task is good, according to 33.33% average, whereas, 22.22% have responded that it is very good.

The computed chi-square value of .3331 is lesser than the table value of 7.815 at .05 level against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is not rejected. 33.33% each of respondents have responded that the positive inspirational incentive from authorities

is good and average, respectively, 22.22% have responded that it is poor, whereas, 11.11% considered it as very good.

Table - 4.2.1: Nagaur DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	d f	Level of Significance
Responsibilities	0	8(61.54%)	5(38.46%)	0	10.6921	3	.05
Risk taking behavior	1(7.69%)	5(38.46%)	7(53.85%)	0	6.9999	3	NS
Top-support	0	8(61.54%)	5(38.46%)	0	10.6921	3	.05
Feedback	0	5(38.46%)	8(61.54%)	0	12.0768	3	.01
Supportive HRD Climate	0	9(69.23%)	4(30.77%)	0	13.1537	3	.01
Openness versus Communication	0	8(61.54%)	5(38.46%)	0	10.6921	3	.05
Trust	1(7.69%)	9(69.23%)	3(23.08%)	0	11.7691	3	.01
Team Spirit	3(23.08%)	7(53.85%)	2(15.38%)	1(7.69%)	4.3846	3	NS
Collaboration	2(15.38%)	5(38.46%)	6(46.15%)	0	4.2307	3	NS
Reward	1(7.69%)	7(53.85%)	4(30.77%)	1(7.69%)	5.1538	3	NS

It is evident from Table 4.2.1 that the computed chi-Square value of 10.6921 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 10.6921 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Responsibilities is rejected at .05 level. A large majority (61.54%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is good, whereas, 38.46% have responded that it is average.

The calculated chi-Square value of 6.9999 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis

that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is not rejected. A large majority (53.85%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about results is average and 38.46% of respondents rated it as good, whereas, 7.69% have responded that it is very good.

The computed chi-Square value of 10.6921 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 10.6921 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Top-Support is rejected at .05 level. A large majority (61.54%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges, or senior faculty members is good, whereas, 38.46% have responded that it is average.

The calculated chi-Square value of 12.0768 is grater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is rejected. A large majority (61.54%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behaviour is average, whereas, 38.46% have responded that it is good.

The calculated chi-Square value of 13.1537 is grater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Supportive HRD Climate is rejected. A large majority (69.23%) of respondents have responded that the organizing of pre-service and in-service training programmes for professional development is good, whereas, 30.77% have responded that it is average.

The computed chi-Square value of 10.6921 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis

that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 10.6921 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Openness versus Communication is rejected at .05 level. A large majority (61.54%) of respondents have responded that the freedom of expression is good, whereas, 38.46% have responded that it is average.

The calculated chi-Square value of 11.7691 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is rejected. A large majority (69.23%) of respondents have responded that the faith in the capabilities of employees is good, 23.08% of respondents rated it as average, whereas, 7.69% have responded that it is very good.

The calculated chi-Square value of 4.3846 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is not rejected. A large majority (53.85%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is good and 23.08% of respondents rated it as very good, whereas, 15.38% have responded that it is average. 7.69% respondents rated that team spirit in the sampled DIET is poor.

The calculated chi-Square value of 4.2307 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is not rejected. A majority (46.15%) of respondents have responded that the cooperation among all working units for planning and execution of the institutional task is average and 38.46% of respondents rated it good, whereas, 15.38% have responded that it is very good.

The calculated chi-Square value of 5.1538 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is not rejected. A large majority (53.85%) of respondents have responded that the positive inspirational incentive from authorities is good and 30.77% of respondents rated it as average, whereas, 7.69%, each, considered it very good and poor, respectively.

Table - 4.2.2: Bikaner DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	3(25%)	9(75%)	0	0	14.32	3	.01
Risk taking behavior	4(33.33%)	8(66.67%)	0	0	10.99	3	.05
Top-support	4(33.33%)	8(66.67%)	0	0	10.99	3	.05
Feedback	5(41.67%)	7(58.33%)	0	0	9.07	3	.05
Supportive HRD Climate	3(25%)	9(75%)	0	0	14.32	3	.01
Openness versus Communication	2(16.67%)	10(83.33%)	0	0	18.32	3	.01
Trust	5(41.67%)	6(50%)	1(8.33%)	0	5.66	3	NS
Team Spirit	0	11(91.67%)	1(8.33%)	0	23.66	3	.01
Collaboration	4(33.33%)	8(66.67%)	0	0	10.99	3	.05
Reward	2(16.67%)	10(83.33%)	0	0	18.32	3	.01

It is evident from Table 4.2.2 that the calculated chi-Square value of 14.32 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Responsibilities is rejected. A large majority (75%) of

respondents have responded that the inspiration to take initiative towards faculty empowerment is good, whereas, 25% have responded that it is very good.

The computed chi-Square value of 10.99 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 10.99 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Risk taking behaviour is rejected at .05 level. A large majority (66.67%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about results is good, whereas, 33.33% have responded that it is very good.

The computed chi-Square value of 10.99 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 10.99 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Top-Support is rejected at .05 level. A large majority (66.67%) of respondents have responded that guidance in acquiring competencies from heads, in-charges, or senior faculty members is good, whereas, 33.33% have responded that it is very good.

The computed chi-Square value of 9.07 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 9.07 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor feed back is rejected at .05 level. A large majority (58.33%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behavior are good, whereas, 41.67% have responded that it is very good.

The calculated chi-Square value of 14.32 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Supportive HRD Climate is rejected. A large majority (75%) of respondents have responded that the organizing of pre-service and in-service training programmes for professional development is good, whereas, 25% have responded that it is very good.

The calculated chi-Square value of 18.32 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Openness versus Communication is rejected. A large majority (83.33%) of respondents have responded that the freedom of expression is good, whereas, 16.67% have responded that it is very good.

The calculated chi-Square value of 5.66 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is not rejected. A large majority (50%) of respondents have responded that the faith in the capabilities of employees is good, 41.67% respondents rated it very good, whereas, 8.33% have responded that it is average.

The calculated chi-Square value of 23.66 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is rejected. A large majority (91.67%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is good, whereas, 8.33% have responded that it is average.

The calculated chi-Square value of 10.99 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis

that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-square value of 10.99 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Collaboration is rejected at .05 level. A large majority (66.67%) of respondents have responded that the cooperation among all working units for planning and execution of the institutional task is good, whereas, 33.33% respondents rated it very good.

The calculated chi-Square value of 18.32 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is rejected. A large majority (83.33%) of respondents have responded that the positive inspirational incentive from authorities is good, whereas, 16.67% have responded that it is very good.

Table - 4.2.3: Churu DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	1(8.33%)	10(83.33%)	1(8.33%)	0	17.66	3	.01
Risk taking behavior	0	9(75%)	3(25%)	0	14.32	3	.01
Top-support	0	9(75%)	3(25%)	0	14.32	3	.01
Feedback	1(8.33%)	9(75%)	2(16.67%)	0	12.99	3	.01
Supportive HRD Climate	0	11(91.67%)	1(8.33%)	0	23.66	3	.01
Openness versus Communication	0	9(75%)	3(25%)	0	14.32	3	.01
Trust	0	8(66.67%)	4(33.33%)	0	10.99	3	.05
Team Spirit	0	8(66.67%)	4(33.33%)	0	10.99	3	.05
Collaboration	1(8.33%)	7(58.33%)	4(33.33%)	0	7.71	3	NS
Reward	0	10(83.33%)	2(16.67%)	0	18.32	3	.01

It is evident from Table 4.2.3 that the calculated chi-Square value of 17.66 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Responsibilities is rejected. A large majority (83.33%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is good, followed by 8.33%, each, considered it very good and poor.

The calculated chi-Square value of 14.32 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is rejected. A large majority (75%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about results, whatsoever is good, whereas, 25% have responded that it is average.

The calculated chi-Square value of 14.32 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-Support is rejected. A large majority (75%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges, or senior faculty members is good, whereas, 25% have responded that it is average.

The calculated chi-Square value of 12.99 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is rejected. A large majority (75%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behaviour is good and 16.67% respondents rated it is average, whereas, 8.33% have responded that it is very good.

The calculated chi-Square value of 23.66 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis

that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Supportive HRD Climate is rejected. A large majority (91.67%) of respondents have responded that the organizing of pre-service and in-service training programmes for professional development is good, whereas, 8.33% have responded that it is average.

The calculated chi-Square value of 14.32 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Openness versus Communication is rejected. A large majority (75%) of respondents have responded that the freedom of expression is good, whereas, 25% have responded that it is average.

The computed chi-Square value of 10.99 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 10.99 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Trust is rejected at .05 level. A large majority (66.67%) of respondents have responded that the faith in the capabilities of employees is good, whereas, 33.33% have responded that it is average.

The computed chi-Square value of 10.99 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 10.99 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Team Spirit is rejected at .05 level. A large majority (66.67%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is good, whereas, 33.33% have responded that it is average.

The calculated chi-Square value of 7.71 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is not rejected. A large majority (58.33%) of respondents have responded that the cooperation among all working units for planning and execution of the institutional task is good and 33.33% of respondents rated it is average, whereas, 8.33% have responded that it is very good.

The calculated chi-Square value of 18.32 is grater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is rejected. A large majority (83.33%) of respondents have responded that the positive inspirational incentive from authorities is good, whereas, 16.67% have responded that it is average.

Table - 4.2.4: Bharatpur DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	5(35.71%)	9(64.29%)	0	0	12.57	3	.01
Risk taking behavior	5(35.71%)	7(50%)	2(14.29%)	0	5.72	3	NS
Top-support	5(35.71%)	9(64.29%)	0	0	12.57	3	.01
Feedback	5(35.71%)	7(50%)	2(14.29%)	0	5.72	3	NS
Supportive HRD Climate	7(50%)	6(42.86%)	1(7.14%)	0	7.42	3	NS
Openness versus Communication	5(35.7%)	7(50%)	2(14.29%)	0	5.72	3	NS
Trust	6(42.86%)	6(42.86%)	1(7.14%)	1(7.14%)	5.72	3	NS
Team Spirit	6(42.86%)	5(35.71%)	3(21.43%)	0	4	3	.05
Collaboration	5(35.71%)	9(64.29%)	0	0	12.57	3	.01
Reward	6(42.86%)	5(35.71%)	1(7.14%)	2(14.29%)	5.72	3	NS

It is evident form Table 4.2.4 that the computed chi-Square value of 12.57 is grater than the table value 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with

respect to the factor Responsibilities is rejected. A large majority (64.29%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is good, whereas, 35.71% have responded that it is average.

The calculated chi-Square value of 5.72 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is not rejected. A large majority (50%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about results is good, 35.71% respondents that it is very good, whereas, 14.29% have responded that it is average.

The calculated chi-Square value of 12.57 is grater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-Support is rejected. A large majority (64.29%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges, or senior faculty members is good, whereas, 35.71% have responded that it is very good.

The calculated chi-Square value of 5.72 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is not rejected. A large majority (50%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behaviour is good, 35.71% responded it is very good, whereas, 14.29% have responded that it is average.

The calculated chi-Square value of 7.42 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Supportive HRD Climate is not rejected. A large majority (50%) of respondents have responded that

the organizing of pre-service and in service training programme for professional development is very good, 42.86% respondents rated it is good, whereas, 7.14% have responded that it is average.

The calculated chi-Square value of 5.72 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Openness versus Communication is not rejected. A large majority (50%) of respondents have responded that the freedom of expression is good, followed by 35.71% respondents rated it is very good, whereas, 14.29% have responded that it is average.

The calculated chi-Square value of 5.72 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is not rejected. A large majority (42.86%) of respondents have responded that the faith in the capabilities of employees is very good, 42.86% respondents rated it is good, followed by 7.14%, each, considered it average and poor respectively.

The calculated chi-Square value of 4 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is not rejected. A majority (42.86%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is very good, 35.71% have responded that it is good, whereas, 21.43% respondents rated that it is average.

The calculated chi-Square value of 12.57 is grater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is rejected. A large majority (64.29%) of respondents have responded that the cooperation among all working units for planning and execution of the institutional task is good, whereas, 35.71% have responded that it is very good.

The calculated chi-Square value of 5.72 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is not rejected. A majority (42.86%) of respondents have responded that the positive inspirational incentive form authorities is very good, 35.71% responded that it is good, 14.29% respondents rated it is poor, whereas, 7.14% have responded that it is average.

Table - 4.2.5: Karoli DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	2(14.29%)	12(85.71%)	0	0	23.42	3	.01
Risk taking behavior	4(28.58%)	8(57.14%)	1(7.14%)	1(7.14%)	6.85	3	NS
Top-support	2(14.29%)	12(85.71%)	0	0	24.31	3	.01
Feedback	3(21.43%)	8(57.14%)	3(21.43%)	0	7.14	3	NS
Supportive HRD Climate	4(28.57%)	9(64.29%)	1(7.14%)	0	10.85	3	.05
Openness versus Communication	0	13(92.86%)	1(7.14%)	0	29.42	3	NS
Trust	3(21.43%)	8(57.14%)	1(7.14)	2(14.29%)	6	3	NS
Team Spirit	3(21.43%)	8(57.14%)	3(21.43%)	0	7.14	3	NS
Collaboration	2(14.29%)	9(64.29%)	2(14.28%)	1(7.14%)	8.06	3	.05
Reward	1(7.14%)	9(64.29%)	3(21.43%)	1(7.14%)	9.42	3	.05

It is evident from Table 4.2.5 that the computed chi-Square value of 23.42 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the responses of the respondent of the DIET Karoli against the statement on responsibilities (factor-responsibilities) i.e. inspiration to take initiative towards faculty empowerment, differ significantly. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is rejected.

A large majority (85.71%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is good, whereas, 14.29% have responded that it is very good.

The computed chi-Square value of 6.85 is lesser than the table value of 7.815 at .05 level against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is not rejected. A large majority (57.14%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about result is good, 28.58% have responded that it is very good, whereas, 7.14%, each, considered it average and poor, respectively.

The calculated chi-Square value of 24.31 is grater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-Support is rejected. A large majority (85.71%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges of senior faculty member is good, whereas, 14.29% have responded that it is very good.

The calculated chi-Square value of 7.14 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is not rejected. A large majority (57.14%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behavior is good, followed by 21.43%, each, considered it is very good and average respectively.

The computed chi-square value of 10.85 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 10.85 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Supportive HRD Climate is rejected at .05 level. A large majority (64.29%) of respondents have responded that the organizing of pre-service and in-service training

programmes for professional development is good, 28.57% respondents rated it is very good, whereas, 7.14% have responded that it is average.

It is evident from Table 4.2.55 that the computed chi-Square value of 29.42 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Openness versus Communication is rejected. A large majority (92.86%) of respondents have responded that the freedom of expression is good, whereas, 7.14% have responded that it is average.

The calculated chi-Square value of 6 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is not rejected. With regard to faith in the capabilities of employees 21.43% of the respondents rated it very good, 57.14% respondents rated it is good, 7.14% respondents found it is average, whereas, 14.29% respondents rated it is poor.

The calculated chi-Square value of 7.14 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is not rejected. A large majority (57.14%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is good, whereas, 21.43%, each, considered it very good and average, respectively.

The computed chi-Square value of 8.06 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.06 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Collaboration is rejected at .05 level. A large majority (64.29%) of respondents have responded that the cooperation among all working units for planning and execution of

the institutional task is good, followed by 14.28%, each, considered it very good and average, respectively, whereas, 7.14% respondents rated that collaboration among staffs of the DIET Karoli is poor.

The computed chi-Square value of 9.42 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 9.42 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Reward is rejected at .05 level. A large majority (64.29%) of respondents have responded that the positive inspirational incentive from authorities is good, whereas, 21.43% have responded that it is average, followed by 7.14%, each, considered it is very good and poor respectively.

Table - 4.2.6: Sikar DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	5(62.5%)	3(37.5%)	0	0	5.5	3	NS
Risk taking behavior	2(25%)	5(62.5%)	1(12.5%)	0	4.5	3	NS
Top-support	3(37.5%)	5(62.5%)	0	0	5.5	3	NS
Feedback	4(50%)	4(50%)	0	0	4.5	3	NS
Supportive HRD Climate	2(25%)	6(75%)	0	0	8.5	3	.05
Openness versus Communication	3(37.5%)	5(62.5%)	0	0	5.5	3	NS
Trust	6(75%)	2(25%)	0	0	8.5	3	.05
Team Spirit	6(75%)	1(12.5%)	1(12.5%)	0	7.5	3	NS
Collaboration	4(50%)	4(50%)	0	0	6.5	3	NS
Reward	1(12.5%)	7(87.5%)	0	0	12.5	3	.01

It is evident from Table 4.2.6 that the calculated chi-Square value of 5.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Responsibilities is not rejected. A large majority (62.5%) of

respondents have responded that the inspiration to take initiative towards faculty empowerment is very good, whereas, 37.5% have responded that it is good.

The calculated chi-Square value of 4.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is not rejected. A large majority (62.5%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about results is good, 25% of respondents rated it is very good, whereas, 12.5% have responded that it is average.

The calculated chi-Square value of 5.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-Support is not rejected. A large majority (62.5%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges or senior faculty members is good, whereas, 37.5% have responded that it is very good.

The calculated chi-Square value of 4.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is not rejected. A large majority (50%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behavior are very good, whereas, 50% have responded that it is good.

The computed chi-Square value of 8.5 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.5 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Supportive HRD Climate is rejected at .05 level. A large majority (75%) of respondents have

responded that the organizing of pre-service and in-service training programmes for professional development is good, whereas, 25% have responded that it is very good.

The calculated chi-Square value of 5.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Openness versus Communication is not rejected. A large majority (62.5%) of respondents have responded that the freedom of expression is good, whereas, 37.5% have responded that it is very good.

The computed chi-Square value of 8.5 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.5 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Trust is rejected at .05 level. A large majority (75%) of respondents have responded that the faith in the capabilities of employees is very good, whereas, 25% have responded that it is good.

The calculated chi-Square value of 7.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is not rejected. A large majority (75%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is very good, whereas, 12.5%, each, considered it good and average respectively.

The calculated chi-Square value of 6.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is not rejected. An equal majority (50%) of respondents have responded that the cooperation

among all working units for planning and execution of the institutional task is very good and good respectively.

The calculated chi-Square value of 12.5 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is rejected. A large majority (87.5%) of respondents have responded that the positive inspirational incentive from authorities is good, whereas, 12.5% have responded that it is very good.

Table - 4.2.7: Alwar DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	4(36.36%)	7(63.64%)	0	0	8.9999	3	.05
Risk taking behavior	4(36.36%)	6(54.55%)	1(9.09%)	0	5.3635	3	NS
Top-support	3(27.27%)	7(63.64%)	1(9.09%)	0	7.5454	3	NS
Feedback	3(27.27%)	6(54.55%)	0	2(18.18%)	4.6363	3	NS
Supportive HRD Climate	3(27.27%)	6(54.55%)	2(18.18%)	0	4.6363	3	NS
Openness versus Communication	5(45.45%)	6(54.55%)	0	0	7.5454	3	NS
Trust	0	9(81.82%)	1(9.09%)	1(9.09%)	14.9998	3	.01
Team Spirit	3(27.27%)	8(72.73%)	0	0	11.909	3	.01
Collaboration	2(18.18%)	4(36.36%)	5(45.45%)	0	2.4544	3	NS
Reward	2(18.18%)	4(36.36%)	3(27.27%)	2(18.18%)	.4769	3	NS

It is evident from Table 4.2.7 that the computed chi-Square value of 8.9999 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.9999 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Responsibilities is rejected at .05 level. A large majority (63.64%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is good, whereas, 36.36% have responded that it is very good.

The calculated chi-Square value of 5.3635 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is not rejected. A large majority (54.55%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about results is good, 36.36% of respondents rated it is very good, whereas, 9.09% have responded that it is average.

The calculated chi-Square value of 7.5454 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-support is not rejected. A large majority (63.64%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges, or senior faculty members is good, 27.27% of respondents rated it is very good, whereas, 9.09% have responded that it is average.

The calculated chi-Square value of 4.6363 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is not rejected. A large majority (54.55%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behavior is good, 27.27% of respondents rated it is very good, whereas, 18.18% have responded that it is poor.

The calculated chi-Square value of 4.6363 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Supportive HRD Climate is not rejected. A large majority (54.55%) of respondents have responded that the organizing of pre-service and in-service training programmes for

professional development is good, 27.27% respondents rated it is very good, whereas, 18.18% have responded that it is average.

The calculated chi-Square value of 7.5454 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Openness versus Communication is not rejected. A large majority (54.55%) of respondents have responded that the freedom of expression is good, whereas, 45.45% have responded that it is very good.

The calculated chi-Square value of 14.9998 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is rejected. A large majority (81.82%) of respondents have responded that the faith in the capabilities of employees is good, whereas, 9.09%, each, considered it average and poor, respectively.

The calculated chi-Square value of 11.909 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is rejected. A large majority (72.73%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is good, whereas, 27.27% have responded that it is very good.

The calculated chi-Square value of 2.4544 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is not rejected. A majority (45.45%) of respondents have responded that the cooperation among all working units for planning and execution of the institutional task is average, 36.36% respondents rated it is good, whereas, 18.18% have responded that it is very good.

The calculated chi-Square value of 0.4769 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is not rejected. A large majority (36.36%) of respondents have responded that the positive inspirational incentive from authorities is good and 27.27% respondents rated it is average, whereas, 18.18%, each, considered it very good and poor, respectively.

Table - 4.2.8: Jodhpur DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	2(15.38%)	10(76.92%)	1(7.69%)	0	15.46	3	.01
Risk taking behavior	2(15.38%)	10(76.92%)	1(7.69%)	0	15.46	3	.01
Top-support	1(7.69%)	9(69.23%)	3(23.07%)	0	11.769	3	.01
Feedback	1(7.69%)	10(76.92%)	2(15.38%)	0	16.23	3	.01
Supportive HRD Climate	1(7.69%)	12(92.31%)	0	0	26.5384	3	.01
Openness versus Communication	4(30.77%)	8(61.54%)	1(7.69%)	0	8.7542	3	.05
Trust	6(46.15%)	6(46.15%)	1(7.69%)	0	6.3829	3	NS
Team Spirit	2(15.38%)	9(69.23%)	2(15.38%)	0	11.1541	3	.01
Collaboration	1(7.69%)	11(84.62%)	1(7.69%)	0	20.3845	3	.01
Reward	2(15.38%)	8(61.54%)	3(23.07%)	0	8.0768	3	.05

It is evident from Table 4.2.8 that the calculated chi-Square value of 15.46 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Responsibilities is rejected. A large majority (76.92%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is good and 15.38% respondents rated it is very good, whereas, 7.69% have responded that it is average.

The calculated chi-Square value of 15.46 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk

taking behaviour is rejected. A large majority (76.92%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about results is good, 15.38% respondent rated it very good, whereas, 7.69% have responded that it is average.

The calculated chi-Square value of 11.769 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-support is rejected. A large majority (69.23%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges or senior faculty members is good, 23.07% respondents rated it is average, whereas, 7.69% have responded that it is very good.

The calculated chi-Square value of 16.23 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is rejected. A large majority (76.92%) of respondents have responded that the positive comments or guidelines for improvement towards desired direction to reinforce development behavior is good followed by 15.38% respondents rated it is average. Whereas, 7.69% respondents rated it is very good.

The calculated chi-Square value of 26.5384 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Supportive HRD Climate is rejected. A large majority (92.31%) of respondents have responded that the organizing of pre-service and in-service training programmes for professional development is good, whereas, 7.69% have responded that it is very good.

The computed chi-Square value of 8.7542 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.7542 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Openness versus Communication is rejected at .05 level. A large majority (61.54%) of respondents have responded that the freedom of expression is good, 30.77% respondent rated it is very good, whereas, 7.69% have responded that it is average.

The calculated chi-Square value of 6.3829 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is not rejected. An equal majority (46.15%) of respondents have responded that the faith in the capabilities of employees is very good and good respectively, whereas, 7.69% have responded that it is average.

The computed chi-Square value of 11.1541 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 11.1541 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Team Spirit is rejected at .05 level. A large majority (69.23%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is good, whereas, 15.38% each, considered it very good and poor, respectively.

The calculated chi-Square value of 20.3845 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is rejected. A large majority (84.62%) of respondents have responded that the cooperation among all working units for planning and execution of the institutional task is good, whereas, 7.69%, each, considered it very good and average, respectively.

The computed chi-Square value of 8.0768 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.0768 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Reward is rejected at .05 level. A large majority (61.54%) of respondents have responded that the positive inspirational incentive from authorities is good and 23.07% respondent rated it is average, whereas, 15.38% have responded that it is very good.

Table - 4.2.9: Pali DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	1(14.29%)	1(14.29%)	3(42.86%)	2(28.57%)	.4285	3	NS
Risk taking behavior	1(14.29%)	3(42.86%)	0	3(42.86%)	1.5713	3	NS
Top-support	0	3(42.86%)	4(57.14%)	0	3.857	3	NS
Feedback	1(14.29%)	1(14.29%)	2(28.57%)	3(42.86%)	.7498	3	NS
Supportive HRD Climate	0	3(42.86%)	3(42.86%)	1(14.29%)	1.5713	3	NS
Openness versus Communication	0	4(57.14%)	2(28.57%)	1(14.29%)	2.7142	3	NS
Trust	0	4(57.14%)	3(42.86%)	0	3.857	3	NS
Team Spirit	1(14.29%)	3(42.86%)	3(42.86%)	0	1.5713	3	NS
Collaboration	1(14.29%)	3(42.86%)	3(42.86%)	0	1.5713	3	NS
Reward	1(14.29%)	2(28.57%)	1(14.29%)	3(42.86%)	.4285	3	NS

It is evident form Table 4.2.9 that the calculated chi-Square value of .4285 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Responsibilities is not rejected. A majority (42.86%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is average, 28.57% responded that it is poor, followed by 14.29%, each, who considered it very good and good, respectively.

The calculated chi-Square value of 1.5713 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis

that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is not rejected. 42.86% respondents have responded that the positive reinforcement from senior to try out new ideas without worrying about results is good and poor, respectively, whereas, 14.29% respondents rated it is very good.

The calculated chi-Square value of 3.857 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-support is not rejected. A large majority (57.14%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges or senior faculty members is average, whereas, 42.86% have responded that it is good.

The calculated chi-Square value of .7498 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is not rejected. A large majority (42.86%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behavior is poor and 28.57% of respondents rated it is average, whereas, 14.29%, each, considered it very good and good.

The calculated chi-Square value of 1.5713 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Supportive HRD Climate is not rejected. The organizing of pre-service and in-service training programmes for professional development is found to be good and average by 42.86% of respondents respectively, whereas, 14.29% have responded that it is poor.

The calculated chi-Square value of 2.7142 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Openness

versus Communication is not rejected. A large majority (57.14%) of respondents have responded that the freedom of expression is good, 28.57% of respondent rated it is average, whereas, 14.29% have responded that it is poor.

The calculated chi-Square value of 3.857 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is not rejected. A large majority (57.14%) of respondents have responded that the faith in the capabilities of employees is good, whereas, 42.86% have responded that it is average.

The calculated chi-Square value of 1.5713 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is not rejected. An equal majority (42.86%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is good and average respectively, whereas, 14.29% have responded that it is very good.

The calculated chi-Square value of 1.5713 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is not rejected. An equal majority (42.86%) of respondents have responded that the cooperation among all working units for planning and execution of the institutional task is good and average, respectively, whereas, 14.29% have responded that it is very good.

The calculated chi-Square value of .4285 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is not rejected. A majority (42.86%) of respondents have responded that the positive

inspirational incentive from authorities is poor, 28.57% of respondents rated it is good, whereas, 14.29%, each, considered it very good and average respectively.

Table - 4.2.10: Jhalawar DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	5(50%)	4(40%)	1(10%)	0	4	3	NS
Risk taking behavior	3(30%)	6(60%)	1(10%)	0	5.6	3	NS
Top-support	2(20%)	8(80%)	0	0	13.2	3	.01
Feedback	2(20%)	7(70%)	10(10%)	0	8.4	3	.05
Supportive HRD Climate	3(30%)	7(70%)	0	0	9.6	3	.05
Openness versus Communication	4(40%)	5(50%)	1(10%)	0	4	3	NS
Trust	3(30%)	6(60%)	1(10%)	0	5.6	3	NS
Team Spirit	3(30%)	6(60%)	1(10%)	0	5.6	3	NS
Collaboration	3(30%)	5(50%)	2(20%)	0	3.2	3	NS
Reward	2(20%)	6(60%)	2(20%)	0	5.2	3	NS

It is evident from Table 4.2.10 The calculated chi-Square value of 4 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Responsibilities is not rejected. A large majority (50%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is very good and 40% of respondents rated it is good, whereas, 10% have responded that it is average.

The calculated chi-Square value of 5.6 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is not rejected. A large majority (60%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about results is good, 30% of respondents rated it is very good, whereas, 10% have responded that it is average.

The calculated chi-Square value of 13.2 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis

that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-support is rejected. A large majority (80%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges, or senior faculty members is good, whereas, 20% have responded that it is very good.

The computed chi-Square value of 8.4 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.4 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor feed back is rejected at .05 level. A large majority (70%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behaviour is good, 20% respondents rated it is very good, whereas, 10% have responded that it is average.

The computed chi-Square value of 9.6 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 9.6 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Supportive HRD Climate is rejected at .05 level. A large majority (70%) of respondents have responded that the organizing of pre-service and in-service training programmes for professional development is good, whereas, 30% have responded that it is very good.

The calculated chi-Square value of 4 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Openness versus Communication is not rejected. A majority (50%) of respondents have responded that the freedom of expression is good, 40% of respondents rated it is very good, whereas, 10% have responded that it is average.

The calculated chi-Square value of 5.6 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is not rejected. A large majority (60%) of respondents have responded that the faith in the capabilities of employees is good, 30% of respondents rated it is very good, whereas, 10% have responded that it is average.

The calculated chi-Square value of 5.6 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is not rejected. A large majority (60%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is good, 30% of respondent rated it is very good, whereas, 10% have responded that it is average.

The calculated chi-Square value of 3.2 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is not rejected. A large majority (50%) of respondents have responded that the cooperation among all working units for planning and execution of the institutional task is good, 30% of respondents rated it is very good, whereas, 20% have responded that it is average.

The calculated chi-Square value of 5.2 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is not rejected. A large majority (60%) of respondents have responded that the positive inspirational incentive from authorities is good, whereas, 20%, each, who considered it very good and average, respectively.

Table - 4.2.11: Bundi DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	d f	Level of Significance
Responsibilities	1(9.09%)	10(90.91%)	0	0	20.8124	3	.01
Risk taking behavior	3(27.27%)	7(63.64%)	1(9.09%)	0	7.54442	3	NS
Top-support	1(9.09%)	9(81.82%)	1(9.09%)	0	14.9998	3	.01
Feedback	0	9(81.82%)	1(9.09%)	1(9.09%)	14.9998	3	.01
Supportive HRD Climate	2(18.18%)	7(63.64%)	2(18.18%)	0	6.9999	3	NS
Openness versus Communication	1(9.09%)	9(81.82%)	1(9.09%)	0	14.9998	3	.01
Trust	4(36.36%)	6(54.55%)	1(9.09%)	0	5.3635	3	NS
Team Spirit	2(18.18%)	6(54.55%)	3(27.27%)	0	4.6363	3	NS
Collaboration	4(36.36%)	5(45.45%)	2(18.18%)	0	3.1817	3	NS
Reward	2(18.18%)	7(63.64%)	2(18.18%)	0	6.9999	3	NS

It is evident from Table 4.2.11 The calculated chi-Square value of 20.8124 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Responsibilities is rejected. A large majority (90.91%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is good, whereas, 9.09% have responded that it is vary good.

The calculated chi-Square value of 7.54442 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is not rejected. A large majority (63.64%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without

worrying about results is good, 27.27% respondent rated it is very good, whereas, 9.09% have responded that it is average.

The calculated chi-Square value of 14.9998 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-support is rejected. A large majority (81.82%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges, or senior faculty members is good, whereas, 9.09%, each, considered it very good and average, respectively.

The calculated chi-Square value of 14.9998 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is rejected. A large majority (81.82%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behavior is good, whereas, 9.09%, each, considered it average and poor, respectively.

The calculated chi-Square value of 6.9999 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Supportive HRD Climate is not rejected. A large majority (63.64%) of respondents have responded that the organizing of pre-service and in-service training programmes for professional development is good, whereas, 18.18%, each, considered it very good and average, respectively.

The calculated chi-Square value of 14.9998 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Openness versus Communication is rejected. A large majority (81.82%) of respondents have

responded that the freedom of expression is good, whereas, 9.09%, each, considered it very good and average, respectively.

The calculated chi-Square value of 5.3635 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is not rejected. A large majority (54.55%) of respondents have responded that the faith in the capabilities of employees is good, 36.36% of respondents rated it is very good, whereas, 9.09% have responded that it is average.

The calculated chi-Square value of 4.6363 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is not rejected. A large majority (54.55%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is good, 18.18% of respondents rated it is very good, whereas, 27.27% have responded that it is average.

The calculated chi-Square value of 3.1817 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is not rejected. A majority (45.45%) of respondent have responded that the co-operation among all working units for planning and execution of the institutional task is good, 36.36% of respondents rated it is very good, whereas, 18.18% have responded that it is average.

The calculated chi-Square value of 6.9999 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is not rejected. A large majority (63.64%) of respondents have responded that the

positive inspirational incentive from authorities is good, whereas, 18.18%, each considered it very good and average.

Table - 4.2.12: Dungarpur DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	0	6(75%)	2(25%)	0	8.5	3	.05
Risk taking behavior	1(12.5%)	4(50%)	3(37.5%)	0	2.5	3	NS
Top-support	0	6(75%)	2(25%)	0	8.5	3	.05
Feedback	0	4(50%)	3(37.5%)	1(12.5%)	2.5	3	NS
Supportive HRD Climate	1(12.5%)	3(37.5%)	4(50%)	0	2.5	3	NS
Openness versus Communication	0	4(50%)	3(37.5%)	1(12.5%)	2.5	3	NS
Trust	3(37.5%)	1(12.5%)	4(50%)	0	2.5	3	NS
Team Spirit	4(50%)	2(25%)	2(25%)	0	2.5	3	NS
Collaboration	0	6(75%)	1(12.5%)	1(12.5%)	7.5	3	NS
Reward	0	4(50%)	4(50%)	0	4.5	3	NS

It is evident from Table 4.2.12 that the computed chi-Square value of 8.5 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.5 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Responsibilities is rejected at .05 level. A large majority (75%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is good, whereas, 25% have responded that it is average.

The calculated chi-Square value of 2.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is not rejected. A large majority (50%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about results, whatsoever is good, 37.5% responded it is average, whereas, 12.5% have responded that it is very good.

The computed chi-Square value of 8.5 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.5 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Top-support is rejected at .05 level. A large majority (75%) of respondents have responded that the guidance in acquiring competencies from heads, in-charges, or senior faculty members is good, whereas, 25% have responded that it is average.

The calculated chi-Square value of 2.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is not rejected. A majority (50%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behavior are good, 37.5% respondents rated it is average, whereas, 12.5% have responded that it is poor.

The calculated chi-Square value of 2.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected. A majority (50%) of respondents have responded that the organizing of pre-service and in-service training programmes for professional development is average, 37.5% respondents rated it is good, whereas, 12.5% have responded that it is very good.

The calculated chi-Square value of 2.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Openness versus Communication is not rejected. A majority (50%) of respondents have responded that the freedom of expression is good, 37.5% respondents rated it is average, whereas, 12.5% have responded that it is poor.

The calculated chi-Square value of 2.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is not rejected. A large majority (50%) of respondents have responded that the faith in the capabilities of employees is average, 37.5% respondents rated it is very good, whereas, 12.5% have responded that it is good.

The calculated chi-Square value of 2.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is not rejected. A large majority (50%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is very good, whereas, 25%, each considered it good and average respectively.

The calculated chi-Square value of 7.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is not rejected. A large majority (75%) of respondents have responded that the cooperation among all working units for planning and execution of the institutional task is good, whereas, 12.5%, each, considered it average and poor respectively.

The calculated chi-Square value of 4.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Reward is not rejected. 50% respondents have responded that the positive inspirational incentive from authorities is good, whereas, 50% have responded that it is average.

Table - 4.2.13: Banswara DIET on factors of HRD Climate

Factor	Very Good	Good	Average	Poor	Chi-Square	df	Level of Significance
Responsibilities	0	5(62.5%)	3(37.5%)	0	5.5	3	NS
Risk taking behavior	0	7(87.5%)	0	1(12.5%)	12.5	3	.01
Top-support	0	5(62.5%)	1(12.5%)	2(25%)	4.5	3	NS
Feedback	0	2(25%)	1(12.5%)	5(62.5%)	4.5	3	NS
Supportive HRD Climate	0	5(62.5%)	2(25%)	1(12.5%)	4.5	3	NS
Openness versus Communication	0	6(75%)	2(25%)	0	8.5	3	.05
Trust	0	6(75%)	1(12.5%)	1(12.5%)	7.5	3	NS
Team Spirit	0	0	7(87.5%)	1(12.5%)	12.5	3	.01
Collaboration	0	0	8(100%)	0	18.5	3	.01
Reward	0	6(75%)	2(25%)	0	8.5	3	.05

It is evident from Table 4.2.13 that the calculated chi-Square value of 5.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Responsibilities is not rejected. A large majority (62.5%) of respondents have responded that the inspiration to take initiative towards faculty empowerment is good, whereas, 37.5% have responded that it is average.

The calculated chi-Square value of 12.5 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Risk taking behaviour is rejected. A large majority (87.5%) of respondents have responded that the positive reinforcement from seniors to try out new ideas without worrying about results, whatsoever is good 12.5% have responded that it is poor.

The calculated chi-Square value of 4.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Top-support is not rejected. A large majority (62.5%) of respondents have responded that the guidance in

acquiring competencies from heads, in-charges or senior faculty members is good, 25% respondent rated it is poor, whereas, 12.5% have responded that it is average.

The calculated chi-Square value of 4.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor feed back is not rejected. A large majority (62.5%) of respondents have responded that the positive comments or guidelines for improvement toward desired direction to reinforce development behaviour is poor, 25% respondent rated it as good, whereas, 12.5% have responded that it is average.

The calculated chi-Square value of 4.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Supportive HRD Climate is not rejected. A large majority (62.5%) of respondents have responded that the organizing of pre-service and in-service training programmes for professional development is good, 25% respondent rated it as average, whereas, 12.5% have responded that it is poor.

The computed chi-Square value of 8.5 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.5 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Openness versus Communication is rejected at .05 level. A large majority (75%) of respondents have responded that the freedom of expression is good, whereas, 25% have responded that it is average.

The calculated chi-Square value of 7.5 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Trust is not rejected.

A large majority (75%) of respondents have responded that the faith in the capabilities of employees is good, whereas, 12.5%, each, considered it average and poor, respectively.

The calculated chi-Square value of 12.5 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Team Spirit is rejected. A large majority (87.5%) of respondents have responded that the working jointly on institutional projects by sharing duties and responsibilities is average, whereas, 12.5% have responded that it is poor.

The calculated chi-Square value of 18.5 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis with respect to the factor Collaboration is rejected. All the (100%) respondents have responded that the cooperation among all working units for planning and execution of the institutional task is average.

The computed chi-Square value of 8.5 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.5 is greater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis with respect to the factor Reward is rejected at .05 level. A large majority (75%) of respondents have responded that the positive inspirational incentive from authorities is good, whereas, 25% have responded that it is average.

4.3 Intra –Zone Analysis and Interpretation on Factors of HRD Climate DIETs of Rajasthan

The same data of HRD Climate was analysed intra-zone. The details of the analysis and interpretation of data are presented as follows-

Table - 4.3.4: HRD Climate of DIETs of Jaipur Zone

DIETs	Very good	Good	Average	Poor	Row total
1. Alwar	0 (2.3)	11 (8.68)	0 (0)	0 (0)	11
2. Sikar	4 (1.68)	4 (6.32)	0 (0)	0 (0)	8
Column total	4	15	0	0	19
Chi-Square	df		Significance		
4.28	3		00		

It is evident from Table 4.3.4 that the computed value of chi-Square 4.28 is lesser than the table value of 7.815 at .05 levels of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference in the responses of the DIET Alwar and Sikar is not rejected.

Table - 4.3.5: HRD Climate of DIETs of Jodhpur Zone

DIETs	Very good	Good	Average	Poor	Row total
1. Jodhpur	1 (1.3)	11 (8.45)	1 (3.25)	0 (0)	13
2. Pali	1 (.7)	2 (4.55)	4 (1.75)	0 (0)	7
Column total	2	13	5	0	20
Chi-Square	df		Significance		
4.545	3		00		

It is evident from Table 4.3.5 that the computed value of chi-Square 4.545 is lesser than the table value of 7.815 at .05 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference in the responses of the DIET Jodhpur and Pali is not rejected.

Table - 4.3.6: HRD Climate of DIETs of Kota Zone

DIETs	Very good	Good	Average	Poor	Row total
1. Bundi	1 (1.57)	9 (8.90)	1 (.52)	0 (0)	11
2. Jhalawar	2 (1.43)	8 (8.09)	0 (.48)	0 (0)	10
Column total	3	17	1	0	21
Chi-Square	df		Significance		
.0452	3		00		

It is evident from Table 4.3.6 that the computed value of chi-Square .0452 is lesser than the table value of 7.815 at .05 levels of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference in the responses of the DIET Bundi and Jhalawar is not rejected.

It is evident from Table 4.4.1 that the computed value of Chi-Square, that is, 67.848 is greater than the table value of Chi-Square of 50.892 at .01 level of confidence against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the statement on responsibilities differ significantly. So, the null hypothesis that there will be no significant difference in the responses of the respondent of various DIETs is rejected.

Table - 4.4.2: HRD Climate of DIETs on the factor Risk taking behaviour

DIETs	Very good	Good	Average	Poor	Row total
1. Bhilwara	2 (1.92)	7 (5.52)	0 (1.26)	0 (0.3)	9
2. Nagaur	1 (2.77)	5 (7.97)	7 (1.82)	0 (0.43)	13
3. Bikaner	4 (2.56)	8 (7.36)	0 (1.68)	0 (0.4)	12
4. Churu	0 (2.56)	9 (7.36)	3 (1.68)	0 (.4)	12
5. Bharatpur	5 (2.98)	7 (8.58)	2 (1.96)	0 (0.46)	14
6. Karoli	4 (2.98)	8 (8.58)	1 (1.96)	1 (.46)	14
7. Sikar	2 (1.71)	5 (4.91)	1 (1.12)	0 (.26)	8
8. Alwar	4 (2.35)	6 (6.75)	1 (1.54)	0 (0.37)	11
9. Jhodpur	2 (2.77)	10 (9.97)	1 (1.82)	0 (.43)	13
10. Pali	1 (1.49)	3 (4.29)	0 (.29)	3 (.23)	7
11. Jhalawar	3 (2.13)	6 (6.13)	1 (1.4)	0 (0.33)	10
12. Bundi	3 (2.35)	7 (6.75)	1 (1.54)	0 (.37)	11
13. Dungarpur	1 (1.71)	4 (4.91)	3 (1.12)	0 (0.26)	8
14. Banawara	0 (1.71)	7 (4.91)	0 (1.12)	1 (.26)	8
Column total	32	92	21	05	150

Chi-Square df Significance
45.76 39 .05

It is evident from Table 4.4.2 that the computed value of Chi-Square, that is, 45.76 is lesser than the table value of Chi-Square of 50.892 at .01 level against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the

statement on risk taking behaviour do not differ significantly. So, the null hypothesis that there will be no significant differences in the responses of the respondent of various DIETs is not rejected.

The calculated Chi-Square value of 45.76 is grater than the table value of 43.773 at .05 level of confidence. So, the null hypothesis is rejected at .05 level.

Table - 4.4.3: HRD Climate of DIETs on the factor Top-support

DIETs	Very good	Good	Average	Poor	Row total
1. Bhilwara	1 (1.62)	3 (5.82)	1 (1.32)	4 (.24)	9
2. Nagaur	0 (2.34)	8 (8.41)	5 (1.91)	0 (.35)	13
3. Bikaner	4 (2.16)	8 (7.76)	0 (1.76)	0 (.32)	12
4. Churu	0 (2.16)	9 (7.76)	3 (1.76)	0 (.32)	12
5. Bharatpur	5 (2.52)	9 (9.05)	0 (2.05)	0 (.37)	14
6. Karoli	2 (2.52)	12 (9.05)	0 (2.05)	0 (.37)	14
7. Sikar	3 (1.44)	5 (5.17)	0 (1.17)	0 (.21)	8
8. Alwar	3 (1.98)	7 (7.11)	1 (1.61)	0 (.29)	11
9. Jhodpur	1 (2.34)	9 (8.41)	3 (1.91)	0 (.35)	13
10. Pali	0 (1.26)	3 (4.53)	4 (1.03)	0 (.18)	7
11. Jhalawar	2 (1.8)	8 (6.47)	0 (1.47)	0 (.26)	10
12. Bundi	1 (1.98)	9 (7.11)	1 (1.61)	0 (.29)	11
13. Dungarpur	0 (1.44)	6 (5.17)	2 (1.17)	0 (.21)	8
14. Banawara	5 (1.44)	1 (5.17)	2 (1.17)	0 (.21)	8
Column total	27	97	22	04	150

Chi-Square df Significance
80.48 39 .01

It is evident from Table 4.4.3 that the computed value of Chi-Square, that is, 80.48 is grater than the table value of Chi-Square of 50.892 at .01 level of confident against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the statement on top support differ significantly. So, the null hypothesis that

there will be no significant difference in the responses of the respondent of various DIETs is rejected.

Table - 4.4.4: HRD Climate of DIETs on the factor Feed back

DIETs	Very good	Good	Average	Poor	Row total
1. Bhilwara	0 (1.5)	3 (4.92)	4 (1.74)	2 (.84)	9
2. Nagaur	0 (2.16)	5 (7.11)	8 (2.51)	0 (1.21)	13
3. Bikaner	5 (2)	7 (6.56)	0 (2.32)	0 (1.12)	12
4. Churu	1 (2)	9 (6.56)	2 (2.32)	0 (1.12)	12
5. Bharatpur	5 (2.33)	7 (7.65)	2 (2.71)	0 (1.31)	14
6. Karoli	3 (2.33)	8 (7.65)	3 (2.71)	0 (1.31)	14
7. Sikar	4 (1.33)	4 (4.37)	0 (1.55)	0 (.75)	8
8. Alwar	3 (1.83)	6 (6.01)	0 (2.13)	2 (1.02)	11
9. Jhodpur	1 (2.16)	10 (7.11)	2 (2.51)	0 (1.21)	13
10. Pali	1 (1.17)	1 (3.83)	2 (1.35)	3 (.65)	7
11. Jhalawar	2 (1.67)	7 (5.47)	1 (1.93)	0 (.93)	10
12. Bundi	0 (1.83)	9 (6.01)	1 (2.13)	1 (1.02)	11
13. Dungarpur	0 (1.33)	4 (4.37)	3 (1.55)	1 (.75)	8
14. Banawara	0 (1.33)	2 (4.37)	1 (1.55)	5 (.75)	8
Column total	25	82	29	14	150

Chi-Square

df

Significance

63.68

39

.01

It is evident from Table 4.4.5 that the computed value of Chi-Square, that is, 63.68 is greater than the table value of Chi-Square of 50.892 at .01 level of confidence against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the statement on feed back differ significantly. So, the null hypothesis that there will be no significant difference in the responses of the respondent of various DIETs is rejected.

Table - 4.4.5: HRD Climate of DIETs on the factor Supportive HRD Climate

DIETs	Very good	Good	Average	Poor	Row total
1. Bhilwara	0 (1.56)	5 (5.88)	3 (1.38)	1 (.18)	9
2. Nagaur	0 (2.25)	9 (8.49)	4 (1.99)	0 (.26)	13
3. Bikaner	3 (2.08)	9 (7.84)	0 (1.84)	0 (.24)	12
4. Churu	0 (2.08)	11 (7.84)	1 (1.84)	0 (.24)	12
5. Bharatpur	7 (2.42)	6 (9.15)	1 (2.14)	0 (.28)	14
6. Karoli	4 (2.42)	9 (9.15)	1 (2.14)	0 (.28)	14
7. Sikar	2 (1.38)	6 (5.23)	0 (1.22)	0 (.16)	8
8. Alwar	3 (1.91)	6 (7.18)	2 (1.68)	0 (.22)	11
9. Jhodpur	1 (2.25)	12 (8.49)	0 (1.99)	0 (.26)	13
10. Pali	0 (1.21)	3 (4.57)	3 (1.07)	1 (.14)	7
11. Jhalawar	3 (1.73)	7 (6.53)	0 (1.53)	0 (.2)	10
12. Bundi	2 (1.91)	7 (7.18)	2 (1.68)	0 (.22)	11
13. Dungarpur	1 (1.38)	3 (5.23)	4 (1.22)	0 (.16)	8
14. Banawara	0 (1.38)	5 (5.23)	0 (1.22)	1 (.16)	8
Column total	26	98	23	3	150

Chi-Square

df

Significance

35.09

39

.00

It is evident from Table 4.4.5 that the computed value of Chi-Square, that is, 35.09 is lesser than the table value of Chi-Square of 43.773 at .05 level of confidence against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the statement on supportive HRD climate do not differ significantly. So, the null hypothesis that there will be no significant differences in the responses of the respondent of various DIETs is not rejected.

Table - 4.4.6: HRD Climate of DIETs on the factor Openness versus Communication

DIETs	Very good	Good	Average	Poor	Row total
1. Bhilwara	2 (1.56)	3 (5.82)	3 (1.44)	1 (.18)	9
2. Nagaur	0 (2.25)	8 (8.41)	5 (2.08)	0 (.26)	13
3. Bikaner	2 (2.08)	10 (7.76)	0 (1.92)	0 (.24)	12
4. Churu	0 (2.08)	9 (7.76)	3 (1.92)	0 (.24)	12
5. Bharatpur	5 (.87)	7 (9.05)	2 (2.24)	0 (.28)	14
6. Karoli	0 (.87)	13 (9.05)	1 (2.24)	0 (.28)	14
7. Sikar	3 (1.38)	5 (5.17)	0 (1.28)	0 (.16)	8
8. Alwar	5 (1.91)	6 (7.11)	0 (1.76)	0 (.22)	11
9. Jhodpur	4 (2.25)	8 (.41)	1 (2.08)	0 (.26)	13
10. Pali	0 (1.21)	4 (4.53)	2 (1.12)	1 (.14)	7
11. Jhalawar	4 (1.73)	5 (6.47)	1 (1.6)	0 (.2)	10
12. Bundi	1 (1.91)	9 (7.11)	1 (1.76)	0 (.22)	11
13. Dungarpur	0 (1.38)	4 (5.17)	3 (1.28)	1 (.16)	8
14. Banawara	0 (1.38)	6 (5.17)	2 (1.28)	0 (.16)	8
Column total	26	97	24	3	150

Chi-Square df Significance
44.43 39 .05

It is evident from Table 4.4.6 that the computed value of Chi-Square, that is, 44.43 is lesser than the table value of Chi-Square of 50.892 at .01 level against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the statement on openness versus communication do not differ significantly. So, the null hypothesis that there will be no significant differences in the responses of the respondent of various DIETs is not rejected.

The calculated Chi-Square value of 44.43 is greater than the table value of 43.773 at .05 level of confidence. So, the null hypothesis is rejected at .05 level.

Table - 4.4.7: HRD Climate of DIETs on the factor Trust

DIETs	Very good	Good	Average	Poor	Row total
1. Bhilwara	1 (2.28)	6 (4.98)	2 (1.44)	0 (.3)	9
2. Nagaur	1 (3.29)	9 (7.19)	3 (2.08)	0 (.43)	13
3. Bikaner	5 (3.04)	6 (6.64)	1 (1.92)	0 (.4)	12
4. Churu	0 (3.04)	8 (6.64)	4 (1.92)	0 (.4)	12
5. Bharatpur	6 (3.54)	6 (7.74)	1 (2.24)	1 (.46)	14
6. Karoli	3 (3.54)	8 (7.74)	1 (2.24)	2 (.46)	14
7. Sikar	6 (2.03)	2 (4.42)	0 (1.28)	0 (.26)	8
8. Alwar	0 (2.78)	9 (6.08)	1 (1.76)	1 (.37)	11
9. Jhodpur	6 (3.29)	6 (7.19)	1 (2.08)	0 (.43)	13
10. Pali	0 (1.77)	4 (3.87)	3 (1.12)	0 (.23)	7
11. Jhalawar	3 (2.53)	6 (7.19)	1 (1.6)	0 (.33)	10
12. Bundi	4 (2.78)	6 (6.08)	1 (1.76)	0 (.37)	11
13. Dungarpur	3 (2.03)	1 (4.42)	4 (1.28)	0 (.26)	8
14. Banawara	0 (2.03)	6 (4.42)	1 (1.28)	1 (.26)	8
Column total	38	83	24	5	150

Chi-Square	df	Significance
33.56	39	00

It is evident from Table 4.4.7 that the computed value of Chi-Square, that is, 33.56 is lesser than the table value of Chi-Square of 43.773 at .05 level of confidence against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the statement on trust do not differ significantly. So, the null hypothesis that

there will be no significant differences in the responses of the respondent of various DIETs is not rejected.

Table - 4.4.8: HRD Climate of DIETs on the factor Team Spirit

DIETs	Very good	Good	Average	Poor	Row total
1.Bhilwara	5 (2.28)	3 (4.62)	1 (1.98)	0 (.12)	9
2. Nagaur	3 (3.29)	7 (6.67)	2 (2.86)	1 (.17)	13
3. Bikaner	0 (3.04)	11 (6.16)	1 (2.64)	0 (.16)	12
4.Churu	0 (3.04)	8 (6.16)	4 (2.64)	0 (.16)	12
5. Bharatpur	6 (3.54)	5 (7.15)	3 (3.08)	0 (.18)	14
6. Karoli	3 (3.54)	8 (7.18)	3 (3.08)	0 (.18)	14
7. Sikar	6 (2.03)	1 (4.10)	1 (1.76)	0 (.11)	8
8. Alwar	3 (2.78)	8 (5.64)	0 (2.42)	0 (.14)	11
9. Jhodpur	2 (3.29)	9 (6.67)	2 (2.86)	0 (.17)	13
10. Pali	1 (1.77)	3 (3.59)	3 (1.54)	0 (.16)	7
11. Jhalawar	3 (2.53)	6 (5.13)	1 (2.2)	0 (.13)	10
12. Bundi	2 (2.78)	6 (5.64)	3 (2.42)	0 (.14)	11
13.Dungarpur	4 (2.03)	2 (4.10)	2 (1.76)	0 (.11)	8
14.Banawara	0 (2.03)	0 (4.10)	7 (1.76)	1 (.11)	8
Column total	38	77	33	02	150

Chi-Square df Significance
55.13 39 .01

It is evident from Table 4.4.8 that the computed value of Chi-Square, that is, 55.13 is grater than the table value of Chi-Square of 50.892 at .01 level of confident against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the statement on team sprit differ significantly. So, the null hypothesis that

there will be no significant difference in the responses of the respondent of various DIETs is rejected.

Table - 4.4.9: HRD Climate of DIETs on the factor Collaboration

DIETs	Very good	Good	Average	Poor	Row total
1.Bhilwara	2 (1.86)	4 (4.8)	3 (2.22)	0 (.12)	9
2. Nagaur	2 (2.68)	5 (6.93)	6 (3.21)	0 (.17)	13
3. Bikaner	4 (2.48)	8 (6.4)	0 (2.96)	0 (.16)	12
4.Churu	1 (2.48)	7 (6.4)	4 (2.96)	0 (.16)	12
5. Bharatpur	5 (2.89)	9 (7.47)	0 (3.45)	0 (.18)	14
6. Karoli	2 (2.89)	9 (7.47)	2 (3.45)	1 (.18)	14
7. Sikar	4 (1.65)	4 (4.26)	0 (1.97)	0 (.11)	8
8. Alwar	2 (2.27)	4 (5.86)	5 (2.71)	0 (.14)	11
9. Jhodpur	1 (2.68)	11 (6.93)	1 (3.21)	0 (.17)	13
10. Pali	1 (1.44)	3 (3.73)	3 (1.72)	0 (.09)	7
11. Jhalawar	3 (2.07)	5 (5.33)	2 (2.47)	0 (.13)	10
12. Bundi	4 (2.27)	5 (5.86)	2 (2.71)	0 (.14)	11
13.Dungarpur	0 (1.65)	6 (4.26)	1 (1.97)	1 (.11)	8
14.Banawara	0 (1.65)	0 (4.26)	8 (1.97)	0 (.11)	8
Column total	31	80	37	02	150

Chi-Square df Significance
52.28 39 .01

It is evident from Table 4.4.9 that the computed value of Chi-Square, that is, 52.82 is grater than the table value of Chi-Square of 50.892 at .01 level of confident against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the statement on collaboration differ significantly. So, the null hypothesis that

there will be no significant difference in the responses of the respondent of various DIETs is rejected.

Table - 4.4.10: HRD Climate of DIETs on the factor Reward

DIETs	Very good	Good	Average	Poor	Row total
1.Bhilwara	1 (1.26)	3 (5.28)	3 (1.8)	2 (.66)	9
2. Nagaur	1 (1.82)	7 (7.63)	4 (2.6)	1 (.95)	13
3. Bikaner	2 (1.68)	10 (7.04)	0 (2.4)	0 (.88)	12
4.Churu	0 (1.68)	10 (7.04)	2 (2.4)	0 (.88)	12
5. Bharatpur	6 (1.96)	5 (8.21)	1 (2.8)	2 (1.03)	14
6. Karoli	1 (1.96)	9 (8.21)	3 (2.8)	1 (1.02)	14
7. Sikar	1 (1.12)	7 (4.69)	0 (1.6)	0 (.58)	8
8. Alwar	2 (1.54)	4 (6.45)	3 (2.2)	2 (.81)	11
9. Jhodpur	2 (1.82)	8 (7.63)	3 (2.6)	0 (.95)	13
10. Pali	1 (.98)	2 (4.11)	1 (1.4)	3 (.51)	7
11. Jhalawar	2 (1.4)	6 (5.87)	2 (2)	0 (.73)	10
12. Bundi	2 (1.54)	7 (6.45)	2 (2.2)	0 (.81)	11
13.Dungarpur	0 (1.12)	4 (4.69)	4 (1.6)	0 (.58)	8
14.Banawara	0 (1.12)	6 (4.69)	2 (1.6)	0 (.58)	8
Column total	21	88	30	11	150

Chi-Square df Significance
48.48 39 .05

It is evident from Table 4.4.10 that the computed value of Chi-Square, that is, 48.48 is lesser than the table value of Chi-Square of 50.892 at .01 level against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the statement on reward do not differ significantly. So, the null hypothesis that there will

large majority (53.85%) of respondents have responded that the Human resource development climate of DIET Nagaur is good, whereas 46.15% have responded that it is average.

Table - 4.5.3 : Overall HRD Climate of the DIET Bikaner

DIET	Very good	Good	Average	Poor	Row Total
Bikaner	1(8.33%) (3)	11(91.67%) (3)	0 (3)	0 (3)	12
Chi-Square	df		Significance		
23.66	3		.01		

It is evident from Table 4.5.3 the calculated chi-Square value of 23.66 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is rejected. A large majority (91.67%) of respondents have responded that the Human resource development climate of DIET Bikaner is good, whereas 8.33% have responded that it is very good.

Table - 4.5.4: Overall HRD Climate of the DIET Churu

DIET	Very good	Good	Average	Poor	Row Total
Churu	0 (3)	11(91.67%) (3)	1(8.33%) (3)	0 (3)	12
Chi-Square	df		Significance		
23.66	3		.01		

It is evident from Table 4.5.4 that the calculated chi-Square value of 23.66 is greater than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is rejected. A large majority (91.67%) of respondent have responded that the Human resource development climate of DIET Churu is good, whereas, 8.33% have responded that it is average.

Table - 4.5.5: Overall HRD Climate of the DIET Bharatpur

DIET	Very good	Good	Average	Poor	Row Total
Bharatpur	5(35.71%) (3.5)	9(64.29%) (3.5)	0 (3.5)	0 (3.5)	14
Chi-Square	df		Significance		
12.56	3		.01		

It is evident from Table 4.5.13 The computed chi-Square value of 8.5 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.5 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis is rejected at .05 level. A large majority (75%) of respondents have responded that the Human resource development climate of DIET Dungarpur is good, whereas, 25% have responded that it is average.

Table - 4.5.14: Overall HRD Climate of the DIET Banswara

DIET	Very good	Good	Average	Poor	Row Total
Banswara	0 (2)	6(75%) (2)	2(25%) (2)	0 (2)	8

Chi-Square	df	significance
8.5	3	.05

It is evident from Table 4.5.14 that the computed chi-Square value of 8.5 is lesser than the table value of 11.345 at .01 level of confidence against 3 degree of freedom. So, the null hypothesis that there will be no significant difference between observed frequencies and expected frequencies against equality hypothesis is not rejected.

The computed chi-Square value of 8.5 is grater than the table value of 7.815 at .05 level of confidence. So, the null hypothesis is rejected at .05 level. A large majority (75%) of respondents have responded that the Human resource development climate of DIET Banswara is good, whereas, 25% have responded that it is average.

4.6 Analysis and Interpretation of HRD Climate of All The DIETs

The HRD Climate of all the DIETs was analyzed. The analysis and interpretation of data are presented as follows:

Table - 4.6.1: HRD Climate of all the DIETs

DIETs	Very good	Good	Average	Poor	Row total
1. Bhilwara	1 (1.02)	4 (6.72)	4 (1.26)	0 (0)	9
2. Nagaur	0 (1.47)	7 (9.71)	6 (1.82)	0 (0)	13
3. Bikaner	1 (1.36)	11 (8.96)	0 (1.69)	0 (0)	12
4. Churu	0 (1.36)	11 (8.96)	1 (1.68)	0 (0)	12
5. Bharatpur	5 (1.59)	9 (10.45)	0 (1.96)	0 (0)	14
6. Karoli	1 (1.59)	13 (10.45)	0 (1.96)	0 (0)	14
7. Sikar	4 (.91)	4 (5.97)	0 (1.12)	0 (0)	8
8. Alwar	0 (1.25)	11 (8.21)	0 (1.54)	0 (0)	11
9. Jhodpur	1 (1.47)	11 (9.71)	1 (1.82)	0 (0)	13
10. Pali	1 (.79)	2 (5.23)	4 (.98)	0 (0)	7
11. Jhalawar	2 (1.13)	8 (7.47)	0 (1.4)	0 (0)	10
12. Bundi	1 (1.25)	9 (8.21)	1 (1.54)	0 (0)	11
13. Dungarpur	0 (.91)	6 (5.97)	2 (1.12)	0 (0)	8
14. Banawara	0 (.91)	6 (5.97)	2 (1.12)	0 (0)	8
Column total	17	112	21	0	150

Chi-Square df Significance
42.92 39 00

It is evident from Table 4.6.1 that the computed value of Chi-Square, that is, 42.92 is lesser than the table value of 43.773 at .05 level of confidence against 39 degree of freedom. So, the responses of the respondent of the 14 DIETs against the Human resource development climate in the DIETs of Rajasthan State do not differ significantly. So, the null hypothesis that there will be no significant differences in the responses of the respondent of various DIETs of the Rajasthan State is not rejected.

4.7 Analysis and Interpretation of HRD Climate on the basis of Perception of Non-Teaching Staffs of DIETs

In the questionnaire for non-teaching staffs of DIETs, there were total thirty five questions. Out of these thirty five questions, one was open ended question. For the purpose of data collection, the questionnaire was given to one hundred twenty one non-teaching staffs. The analysis and interpretation of data are presented as follows-

Table - 4.7.1: HRD Climate of the DIET Bhilwara on the basis of the perception of the Non-Teaching Staff (N=10)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	90	10
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	100	00
3.	Whether senior officers take active interest to help their juniors in their job?	80	20
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	70	30
5.	Whether job rotation in the DIET facilitates development of employees?	20	80
6.	Whether staff works co-operatively?	90	10
7.	Whether you are afraid to express your feelings with your colleagues?	20	80
8.	Whether responsibility of printing question papers and their distribution is given to you?	10	90
9.	Whether responsibility of conducting examination is given to you?	60	40
10.	Whether your co-operation is taken in administration policy matters?	20	80
11.	Whether emphasis is given on the decision taken in the staff meetings?	60	40

12.	Whether your participation is taken in the confidential official matters?	60	40
13.	Whether professional guidance is given by the senior member of the faculty / principal?	90	10
14.	Whether your suggestion is taken seriously in the financial matter?	40	60
15.	Whether you deal with all the financial matter rapidly?	40	60
16.	Whether your cooperation is taken in distribution of salary?	20	80
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	60	40
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	60	40
19.	Whether you skillfully complete any job assigned by the Principal?	80	20
20.	Whether you are well maintaining all the official files?	60	40
21.	Whether the staff members help you solve your problems?	60	40
22.	Whether you maintain the records always in time?	60	40
23.	Whether you are maintaining proper account of all the articles purchased?	50	50
24.	Whether the Principal works in impartial manner?	60	40
25.	Whether the Principal motivates you for higher achievements?	80	20
26.	Whether the Principal supervises institutional activities effectively?	90	10
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	70	30
28.	Whether the Principal makes continuous efforts for development of facilities?	90	10
29.	Whether all the staff members co-operate principal?	80	20
30.	Whether all the staff members contribute for progress of institution?	90	10

31.	Whether the staff contribute in development of institution?	90	10
32.	Do you enjoy all kinds of work?	90	10
33.	Whether the workload is according to abilities?	80	20
34.	Whether you have much workload?	50	50

Table 4.7.1 gives the percentage of non-teaching staffs of DIET Bhilwara with reference to Human Resource Development Climate perception. 90% respondents found that principal of DIET Bhilwara goes out of way to make sure that staff enjoys their work.

All the respondents (100%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

80% respondents felt that senior officers help their juniors in their job, whereas, 20% have responded that they do not help.

70% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

20% respondents felt that job rotation in the DIET facilitates in development of employees, whereas, 80% have responded that it does not.

90% respondents perceived that staff works co-operatively.

20% respondents responded that they were afraid to express their feelings to their colleagues, whereas, 80% said that they were not afraid to express their feelings.

10% respondents responded that they were given responsibility of printing question papers and their distribution.

60% respondents reported that they were given responsibility of conducting examination.

20% respondents felt that their co-operation is taken in administration policy matters, whereas, 80% have responded that their co-operation is not taken.

60% respondents reported that emphasis is given on the decision taken in the staff meetings.

60% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (90%) responded that professional guidance is given to them by the senior faculty member and principal.

40% respondents have responded that their suggestions were taken seriously in the financial matter.

40% respondents felt that they deal with all the financial matter rapidly.

20% respondents reported that their co-operation is taken in distribution of salary.

60% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

60% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (80%) felt that they completed the jobs assigned by the principal, skillfully.

60% respondents reported that they were well maintaining all the official files.

60% respondents reported that the staff members helped them in solving their problems.

60% staff felt that they maintaining the records always in time.

50% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (60%) found that principal works in impartial manner.

80% respondents found that principal would motivate them for higher achievements.

90% respondents reported that the Principal supervises institutional activities effectively.

70% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (90%) reported that principal makes continuous efforts for development of facilities.

80% respondents felt that all the staff members co-operated with the principal.

90% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

A majority of respondents (90%) reported that all the staff (academic staff) contribute in development of institution.

90% respondents felt that they enjoyed all kinds of work.

80% respondents reported that their workload is according to their abilities.

50% respondents reported that they have much workload, whereas 50% found that they have no workload.

Suggestions were asked from the non-teaching staff about working place (Question No. 35, Appendix-). Suggestions were- 1. Bicycle and overtime allowance be provided, 2. Electricity should be available, 3. Boundary wall should be constructed, 4. Principal should permit leave to the IV Class staff, 5. Non-teaching staff should be appointed, 6. Computer operator should be appointed.

Table - 4.7.2: HRD Climate of the DIET Nagaur on the basis of the perception of the Non-Teaching Staff (N=8)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	100	00
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	87.5	12.5
3.	Whether senior officers take active interest to help their juniors in their job?	87.5	12.5
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	75	25
5.	Whether job rotation in the DIET facilitates development of employees?	87.5	12.5
6.	Whether staff works co-operatively?	87.5	12.5
7.	Whether you are afraid to express your feelings with your colleagues?	87.5	12.5
8.	Whether responsibility of printing question papers and their distribution is given to you?	75	25
9.	Whether responsibility of conducting examination is given to	62.5	37.5

	you?		
10.	Whether your co-operation is taken in administration policy matters?	75	25
11.	Whether emphasis is given on the decision taken in the staff meetings?	62.5	37.5
12.	Whether your participation is taken in the confidential official matters?	87.5	12.5
13.	Whether professional guidance is given by the senior member of the faculty / principal?	62.5	37.5
14.	Whether your suggestion is taken seriously in the financial matter?	62.5	37.5
15.	Whether you deal with all the financial matter rapidly?	75	25
16.	Whether your cooperation is taken in distribution of salary?	75	25
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	100	00
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	50	50
19.	Whether you skillfully complete any job assigned by the Principal?	87.5	12.5
20.	Whether you are well maintaining all the official files?	100	00
21.	Whether the staff members help you solve your problems?	100	00
22.	Whether you maintain the records always in time?	100	00
23.	Whether you are maintaining proper account of all the articles purchased?	87.5	12.5
24.	Whether the Principal works in impartial manner?	87.5	12.5
25.	Whether the Principal motivates you for higher achievements?	87.5	12.5
26.	Whether the Principal supervises institutional activities effectively?	100	00
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	100	00

28.	Whether the Principal makes continuous efforts for development of facilities?	75	25
29.	Whether all the staff members co-operate principal?	50	50
30.	Whether all the staff members contribute for progress of institution?	75	25
31.	Whether the staff contribute in development of institution?	87.5	12.5
32.	Do you enjoy all kinds of work?	100	00
33.	Whether the workload is according to abilities?	87.5	12.5
34.	Whether you have much workload?	87.5	12.5

Table 4.7.2 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 100% respondents found that principal of DIET Nagaur goes out of way to make sure that staff enjoys their work.

A majority of respondents (87.5%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

87.5% respondents felt that senior officers help their juniors in their job, whereas, 12.5% have responded that they do not help.

75% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

87.5% respondents felt that job rotation in the DIET facilitates in development of employees, whereas, 12.5% have responded that it does not.

87.5% respondents perceived that staff works co-operatively.

87.5% respondents responded that they were afraid to express their feelings to their colleagues, whereas, 12.5% said that they were not afraid to express their feelings.

75% respondents responded that they were given responsibility of printing question papers and their distribution.

62.5% respondents reported that they were given responsibility of conducting examination.

75% respondents felt that their co-operation is taken in administration policy matters, whereas, 25% have responded that their co-operation is not taken.

62.5% respondents reported that emphasis is given on the decision taken in the staff meetings.

87.5% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (62.5%) responded that professional guidance is given to them by the senior faculty member and principal.

62.5% respondents felt that their suggestion is taken seriously in the financial matter.

75% respondents felt that they deal with all the financial matter rapidly.

A majority of respondents (75%) reported that their co-operation is taken in distribution of salary.

100% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

50% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (87.5%) felt that they completed the jobs assigned by the principal, skillfully.

100% respondents reported that they were well maintaining all the official files.

100% respondents reported that the staff members helped them in solving their problems.

100% staff felt that they were maintaining the records always in time.

87.5% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (87.5%) found that principal works in impartial manner. 87.5% respondents found that principal would motivate them for higher achievements.

All the respondents (100%) reported that principal supervises institutional activities effectively.

100% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (75%) reported that principal makes continuous efforts for development of facilities.

50% respondents felt that all the staff members co-operated with the principal.

75% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

A majority of respondents (87.5%) reported that all the staff (academic staff) contribute in development of institution.

100% respondents felt that they enjoyed all kinds of work.

87.5% respondents reported that their workload is according to their abilities.

87.5% respondents reported that they have much workload, whereas only 12.5% found that they have no workload.

Suggestions were asked from the non-teaching staff about working place (Question No. 35, Appendix-). Suggestions were- 1. Drinking water should be facilitated 2. Non-teaching staff should be appointed, 4. Computer operator should be appointed.

Table - 4.7.3: HRD Climate of the DIET Bikaner on the basis of the perception of the Non-Teaching Staff (N=10)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	100	00
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	100	00
3.	Whether senior officers take active interest to help their juniors in their job?	60	40
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	80	20
5.	Whether job rotation in the DIET facilitates development of employees?	70	30
6.	Whether staff works co-operatively?	80	20
7.	Whether you are afraid to express your feelings with your	90	10

	colleagues?		
8.	Whether responsibility of printing question papers and their distribution is given to you?	70	30
9.	Whether responsibility of conducting examination is given to you?	50	50
10.	Whether your co-operation is taken in administration policy matters?	60	40
11.	Whether emphasis is given on the decision taken in the staff meetings?	100	00
12.	Whether your participation is taken in the confidential official matters?	90	10
13.	Whether professional guidance is given by the senior member of the faculty / principal?	100	00
14.	Whether your suggestion is taken seriously in the financial matter?	100	00
15.	Whether you deal with all the financial matter rapidly?	80	20
16.	Whether your cooperation is taken in distribution of salary?	90	10
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	70	30
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	90	10
19.	Whether you skillfully complete any job assigned by the Principal?	60	40
20.	Whether you are well maintaining all the official files?	70	30
21.	Whether the staff members help you solve your problems?	90	10
22.	Whether you maintain the records always in time?	90	10
23.	Whether you are maintaining proper account of all the articles purchased?	100	00
24.	Whether the Principal works in impartial manner?	100	00
25.	Whether the Principal motivates you for higher achievements?	70	30

26.	Whether the Principal supervises institutional activities effectively?	100	00
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	90	10
28.	Whether the Principal makes continuous efforts for development of facilities?	90	10
29.	Whether all the staff members co-operate principal?	80	20
30.	Whether all the staff members staff contribute for progress of institution?	80	20
31.	Whether the staff contribute in development of institution?	90	10
32.	Do you enjoy all kinds of work?	70	30
33.	Whether the workload is according to abilities?	90	10
34.	Whether you have much workload?	90	10

Table 4.7.3 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 100% respondents found that principal of DIET Bikaner goes out of way to make sure that staff enjoys their work.

A majority of respondents (100%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

60% respondents felt that senior officers help their juniors in their job.

80% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

70% respondents felt that job rotation in the DIET facilitates in development of employees whereas, 30% responded that it does not.

80% respondents perceived that staff works co-operatively.

90% respondents responded that they were afraid to express their feelings to their colleagues, whereas, 10% said that they were not afraid to express their feelings.

70% respondents responded that they were given responsibility of printing question papers and their distribution.

50% respondents reported that they were given responsibility of conducting examination.

60% respondents felt that their co-operation is taken in administration policy matters.

100% respondents reported that emphasis is given on the decision taken in the staff meetings.

90% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (100%) responded that professional guidance is given to them by the senior faculty member and principal.

100% respondents felt that their suggestion is taken seriously in the financial matter.

80% respondents felt that they deal with all the financial matter rapidly.

A majority of respondents (90%) reported that their co-operation is taken in distribution of salary.

70% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

90% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (60%) felt that they completed the jobs assigned by the principal, skillfully.

70% respondents reported that they were well maintaining all the official files.

90% respondents reported that the staff members helped them in solving their problems.

90% staff felt that they were maintaining the records always in time.

100% respondents reported that they were maintaining proper accounts of all the articles purchased.

All the respondents (100%) found that the principal works in impartial manner.

70% respondents found that principal would motivate them for higher achievements.

All the respondents (100%) reported that principal supervises institutional activities effectively.

90% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (90%) reported that the principal makes continuous efforts for development of facilities.

80% respondents felt that all the staff members co-operated with the principal.

80% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

90% respondents reported that all the staffs (academic staff) contribute in development of institution.

70% respondents felt that they enjoyed all kinds of work.

90% respondents reported that their workload is according to their abilities.

90% respondents reported that they have much workload, whereas, 10% found that they have less workload.

Table - 4.7.4: HRD Climate of the DIET Churu on the basis of the perception of the Non-Teaching Staff (N=9)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	77.8	22.2
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	88.9	11.1
3.	Whether senior officers take active interest to help their juniors in their job?	66.7	33.3
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	77.8	22.2
5.	Whether job rotation in the DIET facilitates development of employees?	66.7	33.3
6.	Whether staff works co-operatively?	55.6	44.4
7.	Whether you are afraid to express your feelings with your colleagues?	77.8	22.2
8.	Whether responsibility of printing question papers and their	77.8	22.2

	distribution is given to you?		
9.	Whether responsibility of conducting examination is given to you?	77.8	22.2
10.	Whether your co-operation is taken in administration policy matters?	77.8	22.2
11.	Whether emphasis is given on the decision taken in the staff meetings?	55.6	44.4
12.	Whether your participation is taken in the confidential official matters?	77.8	22.2
13.	Whether professional guidance is given to the senior member of the faculty / principal?	55.6	44.4
14.	Whether your suggestion is taken seriously in the financial matter?	77.8	22.2
15.	Whether you deal with all the financial matter rapidly?	77.8	22.2
16.	Whether your cooperation is taken in distribution of salary?	88.9	11.1
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	88.9	11.1
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	44.4	55.6
19.	Whether you skillfully complete any job assigned by the Principal?	66.7	33.3
20.	Whether you are well maintaining all the official files?	100	00
21.	Whether the staff members help you solve your problems?	100	00
22.	Whether you maintain the records always in time?	100	00
23.	Whether you are maintaining proper account of all the articles purchased?	88.9	11.1
24.	Whether the Principal works in impartial manner?	88.9	11.1
25.	Whether the Principal motivates you for higher achievements?	66.7	33.3
26.	Whether the Principal supervises institutional activities effectively?	55.6	44.4

27.	Whether the leadership style of Principal leads to democratic environment in the institution?	66.7	33.3
28.	Whether the Principal makes continuous efforts for development of facilities?	88.9	11.1
29.	Whether all the staff members co-operate principal?	88.9	11.1
30.	Whether all the staff members contribute for progress of institution?	100	00
31.	Whether the staff contribute in development of institution?	100	00
32.	Do you enjoy any kind of work?	55.6	44.4
33.	Whether the workload is according to abilities?	22.2	77.8
34.	Whether you have much workload?	22.2	77.8

Table 4.7.4 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 77.8% respondents found that principal of DIET Churu goes out of way to make sure that staff enjoys their work.

A majority of respondents (88.9%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

66.7% respondents felt that senior officers help their juniors in their job.

77.8% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

66.7% respondents felt that job rotation in the DIET facilitates in development of employees whereas, 33.3% have responded that it does not.

55.6% respondents perceived that staff works co-operatively.

77.8% respondents responded that they were afraid to express their feelings to their colleagues, whereas, 22.2% said that they were not afraid to express their feelings.

77.8% respondents responded that they were given responsibility of printing question papers and their distribution.

77.8% respondents reported that they were given responsibility of conducting examination.

77.8% respondents felt that their co-operation is taken in administration policy matters.

55.6% respondents reported that emphasis is given on the decision taken in the staff meetings.

77.8% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (55.6%) responded that professional guidance is given to them by the senior faculty member and principal.

77.8% respondents felt that their suggestion is taken seriously in the financial matter.

77.8% respondents felt that they deal with all the financial matter rapidly.

A majority of respondents (88.9%) reported that their co-operation is taken in distribution of salary.

88.9% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

44.4% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (66.7%) felt that they completed the jobs assigned by the principal, skillfully.

100% respondents reported that they were well maintaining all the official files.

100% respondents reported that the staff members helped them in solving their problems.

100% staff felt that they were maintaining the records always in time.

88.9% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (88.9%) found that principal works in impartial manner.

66.7% respondents found that the principal would motivate them for higher achievements.

A majority of respondents (55.6%) reported that principal supervises institutional activities effectively.

66.7% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (88.9%) reported that principal makes continuous efforts for development of facilities.

88.9% respondents felt that all the staff members co-operated with the principal.

100% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

100% respondents reported that all the staffs (academic staff) contribute in development of institution.

55.6% respondents felt that they enjoyed all kinds of work.

22.2% respondents reported that their workload is according to their abilities.

22.2% respondents reported that they have much workload, whereas, 77.8% found that they have less workload.

Suggestions were asked from the non-teaching staff about working place (Question No. 35, Appendix-). Suggestions were- 1. Drinking water should be facilitated, 2. Electricity should be available, 3. Non-teaching staff should be appointed, 5. Computer operator should be appointed.

Table - 4.7.5: HRD Climate of the DIET Bharatpur on the basis of the perception of the Non-Teaching Staff (N=10)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	100	00
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	70	30
3.	Whether senior officers take active interest to help their juniors in their job?	70	30
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	40	60
5.	Whether job rotation in the DIET facilitates development of	40	60

	employees?		
6.	Whether staff works co-operatively?	10	90
7.	Whether you are afraid to express your feelings with your colleagues?	30	70
8.	Whether responsibility of printing question papers and their distribution is given to you?	50	50
9.	Whether responsibility of conducting examination is given to you?	60	40
10.	Whether your co-operation is taken in administration policy matters?	70	30
11.	Whether emphasis is given on the decision taken in the staff meetings?	70	30
12.	Whether your participation is taken in the confidential official matters?	50	50
13.	Whether professional guidance is given by the senior member of the faculty / principal?	60	40
14.	Whether your suggestion is taken seriously in the financial matter?	80	20
15.	Whether you deal with all the financial matter rapidly?	70	30
16.	Whether your cooperation is taken in distribution of salary?	50	50
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	50	50
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	40	60
19.	Whether you skillfully complete any job assigned by the Principal?	40	60
20.	Whether you are well maintaining all the official files?	60	40
21.	Whether the staff members help you solve your problems?	60	40
22.	Whether you maintain the records always in time?	60	40
23.	Whether you are maintaining proper account of all the articles	80	20

	purchased?		
24.	Whether the Principal works in impartial manner?	70	30
25.	Whether the Principal motivates you for higher achievements?	80	20
26.	Whether the Principal supervises institutional activities effectively?	80	20
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	80	20
28.	Whether the Principal makes continuous efforts for development of facilities?	100	00
29.	Whether all the staff members co-operate principal?	90	10
30.	Whether all the staff members contribute for progress of institution?	70	30
31.	Whether the staff contribute in development of institution?	50	50
32.	Do you enjoy all kinds of work?	30	70
33.	Whether the workload is according to abilities?	30	70
34.	Whether you have much workload?	30	70

Table 4.7.5 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 100% respondents found that principal of DIET Bharatpur goes out of way to make sure that staff enjoys their work.

A majority of respondents (70%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

70% respondents felt that senior officers help their juniors in their job.

40% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

40% respondents felt that job rotation in the DIET facilitates in development of employees whereas, 60% have responded that it does not.

10% respondents perceived that staff works co-operatively.

30% respondents responded that they were afraid to express their feelings to their colleagues, whereas, 70% said that they were not afraid to express their feelings.

50% respondents responded that they were given responsibility of printing question papers and their distribution.

60% respondents reported that they were given responsibility of conducting examination.

70% respondents felt that their co-operation is taken in administration policy matters.

70% respondents reported that emphasis is given on the decision taken in the staff meetings.

50% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (60%) responded that professional guidance is given to them by the senior faculty member and principal.

80% respondents felt that their suggestion is taken seriously in the financial matter.

70% respondents felt that they deal with all the financial matter rapidly.

A majority of respondents (50%) reported that their co-operation is taken in distribution of salary.

50% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

40% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

40% respondents felt that they completed the jobs assigned by the principal, skillfully.

60% respondents reported that they were well maintaining all the official files.

60% respondents reported that the staff members helped them in solving their problems.

60% staff felt that they were maintaining the records always in time.

80% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (70%) found that principal works in impartial manner.

80% respondents found that the principal would motivate them for higher achievements.

A majority of respondents (80%) reported that the principal supervises institutional activities effectively.

80% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (100%) reported that principal makes continuous efforts for development of facilities.

90% respondents felt that all the staff members co-operated with the principal.

70% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

50% respondents reported that all the staffs (academic staff) contribute in development of institution.

30% respondents felt that they enjoyed all kinds of work.

30% respondents reported that their workload is according to their abilities.

30% respondents reported that they have much workload, whereas, 70% found that they have less workload.

Table - 4.7.6: HRD Climate of the DIET Karoli on the basis of the perception of the Non-Teaching Staff (N=9)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	44.4	55.6
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	100	00
3.	Whether senior officers take active interest to help their juniors in their job?	100	00
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	55.6	44.4
5.	Whether job rotation in the DIET facilitates development of employees?	55.6	44.4

6.	Whether staff works co-operatively?	55.6	44.4
7.	Whether you are afraid to express your feelings with your colleagues?	77.7	22.2
8.	Whether responsibility of printing question papers and their distribution is given to you?	55.6	44.4
9.	Whether responsibility of conducting examination is given to you?	88.9	11.1
10.	Whether your co-operation is taken in administration policy matters?	100	00
11.	Whether emphasis is given on the decision taken in the staff meetings?	100	00
12.	Whether your participation is taken in the confidential official matters?	100	00
13.	Whether professional guidance is given by the senior member of the faculty / principal?	77.8	22.2
14.	Whether your suggestion is taken seriously in the financial matter?	88.9	11.1
15.	Whether you deal with all the financial matter rapidly?	88.9	11.1
16.	Whether your cooperation is taken in distribution of salary?	88.9	11.1
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	88.9	11.1
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	66.7	33.3
19.	Whether you skillfully complete any job assigned by the Principal?	77.8	22.2
20.	Whether you are well maintaining all the official files?	88.9	11.1
21.	Whether the staff members help you solve your problems?	66.7	33.3
22.	Whether you maintain the records always in time?	77.8	22.2
23.	Whether you are maintaining proper account of all the articles purchased?	77.8	22.2

24.	Whether the Principal works in impartial manner?	88.9	11.1
25.	Whether the Principal motivates you for higher achievements?	100	00
26.	Whether the Principal supervises institutional activities effectively?	100	00
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	77.8	22.2
28.	Whether the Principal makes continuous efforts for development of facilities?	88.9	11.1
29.	Whether all the staff members co-operate principal?	100	00
30.	Whether all the staff members contribute for progress of institution?	88.9	11.1
31.	Whether the staff contribute in development of institution?	55.6	44.4
32.	Do you enjoy all kinds of work?	44.4	55.6
33.	Whether the workload is according to abilities?	33.3	66.7
34.	Whether you have much workload?	33.3	66.7

Table 4.7.6 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 44.4% respondents found that principal of DIET Karoli goes out of way to make sure that staff enjoys their work.

All the respondents (100%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

100% respondents felt that senior officers help their juniors in their job.

55.6% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

55.6% respondents felt that job rotation in the DIET facilitates in development of employees, whereas, 44.4% have responded that it does not.

55.6% respondents perceived that staff works co-operatively.

77.7% respondents responded that they were afraid to express their feelings to their colleagues, whereas, 22.2% said that they were not afraid to express their feelings.

55.6% respondents responded that they were given responsibility of printing question papers and their distribution.

88.9% respondents reported that they were given responsibility of conducting examination.

100% respondents felt that their co-operation is taken in administration policy matters.

100% respondents reported that emphasis is given on the decision taken in the staff meetings.

100% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (77.8%) responded that professional guidance is given to them by the senior faculty member and principal.

88.9% respondents felt that their suggestion is taken seriously in the financial matter.

88.9% respondents felt that they deal with all the financial matter rapidly.

A majority of respondents (88.9%) reported that their co-operation is taken in distribution of salary.

88.9% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

66.7% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (77.8%) felt that they completed the jobs assigned by the principal, skillfully.

88.9% respondents reported that they were well maintaining all the official files.

66.7% respondents reported that the staff members helped them in solving their problems.

77.8% staff felt that they were maintaining the records always in time.

77.8% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (88.9%) found that principal works in impartial manner.

100% respondents found that the principal would motivate them for higher achievements.

All of the respondents (100%) reported that the principal supervises institutional activities effectively.

77.8% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (88.9%) reported that principal makes continuous efforts for development of facilities.

100% respondents felt that all the staff members co-operated with the principal.

88.9% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

A majority of respondents (55.6%) reported that all the staffs (academic staff) contribute in development of institution.

44.4% respondents felt that they enjoyed all kinds of work.

33.3% respondents reported that their workload is according to their abilities.

33.3% respondents reported that they have much workload, whereas, 66.7% found that they have less workload.

Table - 4.7.7: HRD Climate of the DIET Sikar on the basis of the perception of the Non-Teaching Staff (N=6)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	100	00
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	100	00
3.	Whether senior officers take active interest to help their juniors in their job?	100	00
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	50	50
5.	Whether job rotation in the DIET facilitates development of	100	00

	employees?		
6.	Whether staff works co-operatively?	100	00
7.	Whether you are afraid to express your feelings with your colleagues?	100	00
8.	Whether responsibility of printing question papers and their distribution is given to you?	16.7	83.3
9.	Whether responsibility of conducting examination is given to you?	83.3	16.7
10.	Whether your co-operation is taken in administration policy matters?	100	00
11.	Whether emphasis is given on the decision taken in the staff meetings?	16.7	83.3
12.	Whether your participation is taken in the confidential official matters?	100	00
13.	Whether professional guidance is given by the senior member of the faculty / principal?	100	00
14.	Whether your suggestion is taken seriously in the financial matter?	100	00
15.	Whether you deal with all the financial matter rapidly?	100	00
16.	Whether your cooperation is taken in distribution of salary?	100	00
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	100	00
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	100	00
19.	Whether you skillfully complete any job assigned by the Principal?	100	00
20.	Whether you are well maintaining all the official files?	100	00
21.	Whether the staff members help you solve your problems?	100	00
22.	Whether you maintain the records always in time?	100	00
23.	Whether you are maintaining proper account of all the articles	83.3	16.7

	purchased?		
24.	Whether the Principal works in impartial manner?	33.3	66.7
25.	Whether the Principal motivates you for higher achievements?	100	00
26.	Whether the Principal supervises institutional activities effectively?	100	00
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	100	00
28.	Whether the Principal makes continuous efforts for development of facilities?	100	00
29.	Whether all the staff members co-operate principal?	100	00
30.	Whether all the staff members contribute for progress of institution?	100	00
31.	Whether the staff contribute in development of institution?	100	00
32.	Do you enjoy all kinds of work?	100	00
33.	Whether the workload is according to abilities?	100	00
34.	Whether you have much workload?	100	00

Table 4.7.7 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 100% respondents found that principal of DIET Sikar goes out of way to make sure that staff enjoys their work.

All the respondents (100%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

100% respondents felt that senior officers help their juniors in their job.

50% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

100% respondents felt that job rotation in the DIET facilitates in development of employees.

100% respondents perceived that staff works co-operatively.

100% respondents responded that they were afraid to express their feelings to their colleagues.

16.7% respondents responded that they were given responsibility of printing question papers and their distribution.

83.3% respondents reported that they were given responsibility of conducting examination.

100% respondents felt that their co-operation is taken in administration policy matters.

16.7% respondents reported that emphasis is given on the decision taken in the staff meetings.

100% respondents reported that their participation is taken in the confidential official matters.

All the respondents (100%) responded that professional guidance is given to them by the senior faculty member and principal.

100% respondents felt that their suggestion is taken seriously in the financial matter.

100% respondents felt that they deal with all the financial matter rapidly.

All the respondents (100%) reported that their co-operation is taken in distribution of salary.

100% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

100% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

All the respondents (100%) felt that they were completed job skillfully, assigned by the principal.

100% respondents reported that they were well maintaining all the official files.

100% respondents reported that the staff members were them in solving their problems.

100% staff felt that they were maintaining the records always in time.

83.3% respondents reported that they were maintaining proper accounts of all the articles purchased.

33.3% respondents found that the principal works in impartial manner.

100% respondents found that the principal would motivate them for higher achievements.

All the respondents (100%) reported that principal supervises institutional activities effectively.

100% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (100%) reported that principal makes continuous efforts for development of facilities.

100% respondents felt that all the staff members co-operated with the principal.

100% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

100% respondents reported that all the staffs (academic staff) contribute in development of institution.

100% respondents felt that they enjoyed all kinds of work.

100% respondents reported that their workload is according to their abilities.

100% respondents reported that they have much workload.

Table - 4.7.8: HRD Climate of the DIET Alwar on the basis of the perception of the Non-Teaching Staff (N=8)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	75	25
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	87.5	12.5
3.	Whether senior officers take active interest to help their juniors in their job?	75	25
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the senior/ academic staff?	25	75
5.	Whether job rotation in the DIET facilitates development of employees?	50	50
6.	Whether staff works co-operatively?	75	25
7.	Whether you are afraid to express your feelings with your	75	25

	colleagues?		
8.	Whether responsibility of printing question papers and their distribution is given to you?	62.5	37.5
9.	Whether responsibility of conducting examination is given to you?	62.5	37.5
10.	Whether your co-operation is taken in administration policy matters?	75	25
11.	Whether emphasis is given on the decision taken in the staff meetings?	75	25
12.	Whether your participation is taken in the confidential official matters?	75	25
13.	Whether professional guidance is given to the senior member of the faculty / principal?	87.5	12.5
14.	Whether your suggestion is taken seriously in the financial matter?	87.5	12.5
15.	Whether you deal with all the financial matter rapidly?	87.5	12.5
16.	Whether your cooperation is taken in distribution of salary?	62.5	37.5
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	87.5	12.5
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	100	00
19.	Whether you skillfully complete any job assigned by the Principal?	100	00
20.	Whether you are well maintaining all the official files?	87.5	12.5
21.	Whether the staff members help you solve your problems?	100	00
22.	Whether you maintain the records always in time?	100	00
23.	Whether you are maintaining proper account of all the articles purchased?	75	25
24.	Whether the Principal works in impartial manner?	75	25
25.	Whether the Principal motivates you for higher achievements?	100	00

26.	Whether the Principal supervises institutional activities effectively?	100	00
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	87.5	12.5
28.	Whether the Principal makes continuous efforts for development of facilities?	75	25
29.	Whether all the members staff co-operate principal?	75	25
30.	Whether all the members staff contributes for progress of institution?	62.5	37.5
31.	Whether the staff contributes in development of institution?	62.5	37.5
32.	Do you enjoy any kind of work?	37.5	62.5
33.	Whether the workload is according to abilities?	25	75
34.	Whether you have much workload?	100	00

Table 4.7.8 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. The percentage values indicate that, 75% respondents found that principal of DIET Alwar goes out of way to make sure that staff enjoys their work.

A majority of respondents (87.5%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

Statement 3, about the senior officers take active interest to help their juniors in their job shows that 75% respondents felt that senior officers help their juniors in their job.

25% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

50% respondents felt that job rotation in the DIET facilitates in development of employees.

75% respondents perceived that staff works co-operatively.

75% respondents responded that they were afraid to express their feelings to their colleagues.

62.5% respondents responded that they were given responsibility of printing question papers and their distribution.

62.5% respondents reported that they were given responsibility of conducting examination.

75% respondents felt that their co-operation is taken in administration policy matters.

75% respondents reported that emphasis is given on the decision taken in the staff meetings.

75% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (87.5%) responded that professional guidance is given to them by the senior faculty member and principal.

87.5% respondents felt that their suggestion is taken seriously in the financial matter.

87.5% respondents felt that they deal with all the financial matter rapidly.

A majority of respondents (62.5%) reported that their co-operation is taken in distribution of salary.

87.5% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

100% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (100%) felt that they completed the jobs assigned by the principal, skillfully.

87.5% respondents reported that they were well maintaining all the official files.

100% respondents reported that the staff members helped them in solving their problems.

100% staff felt that they were maintaining the records always in time.

75% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (75%) found that principal works in impartial manner.

100% respondents found that principal would motivate them for higher achievements.

All the respondents (100%) reported that principal supervises institutional activities effectively.

87.5% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (75%) reported that principal makes continuous efforts for development of facilities.

75% respondents felt that all the staff members co-operated with the principal.

62.5% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

62.5% respondents reported that all the staffs (academic staff) contribute in development of institution.

37.5% respondents felt that they enjoyed all kinds of work.

25% respondents reported that their workload is according to their abilities.

100% respondents reported that they have much workload.

Table - 4.7.9: HRD Climate of the DIET Jodhpur on the basis of the perception of the Non-Teaching Staff (N=8)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	100	00
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	100	00
3.	Whether senior officers take active interest to help their juniors in their job?	100	00
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	100	00
5.	Whether job rotation in the DIET facilitates development of employees?	87.5	12.5
6.	Whether staff works co-operatively?	87.5	12.5

7.	Whether you are afraid to express your feelings with your colleagues?	62.5	37.5
8.	Whether responsibility of printing question papers and their distribution is given to you?	100	00
9.	Whether responsibility of conducting examination is given to you?	62.5	37.5
10.	Whether your co-operation is taken in administration policy matters?	62.5	37.5
11.	Whether emphasis is given on the decision taken in the staff meetings?	87.5	12.5
12.	Whether your participation is taken in the confidential official matters?	87.5	12.5
13.	Whether professional guidance is given by the senior member of the faculty / principal?	100	00
14.	Whether your suggestion is taken seriously in the financial matter?	75	25
15.	Whether you deal with all the financial matter rapidly?	100	00
16.	Whether your cooperation is taken in distribution of salary?	75	25
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	87.5	12.5
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	62.5	37.5
19.	Whether you skillfully complete any job assigned by the Principal?	75	25
20.	Whether you are well maintaining all the official files?	87.5	12.5
21.	Whether the staff members help you solve your problems?	100	00
22.	Whether you maintain the records always in time?	87.5	12.5
23.	Whether you are maintaining proper account of all the articles purchased?	75	25
24.	Whether the Principal works in impartial manner?	100	00

25.	Whether the Principal motivates you for higher achievements?	100	00
26.	Whether the Principal supervises institutional activities effectively?	100	00
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	75	25
28.	Whether the Principal makes continuous efforts for development of facilities?	87.5	12.5
29.	Whether all the staff members co-operate principal?	100	00
30.	Whether all the staff members contribute for progress of institution?	87.5	12.5
31.	Whether the staff contribute in development of institution?	62.5	37.5
32.	Do you enjoy all kinds of work?	87.5	12.5
33.	Whether the workload is according to abilities?	87.5	12.5
34.	Whether you have much workload?	75	25

Table 4.7.9 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 100% respondents found that principal of DIET Jodhpur goes out of way to make sure that staff enjoys their work.

All the respondents (100%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

100% respondents felt that senior officers help their juniors in their job.

100% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

87.5% respondents felt that job rotation in the DIET facilitates in development of employees, whereas, 12.5% have responded that it does not.

87.5% respondents perceived that staff works co-operatively.

62.5% respondents responded that they were afraid to express their feelings to their colleagues, whereas, 37.5% said that they were not afraid to express their feelings.

100% respondents responded that they were given responsibility of printing question papers and their distribution.

62.5% respondents reported that they were given responsibility of conducting examination.

62.5% respondents felt that their co-operation is taken in administration policy matters.

87.5% respondents reported that emphasis is given on the decision taken in the staff meetings.

87.5% respondents reported that their participation is taken in the confidential official matters.

All the respondents (100%) responded that professional guidance is given to them by the senior faculty member and principal.

75% respondents felt that their suggestion is taken seriously in the financial matter.

100% respondents felt that they deal with all the financial matter rapidly.

A majority of respondents (75%) reported that their co-operation is taken in distribution of salary.

87.5% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

62.5% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (75%) felt that they completed the jobs assigned by the principal, skillfully.

More than 86% respondents reported that they were well maintaining all the official files.

100% respondents reported that the staff members helped them in solving their problems.

87.5% staff felt that they were maintaining the records always in time.

75% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (100%) found that principal works in impartial manner.

100% respondents found that the principal would motivate them for higher achievements.

A majority of respondents (100%) reported that the principal supervises institutional activities effectively.

75% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (87.5%) reported that principal makes continuous efforts for development of facilities.

100% respondents felt that all the staff members co-operated with the principal.

87.5% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

62.5% respondents reported that all the staffs (academic staff) contribute in development of institution.

87.5% respondents felt that they enjoyed all kinds of work.

87.5% respondents reported that their workload is according to their abilities.

75% respondents reported that they have much workload, whereas 25% found that they have less workload.

Table - 4.7.10: HRD Climate of the DIET Pali on the basis of the perception of the Non-Teaching Staff (N=9)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	77.8	22.2
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	55.6	44.4
3.	Whether senior officers take active interest to help their juniors in their job?	55.6	44.4
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	100	00
5.	Whether job rotation in the DIET facilitates development of	44.4	55.6

	employees?		
6.	Whether staff works co-operatively?	44.4	55.6
7.	Whether you are afraid to express your feelings with your colleagues?	55.6	44.4
8.	Whether responsibility of printing question papers and their distribution is given to you?	66.7	33.3
9.	Whether responsibility of conducting examination is given to you?	89.9	11.1
10.	Whether your co-operation is taken in administration policy matters?	88.9	11.1
11.	Whether emphasis is given on the decision taken in the staff meetings?	88.9	11.1
12.	Whether your participation is taken in the confidential official matters?	66.7	33.3
13.	Whether professional guidance is given by the senior member of the faculty / principal?	77.8	22.2
14.	Whether your suggestion is taken seriously in the financial matter?	66.7	33.3
15.	Whether you deal with all the financial matter rapidly?	66.7	33.3
16.	Whether your cooperation is taken in distribution of salary?	55.6	44.4
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	44.4	55.6
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	55.6	44.4
19.	Whether you skillfully complete any job assigned by the Principal?	66.7	33.3
20.	Whether you are well maintaining all the official files?	88.9	11.1
21.	Whether the staff members help you solve your problems?	77.8	22.2
22.	Whether you maintain the records always in time?	88.9	11.1
23.	Whether you are maintaining proper account of all the articles	88.9	11.1

	purchased?		
24.	Whether the Principal works in impartial manner?	88.9	11.1
25.	Whether the Principal motivates you for higher achievements?	77.8	22.2
26.	Whether the Principal supervises institutional activities effectively?	66.7	33.3
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	77.8	22.2
28.	Whether the Principal makes continuous efforts for development of facilities?	88.9	11.1
29.	Whether all the staff members co-operate principal?	66.7	33.3
30.	Whether all the staff members contribute for progress of institution?	66.7	33.3
31.	Whether the staff contribute in development of institution?	88.9	11.1
32.	Do you enjoy all kinds of work?	77.8	22.2
33.	Whether the workload is according to abilities?	100	00
34.	Whether you have much workload?	22.2	77.8

Table 4.7.10 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 77.8% respondents found that principal of DIET Pali goes out of way to make sure that staff enjoys their work.

A majority of respondents (55.6%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

55.6% respondents felt that senior officers help their juniors in their job.

100% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

Only 44.4% respondents felt that job rotation in the DIET facilitates in development of employees, whereas, 55.6% have responded that it does not.

44.4% respondents perceived that staff works co-operatively.

55.6% respondents responded that they were afraid to express their feelings with their colleagues, whereas only 44.4% said that they were not afraid to express their feelings.

66.7% respondents responded that they were given responsibility of printing question papers and their distribution.

89.9% respondents reported that they were given responsibility of conducting examination.

89.9% respondents felt that their co-operation is taken in administration policy matters.

89.9% respondents reported that emphasis is given on the decision taken in the staff meetings.

66.7% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (77.8%) responded that professional guidance is given to them by the senior faculty member and principal.

66.7% respondents felt that their suggestion is taken seriously in the financial matter.

66.7% respondents felt that they deal with all the financial matter rapidly.

A majority of respondents (55.6%) reported that their co-operation is taken in distribution of salary.

44.5% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

55.6% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (66.7%) felt that they completed the jobs assigned by the principal, skillfully.

More than 88.9% respondents reported that they were well maintaining all the official files.

77.8% respondents reported that the staff members helped them in solving their problems.

88.9% staff felt that they were maintaining the records always in time.

88.9% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (88.9%) found that the principal works in impartial manner.

77.8% respondents found that the principal would motivate them for higher achievements.

A majority of respondents (66.7%) reported that the principal supervises institutional activities effectively.

77.8% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (88.9%) reported that principal makes continuous efforts for development of facilities.

66.7% respondents felt that all the staff members co-operated with the principal.

66.7% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

88.9% respondents reported that all the staffs (academic staff) contribute in development of institution.

77.8% respondents felt that they enjoyed all kinds of work.

100% respondents reported that their workload is according to their abilities.

22.2% respondents reported that they have much workload, whereas 77.8% found that they have less workload.

Suggestions were asked from the non-teaching staff about working place (Question No. 35, Appendix-). Suggestions were- 1. Staffs should be transferred those who served more than 5 years in a DIET. 2. Computer operator should be appointed.

Table - 4.7.11: HRD Climate of the DIET Jhalawar on the basis of the perception of the Non-Teaching Staff (N=8)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	87.5	12.5
2.	Whether development of the subordinates is seen as an	87.5	12.5

	important part of their job by the officers / academic staff?		
3.	Whether senior officers take active interest to help their juniors in their job?	100	00
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	50	50
5.	Whether job rotation in the DIET facilitates development of employees?	50	50
6.	Whether staff works co-operatively?	87.5	12.5
7.	Whether you are afraid to express your feelings with your colleagues?	87.5	12.5
8.	Whether responsibility of printing question papers and their distribution is given to you?	87.5	12.5
9.	Whether responsibility of conducting examination is given to you?	62.5	37.5
10.	Whether your co-operation is taken in administration policy matters?	50	50
11.	Whether emphasis is given on the decision taken in the staff meetings?	62.5	37.5
12.	Whether your participation is taken in the confidential official matters?	75	25
13.	Whether professional guidance is given by the senior member of the faculty / principal?	87.5	12.5
14.	Whether your suggestion is taken seriously in the financial matter?	75	25
15.	Whether you deal with all the financial matter rapidly?	87.5	12.5
16.	Whether your cooperation is taken in distribution of salary?	87.5	12.5
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	87.5	12.5
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	50	50

19.	Whether you skillfully complete any job assigned by the Principal?	50	50
20.	Whether you are well maintaining all the official files?	87.5	12.5
21.	Whether the staff members help you solve your problems?	87.5	12.5
22.	Whether you maintain the records always in time?	87.5	12.5
23.	Whether you are maintaining proper account of all the articles purchased?	62.5	37.5
24.	Whether the Principal works in impartial manner?	75	25
25.	Whether the Principal motivates you for higher achievements?	75	25
26.	Whether the Principal supervises institutional activities effectively?	50	50
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	50	50
28.	Whether the Principal makes continuous efforts for development of facilities?	87.5	12.5
29.	Whether all the staff members co-operate principal?	87.5	12.5
30.	Whether all the staff members contribute for progress of institution?	62.5	37.5
31.	Whether the staff contribute in development of institution?	87.5	12.5
32.	Do you enjoy all kinds of work?	75	25
33.	Whether the workload is according to abilities?	62.5	37.5
34.	Whether you have much workload?	37.5	62.5

Table 4.7.11 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 87.5% respondents found that principal of DIET Jhalawar goes out of way to make sure that staff enjoys their work.

A majority of respondents (87.5%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

100% respondents felt that senior officers help their juniors in their job.

50% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

50% respondents felt that job rotation in the DIET facilitates to development of employees.

87.5% respondents perceived that staff works co-operatively.

87.5% respondents responded that they were afraid to express their feelings with their colleagues.

87.5% respondents responded that they were given responsibility of printing question papers and their distribution.

62.5% respondents reported that they were given responsibility of conducting examination.

50% respondents felt that their co-operation is taken in administration policy matters.

62.5% respondents reported that emphasis is given on the decision taken in the staff meetings.

75% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (87.5%) responded that professional guidance is given to them by the senior faculty member and principal.

75% respondents felt that their suggestion is taken seriously in the financial matter.

87.5% respondents felt that they deal with all the financial matter rapidly.

A majority of respondents (87.5%) reported that their co-operation is taken in distribution of salary.

87.5% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

50% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (50%) felt that they completed the jobs assigned by the principal, skillfully.

87.5% respondents reported that they were well maintaining all the official files.

87.5% respondents reported that the staff members helped them in solving their problems.

87.5% staff felt that they were maintaining the records always in time.

62.5% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (75%) found that the principal works in impartial manner.

75% respondents found that the principal would motivate them for higher achievements.

A majority of respondents (50%) reported that the principal supervises institutional activities effectively.

50% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (87.5%) reported that principal makes continuous efforts for development of facilities.

87.5% respondents felt that all the staff members co-operated with the principal.

62.5% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

87.5% respondents reported that all the staffs (academic staff) contribute in development of institution.

75% respondents felt that they enjoyed all kinds of work.

62.5% respondents reported that their workload is according to their abilities.

37.5% respondents reported that they have much workload.

Suggestions were asked from the non-teaching staff about working place (Question No. 35, Appendix-). Suggestions were- 1. Non-teaching staff should be appointed, 2. Computer operator should be appointed.

Table - 4.7.12: HRD Climate of the DIET Bundi on the basis of the perception of the Non-Teaching Staff (N=8)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	100	00
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	87.5	12.5
3.	Whether senior officers take active interest to help their juniors in their job?	75	25
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	87.5	12.5
5.	Whether job rotation in the DIET facilitates development of employees?	87.5	12.5
6.	Whether staff works co-operatively?	87.5	12.5
7.	Whether you are afraid to express your feelings with your colleagues?	100	00
8.	Whether responsibility of printing question papers and their distribution is given to you?	87.5	12.5
9.	Whether responsibility of conducting examination is given to you?	12.5	87.5
10.	Whether your co-operation is taken in administration policy matters?	87.5	12.5
11.	Whether emphasis is given on the decision taken in the staff meetings?	87.5	12.5
12.	Whether your participation is taken in the confidential official matters?	100	00
13.	Whether professional guidance is given by the senior member of the faculty / principal?	100	00
14.	Whether your suggestion is taken seriously in the financial matter?	100	00

15.	Whether you deal with all the financial matter rapidly?	87.5	12.5
16.	Whether your cooperation is taken in distribution of salary?	87.5	12.5
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	75	25
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	37.5	62.5
19.	Whether you skillfully complete any job assigned by the Principal?	62.5	37.5
20.	Whether you are well maintaining all the official files?	62.5	37.5
21.	Whether the staff members help you solve your problems?	100	00
22.	Whether you maintain the records always in time?	87.5	12.5
23.	Whether you are maintaining proper account of all the articles purchased?	75	25
24.	Whether the Principal works in impartial manner?	62.5	37.5
25.	Whether the Principal motivates you for higher achievements?	87.5	12.5
26.	Whether the Principal supervises institutional activities effectively?	75	25
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	62.5	37.5
28.	Whether the Principal makes continuous efforts for development of facilities?	87.5	12.5
29.	Whether all the staff members co-operate principal?	100	00
30.	Whether all the staff members contribute for progress of institution?	100	00
31.	Whether the staff contribute in development of institution?	100	00
32.	Do you enjoy all kinds of work?	100	00
33.	Whether the workload is according to abilities?	100	00
34.	Whether you have much workload?	87.5	12.5

Table 4.7.12 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 100% respondents found that principal of DIET Bundi goes out of way to make sure that staff enjoys their work.

A majority of respondents (87.5%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

75% respondents felt that senior officers help their juniors in their job.

87.5% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

87.5% respondents felt that job rotation in the DIET facilitates in development of employees.

87.5% respondents perceived that staff works co-operatively.

100% respondents responded that they were afraid to express their feelings to their colleagues.

87.5% respondents responded that they were given responsibility of printing question papers and their distribution.

Only 12.5% respondents reported that they were given responsibility of conducting examination.

87.5% respondents felt that their co-operation is taken in administration policy matters.

87.5% respondents reported that emphasis is given on the decision taken in the staff meetings.

100% respondents reported that their participation is taken in the confidential official matters.

All the respondents (100%) responded that professional guidance is given to them by the senior faculty member and principal.

100% respondents felt that their suggestion is taken seriously in the financial matter.

87.5% respondents felt that they deal with all the financial matter rapidly.

A majority of respondents (87.5%) reported that their co-operation is taken in distribution of salary.

75% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

37.5% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (62.5%) felt that they completed the jobs assigned by the principal, skillfully.

62.5% respondents reported that they were well maintaining all the official files.

100% respondents reported that the staff members helped them in solving their problems.

87.5% staff felt that they were maintaining the records always in time.

75% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (62.5%) found that the principal works in impartial manner.

87.5% respondents found that the principal would motivate them for higher achievements.

A majority of respondents (75%) reported that the principal supervises institutional activities effectively.

62.5% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (87.5%) reported that principal makes continuous efforts for development of facilities.

100% respondents felt that all the staff members co-operated with the principal.

100% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

100% respondents reported that all the staffs (academic staff) contribute in development of institution.

100% respondents felt that they enjoyed all kinds of work.

100% respondents reported that their workload is according to their abilities.

87.5% respondents reported that they have much workload.

Table - 4.7.13: HRD Climate of the DIET Dungarpur on the basis of the perception of the Non-Teaching Staff (N=9)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	66.7	33.3
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	66.7	33.3
3.	Whether senior officers take active interest to help their juniors in their job?	55.6	44.4
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	44.4	55.6
5.	Whether job rotation in the DIET facilitates development of employees?	77.8	22.2
6.	Whether staff works co-operatively?	66.7	33.3
7.	Whether you are afraid to express your feelings with your colleagues?	44.4	55.6
8.	Whether responsibility of printing question papers and their distribution is given to you?	66.7	33.3
9.	Whether responsibility of conducting examination is given to you?	66.7	33.3
10.	Whether your co-operation is taken in administration policy matters?	77.8	22.2
11.	Whether emphasis is given on the decision taken in the staff meetings?	88.9	11.1
12.	Whether your participation is taken in the confidential official matters?	66.7	33.3
13.	Whether professional guidance is given by the senior member of the faculty / principal?	55.6	44.4
14.	Whether your suggestion is taken seriously in the financial matter?	66.7	33.3

15.	Whether you deal with all the financial matter rapidly?	77.8	22.2
16.	Whether your cooperation is taken in distribution of salary?	33.3	66.7
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	33.3	66.7
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	55.6	44.4
19.	Whether you skillfully complete any job assigned by the Principal?	55.6	44.4
20.	Whether you are well maintaining all the official files?	77.8	22.2
21.	Whether the staff members help you solve your problems?	88.9	11.1
22.	Whether you maintain the records always in time?	88.9	11.1
23.	Whether you are maintaining proper account of all the articles purchased?	88.9	11.1
24.	Whether the Principal works in impartial manner?	77.8	22.2
25.	Whether the Principal motivates you for higher achievements?	77.8	22.2
26.	Whether the Principal supervises institutional activities effectively?	77.8	22.2
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	88.9	11.1
28.	Whether the Principal makes continuous efforts for development of facilities?	77.8	22.2
29.	Whether all the staff members co-operate principal?	88.9	11.1
30.	Whether all the staff members contribute for progress of institution?	66.7	33.3
31.	Whether the staff contribute in development of institution?	55.6	44.4
32.	Do you enjoy all kinds of work?	33.3	66.7
33.	Whether the workload is according to abilities?	100	00
34.	Whether you have much workload?	100	00

Table 4.7.13 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 66.7% respondents found that

principal of DIET Dungarpur goes out of way to make sure that staff enjoys their work.

A majority of respondents (66.7%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

55.6% respondents felt that senior officers help their juniors in their job.

44.4% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

77.8% respondents felt that job rotation in the DIET facilitates in development of employees, whereas, 22.2% have responded that it does not.

66.7% respondents perceived that staff works co-operatively.

Only 44.4% respondents responded that they were afraid to express their feelings to their colleagues, whereas, 55.6% said that they were not afraid to express their feelings.

66.7% respondents responded that they were given responsibility of printing question papers and their distribution.

66.7% respondents reported that they were given responsibility of conducting examination.

77.8% respondents felt that their co-operation is taken in administration policy matters.

88.9% respondents reported that emphasis is given on the decision taken in the staff meetings.

66.7% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (55.6%) responded that professional guidance is given to them by the senior faculty member and principal.

66.7% respondents felt that their suggestion is taken seriously in the financial matter.

77.8% respondents felt that they deal with all the financial matter rapidly.

33.3% respondents reported that their co-operation is taken in distribution of salary.

33.3% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

55.6% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

A majority of respondents (55.6%) felt that they completed the jobs assigned by the principal, skillfully.

77.8% respondents reported that they were well maintaining all the official files.

88.9% respondents reported that the staff members helped them in solving their problems.

88.9% staff felt that they were maintaining the records always in time.

88.9% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (77.8%) found that the principal works in impartial manner.

77.8% respondents found that the principal would motivate them for higher achievements.

77.8% respondents reported that the principal supervises institutional activities effectively.

88.9% respondents reported that the leadership style of principal leads to democratic environment in the institution.

A majority of respondents (77.8%) reported that principal makes continuous efforts for development of facilities.

88.9% respondents felt that all the staff members co-operated with the principal.

66.7% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

A majority of respondents (55.6%) reported that all the staffs (academic staff) contribute in development of institution.

33.3% respondents felt that they enjoyed all kinds of work.

All the respondents (100%) reported that their workload is according to their abilities.

100% respondents reported that they have much workload.

Table - 4.7.14: HRD Climate of the DIET Banswara on the basis of the perception of the Non-Teaching Staff (N=9)

S.No	Questions asked to the non teaching staff	PERCENTAGE	
		YES	NO
1.	Whether the Principal of the DIET goes out of way to make sure that staff enjoys their work?	88.9	11.1
2.	Whether development of the subordinates is seen as an important part of their job by the officers / academic staff?	100	00
3.	Whether senior officers take active interest to help their juniors in their job?	100	00
4.	Whether weaknesses of employees are communicated to them in a non-threatening way by the seniors/ academic staff?	66.7	33.3
5.	Whether job rotation in the DIET facilitates development of employees?	55.6	44.4
6.	Whether staff works co-operatively?	66.7	33.3
7.	Whether you are afraid to express your feelings with your colleagues?	66.7	33.3
8.	Whether responsibility of printing question papers and their distribution is given to you?	66.7	33.3
9.	Whether responsibility of conducting examination is given to you?	88.9	11.1
10.	Whether your co-operation is taken in administration policy matters?	66.7	33.3
11.	Whether emphasis is given on the decision taken in the staff meetings?	77.8	22.2
12.	Whether your participation is taken in the confidential official matters?	66.7	33.3
13.	Whether professional guidance is given by the senior member	88.9	11.1

	of the faculty / principal?		
14.	Whether your suggestion is taken seriously in the financial matter?	100	00
15.	Whether you deal with all the financial matter rapidly?	100	00
16.	Whether your cooperation is taken in distribution of salary?	100	00
17.	Whether you are capable to correspond with funding agency to collect required funds for the DIET?	88.9	11.1
18.	Whether you manage the maintenance of articles, buildings, furniture, equipment etc.?	77.8	22.2
19.	Whether you skillfully complete any job assigned by the Principal?	100	00
20.	Whether you are well maintaining all the official files?	100	00
21.	Whether the staff members help you solve your problems?	88.9	11.1
22.	Whether you maintain the records always in time?	88.9	11.1
23.	Whether you are maintaining proper account of all the articles purchased?	100	00
24.	Whether the Principal works in impartial manner?	66.7	33.3
25.	Whether the Principal motivates you for higher achievements?	88.9	11.1
26.	Whether the Principal supervises institutional activities effectively?	77.8	22.2
27.	Whether the leadership style of Principal leads to democratic environment in the institution?	88.9	11.1
28.	Whether the Principal makes continuous efforts for development of facilities?	100	00
29.	Whether all the staffmembers co-operate principal?	100	00
30.	Whether all the staff members contribute for progress of institution?	100	00
31.	Whether the staff contribute in development of institution?	11.1	88.9
32.	Do you enjoy all kinds of work?	88.9	11.1
33.	Whether the workload is according to abilities?	55.6	44.4
34.	Whether you have much workload?	44.5	55.6

Table 4.7.14 gives the percentage of non-teaching staff with reference to Human Resource Development Climate perception. 88.9% respondents found that principal of DIET Banswara goes out of way to make sure that staff enjoys their work.

All the respondents (100%) perceived that development of the subordinates is seen as an important part of their job by the academic staff.

100% respondents felt that senior officers help their juniors in their job.

66.7% respondents felt that weakness of employees is communicated in a non-threatening way by the academic staff.

55.6% respondents felt that job rotation in the DIET facilitates in development of employees, whereas, 44.4% have responded that it does not.

66.7% respondents perceived that staff works co-operatively.

66.7% respondents responded that they were afraid to express their feelings with their colleagues, whereas, 33.3% said that they were not afraid to express their feelings.

66.7% respondents responded that they were given responsibility of printing question papers and their distribution.

88.9% respondents reported that they were given responsibility of conducting examination.

66.7% respondents felt that their co-operation is taken in administration policy matters.

77.8% respondents reported that emphasis is given on the decision taken in the staff meetings.

66.7% respondents reported that their participation is taken in the confidential official matters.

A majority of respondents (88.9%) responded that professional guidance is given to them by the senior faculty member and principal.

100% respondents felt that their suggestion is taken seriously in the financial matter.

100% respondents felt that they deal with all the financial matter rapidly.

All the respondents (100%) reported that their co-operation is taken in distribution of salary.

88.9% non-teaching staff felt that they were capable to correspond with funding agency to collect required funds for the DIET.

77.8% respondents felt that they were managing the maintenance of articles, buildings, furniture, equipment etc.

All the respondents (100%) felt that they completed the jobs assigned by the principal, skillfully.

100% respondents reported that they were well maintaining all the official files.

88.9% respondents reported that the staff members were helped them to solve their problems.

88.9% staff felt that they were maintaining the records always in time.

100% respondents reported that they were maintaining proper accounts of all the articles purchased.

A majority of respondents (66.7%) found that principal works in impartial manner.

88.9% respondents found that principal would motivate them for higher achievements.

A majority of respondents (77.8%) reported that principal supervises institutional activities effectively.

88.9% respondents reported that the leadership style of principal leads to democratic environment in the institution.

All the respondents (100%) reported that principal makes continuous efforts for development of facilities.

100% respondents felt that all the staff members co-operated with the principal.

100% respondents reported that all the staff members (non-academic staff) contribute for progress of institution.

Only 11.1% respondents reported that all the staffs (academic staff) contribute in development of institution.

88.9% respondents felt that they enjoyed all kinds of work.

55.6% respondents reported that their workload is according to their abilities.

44.5% respondents reported that they have much workload, whereas, 55.6% found that they have less workload.

4.8 Analysis and Interpretation of Perceptions of Student-Teachers

In the questionnaire for II year prospective teachers of DIETs, there were total sixty two questions. Out of these sixty two questions, one was open ended. For the purpose of data collection, the questionnaire was administered on two hundred eighty prospective teachers of II year. The analysis and interpretation of data are presented as follows-

Table - 4.8.1: Preception of Student-Teacher of DIET Bhilwara (20)

S.NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	95	5
2.	Whether sufficient rooms are available for group work?	85	15
3.	Whether social-study room is provided in the institution?	35	65
4.	Whether language room is provided in the institution?	100	00
5.	Whether Educational Technology room is provided in the institution?	80	20
6.	Whether psychological laboratory is provided in the institution?	15	85
7.	Whether psychological laboratory has adequate number of tests?	5	95
8.	Whether science laboratory is provided in the institution?	25	75
9.	Whether science laboratory has all equipments?	10	90
10.	Whether science fare is conducted in the institution?	20	80
11.	Whether Audio-Visual aids are available in the institution?	75	25
12.	Whether Audio-Visual equipments are in working order?	80	20
13.	Whether Audio-Visual equipments are sufficient?	45	55

14.	Whether institution has its own play ground?	65	35
15.	Whether PTI is provided in the institution?	85	15
16.	Whether games and sports competition are organized?	45	55
17.	Whether Literacy activities are organized in the institution?	80	20
18.	Whether Cultural activities are organized in the institution?	95	5
19.	Is it necessary to take part in co-curricular activities for every student?	90	10
20.	Whether festivals and anniversaries are celebrated?	65	35
21.	Whether educational tours are conducted?	65	35
22.	Whether the sufficient equipment and material available for work experience?	45	55
23.	Whether sufficient equipments are available for art education?	65	35
24.	Does the library has the following facilities?		
	• Photocopier	30	70
	• Computers		
	• Audio & video cassettes along with viewing apparatus	30	70
	• Internet	20	80
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	10	90
		30	70
Seminars & Innovation			
25.	Whether seminar is organized by the DIET?	100	00
26.	Whether extension lectures are arranged?	85	15
27.	Whether experts are called in group discussions?	5	95
28.	Whether students have sufficient opportunities to introduce creative activities?	100	00
29.	Whether pupil-teachers are motivated for innovation?	90	10
30.	Whether Educational tour is arranged by the institution?	60	40
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	20	80

32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	55	45
33.	Whether OHP or slide projector etc. is being used during the teaching?	80	20
34.	Whether group work approach is used during the teaching?	100	00
35.	Whether workshop for fabricating teaching aids is organized in the institution?	25	75
36.	Whether computer facilities are available in the institution?	90	10
37.	Whether using the following methods of teaching?		
	a) Lecture method	90	10
	b) demonstration method	5	95
	c) Lecture cum demonstration method	95	5
	d) Tutorial	30	70
	e) Laboratory method	45	55
	f) Project method	35	65
	g) Simulation and games	30	70
	h) Role playing	40	60
	i) Programmed instruction	45	55
	j) Computer-assisted instruction	40	60
38.	Whether using software effectively in teaching like textbooks, films sound recording, filmstrips and audio/video tapes?	35	65
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	65	35
40.	Whether Micro Teaching is organized effectively?	100	00
41.	Whether Practice teaching is organized?	100	00
42.	Whether Block Practice teaching is organized?	100	00
43.	Whether Lesson Plan is developed through		
	- Herbert Method	60	40
	- Bloom Method	10	90

	- Morrison Method	35	65
	- Any other Innovative	35	65
Teacher- Students relations			
44.	Whether you adjust with your teacher?	100	00
45.	Whether teacher motivates high achievers?	100	00
46.	Whether teacher takes care of students' complaints regarding teaching?	90	10
47.	Whether teacher behaves with you politely?	85	15
Library			
48.	Whether proper light and ventilation is available in library?	100	00
49.	Whether library has proper space?	95	5
50.	Whether reading room is available?	60	40
51.	Whether professional & research journals are available in the reading room?	30	70
52.	Whether sufficient periodicals are available in the reading room?	40	60
53.	Whether Newspapers and Magazines are available in the DIET regularly?	95	5
54.	Whether books are available according to requirements of students?	80	20
55.	Whether facility of book bank is available in the institution?	75	25
Hostel			
56.	Whether hostel facility is available in your institution?	60	40
57.	Whether sufficient rooms are available for students?	90	10
58.	Whether separate hostels are available for girls and boys?	100	00
59.	Whether warden resides in your hostel?	10	90
60.	Whether co-curricular activities are organized in the hostel?	100	00
61.	Whether hostel climate is good for students' academic achievement?	45	55

Table 4.8.1 reveals the perceptions of prospective teachers on various sub-areas of pre-service training programme provided by the DIET Bhilwara as follows:

Infrastructure facilities & learning resources

95% trainees found that sufficient rooms are available in the DIET. 85% found that sufficient rooms for group works are available. Only 35% respondents mentioned that room for social-study is provided. All of the respondents (100%) mentioned that language room is available in the DIET of Bhilwara. 80% trainees stated that educational technology room is provided. 15% respondents reported that psychology laboratory is available and 5% respondents mentioned that all tests are available in the psychology laboratory. 25% trainees stated that science laboratory is available in the DIET but 10% trainees found that all equipments are available in science laboratory. 20% stated that science fare is conducted in the DIET. A majority of respondents (75%) mentioned that audio-visual aids are available, 80% respondents felt that audio-visual equipments are in working order. 45% respondents found that audio-visual equipments are sufficient. 65% trainees felt that play ground is available in the DIET Bhilwara, 85% stated that PTI is provided to them. 45% trainees stated that games and sports competitions are organized. 80% trainees stated that literacy activities are organized. 95% trainees found that cultural activities are organized. 90% trainees felt that it is necessary to take part in co-curricular activities for every student. 65% expressed that festivals and anniversaries are celebrated and educational tours are conducted. 45% trainees found that sufficient equipment and material is available for work experience. 65% trainees stated that sufficient equipments are available for art education. 30% trainees mentioned that photocopy and computers facility is available in the library. 20% stated that audio and video cassettes along with viewing apparatus are available. 19% respondents mentioned that internet is available. 30% stated that resource material on digital media is available in the library.

Seminar and Innovations

All the respondents (100%) mentioned that seminar is organized by the DIET. 85% respondents mentioned that extension lecture were arranged. Only 5% respondents have mentioned that experts were called for group discussions and

students have sufficient opportunity to introduce creative activities. 90% respondents mentioned that they were motivated for innovation. 60% found that educational tour is arranged by the DIET.

Transactional approach used by the teaching staff

20% of the respondents mentioned that multimedia approach is used during teaching. 55% found that T.V. is used as a teaching aid. 80% stated that OHP or Slide projector is used during teaching. All the respondents (100%) mentioned that group work approach is used during the teaching. 25% stated that workshop is available for fabricating teaching aids. 90% found that computer facilities are available in the DIET. 90% respondents mentioned that lecture method is used for teaching. 5% stated that demonstration method is used. 95% stated that lecture cum demonstration method is used for teaching. 30% stated that tutorial and simulation and games method are used. 45% stated that laboratory method and programmed instruction method is used. 40% respondents reported that role playing and computer-assisted instruction is used for teaching. 35% respondents reported that software was used effectively.

Management of practice teaching

65% respondents mentioned that demonstration lesson is given by the experts. All the respondents (100%) mentioned that micro-teaching, practice teaching and block teaching is organized effectively. 60% trainees mentioned that Herbert method is used for developing the lesson plan. 10% trainees stated that lesson plan is developed through Bloom method. 35% trainees stated that lesson plan is developed through Morrison and Innovative method.

Teacher-students relations

100% respondents reported that they were adjusted with their teacher. Teachers motivated high achievers. 90% trainees felt that teacher takes care of students' complaints regarding teaching. 85% expressed that teacher behaves politely.

Library

100% respondents reported that proper light and ventilation is available in the library. 95% felt that proper space is available. 60% expressed that reading room is available. 30% reported that professional and research journals are available in the

reading room. 40% respondents expressed that sufficient periodicals are available in the reading room. 95% reported that Newspaper and magazines are available in the DIET regularly. 80% respondents reported that books are available according to requirement of students. 75% reported that book bank facility is available.

Hostel

60% respondents mentioned that hostel facility is available. 90% found that sufficient rooms are available for students. 100% trainees stated separate hostels are available for girls and boys and co-curricular activities are organized in the hostel. 10% respondents reported that warden resides in hostel. 45% respondents felt that hostel climate is good for students' academic achievement.

Table - 4.8.2: Perception of Student-Teacher of DIET Nagaur (20)

S.NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	100	00
2.	Whether sufficient rooms are available for group work?	100	00
3.	Whether social-study room is provided in the institution?	100	00
4.	Whether language room is provided in the institution?	100	00
5.	Whether Educational Technology room is provided in the institution?	75	25
6.	Whether psychological laboratory is provided in the institution?	100	00
7.	Whether psychological laboratory has adequate number of tests?	30	70
8.	Whether science laboratory is provided in the institution?	15	85
9.	Whether science laboratory has all equipments?	75	25
10.	Whether science fare is conducted in the institution?	20	80
11.	Whether Audio-Visual aids are available in the institution?	70	30
12.	Whether Audio-Visual equipments are in working order?	95	5
13.	Whether Audio-Visual equipments are sufficient?	45	55
14.	Whether institution has its own play ground?	80	20

15.	Whether PTI is provided in the institution?	80	20
16.	Whether games and sports competition are organized?	55	45
17.	Whether Literacy activities are organized in the institution?	20	80
18.	Whether Cultural activities are organized in the institution?	20	80
19.	Is it necessary to take part in co-curricular activities for every student?	30	70
20.	Whether festivals and anniversaries are celebrated?	45	55
21.	Whether educational tours are conducted?	55	45
22.	Whether the sufficient equipment and material available for work experience?	85	15
23.	Whether sufficient equipments are available for art education?	100	00
24.	Does the library have the following facilities?		
	• Photocopier	95	5
	• Computers		
	• Audio & video cassettes along with viewing apparatus	100	00
	• Internet	100	00
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	100	00
		100	00
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	95	5
26.	Whether extension lectures are arranged?	95	5
27.	Whether experts are called in group discussions?	100	00
28.	Whether students have sufficient opportunities to introduce creative activities?	90	10
29.	Whether pupil-teachers are motivated for innovation?	95	5
30.	Whether Educational tour is arranged by the institution?	95	5
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	100	00
32.	Whether T.V. as a teaching aid is being used during the	100	00

	teaching of any content?		
33.	Whether OHP or slide projector etc. is being used during the teaching?	100	00
34.	Whether group work approach is used during the teaching?	100	00
35.	Whether workshop for fabricating teaching aids is organized in the institution?	10	90
36.	Whether computer facilities are available in the institution?	95	5
37.	Whether using the following methods of teaching?		
	a) Lecture method	100	00
	b) demonstration method	95	5
	c) Lecture cum demonstration method	100	00
	d) Tutorial	100	00
	e) Laboratory method	100	00
	f) Project method	100	00
	g) Simulation and games	90	10
	h) Role playing	80	20
	i) Programmed instruction	80	20
	j) Computer-assisted instruction	35	65
38.	Whether using software effectively in teaching, like, textbooks, films sound recording, filmstrips and audio/video tapes?	70	30
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	20	80
40.	Whether Micro Teaching is organized effectively?	95	5
41.	Whether Practice teaching is organized?	100	00
42.	Whether Block Practice teaching is organized?	100	00
43.	Whether Lesson Plan is developed through		
	- Herbert Method	100	00
	- Bloom Method	100	00

	- Morrison Method	100	00
	- Any other Innovative	100	00
Teacher- Students relations			
44.	Whether you adjust with your teacher?	20	80
45.	Whether teacher motivates high achievers?	25	75
46.	Whether teacher takes care of students' complaints regarding teaching?	20	80
47.	Whether teacher behaves with you politely?	15	85
Library			
48.	Whether proper light and ventilation is available in library?	10	90
49.	Whether library has proper space?	15	85
50.	Whether reading room is available?	90	10
51.	Whether professional & research journals are available in the reading room?	85	15
52.	Whether sufficient periodicals are available in the reading room?	90	10
53.	Whether Newspapers and Magazines are available in the DIET regularly?	95	5
54.	Whether books are available according to requirements of students?	85	15
55.	Whether facility of book bank is available in the institution?	90	10
Hostel			
56.	Whether hostel facility is available in your institution?	100	00
57.	Whether sufficient rooms are available for students?	100	00
58.	Whether separate hostels are available for girls and boys?	100	00
59.	Whether warden resides in your hostel?	100	00
60.	Whether co-curricular activities are organized in the hostel?	100	00
61.	Whether hostel climate is good for students' academic achievement?	100	00

Table 4.8.2 reveals the perceptions of prospective teachers on various sub-areas of pre-service training programme provided by the DIET Nagaur as follows:

Infrastructure facilities and learning resources

100% respondents mentioned that sufficient rooms are available in the DIET. All the respondents (100%) mentioned that sufficient rooms are available for group work, social-study and language room is provided. 75% trainees mentioned that the educational technology room is provided them. 100% trainees mentioned that psychology laboratory is provided them. 30% trainees stated that all tests of psychology tests are available in the laboratory. 15% trainees found that science laboratory is provided in the DIET. 75% trainees mentioned that all the equipments for experiments are available in the science laboratory. 20% trainees mentioned that science fare is conducted in the DIET. 70% trainees reported that the audio-visual aids are available in the DIET. 95% respondents mentioned that all equipments of audio-visual are working order. 45% trainees stated that sufficient equipments are available. 80% trainees felt that play ground is available. 80% respondents reported that PTI is provided to them. 55% respondents reported that games and sports competition are organized. 20% trainees expressed that literacy and cultural activities are organized in the sampled DIET. 30% trainees were felt that it is necessary to take part in co-curricular activities. 45% trainees found that festivals and anniversaries are celebrated. 55% trainees reported that educational tours are conducted. 85% respondents mentioned that sufficient equipment and material are available for work experience. All of the respondents (100%) stated that sufficient equipments are available for art education. 95% respondents mentioned that photocopy facility is available. All the respondents (100%) mentioned that computer; audio & visual cassettes along with viewing apparatus, internet and resource material on digital media are available.

Seminar and Innovations

95% respondents mentioned that seminar is organized and extension lectures are arranged by the DIET. 100% trainees mentioned that experts are called for group discussions. 90% trainees mentioned that students have sufficient opportunities to introduce creative activities. 95% trainees stated that they are motivated for innovation.

Transactional approach used by the teaching staff

100% respondents responded that multimedia approach used during teaching. 100% trainees stated that T.V. is used as a teaching aid. All the trainees mentioned that OHP or slide projector is used during the teaching. 100% trainees found that group work approach is used during teaching. 10% trainees mentioned that workshop is available for fabricating teaching aid. 95% trainees mentioned that computer facility is available in the DIET. 100% trainees mentioned that lecture method is used for teaching. 95% trainees mentioned that demonstration method is used for teaching. All the trainees mentioned that lecture cum demonstration method, tutorial, laboratory method and project method is used for teaching. 90% trainees stated that simulation and games method is used for teaching. 80% trainees mentioned that role playing and programmed instruction is used for teaching. 35% trainees felt that software was used effective.

Management of practice teaching

20% trainees mentioned that demonstration lesson is given by the experts. 95% trainees mentioned that Micro-teaching is organized effectively. 100% trainees mentioned that practice teaching and block teaching is organized. All the trainees (100%) reported that lesson plan is developed through Herbert, Bloom; Morrison, and other Innovative method.

Teacher-students relations

20% respondents mentioned that they were adjusted with their teacher. 25% trainees felt that teacher motivated to high achievers. 20% trainees mentioned that teacher takes care of students' complaints regarding teaching. 15% have respondents mentioned that teacher behaves politely to them.

Library

10% respondents mentioned that proper light and ventilation is available in the library. 15% trainees stated that proper space has in the library. 90% trainees mentioned that reading room is available in the library. 85% trainees mentioned that professional and research journals are available in the reading room. 90% trainees mentioned that sufficient periodicals are available in the reading room and 95%

trainees mentioned that Newspaper and magazines are available in the DIET regularly. 85% trainees stated that books are available according to requirements of students and 90% trainees stated that book bank facility is available in the library.

Hostel

All the respondents mentioned that hostel facility and sufficient rooms are available for students. 100% trainees stated that separate hostels are available for girls and boys. 100% trainees mentioned that warden resides in the hostel. 100% trainees stated that co-curricular activities are organized in hostel. All of the trainees felt that hostel climate is good for students' academic achievement.

Table - 4.8.3: Perception of Student-Teacher of DIET Bikaner (20)

S.NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	100	00
2.	Whether sufficient rooms are available for group works?	100	00
3.	Whether social-study room is provided in the institution?	70	30
4.	Whether language room is provided in the institution?	75	25
5.	Whether Educational Technology room is provided in the institution?	85	15
6.	Whether psychological laboratory is provided in the institution?	80	20
7.	Whether psychological laboratory has adequate number of tests?	70	30
8.	Whether science laboratory is provided in the institution?	85	15
9.	Whether science laboratory has all equipments?	70	30
10.	Whether science fare is conducted in the institution?	80	20
11.	Whether Audio-Visual aids are available in the institution?	70	30
12.	Whether Audio-Visual equipments are in working order?	85	15
13.	Whether Audio-Visual equipments are sufficient?	85	15
14.	Whether institution has its own play ground?	60	40

15.	Whether PTI is provided in the institution?	75	25
16.	Whether games and sports competition are organized?	70	30
17.	Whether Literacy activities are organized in the institution?	70	30
18.	Whether Cultural activities are organized in the institution?	70	30
19.	Is it necessary to take part in co-curricular activities for every student?	80	20
20.	Whether festivals and anniversaries are celebrated?	75	25
21.	Whether educational tours are conducted?	80	20
22.	Whether the sufficient equipment and material available for work experience?	70	30
23.	Whether sufficient equipments are available for art education?	70	30
24.	Does the library have the following facilities?		
	• Photocopier	90	10
	• Computers		
	• Audio & video cassettes along with viewing apparatus	100	00
	• Internet	75	25
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	80	20
		75	25
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	90	10
26.	Whether extension lectures are arranged?	80	20
27.	Whether experts are called in group discussions?	85	15
28.	Whether students have sufficient opportunities to introduce creative activities?	85	15
29.	Whether pupil-teachers are motivated for innovation?	70	30
30.	Whether Educational tour is arranged by the institution?	85	15
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	100	00

32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	100	00
33.	Whether OHP or slide projector etc. is being used during the teaching?	85	15
34.	Whether group work approach is used during the teaching?	85	15
35.	Whether workshop for fabricating teaching aids is organized in the institution?	75	25
36.	Whether computer facilities are available in the institution?	95	5
37.	Whether using the following methods of teaching?		
	a) Lecture method	90	10
	b) demonstration method	100	00
	c) Lecture cum demonstration method	70	30
	d) Tutorial	65	35
	e) Laboratory method	70	30
	f) Project method	80	20
	g) Simulation and games	85	15
	h) Role playing	65	35
	i) Programmed instruction	75	25
	j) Computer-assisted instruction	65	35
38.	Whether using software effectively in teaching, like, textbooks, films sound recording, filmstrips and audio/video tapes?	65	35
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	90	10
40.	Whether Micro Teaching is organized effectively?	90	10
41.	Whether Practice teaching is organized?	90	10
42.	Whether Block Practice teaching is organized?	95	5
43.	Whether Lesson Plan is developed through - Herbert Method	70	30

	- Bloom Method	50	50
	- Morrison Method	45	55
	- Any other Innovative	50	50
Teacher- Students relations			
44.	Whether you adjust with your teacher?	90	10
45.	Whether teacher motivates high achievers?	95	5
46.	Whether teacher takes care of students' complaints regarding teaching?	85	15
47.	Whether teacher behaves with you politely?	90	10
Library			
48.	Whether proper light and ventilation is available in library?	80	20
49.	Whether library has proper space?	90	10
50.	Whether reading room is available?	100	00
51.	Whether professional & research journals are available in the reading room?	85	15
52.	Whether sufficient periodicals are available in the reading room?	75	25
53.	Whether Newspapers and Magazines are available in the DIET regularly?	70	30
54.	Whether books are available according to requirements of students?	80	20
55.	Whether facility of book bank is available in the institution?	70	30
Hostel			
56.	Whether hostel facility is available in your institution?	90	10
57.	Whether sufficient rooms are available for students?	70	30
58.	Whether separate hostels are available for girls and boys?	75	25
59.	Whether warden resides in your hostel?	55	45
60.	Whether co-curricular activities are organized in the hostel?	60	40
61.	Whether hostel climate is good for students' academic achievement?	85	15

Table 4.8.3 reveals the perceptions of prospective teachers on various sub-areas of pre-service training programme provided by the DIET Bikaner as follows:

Infrastructure facilities and learning resources

100% trainees found that sufficient rooms are available in the DIET. All of the respondents (100%) mentioned that sufficient rooms are available for group work. 70% trainees reported that social-study room is provided in the DIET. 75% respondents mentioned that language room is available. 85% respondents expressed that educational technology laboratory is provided in the DIET. 80% trainees found that psychology laboratory is available in the sampled DIET. 85% trainees found that science laboratory is available in the DIET. 70% trainees found that psychology laboratory and science laboratory has all the test and experiments equipments respectively. 80% felt that science fare is conducted in the institution. 70% trainees found that Audio-Visual Aids are available in the DIET of Bikaner. 85% felt that audio-visual equipments are in working order and it is sufficient. 60% reported that play ground is available in the DIET. 75% trainees express that PTI is provided to them. 70% respondents mentioned that games and sports competition, literary activities and cultural activities are organized. 80% felt that it is necessary to take part in co-curricular activities for every student. 75% respondents reported that festivals and anniversaries are celebrated in the DIET. 80% reported that educational tours are conducted. 70% trainees found that sufficient equipment and materials are available for work experience and also sufficient equipments are available for art education. 90% trainees found that photocopy facilities available in the library. 100% respondents expressed that computers are available in the library. 75% respondents mentioned that audio and video cassettes along with viewing apparatus are available in the library. 80% respondents reported that internet facility is available in the library. 75% respondents mentioned that resource material on digital media is available in the library.

Seminar and Innovations

90% trainees reported that seminar is organized by the DIET. 80% trainees stated that extension lectures are arranged. 85% trainees felt that experts are called for group discussion and students have sufficient opportunities to introduce creative

activities. 70% respondents mentioned that they were motivated for innovation. 85% trainees found that educational tours are arranged by the DIET. On the whole innovation is found by the majority of trainees of Bikaner DIET.

Transactional approach used by the teaching staff

100% trainees expressed that multimedia approach used during teaching. T.V. is used as a teaching aid for teaching of some content. 85% trainees reported that OHP and slide projector and group work approaches were used during teaching. 75% reported that fabricating teaching aids are available in the sampled DIET. 95% found that computer facilities are available in the DIET. About 100% trainees felt that lecture and demonstration method is used for teaching. About 70% trainees reported that lecture cum demonstration, tutorial and laboratory method is used for teaching. 80% found that project method is used for teaching. 85% respondents mentioned that simulation and games were used for teaching. 65% trainees reported that role playing and computer-assisted instruction method is used for teaching. 75% expressed that programmed instruction is used for teaching. 65% trainees found that software was used effectively. It appears that various teaching methods are using frequently in the sampled DIET.

Management of practice teaching

90% trainees reported that demonstration lesson is given by the experts. 90% trainees found that micro teaching and practice teaching is organized effectively. 95% trainees found that block practice teaching is organized. 70% trainees stated that lesson plan is developed through Herbert method. 50% trainees found that lesson plan is developed through Bloom and other Innovative method. 45% trainees mentioned that lesson plan is developed through Morrison method.

Teacher-students relations

90% trainees responded that they were adjusted with their teacher. 95% trainees felt that teachers motivated high achievers. 85% trainees felt that teacher takes care of students' complaints regarding teaching. 90% trainees felt that teacher behaves to politely.

Library

80% trainees expressed that proper light and ventilation is available in the library. 90% trainees found that proper space is available in the library. 85% trainees mentioned that professional and research journals are available in the reading room. 75% felt that sufficient periodicals are available in the reading room. 70% trainees found that newspaper and magazines are available in the DIET regularly. 80% trainees found that books are available according to requirements of students. 70% trainees found that book bank facilities are available in the library.

Hostel

90% trainees responded that hostel facility is available in the sampled DIET. 70% felt that sufficient rooms are available for students. 55% trainees mentioned that warden resides in hostel. 60% trainees mentioned that co-curricular activities are organized in hostel. 85% trainees felt that hostel climate is good for students, academic achievement.

Table - 4.8.4: Perception of Student-Teacher of DIET Churu (20)

S.No	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	95	15
2.	Whether sufficient rooms are available for group works?	85	15
3.	Whether social-study room is provided in the institution?	35	65
4.	Whether language room is provided in the institution?	30	70
5.	Whether Educational Technology room is provided in the institution?	60	40
6.	Whether psychological laboratory is provided in the institution?	50	50
7.	Whether psychological laboratory has adequate number of tests?	65	35
8.	Whether science laboratory is provided in the institution?	70	30
9.	Whether science laboratory has all equipments?	80	20

10.	Whether science fare is conducted in the institution?	55	45
11.	Whether Audio-Visual aids are available in the institution?	70	30
12.	Whether Audio-Visual equipments are in working order?	70	30
13.	Whether Audio-Visual equipments are sufficient?	80	20
14.	Whether institution has its own play ground?	60	40
15.	Whether PTI is provided in the institution?	60	40
16.	Whether games and sports competition are organized?	65	35
17.	Whether Literacy activities are organized in the institution?	35	65
18.	Whether Cultural activities are organized in the institution?	55	45
19.	Is it necessary to take part in co-curricular activities for every student?	55	45
20.	Whether festivals and anniversaries are celebrated?	90	10
21.	Whether educational tours are conducted?	85	15
22.	Whether the sufficient equipment and material available for work experience?	85	15
23.	Whether sufficient equipments are available for art education?	50	50
24.	Does the library have the following facilities?		
	• Photocopier	95	5
	• Computers		
	• Audio & video cassettes along with viewing apparatus	80	20
	• Internet	60	40
	• Resource material on digital media such as CD RO Ms, Micro films, etc.	45	55
		60	40
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	80	20
26.	Whether extension lectures are arranged?	75	25
27.	Whether experts are called in group discussions?	55	45
28.	Whether students have sufficient opportunities to introduce	50	50

	creative activities?		
29.	Whether pupil-teachers are motivated for innovation?	75	25
30.	Whether Educational tour is arranged by the institution?	85	15
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	95	5
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	50	50
33.	Whether OHP or slide projector etc. is being used during the teaching?	55	45
34.	Whether group work approach is used during the teaching?	60	40
35.	Whether workshop for fabricating teaching aids is organized in the institution?	50	50
36.	Whether computer facilities are available in the institution?	85	15
37.	Whether using the following methods of teaching?		
	a) Lecture method	95	5
	b) demonstration method	85	15
	c) Lecture cum demonstration method	70	30
	d) Tutorial	65	35
	e) Laboratory method	30	70
	f) Project method	35	65
	g) Simulation and games	70	30
	h) Role playing	60	40
	i) Programmed instruction	75	25
	j) Computer-assisted instruction	60	40
38.	Whether using software effectively in teaching, like, textbooks, films sound recording, filmstrips and audio/video tapes?	65	35
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	75	25

40.	Whether Micro Teaching is organized effectively?	90	10
41.	Whether Practice teaching is organized?	95	5
42.	Whether Block Practice teaching is organized?	90	10
43.	Whether Lesson Plan is developed through		
	- Herbert Method	65	35
	- Bloom Method	15	85
	- Morrison Method	10	90
	- Any other Innovative	5	95
Teacher- Students relations			
44.	Whether you adjust with your teacher?	30	70
45.	Whether teacher motivates high achievers?	70	30
46.	Whether teacher takes care of students' complaints regarding teaching?	95	5
47.	Whether teacher behaves with you politely?	55	45
Library			
48.	Whether proper light and ventilation is available in library?	95	5
49.	Whether library has proper space?	85	15
50.	Whether reading room is available?	85	15
51.	Whether professional & research journals are available in the reading room?	15	85
52.	Whether sufficient periodicals are available in the reading room?	25	75
53.	Whether Newspapers and Magazines are available in the DIET regularly?	95	5
54.	Whether books are available according to requirements of students?	90	10
55.	Whether facility of book bank is available in the institution?	80	20
Hostel			
56.	Whether hostel facility is available in your institution?	15	85
57.	Whether sufficient rooms are available for students?	15	85

58.	Whether separate hostels are available for girls and boys?	10	90
59.	Whether warden resides in your hostel?	00	100
60.	Whether co-curricular activities are organized in the hostel?	15	85
61.	Whether hostel climate is good for students' academic achievement?	15	85

Table 4.8.4 reveals the perceptions of prospective teachers on various sub-areas of pre-service training programme provided by the DIET Churu as follows:

Infrastructure facilities and learning resources

95% trainees mentioned that sufficient rooms are available in the institution. 85% respondents reported that sufficient rooms are available for group work. 35% trainees mentioned that social-study room is provided to them. 30% respondents mentioned that language room is provided to them. 60% trainees found that educational technology laboratory is provided. 50% trainees mentioned that psychology laboratory is provided in the DIET. 65% trainees mentioned that all the tests are available in the psychology laboratory. 70% trainees found that science laboratory is available in the DIET. 80% trainees reported that all the equipments for experiments were available in the science laboratory. 55% trainees found that science fare is conducted. 70% trainees reported that audio-visual aids are available and it is in working order. 80% trainees felt that audio-visual equipments are sufficient. 60% trainees reported that play ground is available in the DIET Churu. 60% trainees felt that PTI is provided to them. 65% trainees stated that games and sports competition are organized. 35% trainees stated that literacy activities are organized in the DIET. 55% trainees stated that cultural activities are organized. 55% trainees felt that it is necessary to take part in co-curricular activities for every student. 90% trainees found that festivals and anniversaries are celebrated. 85% trainees mentioned that educational tours are conducted. 85% trainees reported that sufficient equipment and materials are available for art education. 95% trainees stated that photocopy facility is available in library. 80% mentioned that computer facility is available. 60% stated that audio and video cassettes along with viewing apparatus are available. 45% trainees mentioned that internet is available and 60% trainees reported that resource material on digital media is available.

Seminar and Innovations

80% trainees mentioned that seminar is organized by the DIET. 75% trainees stated that extension lectures are arranged. 55% trainees mentioned that experts are called for group discussions. 50% trainees felt that students have sufficient opportunities to introduce creative activities. 75% trainees felt that they were motivated for innovation.

Transactional approach used by the teaching staff

95% respondents mentioned that multimedia approach is used during teaching. 50% trainees reported that T.V. is used as a teaching aid. 55% trainees mentioned that OHP or slide projector is used during teaching. 60% trainees mentioned that group work approach is used during teaching. 50% trainees found that workshop is available for fabricating teaching aids. 85% trainees reported that computers facility is available in the DIET Churu. 95% trainees mentioned that lecture method is used for teaching. 85% trainees stated that demonstration method is used for teaching. 70% trainees mentioned that lecture cum demonstration and simulation and games method are used for teaching. 65% trainees reported that tutorial method is used for teaching. About 35% trainees mentioned that laboratory and project method is used for teaching. 60% trainees mentioned that role playing and computer-assisted instruction is used for teaching. 65% trainees found that software was used effectively.

Management of practice teaching

75% respondents mentioned that demonstration lesson is given by experts. 90% trainees mentioned that micro-teaching and block practice teaching is organized effectively. 95% trainees mentioned that practice teaching is organized. 65% trainees mentioned that Herbert method was used for developing lesson plan. 15% trainees stated that lesson plan was developed through Bloom method and 10% trainees mentioned that lesson plan was developed through Morrison method. 5% respondents mentioned that Innovative method was used for developing lesson plan.

Teacher-students relation

30% respondents felt that they were adjusted with their teacher. 70% respondents felt that teacher were motivated to high achievers. 95% trainees

expressed that teacher takes care of students' complaints regarding teaching. 55% trainees felt teacher behaves politely with students.

Library

95% trainees mentioned that proper light ventilation is available in the library. 85% trainees found that proper space and reading room is available in the library. 15% respondents mentioned that professional and research journals are available. 25% respondents mentioned that Newspaper and magazines are available in DIET regularly. 90% trainees found that books are available according to requirements of students. 80% trainees found that book bank facility is available in the library.

Hostel

15% respondents reported that hostel facility is available in the DIET Churu and sufficient rooms are available for students. 10% trainees mentioned that separate hostels are available for girls and boys. 100% trainees denied that warden is not residing in the hostel. 15% trainees felt that the co-curricular activities are organized in the hostel. 15% trainees found that hostel climate is good for students' academic achievement.

Table - 4.8.5: Perception of Student-Teacher of DIET Bharatpur (20)

S. NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	100	00
2.	Whether sufficient rooms are available for group works?	100	00
3.	Whether social-study room is provided in the institution?	100	00
4.	Whether language room is provided in the institution?	95	5
5.	Whether Educational Technology room is provided in the institution?	95	5
6.	Whether psychological laboratory is provided in the institution?	100	00
7.	Whether psychological laboratory has adequate number of tests?	100	00
8.	Whether science laboratory is provided in the institution?	100	00
9.	Whether science laboratory has all equipments?	95	5
10.	Whether science fare is conducted in the institution?	20	80

11.	Whether Audio-Visual aids are available in the institution?	95	5
12.	Whether Audio-Visual equipments are in working order?	90	10
13.	Whether Audio-Visual equipments are sufficient?	90	10
14.	Whether institution has its own play ground?	90	10
15.	Whether PTI is provided in the institution?	85	15
16.	Whether games and sports competition are organized?	100	00
17.	Whether Literacy activities are organized in the institution?	90	10
18.	Whether Cultural activities are organized in the institution?	100	00
19.	Is it necessary to take part in co-curricular activities for every student?	100	00
20.	Whether festivals and anniversaries are celebrated?	95	5
21.	Whether educational tours are conducted?	55	45
22.	Whether the sufficient equipment and material available for work experience?	80	20
23.	Whether sufficient equipments are available for art education?	80	20
24.	Does the library have the following facilities?		
	• Photocopier	100	00
	• Computers		
	• Audio & video cassettes along with viewing apparatus	100	00
	• Internet	80	20
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	85	15
		45	55
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	90	10
26.	Whether extension lectures are arranged?	80	20
27.	Whether experts are called in group discussions?	80	20
28.	Whether students have sufficient opportunities to introduce creative activities?	90	10
29.	Whether pupil-teachers are motivated for innovation?	95	5
30.	Whether Educational tour is arranged by the institution?	65	35

Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	95	5
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	90	10
33.	Whether OHP or slide projector etc. is being used during the teaching?	100	00
34.	Whether group work approach is used during the teaching?	95	5
35.	Whether workshop for fabricating teaching aids is organized in the institution?	90	10
36.	Whether computer facilities are available in the institution?	100	00
37.	Whether using the following methods of teaching?		
	a) Lecture method	80	20
	b) demonstration method	80	20
	c) Lecture cum demonstration method	100	00
	d) Tutorial	95	5
	e) Laboratory method	95	5
	f) Project method	95	5
	g) Simulation and games	95	5
	h) Role playing	85	15
	i) Programmed instruction	95	5
	j) Computer-assisted instruction	95	5
38.	Whether using software effectively in teaching like textbooks, films sound recording, filmstrips and audio/video tapes?	75	25
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	100	00
40.	Whether Micro Teaching is organized effectively?	100	00
41.	Whether Practice teaching is organized?	100	00
42.	Whether Block Practice teaching is organized?	100	00
43.	Whether Lesson Plan is developed through - Herbert Method	30	70

	- Bloom Method	95	5
	- Morrison Method	30	70
	- Any other Innovative	45	55
Teacher- Students relations			
44.	Whether you adjust with your teacher?	100	00
45.	Whether teacher motivates high achievers?	100	00
46.	Whether teacher takes care of students' complaints regarding teaching?	95	5
47.	Whether teacher behaves with you politely?	100	00
Library			
48.	Whether proper light and ventilation is available in library?	100	00
49.	Whether library has proper space?	95	5
50.	Whether reading room is available?	90	10
51.	Whether professional & research journals are available in the reading room?	85	15
52.	Whether sufficient periodicals are available in the reading room?	95	5
53.	Whether Newspapers and Magazines are available in the DIET regularly?	95	5
54.	Whether books are available according to requirements of students?	100	00
55.	Whether facility of book bank is available in the institution?	100	00
Hostel			
56.	Whether hostel facility is available in your institution?	100	00
57.	Whether sufficient rooms are available for students?	100	00
58.	Whether separate hostels are available for girls and boys?	15	85
59.	Whether warden resides in your hostel?	90	10
60.	Whether co-curricular activities are organized in the hostel?	85	15
61.	Whether hostel climate is good for students' academic achievement?	100	00

Table 4.8.5 reveals the perceptions of prospective teachers on various sub-areas of pre-service training programme provided by the DIET Bharatpur as follows:

Infrastructure facilities and learning resources

100% respondents mentioned that sufficient rooms are available in the DIET. All the respondents (100%) mentioned that sufficient rooms are available for group work and social-study room is provided to them. 95% trainees found that language room and educational technology laboratory is provided to them. 100% trainees mentioned that psychology laboratory is available and all test of psychology is available in the laboratory. 100% trainees found that science laboratory is provided in the DIET. 95% trainees mentioned that all the equipments for experiments are available in the science laboratory. 20% trainees mentioned that science fare is conducted in the DIET. 95% trainees reported that the audio-visual aids are available in the DIET. 90% respondents mentioned that all equipments of audio-visual are working order and equipments are sufficient. 90% trainees found that play ground is available in the DIET Bharatpur. 85% respondents reported that PTI is provided to them. All of the respondents reported that games and sports competition are organized. 90% trainees expressed that literacy activities are organized in the sampled DIET. 100% respondents mentioned that cultural activities are organized and they were felt that it is necessary to take part in co-curricular activities. 95% trainees found that festivals and anniversaries are celebrated. 55% trainees reported that educational tours are conducted. 80% respondents mentioned that sufficient equipment and material are available for work experience and art education. All of the respondents mentioned that photocopy and computer facility is available. About 85% trainees reported that an audio-video cassette along with viewing apparatus and internet facility is available in the library. 45% trainees responded that resource material on digital media is available.

Seminar and Innovations

90% respondents mentioned that seminar is organized by the DIET. 80% trainees mentioned that extension lectures are arranged and experts are called for group discussions. 90% trainees mentioned that students have sufficient opportunities to introduce creative activities. 95% trainees stated that they are motivated for innovation.

Transactional approach used by the teaching staff

95% respondents responded that multimedia approach used during teaching. 90% trainees stated that T.V. is used as a teaching aid. All of the trainees mentioned that OHP or slide projector is used during teaching. 95% trainees found that group work approach is used during teaching. 90% trainees mentioned that workshop is available for fabricating teaching aid. All of the trainees (100%) mentioned that computer facility is available in the DIET. 80% trainees mentioned that lecture and demonstration method is used for teaching. All of the trainees mentioned that lecture cum demonstration method is used for teaching. 95% trainees stated that tutorial, laboratory method, project method, simulation and games, programmed instruction and computer-assisted instruction are used. 85% trainees stated that role playing method is used as a teaching aid. 75% trainees felt that software was used effective.

Management of practice teaching

All the trainees mentioned that demonstration lesson is given by the experts, Micro-teaching, practice teaching and block teaching is organized. 30% respondents stated that lesson plan was developed through Herbert method. A large number of trainees reported that lesson plan was developed through Bloom method. 30% trainees mentioned that Morrison method was used 45% trainees mentioned that Innovative method was used for developing lesson plan.

Teacher-students relations

All the respondents mentioned that they are adjusting with their teacher and they felt that teacher motivated to high achievers. 95% trainees mentioned that teacher takes care of students' complaints regarding teaching. 100% respondents mentioned teacher behaves politely.

Library

All the respondents (100%) mentioned that proper light and ventilation is available in the library. 95% trainees stated that proper space has in the library sufficient periodicals are available and Newspaper and magazines are available in the DIET regularly. 90% trainees reported that reading room is available in the library. 85% trainees stated that professional and research journals are available in the reading

room. All of the respondents mentioned that books are available according to requirements of students and book bank facility is available in the library.

Hostel

All the respondents mentioned that hostel facility sufficient rooms are available for students. Only 15% trainees stated that separate hostels are available for girls and boys. 90% trainees mentioned that warden resides in the hostel. 85% trainees stated that co-curricular activities are organized in the hostel. All of the trainees felt that hostel climate is good for students' academic achievement.

Table - 4.8.6: Perception of Student-Teacher of DIET Karoli (20)

S.NO	Questions asked to the trainees teacher	PERCENTGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	95	5
2.	Whether sufficient rooms are available for group works?	95	5
3.	Whether social-study room is provided in the institution?	70	30
4.	Whether language room is provided in the institution?	60	40
5.	Whether Educational Technology room is provided in the institution?	85	15
6.	Whether psychological laboratory is provided in the institution?	90	10
7.	Whether psychological laboratory has adequate number of tests?	85	15
8.	Whether science laboratory is provided in the institution?	95	5
9.	Whether science laboratory has all equipments?	95	5
10.	Whether science fare is conducted in the institution?	35	65
11.	Whether Audio-Visual aids are available in the institution?	90	10
12.	Whether Audio-Visual equipments are in working order?	90	10
13.	Whether Audio-Visual equipments are sufficient?	80	20
14.	Whether institution has its own play ground?	75	25
15.	Whether PTI is provided in the institution?	80	20
16.	Whether games and sports competition are organized?	85	15
17.	Whether Literacy activities are organized in the institution?	80	20

18.	Whether Cultural activities are organized in the institution?	85	15
19.	Is it necessary to take part in co-curricular activities for every student?	90	10
20.	Whether festivals and anniversaries are celebrated?	65	35
21.	Whether educational tours are conducted?	35	65
22.	Whether the sufficient equipment and material available for work experience?	70	30
23.	Whether sufficient equipments are available for art education?	85	15
24.	Does the library have the following facilities?		
	• Photocopier	55	45
	• Computers		
	• Audio & video cassettes along with viewing apparatus	55	45
	• Internet	55	45
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	40	60
		30	70
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	85	15
26.	Whether extension lectures are arranged?	80	20
27.	Whether experts are called in group discussions?	70	30
28.	Whether students have sufficient opportunities to introduce creative activities?	90	10
29.	Whether pupil-teachers are motivated for innovation?	100	00
30.	Whether Educational tour is arranged by the institution?	55	45
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	70	30
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	30	70
33.	Whether OHP or slide projector etc. is being used during the teaching?	80	20
34.	Whether group work approach is used during the teaching?	100	00
35.	Whether workshop for fabricating teaching aids is organized in the	60	40

	institution?		
36.	Whether computer facilities are available in the institution?	95	5
37.	Whether using the following methods of teaching?		
	a) Lecture method	95	5
	b) demonstration method	100	00
	c) Lecture cum demonstration method	100	00
	d) Tutorial	90	10
	e) Laboratory method	70	30
	f) Project method	95	5
	g) Simulation and games	90	10
	h) Role playing	60	40
	i) Programmed instruction	75	25
	j) Computer-assisted instruction	95	5
38.	Whether using software effectively in teaching like textbooks, films sound recording, filmstrips and audio/video tapes?	55	45
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	100	00
40.	Whether Micro Teaching is organized effectively?	100	00
41.	Whether Practice teaching is organized?	100	00
42.	Whether Block Practice teaching is organized?	95	5
43.	Whether Lesson Plan is developed through		
	- Herbert Method	80	20
	- Bloom Method	100	00
	- Morrison Method	65	35
	- Any other Innovative	60	40
Teacher- Students relations			
44.	Whether you adjust with your teacher?	100	00
45.	Whether teacher motivates high achievers?	100	00
46.	Whether teacher takes care of students' complaints regarding teaching?	100	00

47.	Whether teacher behaves with you politely?	85	15
Library			
48.	Whether proper light and ventilation is available in library?	100	00
49.	Whether library has proper space?	75	25
50.	Whether reading room is available?	70	30
51.	Whether professional & research journals are available in the reading room?	70	30
52.	Whether sufficient periodicals are available in the reading room?	75	25
53.	Whether Newspapers and Magazines are available in the DIET regularly?	90	10
54.	Whether books are available according to requirements of students?	90	10
55.	Whether facility of book bank is available in the institution?	100	00
Hostel			
56.	Whether hostel facility is available in your institution?	95	5
57.	Whether sufficient rooms are available for students?	85	15
58.	Whether separate hostels are available for girls and boys?	70	30
59.	Whether warden resides in your hostel?	85	15
60.	Whether co-curricular activities are organized in the hostel?	45	55
61.	Whether hostel climate is good for students' academic achievement?	75	25

Table 4.8.6 reveals the perceptions of prospective teachers on various sub-areas of pre-service training programme provided by the DIET Karoli as follows:

Infrastructure facilities and learning resources

95% respondents mentioned that sufficient rooms are available in the DIET. 95% respondents mentioned that sufficient rooms are available for group work. 70% respondents found that social-study room is available. 60% trainees found that language room is provided in DIET and 85% trainees reported that educational technology laboratory is provided to them. 90% trainees mentioned that psychology laboratory is provided to them. 85% trainees mentioned that all the tests of psychology are available in the laboratory. 95% trainees found that science laboratory is provided in the DIET and all the science equipments for experiments are available in the science laboratory. 35% trainees mentioned that science fare is conducted in the

DIET. 90% trainees reported that the audio-visual aids are available in the DIET. 90% respondents mentioned that all equipments of audio-visual are in working order. 80% respondents reported that sufficient equipments are available. 75% trainees found that play ground is available in the DIET Bharatpur. 80% respondents reported that PTI is provided to them. 85% respondents reported that games and sports competition are organized. 80% trainees expressed that literacy activities are organized in the sampled DIET. 85% respondents mentioned that cultural activities are organized and 90% trainees felt that it is necessary to take part in co-curricular activities. 65% trainees found that festivals and anniversaries are celebrated. 35% trainees reported that educational tours are conducted. 70% respondents mentioned that sufficient equipments and materials are available for work experience. 70% trainees mentioned that sufficient equipment and material is available for art education. 55% respondents mentioned that photocopy, computer, and audio and video cassettes along with viewing apparatus facility are available. 40% trainees reported that internet facility is available in the library. 30% trainees responded that resource material on digital media is available.

Seminar and Innovations

85% respondents mentioned that seminar is organized by the DIET. 80% trainees mentioned that extension lectures are arranged and 70% trainees reported that experts are called for group discussions. 90% trainees mentioned that students have sufficient opportunities to introduce creative activities. All of the trainees stated that they are motivated for innovation.

Transactional approach used by the teaching staff

70% respondents responded that multimedia approach used during teaching. 30% trainees stated that T.V. is used as a teaching aid. 80% trainees mentioned that OHP or slide projector is used during teaching. All the trainees found that group work approach is used during teaching. 60% trainees mentioned that workshop is available for fabricating teaching aid. 95% trainees mentioned that computer facility is available in the DIET. 95% trainees mentioned that lecture, projector and computer-assisted method are used for teaching. All of the responded mentioned that demonstration and lecture cum demonstration method are used for teaching. 90%

trainees stated that tutorial, simulation and games are used for teaching. 70% trainees mentioned that laboratory method is used for teaching. 60% trainees stated that role playing method is used for teaching. 75% trainees mentioned that programmed instruction method is used for teaching. 55% trainees felt that software was used effectively.

Management of practice teaching

All the trainees mentioned that demonstration lesson is given by the experts, Micro-teaching, practice teaching and block teaching is organized. 80% respondents stated that lesson plan was developed through Herbert method. A large number of trainees reported that lesson plan was developed through Bloom method. 65% trainees mentioned that Morrison method was used. 60% trainees mentioned that innovative method was used for developing lesson plan.

Teacher-students relations

All the respondents mentioned that they were adjusted with their teacher and they felt that teacher motivated to high achievers. 100% trainees mentioned that teacher takes care of students' complaints regarding teaching. 85% respondents mentioned teacher behaves politely.

Library

All the respondents (100%) mentioned that proper light and ventilation is available in the library. 75% trainees stated that proper space has in the library. 70% trainees found that reading room is available in the DIET. 70% trainees reported that professional and research journals are available in the reading room. 75% trainees mentioned that sufficient periodicals are available. 90% trainees reported that Newspaper and magazines are available in the DIET regularly. 90% trainees reported that books are available according to requirements of students. All of the respondents mentioned that book bank facility is available in the library.

Hostel

95% respondents mentioned that hostel facility is available. 85% trainees reported that sufficient rooms are available for students. 70% trainees stated that separate hostels are available for girls and boys. 85% trainees mentioned that warden resides in the hostel. 45% trainees stated that co-curricular activities are organized in

the hostel. 75% trainees felt that hostel climate is good for students' academic achievement.

Table - 4.8.7: Perception of Student-Teacher of DIET Sikar (N=20)

S. NO	Questions asked to the trainees teacher	PER CENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	95	05
2.	Whether sufficient rooms are available for group works?	75	25
3.	Whether social-study room is provided in the institution?	70	30
4.	Whether language room is provided in the institution?	35	65
5.	Whether Educational Technology room is provided in the institution?	30	70
6.	Whether psychological laboratory is provided in the institution?	40	60
7.	Whether psychological laboratory has adequate number of tests?	40	60
8.	Whether science laboratory is provided in the institution?	65	35
9.	Whether science laboratory has all equipments?	45	55
10.	Whether science fare is conducted in the institution?	40	60
11.	Whether Audio-Visual aids are available in the institution?	60	40
12.	Whether Audio-Visual equipments are in working order?	50	50
13.	Whether Audio-Visual equipments are sufficient?	60	40
14.	Whether institution has its own play ground?	60	40
15.	Whether PTI is provided in the institution?	80	20
16.	Whether games and sports competition are organized?	55	45
17.	Whether Literacy activities are organized in the institution?	50	50
18.	Whether Cultural activities are organized in the institution?	55	45
19.	Is it necessary to take part in co-curricular activities for every student?	60	40
20.	Whether festivals and anniversaries are celebrated?	55	45
21.	Whether educational tours are conducted?	60	40
22.	Whether the sufficient equipment and material available for work experience?	70	30
23.	Whether sufficient equipments are available for art education?	65	35
24.	Does the library have the following facilities?		

	• Photocopier	50	50
	• Computers	70	30
	• Audio & video cassettes along with viewing apparatus	55	45
	• Internet		
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	45	55
		45	55
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	70	30
26.	Whether extension lectures are arranged?	55	45
27.	Whether experts are called in group discussions?	80	20
28.	Whether students have sufficient opportunities to introduce creative activities?	90	10
29.	Whether pupil-teachers are motivated for innovation?	60	40
30.	Whether Educational tour is arranged by the institution?	70	30
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	65	35
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	50	50
33.	Whether OHP or slide projector etc. is being used during the teaching?	65	35
34.	Whether group work approach is used during the teaching?	55	55
35.	Whether workshop for fabricating teaching aids is organized in the institution?	60	40
36.	Whether computer facilities are available in the institution?	55	45
37.	Whether using the following methods of teaching?		
	a) Lecture method	75	25
	b) demonstration method	70	30
	c) Lecture cum demonstration method	60	40
	d) Tutorial	70	30
	e) Laboratory method	55	45
	f) Project method	60	40

	g) Simulation and games	75	25
	h) Role playing	65	35
	i) Programmed instruction	65	35
	j) Computer-assisted instruction	60	40
38.	Whether using software effectively in teaching like textbooks, films sound recording, filmstrips and audio/video tapes?	45	55
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	70	30
40.	Whether Micro Teaching is organized effectively?	80	20
41.	Whether Practice teaching is organized?	70	30
42.	Whether Block Practice teaching is organized?	85	15
43.	Whether Lesson Plan is developed through		
	- Herbert Method	65	35
	- Bloom Method	55	45
	- Morrison Method	65	35
	- Any other Innovative	60	40
Teacher- Students relations			
44.	Whether you adjust with your teacher?	60	40
45.	Whether teacher motivates high achievers?	65	35
46.	Whether teacher takes care of students' complaints regarding teaching?	50	50
47.	Whether teacher behaves with you politely?	70	30
Library			
48.	Whether proper light and ventilation is available in library?	70	30
49.	Whether library has proper space?	65	35
50.	Whether reading room is available?	70	30
51.	Whether professional & research journals are available in the reading room?	70	30
52.	Whether sufficient periodicals are available in the reading room?	60	40
53.	Whether Newspapers and Magazines are available in the DIET regularly?	65	35
54.	Whether books are available according to requirements of students?	75	25

55.	Whether facility of book bank is available in the institution?	65	35
Hostel			
56.	Whether hostel facility is available in your institution?	55	45
57.	Whether sufficient rooms are available for students?	35	65
58.	Whether separate hostels are available for girls and boys?	45	55
59.	Whether warden resides in your hostel?	40	60
60.	Whether co-curricular activities are organized in the hostel?	40	60
61.	Whether hostel climate is good for students' academic achievement?	60	40

Table 4.8.7 reveals the perceptions of prospective teachers on various sub-areas of pre-service training programme provided by the DIET Sikar as follows:

Infrastructure facilities and learning resources

95% trainees found that sufficient rooms are available in the institution. 75% trainees mentioned that sufficient rooms are available for group works. 70% reported that social-study room is provided in the institution. 35% stated that language room is provided in the institution. 30% found that educational technology laboratory is provided in the institution. 40% trainees reported that psychology laboratory is provided in the institution. 40% trainees found that all the tests are available in the psychology laboratory. 65% found that science laboratory is provided in the institution. 45% trainees felt that science laboratory has all equipments for experiments. 40% stated that science fare is conducted in the institution. 60% trainees reported that Audio-Visual aids are available in the institution. 50% stated that Audio-Visual equipments are in working order. 60% found that Audio-Visual equipments are sufficient. 60% stated that play ground is available in the DIET Sikar. 80% trainees found that PTI is provided to them. 55% trainees reported that games and sports competition are organized in the DIET. 50% felt that literacy activities are organized in the sampled DIET. 55% trainees mentioned that cultural activities are organized in the institution. 60% trainees mentioned that it is necessary to take part in co-curricular activities for every student. 55% observed that festivals and anniversaries are celebrated in the DIET. 60% reported that educational tours are conducted in sampled DIET. 70% trainees mentioned that sufficient equipment and material available for work experience. 65% mentioned that sufficient equipments are

available for art education. 50% trainees stated that photocopy facilities are available in the library. 70% reported that computer facility is available. 55% stated that Audio-Video cassettes along with viewing apparatus are available in the DIET library. 45% trainees stated that internet and digital media such as CD Rooms, microfilms are available in the sampled DIET.

Seminar and Innovations

70% trainees reported that seminar is organized by the DIET. 55% trainees stated that extension lectures are arranged by the sampled DIET. 80% trainees mentioned that experts are called for group discussions. 90% trainees felt that students have sufficient opportunities to introduce creative activities. 60% trainees rated that pupil-teachers are motivated for innovation. 70% found that educational tour is arranged by the institution.

Transactional approach used by the teaching staff

65% trainees felt that multimedia approaches were used during teaching. 50% found that T.V. as a teaching aid was used during teaching of some content, 65% reported that OHP or Slide projector was used during teaching. 55% mentioned that group work approach was used during teaching. 60% trainees mentioned that fabricating teaching aids are available in the sampled DIET. 55% found that computer facilities are available in the DIET. 75% trainees felt that lecture method is used for teaching. 70% observed that demonstration method is used for teaching. 60% rated that lecture cum demonstration method is used for teaching. 70% mentioned that tutorial method is used for teaching. 55% trainees expressed that laboratory method is used for teaching. 60% project method is used for teaching. 75% trainees were found that the simulation and games were used for teaching. 65% mentioned that role playing and programmed instruction is used for teaching. 60% found that computer-assisted instruction is used during teaching. 45% trainees were found that software was used effectively.

Management of practice teaching

With respect to demonstration lesson is given by the exports of your institution, 90% observed it yes, 80% trainees found that micro teaching is organized effectively. 70% reported that practice teaching is organized in the sampled DIET.

85% reported that block practice teaching is organized by the DIET. 65% expressed that lesson plan is developed through Herbert method. 55% respondent responded that lesson plan is developed through Bloom method. 65% trainees stated that Morrison method is used for develop the lesson plan. 60% felt that lesson plan is developed through innovation method in the sampled DIET.

Teacher- Students relations

60% trainees responded that they were adjusted with their teacher. 65% trainees felt that teachers were motivates to high achievers. 50% trainees were found that the teacher takes care of students' complaints regarding teaching. 70% trainees felt that the teachers were behaves with politely.

Library

70% trainees felt that proper light and ventilation is available in library. 65% trainees found that library has proper space. 70% stated that reading room is available in the library. 70% trainees reported that professional and research journals are available in the reading room. 60% felt that sufficient periodicals are available in the reading room. 65% mentioned that Newspapers and magazines are available in the DITE regularly. 75% trainees were felt that the books are available according to requirements of students. 65% stated that book bank facility is available in the institute.

Hostel

55% trainees reported that hostel facility is available in the DIET Sikar. 35% trainees were mentioned that sufficient rooms are available for students. 45% stated that separate hostels are available for girls and boys. 40% trainees reported that warden resides in their hostel and co-curricular activities are organized in the hostel. 60% respondent trainees responded that hostel climate is good for students' achievement.

Table - 4.8.8: Perception of Student-Teacher of DIET Alwar (N=20)

S.NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	100	00

2.	Whether sufficient rooms are available for group works?	80	20
3.	Whether social-study room is provided in the institution?	50	50
4.	Whether language room is provided in the institution?	35	65
5.	Whether Educational Technology room is provided in the institution?	65	35
6.	Whether psychological laboratory is provided in the institution?	70	30
7.	Whether psychological laboratory has adequate number of tests?	50	50
8.	Whether science laboratory is provided in the institution?	75	25
9.	Whether science laboratory has all equipments?	75	25
10.	Whether science fare is conducted in the institution?	60	40
11.	Whether Audio-Visual aids are available in the institution?	60	40
12.	Whether Audio-Visual equipments are in working order?	70	30
13.	Whether Audio-Visual equipments are sufficient?	70	30
14.	Whether institution has its own play ground?	70	30
15.	Whether PTI is provided in the institution?	50	50
16.	Whether games and sports competition are organized?	75	25
17.	Whether Literacy activities are organized in the institution?	55	45
18.	Whether Cultural activities are organized in the institution?	70	30
19.	Is it necessary to take part in co-curricular activities for every student?	50	50
20.	Whether festivals and anniversaries are celebrated?	75	25
21.	Whether educational tours are conducted?	40	60
22.	Whether the sufficient equipment and material available for work experience?	65	35
23.	Whether sufficient equipments are available for art education?	20	80
24.	Does the library has the following facilities?		
	• Photocopier	30	70
	• Computers		
	• Audio & video cassettes along with viewing apparatus	95	05

	• Internet	80	20
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	80	20
		40	60
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	100	00
26.	Whether extension lectures are arranged?	80	20
27.	Whether experts are called in group discussions?	60	40
28.	Whether students have sufficient opportunities to introduce creative activities?	85	15
29.	Whether pupil-teachers are motivated for innovation?	85	15
30.	Whether Educational tour is arranged by the institution?	30	70
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	75	25
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	75	25
33.	Whether OHP or slide projector etc. is being used during the teaching?	45	55
34.	Whether group work approach is used during the teaching?	65	35
35.	Whether workshop for fabricating teaching aids is organized in the institution?	80	20
36.	Whether computer facilities are available in the institution?	85	15
37.	Whether using the following methods of teaching?		
	a) Lecture method	70	30
	b) demonstration method	60	40
	c) Lecture cum demonstration method	90	10
	d) Tutorial	70	30
	e) Laboratory method	75	25
	f) Project method	60	40

	g) Simulation and games	85	15
	h) Role playing	60	40
	i) Programmed instruction	50	50
	j) Computer-assisted instruction	80	20
38.	Whether using software effectively in teaching like textbooks, films sound recording, filmstrips and audio/video tapes?	50	50
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	95	10
40.	Whether Micro Teaching is organized effectively?	90	10
41.	Whether Practice teaching is organized?	85	15
42.	Whether Block Practice teaching is organized?	75	25
43.	Whether Lesson Plan is developed through		
	- Herbert Method	95	05
	- Bloom Method	65	35
	- Morrison Method	40	60
	- Any other Innovative	75	25
Teacher-students relations			
44.	Whether you adjust with your teacher?	90	10
45.	Whether teacher motivates high achievers?	80	20
46.	Whether teacher takes care of students' complaints regarding teaching?	75	25
47.	Whether teacher behaves with you politely?	80	20
Library			
48.	Whether proper light and ventilation is available in library?	100	00
49.	Whether library has proper space?	95	05
50.	Whether reading room is available?	80	20
51.	Whether professional & research journals are available in the reading room?	65	35
52.	Whether sufficient periodicals are available in the reading room?	75	25

53.	Whether Newspapers and Magazines are available in the DIET regularly?	85	15
54.	Whether books are available according to requirements of students?	75	25
55.	Whether facility of book bank is available in the institution?	95	05
Hostel			
56.	Whether hostel facility is available in your institution?	50	50
57.	Whether sufficient rooms are available for students?	100	00
58.	Whether separate hostels are available for girls and boys?	55	45
59.	Whether warden resides in your hostel?	55	45
60.	Whether co-curricular activities are organized in the hostel?	35	65
61.	Whether hostel climate is good for students' academic achievement?	50	50

Table 4.8.8 reveals the perceptions of prospective teachers on various sub-areas of pre-service training programme provided by the DIET Alwar as follows:

Infrastructure facilities and learning resources

100% trainees found that sufficient rooms are available in the institution. 80 % trainees mentioned that sufficient rooms are available for group works. 50% trainees reported that social-study room is provided in the institution. 35% trainees found that language room is provided in the sampled DIET. 65% trainees stated that educational technology laboratory is provided in the institution. 70% trainees reported that psychology laboratory is provided in the institution. 50% trainees found that all the tests are available in the psychology laboratory. 75% trainees reported that science laboratory is provided and all equipments for experiments are available in the science laboratory. 60% stated that science fare is conducted in the institution. 60% reported that audio-visual aids are available in the sampled DIET. 70% trainees were found that audio-visual equipments are sufficient and all equipments are in working order. 70% found that play ground is available in the DIET Alwar. 50% trainees felt that PTI is provided to them. 75% trainees reported that games and sports competition are organized. 55% felt that literacy activities are organized in the DIET Alwar. 70% expressed that cultural activities are organized in the DIET. 50% trainees felt that it is

necessary to take part in co-curricular activities for every student. 75% mentioned that festivals and anniversaries are celebrated in the DIET Alwar. 40% mentioned that educational tours are conducted. 65% trainees expressed that the sufficient equipment and material available for work experience. 20% of the respondents mentioned that sufficient equipments are available for art education. 30% trainees found that photocopy facility is available in the library. 95% respondents reported that computer facility is available in the library. 80% respondents mentioned that audio and video cassettes along with viewing apparatus and internet facility are available. 40% trainees mentioned that resource material on digital media is available in the library.

Seminar and Innovations

100% trainees reported that seminar is organized by the DIET. 80% trainees stated that extension lectures are arranged. 60% respondents mentioned that experts are called for group discussions. 85% trainees felt that students have sufficient opportunities to introduce creative activities and motivated them for innovation. 30% trainees mentioned that educational tour is arranged by the institution..

Transactional approach used by the teaching staff

75% trainees expressed that multimedia approach used during teaching and T.V. is used as a teaching aid for teaching of some content. 45% trainees stated that OHP or slide projector is used during teaching. 65% trainees stated that group work approach is used during teaching. 80% reported that fabrication teaching aids are available in the sampled DIET. 85% trainees expressed that computer facility is available in the DIET. 70% trainees felt that lecture and tutorial method is used for teaching. 60% observed that demonstration, project and role playing methods is used for teaching. 90% trainees stated that lecture cum demonstration method is used for teaching. 75% trainees expressed that laboratory method is used for teaching. 85% trainees expressed that simulation and games is used for teaching. 80% trainees rated that computer-assisted instruction is used for teaching. 50% trainees found that software was used effectively.

Management of practice teaching

95% trainees reported that demonstration lesson is given by the experts. 90% felt that micro-teaching is organized effectively. 85% reported that practice teaching

is organized in the sampled DIET. 75% reported that block practice teaching is organized in the DIET. 95% respondents mentioned that lesson plan is developed through Herbert method. 65% trainees stated that lesson plan is developed through Bloom method. 40% trainees responded that lesson plan is developed through Morrison method. 75% felt that lesson plan is developed through Innovative method in the sampled DIET.

Teacher-students relations

90% trainees responded that they were adjusted with their teacher. 80% trainees felt that teacher motivates high achievers and teacher behaves with politely. 75% trainees found that teacher takes care of students' complaints regarding teaching.

Library

100% trainees expressed that proper light and ventilation is available in library. 95% trainees found that library has proper space and book bank facility is available. 80% expressed that reading room is available in the library. 65% trainees reported that professional and research journals are available in the reading room. 75% felt that sufficient periodicals and books are available in the library of DIET Alwar. 85% trainees found that newspaper and magazines are available in the DIET regularly.

Hostel

50% trainees responded that hostel facility is available in the DIET Alwar. 100% trainees felt that sufficient rooms are available for students. 55% respondents responded that separate hostels are available for girls and boys and warden resides in their hostel. 35% respondents mentioned that co-curricular activities are organized in the hostel. 50% respondents felt that hostel climate is good for students' academic achievement.

Table - 4.8.9: Perception of Student-Teacher of DIET Jodhpur (N=20)

S. NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	100	00
2.	Whether sufficient rooms are available for group works?	100	00

3.	Whether social-study room is provided in the institution?	40	60
4.	Whether language room is provided in the institution?	75	25
5.	Whether Educational Technology room is provided in the institution?	90	10
6.	Whether psychological laboratory is provided in the institution?	70	30
7.	Whether psychological laboratory has adequate number of tests?	70	30
8.	Whether science laboratory is provided in the institution?	80	20
9.	Whether science laboratory has all equipments?	75	25
10.	Whether science fare is conducted in the institution?	60	40
11.	Whether Audio-Visual aids are available in the institution?	65	35
12.	Whether Audio-Visual equipments are in working order?	75	25
13.	Whether Audio-Visual equipments are sufficient?	55	45
14.	Whether institution has its own play ground?	50	50
15.	Whether PTI is provided in the institution?	50	50
16.	Whether games and sports competition are organized?	75	25
17.	Whether Literacy activities are organized in the institution?	70	30
18.	Whether Cultural activities are organized in the institution?	70	30
19.	Is it necessary to take part in co-curricular activities for every student?	75	25
20.	Whether festivals and anniversaries are celebrated?	65	35
21.	Whether educational tours are conducted?	75	25
22.	Whether the sufficient equipment and material available for work experience?	60	40
23.	Whether sufficient equipments are available for art education?	35	65
24.	Does the library have the following facilities?		
	• Photocopier	55	45
	• Computers		
	• Audio & video cassettes along with viewing apparatus	100	00
	• Internet		

	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	85 95 50	15 5 50
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	90	10
26.	Whether extension lectures are arranged?	75	25
27.	Whether experts are called in group discussions?	50	50
28.	Whether students have sufficient opportunities to introduce creative activities?	65	35
29.	Whether pupil-teachers are motivated for innovation?	65	35
30.	Whether Educational tour is arranged by the institution?	50	50
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	90	10
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	80	20
33.	Whether OHP or slide projector etc. is being used during the teaching?	45	55
34.	Whether group work approach is used during the teaching?	90	10
35.	Whether workshop for fabricating teaching aids is available in the institution?	90	10
36.	Whether computer facilities are organized in the institution?	55	45
37.	Whether using the following methods of teaching?		
	a) Lecture method	65	35
	b) demonstration method	85	15
	c) Lecture cum demonstration method	75	25
	d) Tutorial	80	20
	e) Laboratory method	65	35
	f) Project method	75	25
	g) Simulation and games	50	50

	h) Role playing	45	55
	i) Programmed instruction	65	35
	j) Computer-assisted instruction	75	25
38.	Whether using software effectively in teaching like textbooks, films sound recording, filmstrips and audio/video tapes?	60	40
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	85	15
40.	Whether Micro Teaching is organized effectively?	95	5
41.	Whether Practice teaching is organized?	70	30
42.	Whether Block Practice teaching is organized?	80	20
43.	Whether Lesson Plan is developed through		
	- Herbert Method	80	20
	- Bloom Method	85	15
	- Morrison Method	45	55
	- Any other Innovative	80	20
Teacher- Students relations			
44.	Whether you adjust with your teacher?	95	5
45.	Whether teacher motivates high achievers?	80	20
46.	Whether teacher takes care of students' complaints regarding teaching?	45	55
47.	Whether teacher behaves with you politely?	95	5
Library			
48.	Whether proper light and ventilation is available in library?	95	5
49.	Whether library has proper space?	90	10
50.	Whether reading room is available?	55	45
51.	Whether professional & research journals are available in the reading room?	75	25
52.	Whether sufficient periodicals are available in the reading room?	75	25
53.	Whether Newspapers and Magazines are available in the DIET	85	15

	regularly?		
54.	Whether books are available according to requirements of students?	65	35
55.	Whether facility of book bank is available in the institution?	80	20
Hostel			
56.	Whether hostel facility is available in your institution?	50	50
57.	Whether sufficient rooms are available for students?	85	15
58.	Whether separate hostels are available for girls and boys?	35	65
59.	Whether warden resides in your hostel?	40	60
60.	Whether co-curricular activities are organized in the hostel?	50	50
61.	Whether hostel climate is good for students' academic achievement?	60	40

Table 4.8.9 reveals the perceptions of prospective teachers on various sub-areas of pre-service training programme provided by the DIET Jodhpur as follows:

Infrastructure facilities learning resources

All the respondents (100%) mentioned that sufficient rooms are available in the DIET Jodhpur. 100% trainees mentioned that sufficient rooms are available for group work. 40% expressed that room for social study is provided. 75% trainees reported that language room is available. 90% trainees stated that educational technology laboratory is available. 70% trainees responded that psychology laboratory and all the tests for psychology, are available in the DIET Jodhpur. 80% trainees stated that science laboratory is provided to them. 75% trainees stated that all the equipment for experiments are available. 60% trainees expressed that science fare is conducted. 65% trainees expressed that audio-visual aids are available. 75% mentioned that audio-visual equipments are in working order. 55% trainees felt that audio-visual equipments are sufficient. 50% trainees mentioned that play ground is available in the Jodhpur and PTI is provided to them. 75% trainees expressed that games and sports competition are organized. 70% trainees mentioned that literacy and cultural activities are organized. 75% trainees felt that it is necessary to take part in co-curricular activities for every students. 65% found that festivals and anniversaries are celebrated. 75% mentioned that educational tours are conducted. 60% expressed that the sufficient equipment and materials are available for work experience. 35% trainees mentioned that sufficient equipments are available for art education. 55%

trainees reported that photocopy facility is available in the library. 100% respondents reported that computers are available in the DIET. 85% trainees stated that audio-visual cassettes along with viewing apparatus is available. 95% trainees stated that internet facility is available. 50% respondents stated that resource material on digital media is available.

Seminar and Innovations

90% respondents reported that seminar is organized by the DIET. 75% reported that extension lectures are arranged. 50% trainees found that exports are called for group work. 65% trainees felt that they have sufficient opportunities to introduce creative activities and they were motivated for innovation.

Transactional approach used by the teaching staff

90% respondents reported that multimedia approach is used during teaching. 80% trainees stated that T.V. is used as a teaching aid. 45% trainees found that OHP or slide projector is used during teaching. A majority of respondents 90% mentioned that group work approach is used for teaching. 90% respondents mentioned that workshop is available for fabricating teaching aids. 55% trainees expressed that computer facility is available in the DIET. 65% trainees reported that lecture and programmed instruction and laboratory method is used for teaching. 85% trainees mentioned that demonstration method is used for teaching. 75% trainees reported that lecture cum demonstration, project method and computer-assisted instruction is used for teaching. 80% trainees stated that tutorial method is used for teaching. 50% stated that simulation and games is used for teaching. 45% respondents reported that programmed instruction is used for teaching. 60% trainees reported that software was used effectively.

Management of practice teaching

85% respondents reported that demonstration lesson is given by the experts. 95% felt that micro-teaching is organized effectively. 70% trainees mentioned that practice teaching is organized. 80% trainees stated that block practice teaching is organized. 80% trainees reported that lesson plan was developed through Herbert and other innovative method. 85% trainees stated that Bloom method was used for

developing lesson plan. 45% trainees reported that Morrison method was used for developing lesson plan.

Teacher-students relations

95% trainees felt that they were adjusted with their teacher and teacher behave politely with them. 80% respondents felt that teacher motivates high achievers. 45% trainees felt that teacher takes care of students' complaints regarding teaching.

Library

95% trainees mentioned that proper light and ventilation is available in library. 90% trainees stated that proper space is available in the library. 55% trainees mentioned that reading room is available. 75% respondents mentioned that professional and research journals and sufficient periodicals are available in the reading room. 85% trainees reported that sufficient books are available according to students' requirements. 80% trainees mentioned that book bank facility is available.

Hostel

50% respondents reported that hostel facility is available. 85% trainees felt that sufficient rooms are available for students. 35% trainees reported that separate hotels are available for girls and boys. 40% trainees found that warden reside in hostel. 50% trainees felt that co-curricular activities are organized in the hostel. 60% trainees felt that hostel climate is good for students' academic achievement.

Table - 4.8.10: Perception of Student-Teacher of DIET Pali (N=20)

S. NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	90	10
2.	Whether sufficient rooms are available for group works?	5	95
3.	Whether social-study room is provided in the institution?	00	100
4.	Whether language room is provided in the institution?	5	95
5.	Whether Educational Technology room is provided in the institution?	75	25
6.	Whether psychological laboratory is provided in the institution?	00	100

7.	Whether psychological laboratory has adequate number of tests?	00	100
8.	Whether science laboratory is provided in the institution?	100	00
9.	Whether science laboratory has all equipments?	90	10
10.	Whether science fare is conducted in the institution?	5	95
11.	Whether Audio-Visual aids are available in the institution?	55	45
12.	Whether Audio-Visual equipments are in working order?	45	55
13.	Whether Audio-Visual equipments are sufficient?	10	90
14.	Whether institution has its own play ground?	55	45
15.	Whether PTI is provided in the institution?	40	60
16.	Whether games and sports competition are organized?	00	100
17.	Whether Literacy activities are organized in the institution?	10	90
18.	Whether Cultural activities are organized in the institution?	25	75
19.	Is it necessary to take part in co-curricular activities for every student?	70	30
20.	Whether festivals and anniversaries are celebrated?	5	95
21.	Whether educational tours are conducted?	10	90
22.	Whether the sufficient equipment and material available for work experience?	10	90
23.	Whether sufficient equipments are available for art education?	100	00
24.	Does the library has the following facilities?		
	• Photocopier	00	100
	• Computers		
	• Audio & video cassettes along with viewing apparatus	00	100
	• Internet		
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	00	100
		15	85
		00	100
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	00	100
26.	Whether extension lectures are arranged?	5	95

27.	Whether experts are called in group discussions?	5	95
28.	Whether students have sufficient opportunities to introduce creative activities?	15	85
29.	Whether pupil-teachers are motivated for innovation?	75	25
30.	Whether Educational tour is arranged by the institution?	5	95
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	00	100
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	00	100
33.	Whether OHP or slide projector etc. is being used during the teaching?	00	100
34.	Whether group work approach is used during the teaching?	50	50
35.	Whether workshop for fabricating teaching aids is organized in the institution?	10	90
36.	Whether computer facilities are available in the institution?	90	10
37.	Whether using the following methods of teaching?		
	a) Lecture method	90	10
	b) demonstration method	90	10
	c) Lecture cum demonstration method	90	10
	d) Tutorial	25	75
	e) Laboratory method	50	50
	f) Project method	15	85
	g) Simulation and games	20	80
	h) Role playing	5	95
	i) Programmed instruction	00	100
	j) Computer-assisted instruction	15	85
38.	Whether using software effectively in teaching, like, textbooks, films sound recording, filmstrips and audio/video tapes?	5	95
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your	50	50

	institution?		
40.	Whether Micro Teaching is organized effectively?	95	5
41.	Whether Practice teaching is organized?	100	00
42.	Whether Block Practice teaching is organized?	100	00
43.	Whether Lesson Plan is developed through - Herbert Method - Bloom Method - Morrison Method - Any other Innovative	100 5 00 00	00 95 100 100
Teacher- Students relations			
44.	Whether you adjust with your teacher?	100	00
45.	Whether teacher motivates high achievers?	100	00
46.	Whether teacher takes care of students' complaints regarding teaching?	80	20
47.	Whether teacher behaves with you politely?	95	5
Library			
48.	Whether proper light and ventilation is available in library?	5	95
49.	Whether library has proper space?	15	85
50.	Whether reading room is available?	5	95
51.	Whether professional & research journals are available in the reading room?	00	100
52.	Whether sufficient periodicals are available in the reading room?	00	100
53.	Whether Newspapers and Magazines are available in the DIET regularly?	70	30
54.	Whether books are available according to requirements of students?	15	85
55.	Whether facility of book bank is available in the institution?	5	95
Hostel			
56.	Whether hostel facility is available in your institution?	5	95
57.	Whether sufficient rooms are available for students?	5	95

58.	Whether separate hostels are available for girls and boys?	10	90
59.	Whether warden resides in your hostel?	00	100
60.	Whether co-curricular activities are organized in the hostel?	00	100
61.	Whether hostel climate is good for students' academic achievement?	00	100

Table 4.8.10 reveals the perceptions of prospective teachers on various sub-areas of pre-service training programme provided by the DIET Pali as follows:

Infrastructure facilities and learning resources

90% trainees found that sufficient rooms are available in the institution. 5% of the respondents mentioned that sufficient rooms are available for group works. 100% trainees mentioned that there is no room for social study. 5% student trainees responded that language room is provided in the DIET. 75% trainees mentioned that educational technology laboratory is provided. 100% mentioned that there is no psychology laboratory is available in the DIET and it has no test in the psychology laboratory. 100% trainees mentioned that science laboratory is provided in the DIET. 90% trainees mentioned that all the equipments for experiments are available. 5% trainees expressed that science fare is conducted in the DIET. 55% respondents mentioned that audio-visual aids are available in the DIET of Pali. 45% trainees found that audio-visual equipments are in working order. 10% respondents mentioned that audio-visual equipments are sufficient. A majority of respondents were responded that play ground is available in the DIET Pali. 40% trainees mentioned that PTI is provided to them. Games and sports competitions were not organized by the DIET Pali as mentioned by the 100% of respondents. 10% trainees mentioned that literacy activities are organized in the DIET. 25% trainees found that cultural activities are organized in the DIET. 70% trainees felt that it is necessary to take part in co-curricular activities for every student. 5% trainees mentioned that festivals and anniversaries are celebrated. 10% trainees mentioned that educational tours are conducted. 10% trainees mentioned that sufficient equipment and materials are available for work experience. 100% trainees found that the sufficient equipments are available for art education. Photocopy, computer and audio-visual cassettes along with viewing apparatus facilities are not available in the library of DIET Pali as

mentioned by the 100% of respondents. 15% respondents mentioned that internet facility is available in the library for only reference purpose. Resource material on digital media is not available in the library as mentioned by the 100% of respondents of DIET Pali.

Seminar and Innovations

DIET Pali organized seminar as mentioned by the 100% respondents. 5% respondents mentioned that extension lectures are arranged and experts are called for group discussions. 5% trainees mentioned that students have sufficient opportunities to introduce creative activities. 75% trainees felt that they are motivated for innovation. 5% trainees mentioned that educational tours are arranged by the DIET.

Transactional approach used by the teaching staff

All the trainees mentioned that multimedia approaches, T.V., and OHP or slide projector were not used during teaching. 50% respondents mentioned that group work approach is used during teaching. 10% trainees reported that workshop is available fabricating teaching aids. A majority of respondents reported that computer facilities are available in the sampled DIET. 90% trainees reported that lecture method, demonstration and lecture cum demonstration method is used for teaching. 25% trainees mentioned that tutorial method is used for teaching. 50% trainees mentioned that laboratory method is used for teaching. 15% trainees mentioned that project and computer-assisted instruction are used for teaching. All of the respondents reported that programmed instruction is not used in the teaching. 5% trainees found that software was used effectively.

Management of practice teaching

50% trainees reported that demonstration lesson is given by the experts. 95% trainees stated that micro teaching is organized effectively. All of the respondents mentioned that practice teaching and block practice teaching is organized by the DIET. All of the trainees mentioned that lesson plan is developed through Herbert method only. All of the trainees reported that Bloom, Morrison and innovative methods were not used for developing the teaching plan except 5% trainees who mentioned that Bloom method is used for developing the lesson plan.

Teacher-students relations

All the respondents mentioned that they were adjusted with their teacher and teachers are motivated to high achievers. 80% trainees mentioned that teacher takes care of student ts' complaints regarding teaching. 95% felt that teacher behaves politely.

Library

5% respondents mentioned that proper light and ventilation is available in library. 15% respondents reported that proper space available in the library. 5% respondents stated that reading room is available in the sampled DIET. Professional and research journals and sufficient periodicals are not available in the library of Pali DIET. 70% respondents reported that newspaper and magazine are available in the DIET regularly. 15% trainees found that the books are available according to students of requirement. 5% trainees reported that book bank facility is available in the DIET. It appears that library facilities are poor in the DIET of Pali.

Hostel

5% trainees responded that hostel facility is available and also sufficient rooms are available in the DIET Pali. 10% responded mentioned that separate hostels are available for girls and boys. Every respondent denial that warden is not resided in the hostel co-curricular activities is not organized and hostel climate is not good for students' academic achievement.

Table - 4.8.11: Perception of Student-Teacher of DIET Jhalawar (N=20)

S. NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	95	05
2.	Whether sufficient rooms are available for group works?	75	25
3.	Whether social-study room is provided in the institution?	70	30
4.	Whether language room is provided in the institution?	35	65
5.	Whether Educational Technology room is provided in the institution?	30	70

6.	Whether psychological laboratory is provided in the institution?	40	60
7.	Whether psychological laboratory has adequate number of tests?	40	60
8.	Whether science laboratory is provided in the institution?	65	35
9.	Whether science laboratory has all equipments?	45	55
10.	Whether science fare is conducted in the institution?	40	60
11.	Whether Audio-Visual aids are available in the institution?	60	40
12.	Whether Audio-Visual equipments are in working order?	50	50
13.	Whether Audio-Visual equipments are sufficient?	60	40
14.	Whether institution has its own play ground?	60	40
15.	Whether PTI is provided in the institution?	80	20
16.	Whether games and sports competition are organized?	55	45
17.	Whether Literacy activities are organized in the institution?	50	50
18.	Whether Cultural activities are organized in the institution?	55	45
19.	Is it necessary to take part in co-curricular activities for every student?	60	40
20.	Whether festivals and anniversaries are celebrated?	55	45
21.	Whether educational tours are conducted?	60	40
22.	Whether the sufficient equipment and material available for work experience?	70	30
23.	Whether sufficient equipments are available for art education?	65	35
24.	Does the library have the following facilities?		
	• Photocopier	50	50
	• Computers	70	30
	• Audio & video cassettes along with viewing apparatus	55	45
	• Internet		
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	45	55
		45	55
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	70	30
26.	Whether extension lectures are arranged?	55	45

27.	Whether experts are called in group discussions?	80	20
28.	Whether students have sufficient opportunities to introduce creative activities?	90	10
29.	Whether pupil-teachers are motivated for innovation?	60	40
Transactional approach used by the teaching staff			
30.	Whether Educational tour is arranged by the institution?	70	30
31.	Whether multimedia approach used during the teaching?	65	35
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	50	50
33.	Whether OHP or slide projector etc. is being used during the teaching?	65	35
34.	Whether group work approach is used during the teaching?	55	55
35.	Whether workshop for fabricating teaching aids is organized in the institution?	60	40
36.	Whether computer facilities are available in the institution?	55	45
37.	Whether using the following methods of teaching?		
	a) Lecture method	75	25
	b) demonstration method	70	30
	c) Lecture cum demonstration method	60	40
	d) Tutorial	70	30
	e) Laboratory method	55	45
	f) Project method	60	40
	g) Simulation and games	75	25
	h) Role playing	65	35
	i) Programmed instruction	65	35
	j) Computer-assisted instruction	60	40
38.	Whether using software effectively in teaching, like, textbooks, films sound recording, filmstrips and audio/video tapes?	45	55
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	70	30

40.	Whether Micro Teaching is organized effectively?	80	20
41.	Whether Practice teaching is organized?	70	30
42.	Whether Block Practice teaching is organized?	85	15
43.	Whether Lesson Plan is developed through		
	- Herbert Method	65	35
	- Bloom Method	55	45
	- Morrison Method	65	35
	- Any other Innovative	60	40
Teacher-Students relations			
44.	Whether you adjust with your teacher?	60	40
45.	Whether teacher motivates high achievers?	65	35
46.	Whether teacher takes care of students' complaints regarding teaching?	50	50
47.	Whether teacher behaves with you politely?	70	30
Library			
48.	Whether proper light and ventilation is available in library?	70	30
49.	Whether library has proper space?	65	35
50.	Whether reading room is available?	70	30
51.	Whether professional & research journals are available in the reading room?	70	30
52.	Whether sufficient periodicals are available in the reading room?	60	40
53.	Whether Newspapers and Magazines are available in the DIET regularly?	65	35
54.	Whether books are available according to requirements of students?	75	25
55.	Whether facility of book bank is available in the institution?	65	35
Hostel			
56.	Whether hostel facility is available in your institution?	55	45
57.	Whether sufficient rooms are available for students?	35	65
58.	Whether separate hostels are available for girls and boys?	45	55
59.	Whether warden resides in your hostel?	40	60

60.	Whether co-curricular activities are organized in the hostel?	40	60
61.	Whether hostel climate is good for students' academic achievement?	60	40

Table 4.8.11 reveals the perceptions of student-teachers on various sub-areas of pre-service training programme provided by the DIET Jhalawar as follows:

Infrastructure facilities and learning resources

100% respondents mentioned that sufficient rooms are available in the DIET. 95% respondents mentioned that sufficient rooms are available for group work. 80% respondents stated that social-study and language laboratory is provided to them. 70% trainees mentioned that the educational technology laboratory is provided to them. 80% trainees mentioned that psychology laboratory is provided to them and 85% trainees stated that all tests of psychology are available in the laboratory. 85% trainees found that science laboratory is provided in the DIET. 65% trainees mentioned that all the equipments for experiments are available in the science laboratory. 70% trainees mentioned that science fare is conducted in the DIET. 85% trainees reported that the audio-visual aids are available in the DIET. 90% respondents mentioned that all equipments of audio-visual are in working order. 60% trainees stated that sufficient equipments are available. 50% trainees found that play ground is available in the DIET Jhalawar. 70% respondents reported that PTI is provided to them. 70% respondents reported that games and sports competition are organized. Approximately 70% trainees expressed that literacy and cultural activities are organized in the sampled DIET. 75% trainees were felt that it is necessary to take part in co-curricular activities. 70% trainees found that festivals and anniversaries are celebrated. 80% trainees reported that educational tours are conducted. 50% respondents mentioned that sufficient equipment and materials are available for work experience. 35% respondents stated that sufficient equipments are available for art education. 60% respondents mentioned that photocopy facility is available. All the respondents (100%) mentioned that computer; audio & visual cassettes along with viewing apparatus are available in the library. 95% respondents reported that internet facility is available and 75% respondents reported that resource material on digital media are available.

Seminar and Innovations

75% respondents mentioned that seminar is organized and extension lectures are arranged by the DIET. 75% trainees mentioned that experts are called for group discussions. 75% trainees mentioned that students have sufficient opportunities to introduce creative activities. 85% trainees stated that they were motivated for innovation.

Transactional approach used by the teaching staff

90% respondents responded that multimedia approach used during teaching. 100% trainees stated that T.V. is used as a teaching aid. 75% trainees mentioned that OHP or slide projector is used during teaching. 85% trainees found that group work approach is used for teaching. 75% trainees mentioned that workshop is available for fabricating teaching aid. 90% trainees mentioned that computer facility is available in the DIET. 75% trainees mentioned that lecture method, tutorial method is used for teaching. 85% trainees mentioned that demonstration method, project method and computer-assisted instruction are used for teaching. 60% trainees mentioned that lecture com demonstration method is used for teaching. 90% trainees mentioned that laboratory method is used for teaching. 65% trainees mentioned that simulation and games method is used for teaching. 80% trainees mentioned that role playing method is used for teaching. 70% trainees stated that programmed instruction is used for teaching. 30% trainees felt that software was used effective.

Management of practice teaching

95% trainees mentioned that demonstration lesson is given by the exports. 95% trainees mentioned that Micro-teaching and practice teaching is organized effectively. 75% trainees mentioned that block teaching is organized. A large number of trainees (60%) reported that lesson plan is developed through Herbert method. 80% trainees mentioned that Bloom method is used for developing lesson plan. 50% trainees mentioned that lesson plan is developed through Morrison method. 85% trainees mentioned that innovative method is used for developing lesson plan.

Teacher-students relations

95% respondents mentioned that they are adjusted with their teacher and felt that teacher motivated to high achievers. 85% trainees mentioned that teacher takes care of students' complaints regarding teaching. 85% respondents mentioned teacher behaves politely with them.

Library

80% respondents mentioned that proper light and ventilation is available in the library. 80% trainees stated that proper space has in the library. 95% trainees mentioned that reading room is available in the library. 60% trainees mentioned that professional and research journals are available in the reading room. 75% trainees mentioned that sufficient periodicals are available in the reading room and Newspaper and magazines are available in the DIET regularly. 90% trainees stated that books are available according to requirements of students and 60% trainees stated that book bank facility is available in the library.

Hostel

90% respondents mentioned that hostel facility is available in the DIET. 70% trainees mentioned that sufficient rooms are available for students. 60% trainees mentioned that separate hostels are available for girls & boys and warden resides in the hostel. 55% trainees stated that co-curricular activities are organized in the hostel. 40% trainees felt that hostel climate is good for students' academic achievement.

Table - 4.8.12: Perception of Student-Teacher of DIET Bundi (N=20)

S. NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	100	00
2.	Whether sufficient rooms are available for group works?	100	00
3.	Whether social-study room is provided in the institution?	70	30
4.	Whether language room is provided in the institution?	60	40
5.	Whether Educational Technology room is provided in the institution?	85	15

6.	Whether psychological laboratory is provided in the institution?	70	30
7.	Whether psychological laboratory has adequate number of tests?	80	20
8.	Whether science laboratory is provided in the institution?	80	20
9.	Whether science laboratory has all equipments?	70	30
10.	Whether science fare is conducted in the institution?	75	25
11.	Whether Audio-Visual aids are available in the institution?	90	10
12.	Whether Audio-Visual equipments are in working order?	85	15
13.	Whether Audio-Visual equipments are sufficient?	60	40
14.	Whether institution has its own play ground?	65	35
15.	Whether PTI is provided in the institution?	50	50
16.	Whether games and sports competition are organized?	50	50
17.	Whether Literacy activities are organized in the institution?	70	30
18.	Whether Cultural activities are organized in the institution?	85	15
19.	Is it necessary to take part in co-curricular activities for every student?	70	30
20.	Whether festivals and anniversaries are celebrated?	80	20
21.	Whether educational tours are conducted?	55	45
22.	Whether the sufficient equipment and material available for work experience?	30	70
23.	Whether sufficient equipments are available for art education?	35	65
24.	Does the library has the following facilities?		
	• Photocopier	70	30
	• Computers	95	5
	• Audio & video cassettes along with viewing apparatus	100	00
	• Internet		
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	85	15
		65	35
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	80	20

26.	Whether extension lectures are arranged?	80	20
27.	Whether experts are called in group discussions?	60	40
28.	Whether students have sufficient opportunities to introduce creative activities?	85	15
29.	Whether pupil-teachers are motivated for innovation?	90	10
30.	Whether Educational tour is arranged by the institution?	80	20
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	100	00
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	95	5
33.	Whether OHP or slide projector etc. is being used during the teaching?	55	45
34.	Whether group work approach is used during the teaching?	70	30
35.	Whether workshop for fabricating teaching aids is organized in the institution?	95	5
36.	Whether computer facilities are available in the institution?	70	30
37.	Whether using the following methods of teaching?		
	a) Lecture method	85	15
	b) demonstration method	75	25
	c) Lecture cum demonstration method	65	35
	d) Tutorial	40	60
	e) Laboratory method	75	25
	f) Project method	70	30
	g) Simulation and games	85	15
	h) Role playing	80	20
	i) Programmed instruction	60	40
	j) Computer-assisted instruction	80	20
38.	Whether using software effectively in teaching, like, textbooks, films sound recording, filmstrips and audio/video tapes?	60	40
Management of practice teaching			

39.	Whether Demonstration lesson is given by the experts of your institution?	95	5
40.	Whether Micro Teaching is organized effectively?	95	5
41.	Whether Practice teaching is organized?	70	30
42.	Whether Block Practice teaching is organized?	80	20
43.	Whether Lesson Plan is developed through		
	- Herbert Method	60	40
	- Bloom Method	60	40
	- Morrison Method	45	55
	- Any other Innovative	95	5
Teacher- Students relations			
44.	Whether you adjust with your teacher?	95	5
45.	Whether teacher motivates high achievers?	90	5
46.	Whether teacher takes care of students' complaints regarding teaching?	80	20
47.	Whether teacher behaves with you politely?	75	25
Library			
48.	Whether proper light and ventilation is available in library?	95	5
49.	Whether library has proper space?	90	10
50.	Whether reading room is available?	55	45
51.	Whether professional & research journals are available in the reading room?	80	20
52.	Whether sufficient periodicals are available in the reading room?	80	20
53.	Whether Newspapers and Magazines are available in the DIET regularly?	95	5
54.	Whether books are available according to requirements of students?	75	25
55.	Whether facility of book bank is available in the institution?	50	50
Hostel			
56.	Whether hostel facility is available in your institution?	85	15

57.	Whether sufficient rooms are available for students?	40	60
58.	Whether separate hostels are available for girls and boys?	55	45
59.	Whether warden resides in your hostel?	35	65
60.	Whether co-curricular activities are organized in the hostel?	55	45
61.	Whether hostel climate is good for students' academic achievement?	70	30

Table 4.8.12 reveals the perceptions of student-teachers on various sub-areas of pre-service training programme provided by the DIET Bundi as follows:

Infrastructure facilities and learning resources

100% trainees found that sufficient rooms are available in the institution. All of the respondents mentioned that sufficient rooms are available for group work. 70% trainees stated that social study room is provided. 60% reported that language laboratory is available in the DIET. 85% trainees reported that educational technology laboratory provided in the DIET. 70% respondents mentioned that psychology laboratory is available. 80% reported that sufficient tests are available in the psychology laboratory. 80% trainees stated that science laboratory is available. 70% trainees reported that all equipments for experiment are available in the science laboratory. 75% stated that science fare is conducted in the DIET Bundi. 90% respondents mentioned that audio-visual aids are available. 85% stated that A.V. equipments are in working order. 60% respondents felt that sufficient A.V. equipments are available in the audio-visual laboratory. 65% respondents reported that play ground is available in Bundi DIET. 50% stated that PTI is provided to them. 50% respondents reported that games and sports competitions are organized by the DIET. 70% respondents mentioned that literacy activities are organized in the DIET. 85% stated that cultural activities are organized in DIET. 80% respondents expressed that festivals and anniversaries are celebrated. 55% stated that educational tours are conducted. 30% trainees mentioned that sufficient equipment and materials are available for work experience and 35% trainees mentioned that sufficient equipments are available for art education. 70% respondents mentioned that photocopy facility is available in the library. 95% respondents stated that computer facility is available. All of the respondents mentioned that audio-video cassettes along with viewing apparatus

are available in the library. 85% respondents stated that internet facility is available. 65% found that resource material and digital media is available in the library.

Seminar and Innovations

80% trainees mentioned that seminar and extension lectures are organized by the DIET. 60% trainees stated that experts are called for group discussions. 85% trainees felt that students have sufficient opportunities to introduce creative activities. 90% respondents felt that they were motivated for innovation. On the whole innovation is found to be satisfactory by the majority of respondents.

Transactional approach used by the teaching staff

All the respondents mentioned that multimedia approach is used during teaching. 95% reported that T.V. is used as a teaching aid. 55% expressed that OHP or slide projector is used during teaching. 70% mentioned that group work approach is used during teaching of some content. 95% stated that workshop is available for fabricating teaching aids. 70% mentioned that lecture method, simulation and games are used for teaching. 75% found that demonstration and laboratory method is used for teaching. 65% mentioned that lecture cum demonstration method is used for teaching. 40% respondents mentioned that tutorial method is used for teaching. 70% stated that project method is used for teaching. 80% trainees stated that role playing and computer-assisted instruction is used for teaching. 60% mentioned that programmed instruction is used for teaching. 60% mentioned that programmed instruction is used for teaching. 60% trainees found that software was used effectively.

Management of practice teaching

95% trainees mentioned that demonstration lesson is given by the exports. 95% trainees felt that micro teaching is organized effectively. 70% trainees stated that practice teaching is organized. 80% found that block practice teaching is organized by the DIET Bundi. 60% trainees mentioned that lesson plan is developed through Herbert and Bloom method. 45% trainees stated that Morrison method is used for developing the lesson plan. 95% trainees stated that innovative method is used for developing the lesson plan. 95% trainees stated that innovative method is used for developing the lesson plan.

Teacher-students relations

95% trainees reported that they were adjusted with their teacher. 90% trainees felt that teacher motivates to high achievers. 80% trainees felt that teacher takes care of students' complaints regarding their teaching. 75% trainees felt that teacher behaves politely.

Library

95% respondents reported that proper light and ventilation is available in library. 90% stated that proper space is available in library. 55% respondents mentioned that reading room is available. 80% stated that professional and research journals, periodical are available in the reading room. 95% trainees reported that Newspapers and magazines are available in the DIET regularly. 75% trainees felt that books are available according to requirements of students. 50% trainees stated that book bank facility is available in library.

Hostel

85% respondents mentioned that hostel facility is available in the DIET Bundi. 40% respondents felt that sufficient rooms are available for students. 55% trainees stated that separate hostels are available for girls and boys. 35% reported that warden resides in hostel. 55% respondents mentioned that co-curricular activities are organized in the hostel. 70% respondents reported that hostel climate is good for students' academic achievement.

Table - 4.8.13: Perception of Student-Teacher of DIET Dungarpur (N=20)

S. NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	100	00
2.	Whether sufficient rooms are available for group works?	95	5
3.	Whether social-study room is provided in the institution?	95	5
4.	Whether language room is provided in the institution?	95	5
5.	Whether Educational Technology room is provided in the institution?	70	30

6.	Whether psychological laboratory is provided in the institution?	65	35
7.	Whether psychological laboratory has adequate number of tests?	60	40
8.	Whether science laboratory is provided in the institution?	50	50
9.	Whether science laboratory has all equipments?	50	50
10.	Whether science fare is conducted in the institution?	35	65
11.	Whether Audio-Visual aids are available in the institution?	80	20
12.	Whether Audio-Visual equipments are in working order?	70	30
13.	Whether Audio-Visual equipments are sufficient?	75	25
14.	Whether institution has its own play ground?	80	20
15.	Whether PTI is provided in the institution?	85	15
16.	Whether games and sports competition are organized?	65	35
17.	Whether Literacy activities are organized in the institution?	75	25
18.	Whether Cultural activities are organized in the institution?	85	15
19.	Is it necessary to take part in co-curricular activities for every student?	70	30
20.	Whether festivals and anniversaries are celebrated?	60	40
21.	Whether educational tours are conducted?	65	35
22.	Whether the sufficient equipment and material available for work experience?	60	40
23.	Whether sufficient equipments are available for art education?	65	35
24.	Does the library have the following facilities?		
	• Photocopier	30	70
	• Computers	65	35
	• Audio & video cassettes along with viewing apparatus	30	70
	• Internet		
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	15	85
		30	70
Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	100	00

26.	Whether extension lectures are arranged?	100	00
27.	Whether experts are called in group discussions?	100	00
28.	Whether students have sufficient opportunities to introduce creative activities?	90	10
29.	Whether pupil-teachers are motivated for innovation?	65	35
30.	Whether Educational tour is arranged by the institution?	65	35
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	70	30
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	70	30
33.	Whether OHP or slide projector etc. is being used during the teaching?	65	35
34.	Whether group work approach is used during the teaching?	85	15
35.	Whether workshop for fabricating teaching aids is organized in the institution?	75	25
36.	Whether computer facilities are available in the institution?	85	15
37.	Whether using the following methods of teaching?		
	a) Lecture method	100	00
	b) demonstration method	100	00
	c) Lecture cum demonstration method	70	30
	d) Tutorial	50	50
	e) Laboratory method	30	70
	f) Project method	35	65
	g) Simulation and games	45	55
	h) Role playing	45	55
	i) Programmed instruction	50	50
	j) Computer-assisted instruction	35	65
38.	Whether using software effectively in teaching, like, textbooks, films sound recording, filmstrips and audio/video tapes?	40	60
Management of practice teaching			

39.	Whether Demonstration lesson is given by the experts of your institution?	100	00
40.	Whether Micro Teaching is organized effectively?	100	00
41.	Whether Practice teaching is organized?	95	5
42.	Whether Block Practice teaching is organized?	95	5
43.	Whether Lesson Plan is developed through		
	- Herbert Method	40	60
	- Bloom Method	100	00
	- Morrison Method	40	60
	- Any other Innovative	45	55
Teacher- Students relations			
44.	Whether you adjust with your teacher?	95	5
45.	Whether teacher motivates high achievers?	70	30
46.	Whether teacher takes care of students' complaints regarding teaching?	75	25
47.	Whether teacher behaves with you politely?	70	30
Library			
48.	Whether proper light and ventilation is available in library?	95	5
49.	Whether library has proper space?	100	00
50.	Whether reading room is available?	75	25
51.	Whether professional & research journals are available in the reading room?	45	55
52.	Whether sufficient periodicals are available in the reading room?	45	55
53.	Whether Newspapers and Magazines are available in the DIET regularly?	90	10
54.	Whether books are available according to requirements of students?	80	20
55.	Whether facility of book bank is available in the institution?	85	15
Hostel			
56.	Whether hostel facility is available in your institution?	95	5

57.	Whether sufficient rooms are available for students?	95	5
58.	Whether separate hostels are available for girls and boys?	55	45
59.	Whether warden resides in your hostel?	30	70
60.	Whether co-curricular activities are organized in the hostel?	20	80
61.	Whether hostel climate is good for students' academic achievement?	20	80

Table 4.8.13 reveals the perceptions of student-teachers on various sub-areas of pre-service training programme provided by the DIET Dungarpur as follows:

Infrastructure facilities and learning resources

100% respondents mentioned that sufficient rooms are available in the DIET. 95% respondents mentioned that sufficient rooms are available for group work. 95% respondents found that social-study room is available. 95% trainees found that language laboratory is provided and 70% trainees reported that educational technology laboratory is provided to them. 65% trainees mentioned that psychology laboratory is provided to them. 60% trainees mentioned that all the tests of psychology are available in the laboratory. 50% trainees found that science laboratory is provided in the DIET and 50% trainees reported that all the science equipments are available in the science laboratory. 35% trainees mentioned that science fare is conducted in the DIET. 80% trainees reported that the audio-visual aids are available in the DIET. 70% respondents mentioned that all equipments of audio-visual are in working order and 75% respondents reported that sufficient equipments are available. 80% trainees found that play ground is available in the DIET Dungarpur. 85% respondents reported that PTI is provided to them. 65% respondents reported that games and sports competition are organized. 75% trainees expressed that literacy activities are organized in the sampled DIET. 85% respondents mentioned that cultural activities are organized and 70% trainees felt that it is necessary to take part in co-curricular activities. 60% trainees found that festivals and anniversaries are celebrated. 65% trainees reported that educational tours are conducted. 60% respondents mentioned that sufficient equipment and materials are available for work experience and 65% trainees mentioned that sufficient equipment and material is available for art education. 30% respondents mentioned that photocopy; audio &

video cassettes along with viewing apparatus and resource material on digital media facilities are available. 65% trainees mentioned that computers facilities are available in the DIET. 15% trainees reported that internet facility is available in the library.

Seminar and Innovations

100% respondents mentioned that seminar is organized by the DIET. 100% trainees mentioned that extension lectures are arranged and experts are called for group discussions. 90% trainees mentioned that students have sufficient opportunities to introduce creative activities. 65% trainees stated that they are motivated for innovation.

Transactional approach used by the teaching staff

70% respondents responded that multimedia approach used during teaching. 70% trainees stated that T.V. is used as a teaching aid. 65% trainees mentioned that OHP or slide projector is used during teaching. 85% trainees found that group work approach is used during teaching. 75% trainees mentioned that workshop is available for fabricating teaching aid. 85% trainees mentioned that computer facility is available in the DIET. 100% trainees mentioned that lecture and demonstration method is used for teaching. 70% trainees mentioned that lecture cum demonstration method is used for teaching. 50% trainees mentioned that tutorial and programmed instruction method is used for teaching. 30% trainees mentioned that laboratory method is used for teaching. 35% trainees mentioned that projector and computer-assisted method are used for teaching. 45% mentioned that simulation & games and role playing method are used for teaching. 40% trainees felt that software was used effectively.

Management of practice teaching

All the trainees mentioned that demonstration lesson is given by the experts; Micro-teaching is organized effectively. 95% trainees mentioned that practice teaching and block teaching is organized. 40% respondents stated that lesson plan is developed through Herbert method. All the (100%) trainees reported that lesson plan is developed through Bloom method. 40% trainees mentioned that Morrison method is used. 45% trainees mentioned that innovative method is used for developing lesson plan.

Teacher-students relations

95% respondents mentioned that they are adjusting with their teacher and 70% trainees felt that teacher motivated to high achievers. 75% trainees mentioned that teacher takes care of students' complaints regarding teaching. 70% respondents mentioned teacher behaves politely.

Library

95% respondents mentioned that proper light and ventilation is available in the library. 100% trainees stated that proper space has in the library. 70% trainees found that reading room is available in the DIET. 45% trainees reported that professional and research journals and sufficient periodicals are available. 90% trainees reported that Newspaper and magazines are available in the DIET regularly. 80% trainees reported that books are available according to requirements of students. 85% respondents mentioned that book bank facility is available in the library.

Hostel

95% respondents mentioned that hostel facility is available. 95% trainees reported that sufficient rooms are available for students. 55% trainees stated that separate hostels are available for girls and boys. 30% trainees mentioned that warden resides in the hostel. 20% trainees stated that co-curricular activities are organized in the hostel and they felt that hostel climate is good for students' academic achievement.

Table - 4.8.14: Perception of Student-Teacher of DIET Banswara (N=20)

S. NO	Questions asked to the trainees teacher	PERCENTAGE	
		YES	NO
Infrastructure facilities and learning resources			
1.	Whether sufficient rooms are available in the institution?	100	00
2.	Whether sufficient rooms are available for group works?	100	00
3.	Whether social-study room is provided in the institution?	95	5
4.	Whether language room is provided in the institution?	90	10
5.	Whether Educational Technology room is provided in the	100	00

	institution?		
6.	Whether psychological laboratory is provided in the institution?	45	55
7.	Whether psychological laboratory has adequate number of tests?	45	55
8.	Whether science laboratory is provided in the institution?	50	50
9.	Whether science laboratory has all equipments?	50	50
10.	Whether science fare is conducted in the institution?	40	60
11.	Whether Audio-Visual aids are available in the institution?	55	45
12.	Whether Audio-Visual equipments are in working order?	60	40
13.	Whether Audio-Visual equipments are sufficient?	50	50
14.	Whether institution has its own play ground?	90	10
15.	Whether PTI is provided in the institution?	95	5
16.	Whether games and sports competition are organized?	95	5
17.	Whether Literacy activities are organized in the institution?	85	15
18.	Whether Cultural activities are organized in the institution?	100	00
19.	Is it necessary to take part in co-curricular activities for every student?	95	5
20.	Whether festivals and anniversaries are celebrated?	100	00
21.	Whether educational tours are conducted?	90	10
22.	Whether the sufficient equipment and material available for work experience?	85	15
23.	Whether sufficient equipments are available for art education?	00	100
24.	Does the library have the following facilities?		
	• Photocopier	75	25
	• Computers		
	• Audio & video cassettes along with viewing apparatus	80	20
	• Internet	40	60
	• Resource material on digital media, such as, CD ROMs, Micro films, etc.	25	75
		30	70

Seminar and Innovations			
25.	Whether seminar is organized by the DIET?	95	5
26.	Whether extension lectures are arranged?	95	5
27.	Whether experts are called in group discussions?	90	10
28.	Whether students have sufficient opportunities to introduce creative activities?	100	00
29.	Whether pupil-teachers are motivated for innovation?	100	00
30.	Whether Educational tour is arranged by the institution?	85	15
Transactional approach used by the teaching staff			
31.	Whether multimedia approach used during the teaching?	90	10
32.	Whether T.V. as a teaching aid is being used during the teaching of any content?	75	25
33.	Whether OHP or slide projector etc. is being used during the teaching?	100	00
34.	Whether group work approach is used during the teaching?	100	00
35.	Whether workshop for fabricating teaching aids is available in the institution?	85	15
36.	Whether computer facilities are available in the institution?	70	30
37.	Whether using the following methods of teaching?		
	a) Lecture method	70	30
	b) demonstration method	75	25
	c) Lecture cum demonstration method	95	5
	d) Tutorial	95	5
	e) Laboratory method	100	00
	f) Project method	95	5
	g) Simulation and games	60	40
	h) Role playing	60	40
	i) Programmed instruction	65	35
	j) Computer-assisted instruction	65	35

38.	Whether using software effectively in teaching, like, textbooks, films sound recording, filmstrips and audio/video tapes?	75	25
Management of practice teaching			
39.	Whether Demonstration lesson is given by the experts of your institution?	80	20
40.	Whether Micro Teaching is organized effectively?	80	20
41.	Whether Practice teaching is organized?	65	35
42.	Whether Block Practice teaching is organized?	70	30
43.	Whether Lesson Plan is developed through		
	- Herbert Method	55	45
	- Bloom Method	80	20
	- Morrison Method	75	25
	- Any other Innovative	70	30
Teacher- Students relations			
44.	Whether you adjust with your teacher?	65	35
45.	Whether teacher motivates high achievers?	50	50
46.	Whether teacher takes care of students' complaints regarding teaching?	55	45
47.	Whether teacher behaves with you politely?	90	10
Library			
48.	Whether proper light and ventilation is available in library?	95	5
49.	Whether library has proper space?	100	00
50.	Whether reading room is available?	90	10
51.	Whether professional & research journals are available in the reading room?	90	10
52.	Whether sufficient periodicals are available in the reading room?	55	45
53.	Whether Newspapers and magazines are available in the DIET regularly?	55	45
54.	Whether books are available according to requirements of students?	55	45

55.	Whether facility of book bank is available in the institution?	65	35
Hostel			
56.	Whether hostel facility is available in your institution?	85	15
57.	Whether sufficient rooms are available for students?	85	15
58.	Whether separate hostels are available for girls and boys?	80	20
59.	Whether warden resides in your hostel?	75	25
60.	Whether co-curricular activities are organized in the hostel?	55	45
61.	Whether hostel climate is good for students' academic achievement?	65	35

Table 4.8.14 reveals the perceptions of student-teachers on various sub-areas of pre-service training programme provided by the DIET Banswara as follows:

Infrastructure facilities and learning resources

100% trainees mentioned that sufficient rooms are available in the DIET Banswara. All the trainees found that sufficient rooms are available for group works. 95% respondents mentioned that social-study room is provided. 90% trainees found that language laboratory is available in the DIET. All the respondents (100%) mentioned that educational technology laboratory is available in the DIET. 45% trainees found that psychology laboratory is provided and psychology laboratory has all the test. 50% trainees found that science laboratory is provided and has all the equipments for experiments are available. 40% mentioned that science fare is conducted in the DIET. 55% trainees mentioned that audio-visual aids are available in the DIET. 60% trainees mentioned that audio-visual equipments are in working order. 50% trainees found that audio-visual equipments are sufficient. 90% respondents mentioned that play ground is available in the DIET Banswara. 95% trainees found that PTI is provided to them and games and sports competition are organized in the sampled DIET. 85% respondents mentioned that literacy activities are organized. All the respondents (100%) mentioned that cultural activities are organized. 95% trainees felt that it is necessary to take part in co-curricular activities. 100% trainees found that festivals and anniversaries are celebrated. 90% expressed that educational tours are conducted. 85% trainees found that sufficient equipment and materials are available for work experience. 100% respondents found that sufficient equipments are

not available for art education. 75% trainees mentioned that photocopy facility is available in library. 80% trainees found that computer facility is available. 40% trainees mentioned that audio and video cassettes along with viewing apparatus are available. About 30% trainees found that internet and resource material on digital media is available in the library.

Seminar and Innovations

95% respondents mentioned that seminars and extension lectures are arranged by the DIET Banswara. 90% trainees expressed that experts are called for group discussions. 100% respondents mentioned that students have sufficient opportunities to introduce creative activities and they are motivated for innovation.

Transactional approach used by the teaching staff

90% respondents mentioned that multimedia approach is used during teaching. 75% trainees found that T.V. is used as a teaching aid during teaching. All of the respondents mentioned that OHP or slide projector and group work approach is used during teaching. 85% trainees mentioned that workshop is available for fabricating teaching aids. 70% trainees felt that computer facility is available in the DIET. 70% trainees mentioned that lecture method is used for teaching. 75% trainees mentioned that demonstration method is used for teaching. 95% trainees stated that lecture cum demonstration method; tutorial method and projector method are used for teaching. 100% trainees stated that laboratory method is used for teaching. 60% respondents mentioned that simulation and games and role playing method are used for teaching. 65% trainees expressed that programmed instruction and computer-assisted instruction is used for teaching. 75% trainees felt that software was used effectively.

Management of practice teaching

80% respondents mentioned that demonstration lesson is given by the experts and micro-teaching is organized effectively. 65% trainees stated that block practice teaching is organized. 55% trainees stated that lesson plan is developed through Herbert method. 80% trainees stated that Bloom method is used for developing lesson plan. About 75% trainees stated that Morrison and other Innovative method are used for developing lesson plan.

Teacher-students relations

65% respondents felt that they were adjusted with their teacher. 50% trainees stated that teacher motivates to high achievers. 55% trainees felt that teacher takes care of students' complaints regarding teaching. 90% trainees expressed that teacher behaves politely.

Library

95% respondents mentioned that proper light and ventilation is available in library. All of the respondents mentioned that proper space is available in library. 90% respondents found that reading room and professional and research journals are available. 55% trainees found that sufficient periodicals are available in the library. 55% trainees found that Newspapers and magazines are available in regularly and books are available according to requirements of students. 65% trainees found that book bank facility is available.

Hostel

85% trainees mentioned that hostel facility and sufficient rooms are available for students. 80% trainees found that separate hostels are available for girls and boys. 75% trainees found that warden resides in hostel. 55% trainees felt that co-curricular activities are organized in the hostel. 65% trainees felt that hostel climate is good for students' academic achievement.

4.9 Comparison of Profiles of the DIETs

The data of HRD Climate was analyzed for comparison of profiles of DIETs of different educational zones of Rajasthan State. The details of the analysis and interpretation of data are presented as follows-

Table - 4.9.1: HRD climate of seven zones of Rajasthan State

Zones	Very good	Good	Average	Poor	Row total
1. Ajmer	1(4.54%) 2.49	11(50%) 16.43	10(45.45%) 3.08	0	22
2. Bahratpur	6(21.42%) 3.17	22(78.5%) 20.91	0 3.93	0	28
3. Bikaner	1(4.17%) 2.72	22(91.67%) 17.92	1(4.17%) 3.36	0	24
4. Jaipur	4(21.05%) 2.15	15(78.94%) 14.19	0 2.66	0	19
5. Jhodpur	2(10%)	13(65%) 14.93	5(25%) 2.79	0	20
6. Kota	3(14.28%) 2.38	17(80.95%) 15.68	1(4.76%) 2.94	0	21
7. Udaipur	0 1.81	12(75%) 11.95	4(25%) 2.24	0	16
Column total	17	112	21	0	150

Chi-Square df Significance
37.285 18 .01

It is evident from Table 4.9.1 that the computed value of Chi-Square, that is, 37.285 is grater than the table value of Chi-Square of 34.805 at .01 level of confident against 18 degree of freedom. So, the responses of the respondent of the 7 educational zones of Rajasthan State against the HRD climate differ significantly.

4.10 Analysis and Interpretation of Focused Group Discussion of Academic Staff

The investigator conducted the focus group discussion to study the views of academic staff regarding the Human Resources Development Climate in the various DIETs of Rajasthan state. The question were on different factors of HRD Climate, such as responsibilities, risk taking behaviour, top support, feed back, supportive HRD Climate, openness versus communication, trust, team spirit, collaboration,

reward. The focus group discussion questions were unstructured in nature. The analysis and interpretation of data is presented as follows:

4.10.1 Views of DIET Bhilwara respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. But respondents also responded that they are not keen to take responsibilities for arranging workshops and seminars due to over workload and little support. All the academic staff responded that faculty meetings were not arranged frequently. Respondents replied that staff members were not encouraged by the principal to experiment with new method and try out the innovative ideas in classroom teaching. Respondents found that opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that the principal treats humanely because principal believed the human resources is important. The principal helps to develop the new project proposal and it was also observed that staff members were helped to correct the mistakes. Respondents responded that the weaknesses were communicated to the staff members in a non-threatening manner. Respondents of Bhilwara DIET responded that critical comments were taken seriously by the staff members. Respondents also observed that the professional development of the staff members is seen by the active principal as an important part of his job and also said that principal is willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is conducive for professional development of staff. Academic staff members replied that they discuss problems to the colleagues openly. They responded that they were allowed to express their opinions freely in staff meetings. All the respondents responded that staff members of this DIET trust each other. They told that supportive staff members such as ministerial staff and IV class staffs were helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were taking pains to find out the weakness and to strengthen their colleagues to improve the quality of Teacher Education and also found that principal is allows to discussion at any time in his office. All staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All

the staff members responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

All the staff members said that residential facility is inadequate and most of the posts were vacant.

4.10.2 Views of DIET Nagaur respondents

All the respondents responded that they did not enjoy academic autonomy along with responsibility and accountability. Respondents also responded that they are not keen to take responsibilities for arranging workshops and seminars due to over workload and little support. All the academic staff responded that they were not encouraged to present paper in faculty meetings. Respondents replied that they were not encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that no opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that the principal does not treat humanely because principal believed the human resources are not important. The principal does not help to develop the new project proposal. It was also observed that some of the staff members were helped to correct the mistakes. Respondents responded that the weaknesses were communicated to the staff members in a threatening manner. Respondents of Nagaur DIET responded that critical comments were not taken seriously by the staff members. Respondents also observed that the professional development of the staff members is not seen by the principal as an important part of his job and also said that principal is not willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is not conducive for professional development of staff. Academic staff members replied that they did not discuss problems with the colleagues openly. They responded that they were not allowed to express their opinions freely in staff meetings. All the respondents responded that staff members of this DIET trust each other. They told that supportive staff members such as ministerial staff and IV class staffs were not helpful to the academic staff, being busy in other works of institutes. Respondents replied that social climate of this DIET is

not good. Respondents have responded that staff members were not taking pains to find out the weakness and to strengthen their colleagues to improve the quality of Teacher Education. Respondents responded that the principal does not allow discussion at any time in his office. All staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4. 10.3 Views of DIET Bikaner respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. But respondents also responded that they are not keen to take responsibilities for arranging workshops and seminars due to over workload and less support. All the academic staff responded that they were often encouraged by the principal to present the paper in faculty meetings. Respondents replied that staff members were encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that no opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that the principal treats humanely because principal believed the human resources is important. The principal helps to develop the new project proposal and it was also observed that staff members were helped to correct the mistakes. Respondents responded that the weaknesses were communicated to the staff members in a non-threatening manner. Respondents of Bikaner DIET responded that critical comments were taken seriously by the staff members. Respondents also observed that the professional development of the staff members is seen by the principal as an important part of his job and also said that principal is willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they did not discuss problems with the colleagues openly. They responded that they were allowed to express their opinions freely in staff meetings. All the respondents responded that the staff members of this DIET trust each other. They told that

supportive staff members, such as, ministerial staff and IV class staffs were helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were taking pains to find out the weakness and to strengthen their colleagues to improve the quality of Teacher Education and also found that principal allows to discuss matter at any time in his office. All staff members agreed that no mechanisms were developed to reward for good work doing by the staff members. All the staff members responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4.10.4 Views of DIET Churu respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. Respondents also responded that they are keen to take responsibilities for arranging workshops and seminars. All the academic staff responded that they were not often encouraged by the principal to present the paper in faculty meetings. Respondents replied that staff members were not encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that no opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that the principal does not treat humanely because the principal believes that the human resources is not important. The principal does not help to develop the new project proposal and it also observed that staff members were not helped to correct the mistakes. Respondents responded that the weaknesses were communicated to the staff members in a non-threatening manner. Respondents of Churu DIET responded that critical comments were taken seriously by the staff members. Respondents also observed that the professional development of the staff members is seen by the principal as an important part of his job and also said that principal is willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they discuss problems with the colleagues openly. They responded that they were allowed to express their opinions freely in staff meetings. All the respondents responded that

staff members of this DIET trust each other. They told that supportive staff members, such as, ministerial staff and IV class staffs were helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that the staff members were taking pains to find out the weakness and strengthen their colleagues to improve the quality of Teacher Education and also found that the principal allows to discuss matter at any time in his office. All the staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4.10.5 Views of DIET Bharatpur respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. Respondents also responded that they are keen to take responsibilities for arranging workshops and seminars. All the academic staff responded that they were often encouraged by the principal to present the paper in faculty meetings. Respondents replied that staff members were encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that the principal treats humanely because principal believed the human resources is important. The principal helps to develop the new project proposal and it was also observed that staff members were helped to correct the mistakes. Respondents responded that the weaknesses were communicated to the staff members in a non-threatening manner. Respondents of Bharatpur DIET responded that critical comments were taken seriously by the staff members. Respondents also observed that the professional development of the staff members is seen by the principal as an important part of his job and also said that principal is willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they discuss problems with the colleagues openly. They responded that they were allowed to express their opinions freely in

staff meetings. All the respondents responded that staff members of this DIET trust each other. They told that supportive staff members such as ministerial staff and IV class staffs were helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were taking pains to find out the weakness and strengthen colleagues to improve the quality of Teacher Education and also found that principal allows to discuss matter at any time in his office. All staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4.10.6 Views of DIET Karoli respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. Respondents also responded that they are keen to take responsibilities for arranging workshops and seminars. All the academic staff responded that they were often encouraged by the principal to present the paper in faculty meetings. Respondents replied that staff members were encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that principal treats humanely because principal believes that the human resources is important and principal helps to develop the new project proposal and it was also observed that staff members were helped to correct the mistakes. Respondents responded that the weaknesses were communicated to the staff members in a non-threatening manner. Respondents of Karoli DIET responded that critical comments were taken seriously by the staff members. Respondents also observed that the professional development of the staff members is seen by the principal as an important part of his job and also said that principal is willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they discuss problems with the colleagues openly. They responded that they were allowed to express their opinions freely in

staff meetings. All the respondents responded that staff members of this DIET trust each other. They told that supportive staff members such as ministerial staff and IV class staffs were helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were taking pains to find out the weakness and to strengthen their colleagues to improve the quality of Teacher Education and also found that principal allows to discuss matter at any time in his office. All staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members were responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4.10.7 Views of DIET Sikar respondents

All the respondents responded that they did not enjoy academic autonomy along with responsibility and accountability. Respondents also responded that they are not keen to take responsibilities for arranging workshops and seminars due to over workload and little support. All the academic staff responded that faculty meetings were not arranged frequently. Respondents replied that some staff members were encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that no opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that principal does not treat humanely because principal believed the human resources are not important. The principal does not help to develop the new project proposal. It was also observed that some of the staff members were helped to correct the mistakes. Respondents responded that the weaknesses were communicated to the staff members in a threatening manner. Respondents of Sikar DIET responded that critical comments were not taken seriously by the staff members. Respondents also observed that the professional development of the staff members is not seen by the principal as an important part of his job and also said that principal is not willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is not conducive for professional development of staff. Academic staff members replied that they did not discuss problems with the

colleagues openly. They responded that they were not allowed to express their opinions freely in staff meetings. All the respondents responded that staff members of this DIET trust each other. They told that supportive staff members, such as, ministerial staff and IV class staffs were not helpful to the academic staff. Respondents replied that social climate of this DIET is not very conducive. Respondents have responded that staff members were not taking any pains to find out the weakness and to strengthen their colleagues to improve the quality of Teacher Education and also found that principal does not allow to discuss at any time in his office. All staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members were responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

All the staff members said that residential and drinking water facility is inadequate and most of the posts were vacant.

4.10.8 Views of DIET Alwar respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. Respondents also responded that they are keen to take responsibilities for arranging workshops and seminars. All the academic staff responded that they were often encouraged to present their papers in faculty meetings. Respondents replied that they were encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that principal treats humanely because the principal believes that the human resources is important and the principal helps to develop the new project proposal. It was also observed that staff members were helped to correct the mistakes. Respondents responded that the weaknesses were communicated to the staff members in a non-threatening manner. Respondents of Alwar DIET responded that critical comments were taken seriously by the staff members. Respondents also observed that the professional development of the staff members is seen by the principal as an important part of his job and also said that principal is willing to invest a considerable part of his time to ensure the development

of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they discuss problems with the colleagues openly. They responded that they were allowed to express their opinions freely in staff meetings. All the respondents responded that staff members of this DIET trust each other. They told that supportive staff members, such as, ministerial staff and IV class staffs were helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were taking pain to find out the weakness and to strength their colleagues to improve the quality of Teacher Education and also found that the principal welcomes to discuss at any time in his office. All the staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members were responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

All the staff members said that residential and drinking water facility is inadequate and most of the posts were vacant.

4.10.9 Views of DIET Jodhpur respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. Respondents also responded that they are keen to take responsibilities for arranging workshops and seminars. All the academic staff responded that they were not often encouraged by the principal to present the paper in faculty meetings. Respondents replied that staff members were not encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that no opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that principal treats humanely because the principal believes that the human resources are important and principal does not help to develop the new project proposal. It was also observed that staff members were not helped to correct the mistakes. Respondents responded that the weaknesses were not communicated to the staff members. Respondents of Karoli DIET responded that critical comments were not taken seriously by the staff members. Respondents also observed that the

professional development of the staff members is not seen by the principal as an important part of his job and also said that principal is not willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they discuss problems with the colleagues openly. They responded that they were not allowed to express their opinions freely in staff meetings. All the respondents responded that staff members of this DIET trust each other. They told that supportive staff members such as ministerial staff and IV class staffs were not helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were not taking pains to find out the weakness and to strengthen their colleagues to improve the quality of Teacher Education and also found that principal does not allow to discuss matter at any time in his office. All staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members were responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4.10.10 Views of DIET Pali respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. Respondents also responded that they are keen to take responsibilities for arranging workshops and seminars. All the academic staff responded that they were not often encouraged by the principal to present the paper in faculty meetings. Respondents replied that staff members were not encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that no opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that principal treats humanely because the principal believes the human resources is important and principal does not help to develop the new project proposal due to lack of time. It was also observed that staff members were not helped to correct their mistakes. Respondents responded that the weaknesses were communicated to the staff members in a non- threatening way. Respondents of Pali

DIET responded that critical comments were not taken seriously by the staff members. Respondents also observed that the professional development of the staff members is not seen by the principal as an important part of his job and also said that principal is not willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they discuss problems with the colleagues openly. They responded that they were not allowed to express their opinions freely in staff meetings. All the respondents responded that staff members of this DIET trust each other. They told that supportive staff members such as ministerial staff and IV class staffs were helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were not taking pains to find out the weakness and strengthen from colleagues to improve the quality of Teacher Education and also found that principal does not allow to discuss matter at any time in his office. All staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members were responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4.10.11 Views of DIET Jhalawar respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. Respondents also responded that they are keen to take responsibilities for arranging workshops and seminars. All the academic staff responded that they were not often encouraged by the principal to present the paper in faculty meetings. Respondents replied that staff members were not encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that no opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that principal treats humanely because the principal believes that the human resources is important and principal does not help to develop the new project proposal due to lack of time and it was also observed that staff members were not helped to correct their mistakes. Respondents responded that the weaknesses were

communicated to the staff members in a non-threatening way. Respondents of Jhalawar DIET responded that critical comments were taken seriously by the staff members. Respondents also observed that the professional development of the staff members is not seen by the principal as an important part of his job and also said that principal is not willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they did not discuss problems with the colleagues openly. They responded that they were not allowed to express their opinions freely in staff meetings. All the respondents responded that the staff members of this DIET trust each other. They told that supportive staff members such as ministerial staff and IV class staffs were helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were not taking pains to find out the weakness and to strengthen their colleagues to improve the quality of Teacher Education and also found that principal allows to discuss matter at any time in his office. All the staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members were responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4.10.12 Views of DIET Bundi respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. But respondents also responded that they are not keen to take responsibilities for arranging workshops and seminars. All the academic staff responded that they were not often encouraged by the principal to present the paper in faculty meetings. Respondents replied that staff members were not encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that no opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that principal is treats humanely because the principal believes the human resources is important and Head does not help to develop the new project

proposal. It was also observed that the staff members were not helped to correct their mistakes. Respondents responded that the weaknesses were communicated to the staff members in a non-threatening way. Respondents of Jhalawar DIET responded that critical comments were not taken seriously by the staff members. Respondents also observed that the professional development of the staff members is not seen by the principal as an important part of his job and also said that the principal is not willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they discuss problems with the colleagues openly. They responded that they were not allowed to express their opinions freely in staff meetings. All the respondents responded that staff members of this DIET trust each other. They told that supportive staff members such as ministerial staff and IV class staffs were not helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were taking pains to find out the weakness and to strengthen their colleagues to improve the quality of Teacher Education and also found that principal does not allow to discuss matter at any time in his office. All the staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members were responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4.10.13 Views of DIET Dungarpur respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. Respondents also responded that they are not keen to take responsibilities for arranging workshops and seminars. All the academic staff responded that they were not often encouraged by the principal to present the paper in faculty meetings. Respondents replied that staff members were not encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that no opportunities were given to them to try out what they have learnt from the training programmes. The respondents responded that the principal treats humanely because the principal

believes the human resources is important and principal helps to develop the new project proposal. It was also observed that staff members were helped to correct their mistakes. Respondents responded that the weaknesses were communicated to the staff members in a non- threatening way. Respondents of Dungarpur DIET responded that critical comments were taken seriously by the staff members. Respondents also observed that the professional development of the staff members is not seen by the principal as an important part of his job and also said that principal is not willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they discuss problems with the colleagues openly. They responded that they were not allowed to express their opinions freely in staff meetings. All the respondents responded that the staff members of this DIET trust each other. They told that supportive staff members, such as, ministerial staff and IV class staffs were helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were not taking pains to find out the weakness and to strengthen their colleagues to improve the quality of Teacher Education and also found that principal does not allows to discuss matter at any time in her office. All the staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members were responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4.10.14 Views of DIET Banswara respondents

All the respondents responded that they enjoyed academic autonomy along with responsibility and accountability. Respondents also responded that they are not keen to take responsibilities for arranging workshops and seminars. All the academic staff responded that they were not often encouraged by the principal to present the paper in faculty meetings. Respondents replied that staff members were not encouraged by the principal to experiment with new methods and try out the innovative ideas in classroom teaching. Respondents found that opportunities were given to them to try out what they have learnt from the training programmes. The

respondents found that the principal is treats humanely because the principal believes that the human resources are important and the principal helps to develop the new project proposal. It was also observed that the staff members were helped to correct their mistakes. Respondents responded that the weaknesses were communicated to the staff members in a non- threatening way. Respondents of Banswara DIET responded that critical comments were taken seriously by the staff members. Respondents also observed that the professional development of the staff members is seen by the principal as an important part of his job and also said that principal is willing to invest a considerable part of his time to ensure the development of the staff members. Academic staff also replied that the psychological climate is good for professional development of staff. Academic staff members replied that they discuss problems with the colleagues openly. They responded that they were allowed to express their opinions freely in staff meetings. All the respondents responded that staff members of this DIET trust each other. They told that supportive staff members, such as, ministerial staff and IV class staffs were helpful to the academic staff. Respondents replied that social climate of this DIET is good. Respondents have responded that staff members were taking pains to find out the weakness and to strengthen their colleagues to improve the quality of Teacher Education and also found that the principal allows to discuss matter at any time in his office. All staff members agreed that no mechanisms were developed to reward for good work done by the staff members. All the staff members were responded that unscientific recruitment policies were used to recruit the staff. They also said that promotional policy is depending on the length of service and not talent.

4.11 Analysis and Interpretation of Focused group Discussion of Non-Teaching Staff

The investigator conducted the focus group discussion to study the views of non-teaching staff regarding the Human Resources Development Climate in the various DIETs of Rajasthan state. The questions were on different factors of HRD Climate. The focus group discussion questions were unstructured in nature. The analysis and interpretation of data has been presented as follows:

4.11.1 Views of DIET Bhilwara respondents

All the respondents have responded that principal of this DIET does not go out of way to make sure that staff enjoys their work. They were of the view that staff works co-operatively. Respondents have responded that professional guidance is not given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are not helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal does not motivate them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members are not co-operate with the principal. They responded that workload is not according to the abilities.

4.11.2 Views of DIET Nagaur respondents

All the respondents have responded that principal of this DIET does not go out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is not given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal does not motivate them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members are not co-operate with the principal. The respondents responded that workload is not according to the abilities.

4.11.3 Views of DIET Bikaner respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are helpful to solve the problems. It is also

observed that the principal works in impartial manner. Principal motivates them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is according to the abilities.

4.11.4 Views of DIET Churu respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is not given by the senior member of the faculty/ principal and it is also stated that they were managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal does not motivate them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is not according to the abilities.

4.11.5 Views of DIET Bharatpur respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal motivates them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is according to the abilities.

4.11.6 Views of DIET Karoli respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal motivates them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is according to the abilities.

4.11.7 Views of DIET Sikar respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is not given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal motivates them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is not according to the abilities.

4.11.8 Views of DIET Alwar respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are helpful to solve the problems. It is also

observed that the principal works in impartial manner. Principal does not motivate them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is not according to the abilities.

4.11.9 Views of DIET Jodhpur respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is not given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal motivates them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is according to the abilities.

4.11.10 Views of DIET Pali respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal motivates them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is according to the abilities.

4.11.11 Views of DIET Jhalawar respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal motivates them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is according to the abilities.

4.11.12 Views of DIET Bundi respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is not given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members are not helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal does not motivate them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that staff members are not co-operate with the principal. The respondents responded that workload is not according to the abilities.

4.11.13 Views of DIET Dungarpur respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is not given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members helpful to solve the problems. It is also

observed that the principal works in impartial manner. Principal motivates them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is according to the abilities.

4.11.14 Views of DIET Banswara respondents

All the respondents have responded that principal of this DIET goes out of way to make sure that staff enjoys their work. They were of the view that the staff works co-operatively. Respondents have responded that professional guidance is given by the senior member of the faculty/ principal and it is also stated that they managed the maintenance of articles, buildings, furniture, equipment etc. Respondents replied that staff members helpful to solve the problems. It is also observed that the principal works in impartial manner. Principal motivates to them for higher achievements. It is observed that the leadership style of principal leads to democratic environment in the DIET. All the respondents responded that all the staff members co-operate with the principal. The respondents responded that workload is according to the abilities.

4.12 Analysis and Interpretation of Focused Group Discussion of Student-Teachers

The investigator conducted the focus group discussion to study the views of student teachers regarding the facility available in the various DIETs of Rajasthan State. The questions were on different aspects of DIETs. such as infrastructure facilities and learning resources, innovation, transactional approaches, practice teaching, teacher-students relations, library and hostel facility. The focus group discussion questions were unstructured in nature. The analysis and interpretation of data has been presented as follows.

4.12.1 Views of DIET Bhilwara respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Bhilwara.
2. Drinking water facility is inadequate.
3. Only extension lectures and group discussions are used as innovative practices

4. Lecture method and discussion method are used for class room teaching.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available.
9. Books are sufficient for students.
10. No hostel facility is available.

4.12.2 Views of DIET Nagaur respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Nagaur.
2. Drinking water facility is adequate.
3. Only group discussions are used as innovative practice.
4. Lecture method is used for class room teaching.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available, but books are not sufficient for students.
9. Hostel facility is not sufficient for girls and boys.
10. Hostel climate is good for students' academic achievements.

4.12.3 Views of DIET Bikaner respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Bikaner.
2. Drinking water facility is inadequate.
3. Only group discussions are used as innovative practice.
4. Lecture method is used for class room teaching.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available, but books are not sufficient for students.
9. Hostel facility is not sufficient for girls and boys. Rooms for girls are not sufficient. Students are living outside of the hostel.

10. Hostel climate is good for students' academic achievements.

4.12.4 Views of DIET Churu respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Churu.
2. Drinking water facility is adequate.
3. Only extension lectures and group discussions are used as an innovative practice.
4. Lecture method is used for class room teaching, sometime discussion method is used.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available, but books are not sufficient for students.
9. Hostel facility is not sufficient for girls and boys, rooms for girls are not sufficient.
10. Hostel climate is not good for students' academic achievements.

4.12.5 Views of DIET Bharatpur respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Bharatpur.
2. Drinking water facility is adequate.
3. Only extension lectures and group discussions are used as innovative practice.
4. Lecture method is used for class room teaching, sometime discussion method and demonstration method is used.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available.
9. Books are sufficient for students.
10. No hostel facility is available.

4.12.6 Views of DIET Karoli respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Karoli.
2. Drinking water facility is adequate.
3. Only extension lectures and group discussions are used as innovative practice.
4. Lecture method and discussion method is used for class room teaching.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available
9. Books are sufficient for students.
10. No hostel facility is available.

4.12.7 Views of DIET Sikar respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Sikar.
2. Drinking water facility is inadequate.
3. Only extension lectures and group discussions are used as innovative practices.
4. Lecture method is used for class room teaching, sometime discussion method is used, and some of the teachers were rarely used demonstration method.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available, but books are not sufficient for students, reference books are not sufficient.
9. Hostel facility is not sufficient for girls and boys, rooms for girls are not sufficient, thus, students are living out of the hostel.
10. Hostel climate is good for students' academic achievements.

4.12.8 Views of DIET Alwar respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Alwar.

2. Drinking water facility is adequate.
3. Only group discussions are used as innovative practice.
4. Lecture method is used for class room teaching, sometime discussion method is used.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available, books are sufficient for students.
9. No hostel facility is available.

4.12.9 Views of DIET Jodhpur respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Jodhpur.
2. Drinking water facility is inadequate.
3. Only group discussions are used as innovative practice.
4. Lecture method is used for class room teaching.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available, but books are not sufficient for students.
9. Hostel facility is not sufficient for girls.
10. Hostel climate is good for students' academic achievements.

4.12.10 Views of DIET Pali respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Pali.
2. Drinking water facility is inadequate.
3. Only extension lectures and group discussions are used as innovative practices.
4. Lecture method is used for class room teaching
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.

8. Library facility is available, but books are not sufficient for students.
9. Hostel facility is available.
10. Rooms for girls are not sufficient.
11. Hostel climate is good for students' academic achievements.

4.12.11 Views of DIET Jhalawar respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Jhalawar.
2. Drinking water facility is adequate.
3. Only group discussions are used as innovative practice.
4. Lecture method is used for class room teaching.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available, but books are not sufficient for students.
9. No, hostel facility is available.

4.12.12 Views of DIET Bundi respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Bundi.
2. Drinking water facility is adequate.
3. Only group discussions are used as innovative practice.
4. Lecture method is used for class room teaching.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available, but books are not sufficient for students.
9. No hostel facility is available.

4.12.13 Views of DIET Dungarpur respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Dungarpur.
2. Drinking water facility is inadequate.

3. Only extension lectures and group discussions are used as innovative practices.
4. Lecture method is used for class room teaching.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available.
9. Books are sufficient for students.
10. No hostel facility is available.

4. 12.14 Views of DIET Banswara respondents

1. All the respondents responded that sufficient infrastructure facilities are available in the DIET Banwara.
2. Drinking water facility is adequate.
3. Only group discussions are used as innovative practice.
4. Lecture method is used for class room teaching, sometime discussion method is used.
5. No teaching aids were used during the teaching.
6. Good relationship between students and teacher were found.
7. Lesson plan was developed through Bloom method.
8. Library facility is available, but books are not sufficient for students.
9. Hostel facility is not sufficient for girls and boys, rooms for girls are not sufficient.
10. Hostel climate is good for students' academic achievements.