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## A STUDY OF PERCEPTION OF UNDER GRADUATE STUDENTS TOWARDS TWO YEAR B.ED PROGRAMME

Ashokkumar B.Surapur

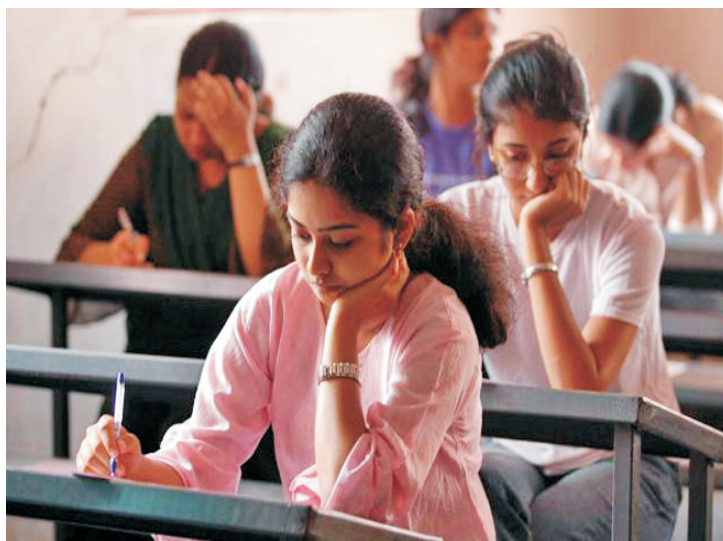
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### ABSTRACT

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. girls of under graduates were more interested towards B.Ed programme compared to their counterparts. Rural undergraduate boys were more interested towards B.Ed programme compared to their counterparts. Rural under graduate girls were showing more perception towards two year B.Ed programme compared to their counterparts.

**KEYWORDS :** *B.Ed programme , educational institution , policies and procedures .*



### INTRODUCTION :

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. It is the teacher who is mainly

responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

### Statement of the Problem:

A study of Perception of under graduate students towards two year B.Ed programme.

**OBJECTIVES OF THE STUDY:**

- 1.To study the significance of two year B.Ed programme among boys and girls of both urban and rural.
- 2.To study the perception of two year B.Ed programme among boys and girls of both urban and rural.

**HYPOTHESES OF THE STUDY:**

- 1.There is significant difference among boys and girls towards significance and perception of two year B.Ed programme.
- 2.There is no significant difference among urban and rural boys towards significance and perception of two year B.Ed programme.
- 3.There is no significant difference among urban and rural girls towards significance and perception of two year B.Ed programme.

**VARIABLES OF THE STUDY:**

- Independent variables of the study  
Gender.
- Dependent variables of the study  
B.Ed programme.

**REVIEW OF RELATED LITERATURE:**

Kakkad(1983) studied the Secondary Teacher Education Curriculum as an analytical study and developing teacher education program and reported that the duration of the STEP should be two academic sessions. The aspects of STEP should be a) Educational Theory, b) Practice Teaching, c) Community Work d) Work Experience, e) Session Work, f) Co-curricular activities.

Bhosle(1992) made a critical study of the new curriculum of teacher education developed by all the universities in the state of Maharashtra. The majority of principals, teacher-educators and student – teachers were of the opinion that the new curriculum was suitable for developing teaching competence among the student- teachers.

Huber, Tonya and Kline, Frank(1993) conducted a study on ‘Attitude toward Diversity: Can Teacher Education programme really make a difference’. They concluded that teacher education programme was revised to develop sensitive, nurturing teachers who understand student diversity, pre-tests and post-tests examining students professional and personnel opinion about diversity found that field experiences create significant differences in attitudes toward diversity and social distance preference in Educational settings.

Dapaul et al.(2003) studied the difference in the attitude of elementary school teachers towards in-service education in between non graduates, graduates and post graduates, married, un married, urban, and rural. The result showed that there is no significant difference between the mean attitude score towards the in-service education with regard to different variables.

Kaur(2008) in her study “ Analytical study of change motivity of B.Ed students during teacher training programme in Punjab” found that most preferred motive for joining the B.Ed training course as love for the teaching profession. The 60%, 51.32% and 53.68% students have recorded their first preference in favour of this motive at entry stage, middle stage and final stage respectively. On reviewing the available literature regarding perception of teacher towards internship, it was found that the majority of teacher trainees have a positive perception towards internship.

Rout(2010) revealed that there were wider gaps between objectives of the programmes and organisational constraints besides other aspects. The author suggests a set of future course of action in

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order to make the programme effective on the Basis of the research findings.

Das(2010) observed that most of the Teacher Training colleges are following lecture method. So, for enhancing qualitative improvement it is necessary to develop a newer and better teaching/training methodology.

Hamid Malik, Muddasir and Tasleema(2012) stated that the concept of teacher is incomplete without the concept of teacher education. The quality of education is determined mainly by the quality of teachers. The teachers should get full concept of teacher education to be understand.

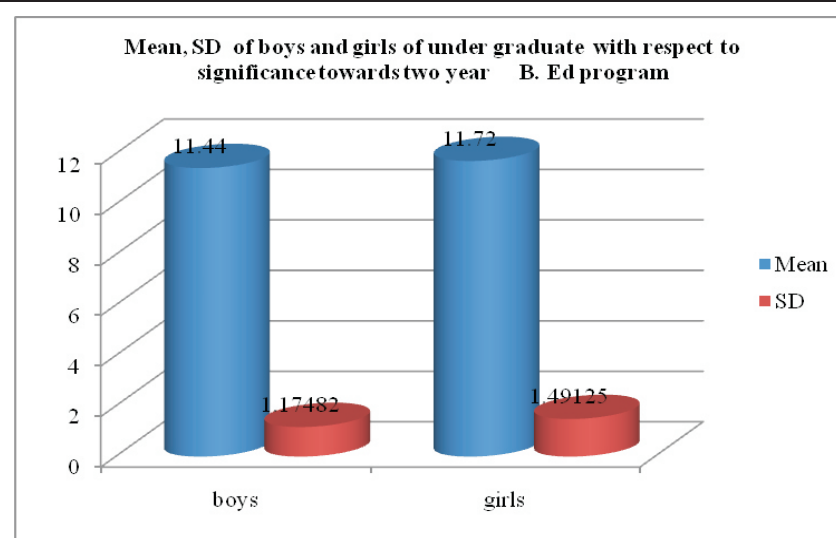
### METHOD AND MATERIALS:

The present study was conducted in Degree colleges especially those who are in Final year degree completion. The random sampling technique method was followed while collecting the Data. All together 200 samples were taken for the study comprising 100 boys and 100 girls. A self administered questionnaire designed for the study was given to the students. Students were educated on the purpose of the study and contents and completion of questionnaire. They were told that the data was confidential and for research purpose only. Verbal consent was taken from the participants. Estimated time to complete the questionnaire was 30 minutes. The questionnaire consists of 30 questions which were finalised after through discussion with the experts. The returned questionnaires were checked for completeness.

### RESULT AND DISCUSSION:

**Table-1**  
**Mean, SD and t-value of boys and girls of under graduate with respect to significance towards two year B. Ed program**

Gender	Mean	SD	t-value	P-value	Df	Remarks
boys	11.4400	1.17482	-3.478	.99	.001	S
girls	11.7200	1.49125				

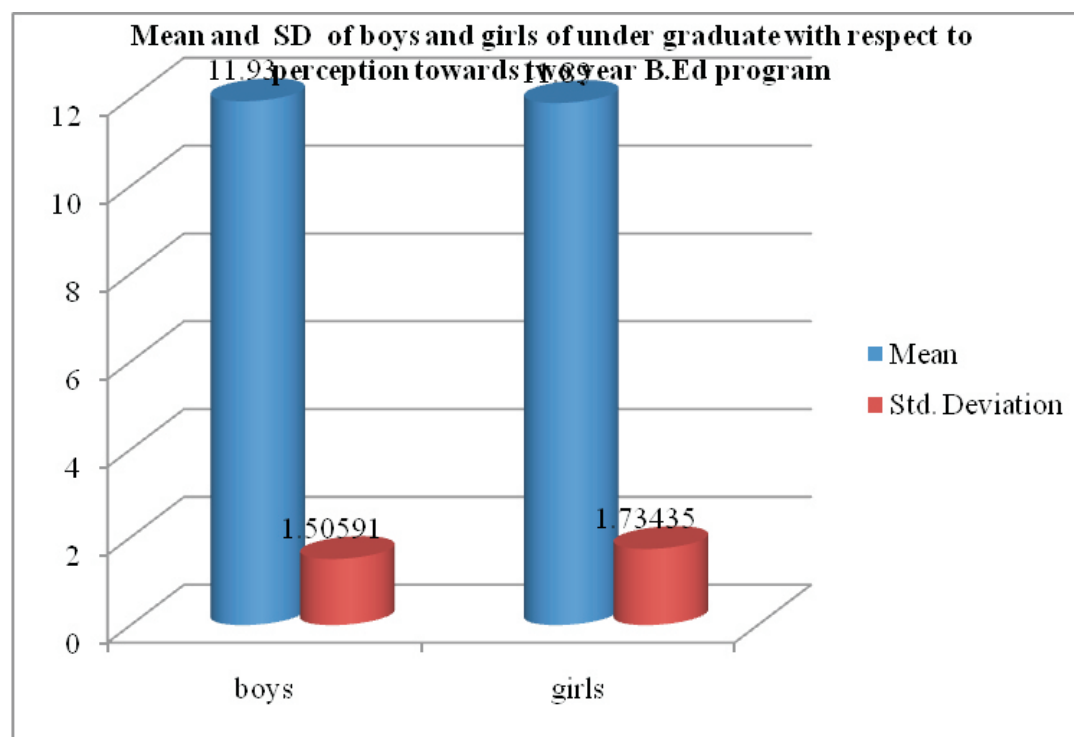


#### A STUDY OF PERCEPTION OF UNDER GRADUATE STUDENTS TOWARDS TWO YEAR B.ED PROGRAMME

The above table indicates mean SD and t-value of boys and girls of under graduates with respect to significance of two years B.Ed Programme. The mean score value of boys of under graduates is found to be 11.44,  $\pm 1.17$  SD. whereas the mean score value of girls of undergraduates found to be 11.72  $\pm 1.49$  SD. There is a statistical significant difference found between boys and girls of under graduates with respect to significance of two year B.Ed programme ( $t=3.478$ ,  $df=98$ ,  $P=0.001$ ) it can be concluded that girls of under graduates were more interested towards B.Ed programme compared to their counterparts.

**Table-2**  
**Mean, SD and t-value of boys and girls of under graduate with respect to perception towards two year B.Ed program**

Gender	Mean	Std. Deviation	t-value	P value	Df	Remark
boys	11.9300	1.50591	.398	99	.691	NS
girls	11.8900	1.73435				

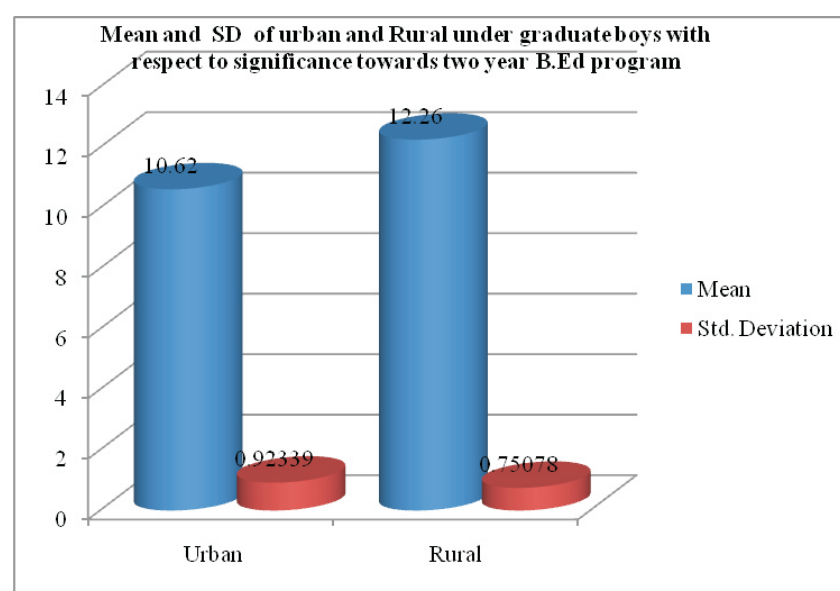


The above table indicates mean SD and t-value of boys and girls of under graduates with respect to perception of two years B.Ed Programme. The mean score value of boys of undergraduate is found to be 11.44,  $\pm 1.17$  SD. whereas the mean score value of girls of undergraduates found to be 11.72  $\pm 1.49$  SD. There is a statistical significant difference found between boys and girls of under graduates with respect to significance of two year B.Ed programme ( $t=3.478$ ,  $df=98$ ,  $P=0.691$ ) it can be concluded that boys and girls of under graduates have similar perception towards two year B.Ed programme.



**Table-3**  
**Mean, SD and t-value of urban and Rural under graduate boys with respect to significance towards two year B.Ed program**

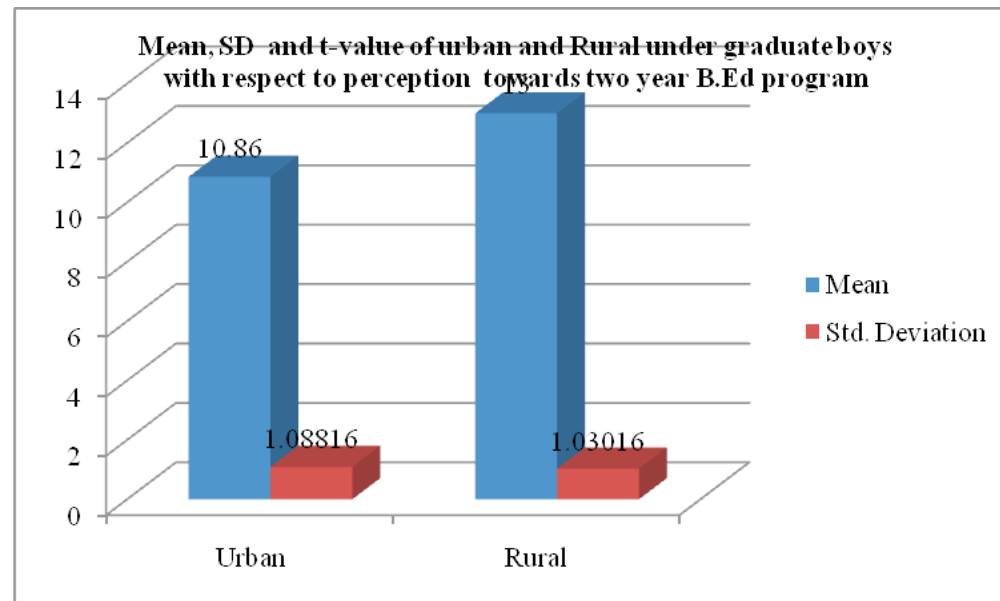
location	Mean	Std. Deviation	t-value	P value	Df	Remark
Urban	10.6200	.92339	-9.744	98	.000	Sig
Rural	12.2600	.75078				



The above table indicates mean SD and t-value of urban and rural undergraduate boys with respect to significance of two years B.Ed Programme. The mean score value of urban undergraduate boys is found to be 10.62,  $\pm$ .92 SD. whereas the mean score value of rural undergraduate boys found to be 12.26  $\pm$ .75 SD. There is a statistical significant difference found between urban and rural undergraduate boys with respect to significance of two year B.Ed programme ( $t=9.74$ ,  $df=98$ ,  $P=0.00$ ) it can be concluded that rural undergraduate boys were more interested towards B.Ed programme compared to their counterparts. Hence Null hypothesis is rejected and alternative hypotheses accepted.

**Table-4**  
**Mean, SD and t-value of urban and Rural under graduate boys with respect to perception towards two year B.Ed program**

location	Mean	Std. Deviation	t-value	P value	Df	Rem
Urban	10.8600	1.08816	-10.099	98	.000	sig
Rural	13.0000	1.03016				

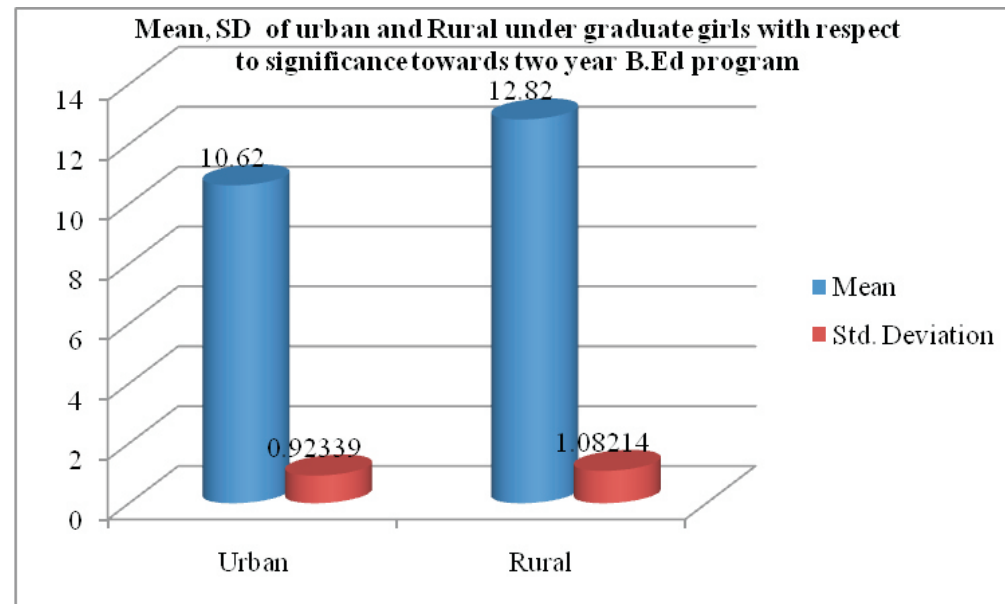


The above table indicates mean SD and t-value of urban and rural undergraduate boys with respect to perception of two years B.Ed Programme. The mean score value of urban under graduate boys is found to be  $10.86, \pm 1.08$  SD. whereas the mean score value of rural undergraduate boys found to be  $13.00 \pm 1.03$  SD. There is a statistical significant difference found between urban and rural undergraduate boys with respect to perception of two year B.Ed programme ( $t=10.09, df=98, P=0.00$ ) it can be concluded that rural undergraduate boys were more perception towards B.Ed programme compared to their counterparts. Hence Null hypothesis is rejected and alternative hypotheses accepted.

**Table-5**  
**Mean, SD and t-value of urban and Rural under graduate girls with respect to significance towards two year B.Ed program**

location	Mean	Std. Deviation	t-value	P value	Df	Remark
Urban	10.6200	.92339	-10.935	98	.000	sig
Rural	12.8200	1.08214				



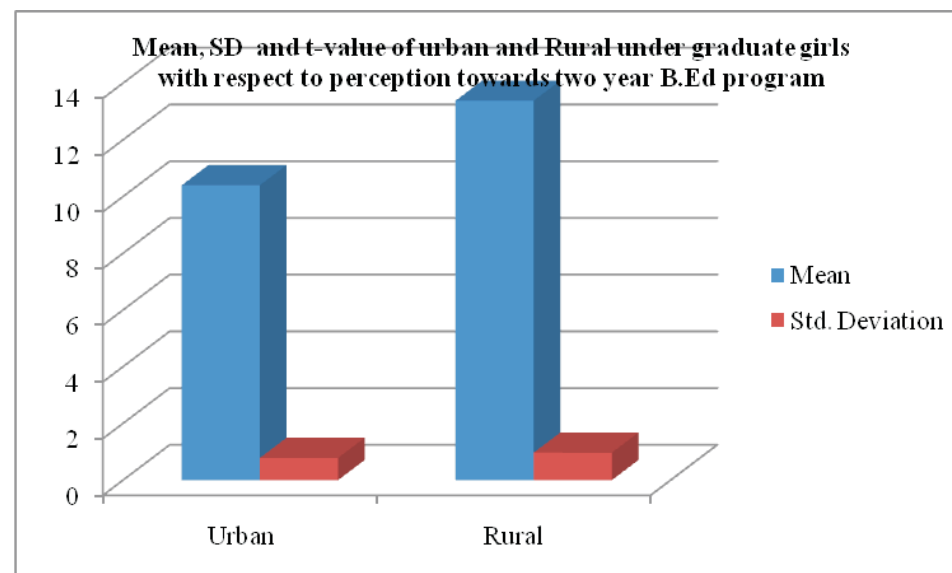


The above table indicates mean SD and t-value of urban and rural undergraduate girls with respect to significance of two years B.Ed Programme. The mean score value of urban undergraduate girls is found to be 10.62,  $\pm 0.92$  SD. whereas the mean score value of rural undergraduate girls found to be 12.82  $\pm 1.08$  SD. There is a statistical significant difference found between urban and rural undergraduate girls with respect to significance of two year B.Ed programme ( $t=10.93$ ,  $df=98$ ,  $P=0.00$ ) it can be concluded that rural undergraduate girls were more interested towards B.Ed programme compared to their counterparts. Hence Null hypothesis is rejected and alternative hypotheses accepted.

**Table-6**  
**Mean, SD and t-value of urban and Rural under graduate girls with respect to perception towards two year B.Ed program**

location	Mean	Std. Deviation	t-value	Df	P- value	Remark
Urban	10.4000	.78246	-16.944	98	.000	sig
Rural	13.3800	.96658				

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The above table indicates mean SD and t-value of urban and rural undergraduate girls with respect to perception of two years B.Ed Programme. The mean score value of urban undergraduate girls is found to be 10.40,  $\pm 0.78$  SD. whereas the mean score value of rural undergraduate girls found to be 13.38  $\pm 0.96$  SD. There is a statistical significant difference found between urban and rural undergraduate girls with respect to perception of two year B.Ed programme ( $t=16.94$ ,  $df=98$ ,  $P=0.00$ ) it can be concluded that rural undergraduate girls were showing more perception towards two year B.Ed programme compared to their counterparts. Hence Null hypothesis is rejected and alternative hypotheses accepted.

### CONCLUSION:

Teachers in the contemporary society need to be through professionals fully equipped with both, high academic standards, pedagogical and practical skills and ethical and moral values. However, it is unfortunate that teaching is still in a transitional stage and is experiencing serious occupational identify crisis. The debate on whether teaching can be called a profession dominates the educational scene even at the far end of twentieth century. Teachers, often themselves are uncertain as to the nature of their occupation and to which category they belong non-professional, semi-professional or professional. There is a feeling among teaching community that they have been accorded a second class status while being given first class responsibilities. Professionalism for a global society demands teachers to be innovative in their attitude, flexible in their approach and inquisitive and reflective in their mind always refreshing themselves with the day today increase of knowledge in their subject area. Professionalism, therefore, implies professional preparation of teachers and their professional development through the mechanism of continuous in-service training programmes. The National Policy on Education (NPE 1986) has rightly remarked that —teacher education is a continuous process and its pre - service and in-service components are inseparable. NPE also suggested complete overhauling of the system of teacher education and establishment of DIET and SCERT to bring qualitative improvement in both pre service and in service education of teachers.

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