



Perceptions Of Faculty On The Operational Efficiency Of DIETs In Andhra Pradesh

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Abstract

The present study explored the perceptions of faculty members regarding the operational efficiency of Government District Institutes of Education and Training (DIETs) in Andhra Pradesh. A descriptive research design was employed to systematically describe and analyze the existing conditions, current status, and relationships among variables associated with institutional functioning. The study sought to examine how faculty members perceive different dimensions of operational efficiency, namely institutional governance and leadership, infrastructure and resource management, academic planning and implementation, faculty development and engagement, and outreach, innovation, and impact. Data were gathered from a sample of 108 teaching faculty members selected through a stratified random sampling technique representing all 13 Government DIETs across the 13 districts of Andhra Pradesh, thereby ensuring comprehensive regional representation.

A researcher-developed questionnaire was utilized as the primary data collection tool. The instrument comprised 100 statements organized under five key dimensions of operational efficiency and was rated on a five-point Likert scale to accurately capture faculty perceptions. The tool demonstrated strong internal consistency, with a Cronbach's alpha coefficient of 0.85, establishing its reliability and suitability for evaluating the operational efficiency of DIETs in the context of this study.

The findings revealed that there was no significant difference in faculty perceptions of operational efficiency with respect to gender (male/female) and designation (principal/lecturer). This indicates that faculty members, regardless of demographic or professional differences, hold similar perceptions of DIET functioning and institutional effectiveness. The study emphasizes the importance of enhancing governance practices, optimal resource utilization, and continuous professional development to strengthen institutional performance. Moreover, it highlights the need for sustained institutional support, leadership empowerment, and innovative practices to align DIET operations with the objectives of quality teacher education envisioned in the National Education Policy (NEP, 2020).

Keywords: Operational Efficiency, DIETs, Faculty Perceptions, Teacher Education, Institutional Governance, Andhra Pradesh.

1. Introduction

Teacher education is a vital component of the education system that focuses on the preparation, professional development, and continuous growth of teachers. It encompasses both pre-service and in-service training programs designed to equip prospective and practicing teachers with the necessary knowledge, pedagogical skills, values, and attitudes required for effective teaching. The goal of teacher education is not only to impart subject knowledge but also to foster reflective thinking, creativity, and professional ethics

among teachers. It serves as the foundation for quality education in schools, as well-prepared teachers play a crucial role in shaping learners' intellectual, emotional, and social development.

In the Indian context, teacher education has undergone significant transformation in response to educational reforms such as the National Education Policy (NEP) 2020, which emphasizes holistic, multidisciplinary, and learner-centered teaching practices. Institutions like District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), and Institutes of Advanced Study in Education (IASEs) are central to implementing these reforms by providing quality teacher preparation and professional support. Effective teacher education integrates theory with practice, encouraging trainee teachers to engage in classroom-based experiences, action research, and reflective practice. Ultimately, a robust teacher education system is essential for improving teaching standards, promoting lifelong learning, and achieving national educational goals.

2. Conceptual background

The District Institutes of Education and Training (DIETs) were established by the Government of India in 1987 as part of the National Policy on Education (NPE) 1986 and its *Programme of Action (PoA) 1986*. The policy emphasized the need for a decentralized and district-level institutional structure to improve the quality of elementary education and teacher training. Before DIETs, teacher training was largely managed by State Councils of Educational Research and Training (SCERTs) and Colleges of Teacher Education (CTEs), which could not cater effectively to the growing number of primary and upper primary teachers across rural districts.

To address this, the Government of India decided to set up one DIET in each district, functioning as the nodal agency for pre-service and in-service training of elementary school teachers and other educational functionaries such as headmasters, block education officers, and supervisors. Financial and technical support for their establishment came through centrally sponsored schemes, initially under the Ministry of Human Resource Development (MHRD) (now Ministry of Education). DIETs were conceptualized as grassroots-level resource institutions that could identify local needs, design context-specific teacher education programs, and promote innovation and research in pedagogy and school management.

The core objective of DIETs is to enhance the quality of elementary education by strengthening teacher education and supporting the implementation of national and state-level educational programs. The key functions include:

- Conducting Pre-Service Teacher Education (PSTE) programs, such as the Diploma in Elementary Education (D.El.Ed).
- Organizing in-service training for teachers, headmasters, and field-level education functionaries.
- Developing locally relevant teaching-learning materials and supporting the use of innovative and child-centered pedagogies.
- Conducting action research to solve local educational issues and improve classroom practices.
- Supporting community participation and promoting inclusive education, gender sensitivity, and the use of technology in classrooms.
- Acting as a link between schools, SCERT, and NCERT, ensuring the effective implementation of national educational policies at the district level.

In Andhra Pradesh, DIETs were established gradually across districts during the late 1980s and early 1990s following the national policy framework. The first DIETs in Andhra Pradesh were set up under the guidance of the State Council of Educational Research and Training (SCERT), Hyderabad, with assistance from the Government of India's centrally sponsored scheme. Each DIET was located in a district headquarters to serve as a district-level teacher education and academic resource center.

Currently, Andhra Pradesh has 26 DIETs, each catering to a specific district. These institutions function under the administrative control of the Director of SCERT, Andhra Pradesh, and the Department of School Education. The DIETs in the state offer the D.El.Ed program and conduct continuous in-service teacher development programs aligned with educational reforms, including Samagra Shiksha, NEP 2020, and digital education initiatives like DigiLEP. They also play an active role in supporting innovative classroom practices, curriculum development, and assessment reforms in alignment with the State Curriculum Framework (SCF). The establishment of DIETs in India and Andhra Pradesh represents a significant step toward decentralized and quality-oriented teacher education. By serving as district-level academic and training hubs, DIETs ensure that every teacher—especially in rural and remote areas—receives continuous professional support. Over the years, they have evolved from mere training centers to centers of educational innovation, research, and reform, contributing substantially to the improvement of elementary education and teacher competency across the state and the nation.

The evolution of teacher education and the establishment of District Institutes of Education and Training (DIETs) in India are closely linked to the recommendations of various educational committees and commissions since independence. The University Education Commission (1948–49) under Dr. S. Radhakrishnan emphasized the need for professional preparation of teachers and proposed that teacher education be made an integral part of university systems to improve academic standards. Following this, the Secondary Education Commission (1952–53) chaired by Dr. A. Lakshmanaswamy Mudaliar highlighted that the quality of education depends largely on the quality of teachers and stressed improving both pre-service and in-service teacher training. The most influential contribution came from the Education Commission (1964–66), popularly known as the Kothari Commission, which recommended a comprehensive and integrated system of teacher education, linking theory with practice and introducing the idea of decentralized training institutions similar to today's DIETs.

Building upon these recommendations, the National Policy on Education (1968) stressed teacher training reforms and suggested establishing regional centers to enhance teacher competency. However, it was the National Policy on Education (1986) and its Programme of Action (1986) that formally proposed the creation of DIETs in every district to provide academic and resource support for elementary education. This led to the launch of a centrally sponsored scheme in 1987, marking the official beginning of DIETs in India. Subsequent reviews, such as the Acharya Ramamurti Committee (1990), highlighted the need to strengthen DIETs in terms of infrastructure, autonomy, and innovation, while the Yashpal Committee (1993) stressed reforming teacher education to promote creative, child-centered learning rather than rote memorization. Later, the National Curriculum Framework for Teacher Education (2009) reinforced the role of DIETs as crucial institutions for quality teacher education and reflective practice. The National Education Policy (2020) further envisioned the transformation of DIETs into vibrant centers for innovation, digital pedagogy, and research, suggesting their integration into multidisciplinary institutions by 2030. Collectively, these commissions and policies have guided the steady progress of teacher education in India, making DIETs the cornerstone of quality primary teacher training and educational reform at the district level.

3. Operational Efficiency of DIETs

Institutional Governance and Leadership: The operational efficiency of DIETs in Andhra Pradesh largely depends on the strength of their governance and leadership structures. Effective institutional governance ensures clear vision, participatory decision-making, and transparent administrative processes that align with the objectives of teacher education and elementary education improvement. Leadership at the DIET level plays a crucial role in fostering collaboration among faculty, promoting accountability, and ensuring the implementation of state and national education policies. A proactive principal supported by competent administrative and academic committees can drive institutional growth, enhance coordination with SCERT and local educational authorities, and create a culture of professionalism and innovation within the DIET.

Infrastructure and Resource Management: Adequate infrastructure and proper resource management are vital for the smooth functioning of DIETs and for maintaining the quality of teacher training programs. Well-equipped classrooms, laboratories, libraries, ICT facilities, hostels, and teaching-learning materials form the backbone of institutional efficiency. In Andhra Pradesh, DIETs that effectively utilize available financial and material resources demonstrate better academic and training outcomes. Efficient resource management involves not only the optimal use of funds and facilities but also regular maintenance, updating of instructional materials, and integration of digital resources to support modern pedagogical practices and teacher capacity building.

Academic Planning and Implementation: Academic planning and implementation form the core of DIETs' operational performance. This area encompasses curriculum design, timetabling, instructional strategies, and assessment practices for pre-service (D.El.Ed) and in-service teacher training programs. Effective academic planning ensures that training programs are relevant, competency-based, and aligned with educational reforms such as NEP 2020 and the State Curriculum Framework. Implementation requires continuous monitoring, faculty coordination, and feedback mechanisms to assess outcomes and make necessary improvements. In Andhra Pradesh, DIETs that systematically plan and execute academic activities are better able to achieve learning objectives, sustain quality, and respond to local educational needs.

Faculty Development and Engagement: The competence and motivation of DIET faculty significantly influence the institution's overall efficiency. Faculty development involves continuous professional learning through workshops, seminars, refresher courses, and exposure to innovative pedagogical practices. Engaged and well-trained faculty contribute to improved curriculum transaction, mentorship, and action research within the DIET. In Andhra Pradesh, initiatives that encourage collaboration, peer learning, and recognition of faculty efforts enhance morale and productivity. An efficient DIET invests in faculty empowerment,

ensuring that educators stay updated with contemporary educational trends, ICT tools, and reflective teaching practices that enrich the training environment.

Outreach, Innovation, and Impact: Operationally efficient DIETs extend their influence beyond institutional boundaries through outreach programs, community engagement, and educational innovation. Outreach activities include collaborations with schools, local education authorities, and communities to address specific learning challenges and promote inclusive education. Innovation involves experimenting with new teaching methods, digital tools, and localized learning materials that enhance both teacher education and classroom practices. The impact of these efforts is reflected in improved teacher performance, student learning outcomes, and stronger linkages between theory and practice. In Andhra Pradesh, DIETs that actively engage in outreach and innovation contribute meaningfully to educational transformation and sustainable district-level development.

4. Need and Significance of the Study

Teacher education forms the cornerstone of any educational system, as the quality of teaching directly influences student learning outcomes and the overall effectiveness of schooling (National Education Policy [NEP], 2020). In India, the District Institutes of Education and Training (DIETs) were established following the National Policy on Education (NPE), 1986, with the primary objective of improving the quality of elementary education through pre-service and in-service teacher education, action research, and academic support at the district level (Ministry of Education, 1986). Over the years, DIETs have become pivotal institutions in implementing educational reforms and innovations at the grassroots level. However, several studies have indicated variations in their operational efficiency due to differences in leadership, infrastructure, academic planning, and human resource management (Choudhary, 2003; Panda & Reddy, 2019). Evaluating how faculty members perceive the operational efficiency of these institutions is crucial, as their experiences and insights reflect the actual functioning and effectiveness of DIETs in fulfilling their mandated roles.

The need for the present study arises from the evolving educational landscape in India, particularly with the implementation of NEP 2020, which emphasizes strengthening teacher education institutions, ensuring academic accountability, and integrating innovation and technology into training programs. Faculty perceptions provide a valuable lens for assessing institutional governance, leadership practices, and the alignment of DIET activities with contemporary teacher education goals. In Andhra Pradesh, where DIETs serve as the backbone of elementary teacher preparation, there has been limited empirical research focusing specifically on faculty perspectives of institutional functioning and efficiency. Understanding these perceptions will help identify existing strengths and challenges across critical domains—such as infrastructure utilization, academic planning, faculty engagement, and outreach activities—which are essential for improving institutional effectiveness and policy implementation (NCFTE, 2009; Sahoo, 2018).

The significance of the study lies in its potential to contribute to educational planning and policy development. By systematically analyzing faculty perceptions, the study will offer evidence-based insights for the Department of School Education, SCERT-Andhra Pradesh, and policymakers to enhance DIET performance. The findings can guide capacity-building initiatives, strengthen governance mechanisms, and support quality assurance frameworks within teacher education. Furthermore, the study adds to the growing body of literature on institutional efficiency in teacher education by providing region-specific empirical data from Andhra Pradesh—an area that has been underrepresented in national-level studies. Ultimately, this research aligns with the national vision of ensuring quality, equity, and excellence in teacher preparation and aims to reinforce DIETs as dynamic centers for educational innovation, research, and transformation (NEP, 2020; UNESCO, 2021).

5. Literature Review:

The establishment and mandate of District Institutes of Education and Training (DIETs) flow directly from India's national policy framework on teacher education. The National Policy on Education (1986) and its Programme of Action recommended creating district-level teacher education and resource centres to strengthen elementary education through localized pre-service and in-service training, curriculum support, and action research; this policy foundation remains central to understanding the institutional purpose and expectations placed on DIETs. Subsequent national-level guidelines—particularly the National Curriculum Framework for Teacher Education (NCFTE, 2009) and the National Education Policy (NEP, 2020)—have reiterated and expanded DIETs' roles, asking them to function as district hubs for capacity building, innovation, digital pedagogy, and linkages between schools and state academic structures. These policy texts therefore form the baseline against which operational efficiency and faculty perceptions are most often interpreted.

Empirical assessments of DIETs across India reveal a mixed picture: while many DIETs have succeeded in providing localized training, producing teaching-learning materials, and supporting school-level initiatives, persistent gaps remain in infrastructure, human resources, institutional autonomy, and the translation of policy into practice. Comparative reviews and field studies—covering multiple states—identify recurring challenges such as understaffing, weak research and documentation capacity, limited continuing professional development for DIET faculty, inconsistent funding utilization, and variable linkages with schools and Block/Cluster Resource Centres. These operational constraints shape faculty workload and morale, and they influence how faculty judge DIET effectiveness in meeting district needs and national reform agendas (Caroline Dye & Archana Choksi, 2004).

Studies that directly investigate perceptions (by faculty or trainee teachers) emphasize the value of localized, context-sensitive programs but point to dissatisfaction where DIETs lack resources, clear leadership, or regular opportunities for faculty development. Research from different Indian states—using surveys, interviews, and mixed methods—reports that both faculty and pupil-teachers appreciate DIETs' potential for school-based support, yet many perceive shortcomings in academic planning, infrastructure (ICT, libraries, practice-school links), and in-service continuity. Regionally focused studies (including theses and journal articles) also flag that perceptions vary with faculty experience, administrative support, and the extent to which DIETs have institutionalized action research and community outreach. These findings suggest that measuring operational efficiency solely through outputs (e.g., number of trainings) risks missing faculty judgments about quality, relevance, and sustainability. (Monika Parmar & Vivek Nath Tripathi, 2021).

A smaller but growing body of literature explores how contemporary reforms—especially NEP 2020's emphasis on multidisciplinary teacher-education pathways, continuous professional development, and digital resources—affect DIET functioning and faculty expectations. NEP 2020 raises faculty expectations about the professionalization and upgrading of teacher-education institutions, and it positions DIETs to take on enhanced roles (e.g., research and district-level innovation). However, authors caution that policy intentions will translate into improved operational efficiency only if DIETs receive systematic investments in faculty capacity building, infrastructural upgrades, and clearer governance arrangements that allow local adaptation and accountability. In summary, prior research provides both the theoretical-policy scaffolding and empirical evidence of operational strengths and constraints; it highlights a clear research gap: relatively few rigorous studies focus specifically on faculty perceptions of DIET operational efficiency in Andhra Pradesh, making a targeted, faculty-centered study in this state both timely and necessary.

6. Research Methodology

For the present study, a descriptive research design was adopted. This methodology is intended to systematically describe and analyze the current status, prevailing conditions, and existing relationships among variables relevant to the research problem. It enables an in-depth exploration of the existing situation without manipulating any variables. In this context, the study aimed to examine and interpret the perceptions of faculty members regarding the operational efficiency of District Institutes of Education and Training (DIETs) in Andhra Pradesh. By employing a descriptive approach, the researcher sought to obtain a clear understanding of how faculty perceive institutional governance, infrastructure, academic planning, faculty engagement, and outreach activities within DIETs across the state.

7. Sample of the Study

For the present study, a total of 108 participants were selected as the sample, all of whom were teaching faculty members from Government DIETs in Andhra Pradesh. The stratified random sampling technique was employed to ensure fair representation of participants from various subgroups within the population. The sample was drawn from all 13 Government DIETs located across the 13 districts of Andhra Pradesh, thereby capturing regional and institutional diversity. This sampling approach enabled the researcher to gather comprehensive and balanced data that accurately reflected the perceptions of faculty members regarding the operational efficiency of Government DIETs in the state.

Tool of the study:

A researcher-constructed questionnaire served as the primary tool for data collection from the faculty members of Government DIET colleges in Andhra Pradesh. The instrument consisted of 100 statements categorized under five major dimensions of operational efficiency: (a) Institutional Governance and Leadership, (b) Infrastructure and Resource Management, (c) Academic Planning and Implementation, (d) Faculty Development and Engagement, and (e) Outreach, Innovation, and Impact. Each statement was rated on a five-point Likert scale to capture the perceptions of faculty members accurately. The tool exhibited a

Cronbach's alpha value of 0.85, confirming a high level of internal consistency and establishing its reliability and appropriateness for assessing the operational efficiency of DIETs within the scope of the present study.

8. Objective of the study

1. To find out the influence of the following variables on the Perceptions of Faculty towards the Operational Efficiency of DIETs in Andhra Pradesh.

- Gender: Male/ Female
- Designation: Principal/ Lecturer

9. Hypotheses of the study

- There is no significant difference in the perceptions of faculty towards the operational efficiency of DIETs in Andhra Pradesh with respect to gender (Male/Female).
- There is no significant difference in the perceptions of faculty towards the operational efficiency of DIETs in Andhra Pradesh with respect to their designation (Principal / Lecturer).

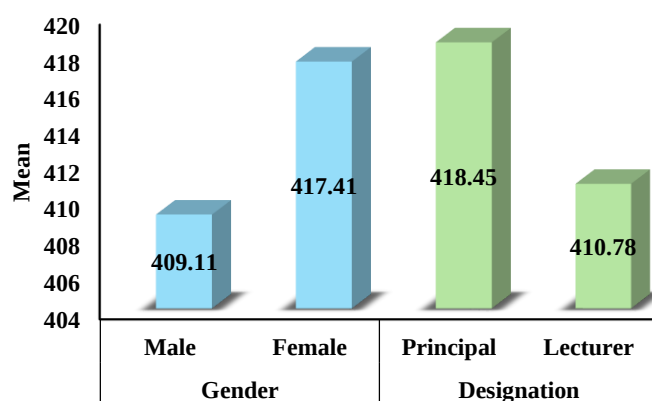
10. Data analysis

The collected data were analyzed using descriptive and inferential statistical techniques. To test the stated hypotheses, t-tests were applied to determine whether significant differences existed in faculty perceptions of operational efficiency across gender and designation variables.

Table-1: Summary of Independent Samples t-test for Faculty Perceptions on Operational Efficiency of DIETs in Andhra Pradesh

Variable	Group	N	Mean	Std. Deviation	SED	t	df	Sig. (2-tailed)
Gender	Male	76	409.11	56.96	10.87	0.763 ^{NS}	106	0.447
	Female	32	417.41	35.53				
Designation	Principal	11	418.45	58.09	36.91	0.440 ^{NS}	106	0.661
	Lecturer	97	410.78	51.00				

Note: NS= Not Significant at 0.05 level.



Graph 1: Mean Differences in the Perceptions of Faculty Members (Male and Female) and Designations (Principal and Lecturer) towards the Operational Efficiency of DIETs in Andhra Pradesh

11. Interpretation

An independent samples *t*-test was conducted to examine whether there was a significant difference in faculty perceptions of the operational efficiency of DIETs in Andhra Pradesh with respect to gender and designation.

For gender, the results indicated that there was no statistically significant difference between male faculty ($M = 409.11$, $SD = 56.96$) and female faculty ($M = 417.41$, $SD = 35.53$) in their perceptions of operational efficiency, $t(106) = -0.76$, $p = .447$. This suggests that both male and female faculty members held similar views regarding the functioning and efficiency of DIETs in the state.

Similarly, for designation, the results revealed no significant difference between principals ($M = 418.45$, $SD = 58.09$) and lecturers ($M = 410.78$, $SD = 51.00$), $t(106) = 0.44$, $p = .661$. The findings indicate that perceptions of operational efficiency among faculty members were consistent across both administrative and teaching positions.

Hence, both null hypotheses were accepted, confirming that gender and designation did not have a significant influence on faculty perceptions of the operational efficiency of Government DIETs in Andhra Pradesh.

12. Finding

The findings revealed that there was no significant difference in the perceptions of faculty towards the operational efficiency of DIETs in Andhra Pradesh with respect to gender and designation. This indicates that both male and female faculty members, as well as principals and lecturers, shared similar views regarding the institutional efficiency of Government DIETs.

13. Discussion

The present study examined the perceptions of faculty members regarding the operational efficiency of Government District Institutes of Education and Training (DIETs) in Andhra Pradesh. The results indicated that there was no statistically significant difference in faculty perceptions with respect to gender and designation. Both male and female faculty members, as well as principals and lecturers, expressed similar views about the functioning and effectiveness of DIETs. This finding suggests that faculty perceptions of institutional efficiency are not influenced by demographic or positional factors but are shaped by shared institutional experiences and working conditions. These results are consistent with earlier studies that have emphasized the collective challenges and common expectations faced by DIET faculty across India, regardless of personal characteristics (Choudhary, 2003; Panda & Reddy, 2019).

The overall pattern of faculty responses highlights that operational efficiency within DIETs depends more on institutional mechanisms—such as governance, leadership, infrastructure, and professional development opportunities—than on individual factors. Previous research by Sahoo (2018) and Bhatnagar (2017) similarly observed that DIETs with effective leadership, adequate resources, and participatory decision-making tend to demonstrate better performance and staff satisfaction. The uniformity of faculty perceptions in this study may reflect a shared understanding of systemic constraints, such as limited funding, shortage of qualified staff, and administrative bottlenecks, which have been widely reported across Indian states (NCFTE, 2009; Ministry of Education, 1986).

Furthermore, the findings align with the National Education Policy (NEP, 2020), which underscores the need to strengthen institutional governance, ensure adequate infrastructure, and promote continuous professional development in teacher education institutions. Faculty members, being the primary implementers of DIET programs, experience firsthand the institutional strengths and challenges that influence the operational efficiency of these institutions. The absence of significant perceptual differences between principals and lecturers implies that both groups recognize similar institutional realities, possibly due to common exposure to administrative responsibilities, workload distribution, and shared educational goals. This study adds to the body of evidence indicating that improving DIET operational efficiency requires systemic reform rather than individual-level interventions. As recommended by UNESCO (2021) and the NCFTE (2009), institutional strengthening must focus on enhancing academic autonomy, developing digital infrastructure, and fostering research-based practices. Therefore, the findings reaffirm the importance of adopting a holistic approach to teacher education reform, one that combines leadership empowerment, faculty capacity building, and efficient resource utilization to ensure the sustainability and effectiveness of DIETs in Andhra Pradesh and beyond.

14. Educational Implications

1. Professional development programmes can be designed uniformly for all faculty members.
2. Shared perceptions encourage collaborative decision-making and teamwork in DIETs.
3. Gender-neutral and equitable policies should be continued and strengthened.
4. Institutional reforms should focus on systemic efficiency rather than individual factors.
5. Common perceptions highlight the need for strong internal communication and feedback systems.

15. Conclusion

The study concluded that the perceptions of faculty members regarding the operational efficiency of Government DIETs in Andhra Pradesh did not differ significantly across gender or designation, indicating a shared understanding of institutional functioning among all faculty members. This suggests that the effectiveness of DIETs is influenced more by systemic and organizational factors—such as governance, infrastructure, academic planning, and faculty development—than by personal or demographic variables. The findings highlight the need for strengthening institutional frameworks, enhancing leadership effectiveness, upgrading resources, and promoting continuous professional development to improve the overall efficiency of DIETs. Aligning with the vision of the National Education Policy (2020), the study emphasizes that empowering DIETs through autonomy, innovation, and capacity building is essential for ensuring quality teacher education and advancing the goals of equitable and effective school education in Andhra Pradesh.

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