

A Study of Pre -Service Teachers' Attitude Towards Teaching Profession

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Abstract - The word Attitude (derived from Latin word *aptus*) is defined within the framework of Social Psychology as a subjective or mental preparation for action. Teaching Attitudes and Teaching Competencies are related. Competencies are greatly enhanced if teachers have positive attitude toward teaching preparation. Knowledge of subject content, commitment, willingness, methodological innovations, continuous updating, all these contribute significantly to building up of positive attitude towards teaching profession. The study was proposed to find out their attitude towards teaching profession in the beginning of the Course and their attitude at the end of the Course. Keeping these in view the study was undertaken with the following objective to study the Attitude of Preservice Teachers towards Teaching Profession in the beginning and at the end of 2 year D.El.Ed Diploma Programme, to study various factors affecting the attitude of Preservice Teachers towards the teaching profession and its effect on their performance, to study the efficacy of the course in bringing the positive attitudinal changes during the 2 year D. El. Ed Diploma programme, to give suggestions and recommendation based on the findings for improving the quality of training in inculcating the positive attitude towards teaching profession.

The study is built with a structure suitable for combined approach where qualitative and quantitative analysis methods are used together. The study group of the research consists of 146 Pre -Service teachers who were enrolled and completed 2 Year D. El. Ed, Pr-service Programme in South District and North District of Delhi. The study was built with a structure suitable for combined approach where qualitative and quantitative analysis methods are used together. Based on Analysis of Data and Interpretations, important findings of the study include, Attitudinal shift of trainees towards the teaching profession was found at the end of the study when students gave more weightage to the nobility of profession, its social status where as in the beginning of the course teaching profession or entry to this course was mostly for secured job & parental pressure. Values for equity in society, weaker section and socialization of a child have shown increased 0.63 to 44.65 % in response. Positive Change in the Attitude towards Societal Change was seen /noticed as to how they perceived their strengths in the beginning and at the end of the course; good communication skill, hard work, confidence teaching profession as these values are important for the profession.

Weakness expressed in the pre –and post is very significant. Students are valuing their weakness in terms of teaching profession. One needs to be vocal, and extrovert, should have patience with the children and emotionally strong to be a good teacher. The term 'Value' appears to be somehow 'illusionary' to Trainees. Many could not define in pre – phase their concrete perception about 'value'. i.e. Value perceived by them was expressed as “doing work properly” with “honesty” shows us the right path”, “decide what is right and wrong” “helps us to be better ““modifying attitude and behavior” Trainees felt that text books should reflect the right kind of values and they also understand the role of teacher in inculcating the same in teaching – learning professions.

Keywords – Service Teachers, Teaching, skill.

I. INTRODUCTION

The word Attitude (derived from Latin word *aptus*) is defined within the framework of Social Psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitude determines what each individual will see, hear, think and do.

They are rooted in experience and do not become automatic routine conduct. Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (*Persons or Group of People, Institutions or Events*). Attitudes can be *positive* (value) or *negative* (prejudice). Social psychologists distinguish and study three components of the responses: a) *Cognitive Component*, which is the

knowledge about an attitude object, (whether accurate or not); *Affective Component*, feelings towards the object and c) *Conative or Psychomotor Component*, which is the action taken towards the object.

Teaching Attitudes and Teaching Competencies are related. Competencies are greatly enhanced if teachers have positive attitude toward teaching preparation. Knowledge of subject content, commitment, willingness, methodological innovations, continuous updating, all these contribute significantly to building up of positive attitude towards teaching profession. Teachers are the key factors in education system. It is a well-known fact that; their subject knowledge has an influence on students learning in the classroom setting. In addition to the subject knowledge of the teacher, the issues belonging to the *teachers' personality and behavior* are significant contribution to the teaching-learning process, due to this fact many resources have been paying attention to determine teacher's attitude.

The teacher's personal characteristics, his/ her proficiency as the manager of learning activities, skills in monitoring the learning process and in teaching, background, and relation with students and other individual influence his / her study and success within the classroom (Aydin 1993). Another important factor that affects a teacher's success and efficiency is his/ her attitude towards the teaching profession. *In literature, attitude is defined as the core of human individuality*, *“the permanent organization of an individual's motivational, emotional, perceptual and mental process towards an event or a psychological object”*, *“positive or negative sensual intensity”*, and *“learned tendency”*. (Fishbe in and Ajzem 1975; Muller, 1986; Tezbasaran 1997; Bohner and Wanke, 2002) state that *an individual's attitude towards his/ her occupation may affect the end product and that someone who does not enjoy his/ her occupation will not be able to succeed in that occupation is quite a common opinion in the society (Gijven, 1988), by taking this point into consideration.*

Teachers attitude towards their profession are usually related with their enjoying their profession, dedicating themselves to their profession, being aware that their profession is socially necessary and important. Believing that they need to improve their profession, and so, themselves, continuously. Learning experience of prospective teachers should be organized in such a way that they will establish positive attitude towards the profession of trainee's teaching (Temizran, 2008), the teachers that are educated according to this understanding accomplish their duties precisely, exhibit more positive behaviors towards their students are inquisitive and they motivate students more easily. Their behaviors towards the students are sincere, they do not have their strict rules, and they use their time efficiently. In short, they enjoy their profession, and thus, they may assume the duties, responsibilities and roles of a teacher in a better manner (Clikoz and Cetin, 2004).

State council of Research and Training run 2-year D. El. Ed Diploma Programme in 9 Govt .in 9 District institute of Education and Training (DIETs) in Delhi. These prospective teachers undergo Two year training after which they get placements as Assistant Teachers in different schools of Delhi. The fundamental objective of this study is to find out the pre-service Teachers' Attitude towards Teaching Profession according to their genders, classes and socio-economic levels, their reasons for choosing this profession, what problems they may confront when they start the profession and whether the education, they receive is sufficient. *Keeping these in view the study was undertaken with the following objective:*

1. To study the Attitude of D. El. Ed trainees towards Teaching Profession at the time of Training
2. To study various factors affecting the attitude of D.El.Ed Teachers towards the teaching profession and its effect on their performance
3. To study the efficacy of the course in bringing the positive attitudinal changes in the D.El.Ed Teachers.
4. To give suggestions and recommendation based on the findings for improving the quality of training in inculcating the positive attitude towards teaching profession.

It is considered that the results of the study will contribute in making strategic interventions for the improvement and betterment of teaching profession.

II. METHODOLOGY /METHOD AND PROCEDURE

II.1 Sample

The study is built with a structure suitable for combined approach where qualitative and quantitative analysis methods are used together. The study group of the research consists of 238 D. El. Ed Preservice Teachers who were enrolled in the batch year 2019-21 and have done 2 year - teacher- Training at DIET Keshav Puram and DIET Rajinder Nagar.

II.2 Tools used for Data collection

1. Pupil Teacher Questionnaire

The Questionnaire of Likert on Attitude was modified and some questions pertaining to their Personal Information and general opinion about teaching profession as to why they chose to be in this course were included. The questionnaire had three sections:

Section A Contains their Personal Information about their Gender, Category, Qualification, Hobbies & Inputs and Reasons for joining the ETE Diploma Course of DIET Moti Bagh. It contains 10 items.

Section B Contains 20 Questions to get their Perception towards Teaching Profession,

various input of Life- Skills. Qualities of Good Teacher, their Role in Society and their views on Importing the Quality of Teacher- Training in General.

Section C Contains 8 Questions which are in the Multiple Choice form (MCQ). Here these questions also measure their Attitude and Aptitude towards Teaching Profession

In all there were 38 Item spread in 3 sections of the Pupil-Teacher Questionnaire

II. 3 Administration of Tools

The Pupil-Teacher Questionnaire was administered on 238 Preservice Teachers in the beginning of the Course when they were enrolled (2019) many intended strategic interventions were given during the Programme /course besides regular papers including School Experience Programme (SEP/ Internship in Schools) throughout the duration of Programme/course i.e. 2 years D. El. Ed and then at the end of 2nd Year 2021, the same questionnaire was administered on the same sample of the 238 D.El.Ed Teachers.

The data which was collected for finding out if there is any change in their Attitude towards Teaching Profession.

Interventions during the Course

The Activities/ Enrichment Lectures/ Workshops/ Training was also organize independently at both the DIETs i, e Life skills-Core values ,Teaching of English, Microteaching skills ,Development & Use of Low Cost Teaching Aids , Art and Work Experience Activities ,Script writing and MS Office, Theatre in Education, Development & use of Puppets & story telling on innovative activities to teach pedagogical Health awareness/ First Aid and Yoga/physical fitness, Science activities ,online mathematical tools ,orientation of basics of Vedic Mathematics ,Disaster Management Innovative Pedagogical Approaches ,innovative activities to teach EVS and Inclusive Education ,*Effective Communication Skill* and many Theme- Based Activities were organized for all the preservice teachers in their respective DIETs .

Experts from different Educational Department /Expert from our faculty NCERT, DOE, CIE, D. U, IGNOU, NGOs were called to interact in the workshops. EVGC Counselors were also especially invited to help trainees in opening up their emotional problems & seek as to how to achieve complete learning with oneself. Peace Education was also taken up. (Inner conflicts and its resolution were the special focus.). These pre-service teachers were also given training of organizing different other programme i. e conducting assembly, coordination a celebration of important days and festivals.

The trainees were also received orientated in IT and CAI (computes assisted instruction) and again when they

prepared Lesson Plan for their subject areas, each Preservice teacher some ICT based lesson plan.

Some of the interesting findings are listed below-

- Out of 238 trainees, more than 5% students joined this course by parent's pressure or they could not get through in any competitive exams.
- To get the govt. job/ placement was listed as one of the main attraction/ reasons for joining the course.
- Some 'shy' children expressed fear in facing stage/ audience, hence were doubtful of their success of an effective teacher.
- 4% children expressed during counselling sessions and in different activities when 100% participation was ensured that they 'lack' decision making and are most of the time either under 'parents pressure', 'peer pressure' or are depressed & feel shy to take initiative and participate in any activities.
- More than 5% of trainees surprisingly were comfortable in group activities than an individual activities or solo performance.

In an activity where students were asked to write/ share their experience us to how & why any Persons/ Teacher impressed them the most. *And it was surprising for students also that more than 70% of them wrote about their Teacher either as Role Model or they disliked for one reasons or the other*

- On the '*need*' expressed by trainees, 2 day's workshop was organized with DIET Faculties to discuss their fears & personal/emotional problems & some clarity on their personal conflicts.

III. ANALYSIS OF DATA AND INTERPRETATIONS

I. Analysis of Data (in the beginning of the Course)

Section A

Educational Profile of DIET trainees and their view on (Profession before & after Training DIET)

i. Age group		
	17 – 19	112
	19-21	69
	21 – 23	57
	Total	238
ii. Sex		
	Male-	68
	Female-	170
iii. Educational Qualifications		
	XII pass - 100% (all are XII pass)	
	Graduation-	40%
	PG -	02%
	Others-	Nil

Data Analysis & Interpretation (based on Questionnaire administered)

The study is built with a structure suitable for combined approach where qualitative and quantitative analysis methods are used together.

Section I Student Profile

- I. Age Group
 - II. Category
 - III. Sex
 - IV. Educational Qualifications
 - V. Hobbies(most common in Pre-phase)
- Most of the students shared similar hobbies like watching movies, TV, listening music (40%) reading books (5%), sports (10%), dancing (50%), cooking (40%) few (8%) – wrote/reported teaching, Gyms (10%) as hobbies.
 - Hobbies vary any from age & sex
 - ✓ Younger trainees enjoy roaming with friends
 - ✓ Older enjoy (prefer spending time with family)
 - ✓ Boys are in sports, girls singing, cooking, dancing
 - Finding about Teaching- Profession -
 - ✓ Reasons for choosing Teaching Profession

S. No.	Reasons	Pre %
1.	Family Pressure	37.5
2.	Self-Interest	25.0
3.	Job-Orientation	25.0
4.	Others Guidance	12.5

Section B

Table-I: - Teachers' Main Role towards Society:

S. No.	Reasons	Pre %	Post %
1.	Very respectable profession/Noble	11.25	↑56.90
2.	Job security to nation	31.25	↓23.07
3.	Social service to nation	25.0	↑35.02
4.	Service to educate illiterate	25.0	↓15.38

Attitudinal shift can be seen the way there is significant increase on nobility of profession and their Change in the perception towards teaching profession can be seen.

Table II: - Teachers' Main Role towards Society

S. No.	Item/Responses	Pre (%)	Post (%)		Change (Absolute)
1.	Preparing better citizen for society	30.76	35.00	+	4.24
2.	Educating the weaker section	00.03	13.75	+	13.72
3.	Building the nation based on Govt. Education	13.84	13.05	-	1.84
4.	Socialization of the child	06.25	44.61	+	38.36

Values for equity in society, weaker section, socialization of a child have shown increased % in responses change in their attitude towards the role of teachers towards society.

Table III: - Traits of Teachers (Ranking)

S. No.	Traits	Pre (%)		Post (%)
1.	Punctual	36.90	Content Command	31.25
2.	Personality	24.61	Communication Skills	31.25
3.	Discipline	10.06	Punctuality	18.75
4.	Perfection	12.06	Empathy	12.50
5.	Good citizen	10.06	Socially Awareness	06.25

Traits of teacher given in pre-phase, no trainee has mentioned content command and communication skills whereas at the end of course they carry highest weight age. Shows a + change towards the essentials of teaching profession. It was found that when questionnaire was administered on the batch of new entrants, only few trainees were able to list traits specific to teaching profession.

Table IV: - You are (how you Rate yourself):

S. No.	Reasons	Pre (%)	Post (%)
1.	Positive Thinker	61.53	89.00
2.	Negative thinker	0.03	0.02
3.	Natural	27.69	11.55
4.	Can't say	00.08	Nil (0.05)

Table shows the attitudinal change in positive thinking from 6.53 to 85.00 and interestingly shows clarity and confidence when the responds to can't say is nil.

Table V: - Strengths (Self- Rating by Trainees) Ranking

S. No.	Strength (Pre)	Post
1.	Personality	Good communication Skills
2.	Patience	Hard Working
3.	Friendly	Friendly
4.	Moral Values	Bold & confident

Change can be visibly seen how they perceive their strengths in the beginning and at the end of the course. Good Communication Skills, hard work, confidence show their positive change towards teaching profession. *These 'values' / strength are important for this profession.*

Section – C INTERPRETATIONS

Answer to question/regarding what teaching profession means to them. It is interacting to note that response given in the pre- training phase (beginning of course) was very vague i.e. Nobel, Govt. Profession, good for girls, great, important, valuable, easy job etc.(Table 1)

Q1. Table 1: -Teaching Profession For me is : (Based on Responses by student, common responses fall in these category)

S. No.		Pre %	Post %
a.	Very respectful profession/noble Profession	27.69	32.50
b.	Job security	20.00	11.25
c.	Social service to serve nation	23.08	27.50
d.	Service to education the literates	29-23	25.00

Q2. Table-2: - Teacher's Main Role towards Society

S. No.	Item	Pre %	Post %
1.	Preparing better citizens for the society	26.48	44.44
2.	Education for the weaker section	32.36	26.67
3.	Building of national/Based on good Education	23.52	17.78
4.	Socialization of the child	17.64	11.11

Q3. Table 3: - 5 Traits of A Teacher (Ranking)

S. No.	Traits	%	Pre	%
1.	Punctuality	36.92	Content knowledge	31.25
2.	Personality	24.61	Communication skills	31.25
3.	Discipline	10.06	Punctuality	18.75
4.	Perfect	12.06	Empathy	12.50
5.	Good citizen	10.06	Social Awareness	06.25
			Miscellaneous, Hardworking, Honest, Unbiased)	

During the time when questionnaire was administered on the batch of new entrants, it was found that only few teachers, trainees were able to list the traits which are specific to teaching profession. Responses at the ends of the course were specific and in sync with teaching profession.

Q4. Table 4: - Contribution of Teacher in Building Child's Personality (Ranking)

S. No.	Pre	Post
1.	All round development	Building future & make child self - independent
2.	Developing confidence	Overall development & developing Communication skills
3.	Making good citizen	Career orientation (including good one)
4.	Developing + attitude	Developing communication & good values

Significant change in their contribution as Teachers is reflected in post –phase responses that have more clarity and focus.

Q5. Table5: - Had I not Joined this course, I would have.....

S. No.	Pre	%	Post	%
1.	College (for graduation)	46.15	Further Studies	36.25
2.	Joined some other teaching	46.07	Take care of house hold	30%
3.	Engineer	15.30	Management Field	13.72
4.	Police/Services	7.60	Engineering /Public Sector	12.50

Q6. Table 6: - You are.....

S. No.		Pre %	Post %
1.	Positive Thinker	61.53	85
2.	Negative Thinker	3.07	3.75
3.	Neutral	27.69	11.25
4.	Can't Say	7.69	0.0

Significant change is seen when they rate themselves as Positive Thinker i .e. from 61.53 to 89 %

Q7. Table 7: - Strengths and Weaknesses (Ranking)

S. No.	Strength (Pre)	Strength (Post)
1.	Positive thinking	Good communication skill
2.	Punctuality	Hardworking
3.	Honesty	Friendly
4.	Can't Say	Bold& confident

Other responses included Punctuality, Honestly, Discipline, and Intelligence etc.

For response of the student included Punctuality, Tolerance, Sharp memory etc.

S. No.	Weakness (Pre)	Weakness (Post)
1.	Talkative	Shyness
2.	Emotional	Trust people easily
3.	Friendly	Short tempered
4.	Short- tempered	Emotionally weak

Other responses: - Pessimist, inactive, language skills etc.

Lack of confidence, laziness, Nervousness, reserved etc.,

Weaknesses expressed in pre and post are very significant. Students are showing& valuing their weaknesses in term of their profession one needs to be vocal & extrovert should have patience with children and emotionally strong to be a good teaches/ leader.

Q8. Table 8: - “The Behaviour and Attitude of an Individual depend upon the Quality of Primary Education.” Comment (Ranking of common responses)

S. No.	Pre	Post
1.	Teacher is Role Model	Builds the Foundation of a Child
2.	Primary Education is the Backbone	Development of Personality
3.	Foundation Stage	Moulding Child Behavior

Q9. Table 9: - Give two suggestions for improving the Quality of Teacher- Training Institute

S. No.	Pre	%	Post	%
1.	Good Faculty	30.77	Regular faculty	28.75
2.	Good Library	32.31	Better infrastructure	23.75
3.	Infrastructure	16.92	More practical work	26.25
4.	Following the Time	20.00	Regulation/ inspection	16.25

Other Responses: - Practical work, discipline, strictness

Unbiased faculty

Q10. Table 10: - Improving the Academic Environment of DIET Moti Bagh (Ranking of Responses)

S. No.	Pre	Post
1.	Regular Faculty should be Appointed	Better Basic facilities
2.	Time Duration/Less	Unbiased Faculty
3.	Better Library Facilities	Regular Faculty
4.	More Practicums	Proper Sitting Arrangements

Other Responses: - Co-curriculum Activities/Monthly Tests etc

Less no of Assignment as over burdened

Q11. Table 11: - Do you think positive change will happen?

S. No.		Pre %	Post %
1.	Yes	60.00	95.00
2.	No	40.00	5.00

Q12. Table 12: - You think nothing will change and no improvement can be done

S. No.		Pre %	Post %
1.	Yes	40.00	5.00
2.	No	55.33	95.00
3.	Can't say	4.67	Nil

Q13. Table 13: - Teachers are Born not Made (Ranking of Responses)

S. No.	Pre	Post
1.	Teachers are born	Teachers not born but trained
2.	Everyone is a teacher	Teachers can't be made forcibly
3.	Teacher can be trained	Teachers are born

Q14. Table 14: - 'Value' according to you is -

S. No.	Pre	Post
1.	Could not frame a proper definition.	Doing work properly with honesty Shows us the right path Help us to be better Modifying attitude & behavior

The term 'value' appears to be an illusion for Trainees, many could not write/define whereas in post phase they were able to develop their perception about 'Value'.

Q15. Table 15: - Mention what you Values you think a teacher should possess and inculcate in their student (Ranking of Responses)

S. No.	Pre	Post
1.	Honesty	Social value
2.	Truth	Responsibility
3.	Respect others	Good citizenship
4.	Help others	Moral value
5.	National Integrity	Respect others
6.	Brotherhood	Cultural values

General More specific to teaching profession change in their perception about their teaching /teaching profession.

Q16. Table 16: - What according to you are Life – Skills ?

S. No.	Pre	Post (Ranking)	%
	No Concrete Response In Pre-phase except that <i>life skill is an art of living</i>	Art of living	60.00
		Basis of living	17.50
		Good self-awareness Critical-Thinking	15.00
		Self-Esteem	7.50

Q17. Table 17: - Do you think Text books reflect right kind of Values

S. No.		Pre %	Post %
1.	Yes	56.92	91.25
2.	No	43.07	9.75

If no why; - **Pre:** - Should not put too much stress on bookish knowledge. In fact some students felt that there should be no books at all.

Post:- They need change in material, some should contain intellectual material

Q18. Table 18: - How would you inculcate value in children

S. No.	Pre	Post	%
1.	Many could not respond (or vague responses given)	By telling Moral Stories	43.75
		Through Sports & Play	25.00
		Through Social work	7.50
		Being Role Model	6.25

Q19. Table 19: - Role of Teacher in Imparting Values in Children

S. No.	Pre	Post	%
1.	Not many responded	Teachers as Role Model	47.50
		Motivation	12.50
		Guide	12.50
		Facilitator	18.75

Q20. Table 20: - Status of Teachers in Society

S. No.	Pre	Post (Ranking)	%
	In the beginning trainees were unable to define the term 'value'. However, a few students used the words to explain the same like – Noble, Respect in Society, Suitable for Girls etc.	Future Builders of Nation	40.00
		Honorable position of teacher in society	21.25
		Builder of society	27.50
		Responsible person	10.00

It is important to note here that inculcation of values and also the perception of a teacher that values are important in determining the attitude of a teacher, In the beginning of the course when questionnaire was administered, except for few students (1 %) could actually give their opinion and expression about **Value**. But after the 2 year duration course, students could write and given their opinion more precisely.

IV. FINDINGS AND SUGGESTIONS

Based on the Results, Analysis of Data and Interpretations, Important Findings of the study are as under:

- Attitudinal shift of trainees towards the teaching profession was found at the end of the study when students gave more weightage to the nobility of profession, its social status where as in the beginning of the teaching profession or entry to this course, for them it was meant only secured job & parental pressure.
- Values for equity in society, weaker section and socialization of a child have shown increased 0.63 to 44.65 % in response. Positive Change in the Attitude towards Society
- Traits of the teacher in pre-phase, no. trainee mentioned, content command and communication skills, whereas at the end of the course, these traits carried highest weightage showing the positive change towards the essentials of teaching profession It was found that when questionnaire was administered on the batch of new entrants only few trainees were able to list traits specific to teaching profession.
- In response to a question “how you rate yourself i.e. positive thinker, negative thinker, neutral and can't say, it was found there was an attitudinal change in positive thinking from 61.53 to 85.00 % and interestingly shows clarity and confidence when the response to “can't say” option was found to be 'nil' at the end of the course.
- Change was seen /noticed as to how they perceived their strengths in the beginning and at the end of the course; good communication skill, hard work, confidence teaching profession as these values are important for the profession.
- In response to what “**teaching profession meant to them**” it is interesting to note that responses given in the pre-training phase, where very vague noble, impressive, good for girls, good profession, important, valuable, etc, attitudinal change was found at the end of the course when same questionnaire was administered and matured responses like “very respectful “profession “social service to serve the nation, to educate the illiterate were given by trainees.
- **Weakness expressed in the pre-and post is very significant.** Students are valuing their weakness in terms of teaching profession. One needs to be vocal, and extrovert, should have patience with the children and emotionally strong to be a good teacher.
- The term ‘**Value**’ appears to be somehow ‘**Illusionary**’ to Trainees. Many could not define in pre-phase their concrete perception about 'value'. i.e.

Value perceived by them was expressed as “**doing work properly**” with “**honesty**” “**shows us the right path**” “**decide what is right and wrong**” “**helps us to be better**” “**modifying attitude and behavior**”

- In the pre-phase, trainees could not understand 'Life Skills' whereas after undergoing various interventions during the course, life skill – yuva training their perception about the life skills and its contribution towards overall personality became much clearer.
- Trainees felt that textbooks should reflect the right kind of values and they also understand the role of teacher in inculcating the same in teaching – learning professions. In pre-phase all agreed that “**textbooks**” should reflect the right value and they clearly understood about the role and importance of teachers while transacting it.
- "How they would inculcate values in children", reflections in pre-phase were vague, where as in post-phase, they suggested concrete methodology like through moral stories, skits and play, social work, being role model which clearly reflects the positive change in comprehending the role of teachers. Their role as teachers was perceived by them in post-phase as motivators. Positive attitudinal shift of D.El.Ed Trainees towards teaching profession was found to be enhanced remarkably.
- At the end of the course, Students understood what is actually required for an institution to work properly i.e., Good infrastructure; Well-equipped library, Playground, Lab Facilities, and a regular and adequate number of Faculty were few suggestions given by them.

V. CONCLUSION

The Study brings out positive attitudinal changes on Various Parameters of Teaching Profession as discussed above in paper. The study also indicates clearly the Interventions and Strategic interventions at Policy level to strengthen the D. El. Ed. Programme /Course. Reflections in pre –phase were vague, where as in post-phase, they suggested concrete methodology like through moral stories, skits and play, social work, being role model which clearly reflects the positive change in comprehending the role of teachers. Their role as teachers were perceived by them in post-phase as motivates gender facilitates. Attitudinal shift towards the facility for effective professional enhance into to selecting efficient enhance. At the end of the Programme, Students gained an understanding as to what is actually required for an institution to work properly. i.e., good infrastructure; Well- equipped library, Playground, Lab Facilities, and Regular adequate no. of Faculty. This Study will brings out a positive Attitudinal Change in Various Parameters of Teaching Profession during their 2 year Diploma Programme . This study will also indicate clearly the Interventions and

Strategic interventions at Policy level to strengthen the 2 Year Diploma Course.

VI. EDUCATIONAL IMPLICATIONS

To be an effective teacher besides content command and aptitude, Positive Attitude towards Teaching Profession plays a significant role .Every prospective teacher joining this noble profession should feel proud and dedicate fully to the profession.

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