

ATTITUDE OF THE B.ED. STUDENTS TOWARDS THE PRESENT B.ED. CURRICULUM OF  
THE UNIVERSITY OF BURDWAN- AN ANALYTICAL STUDY

*Amal Kumar Chakraborty<sup>4</sup>*

**Abstract:** *Attitude is an abstract quality that typifies the mental inclination of the persons concerned. In the domain of teacher education the attitude forms an important and comprehensive dimension that allow the researchers to have look into their idiosyncratic outlook on multiple issues relating to teacher education program. Keeping this perspective in mind the researcher made up his mind to explore the attitude of the secondary teacher-trainees pursuing their course of study in the teacher training colleges under the University of Burdwan. The attitude of the teacher-trainees belonging to govt. sponsored and self financing colleges were the target population of this present study. Four of such colleges were selected for attitude survey. A opinionnaire comprising 36 statements were administered to the trainees and their opinions were collected. Using Likert-type scale their opinions were quantified. At last the scores were calculated and t-test was done to know the attitudinal differences between two different types of teacher-trainees, namely, deputed-fresher, male-female, govt.- self-financing etc.*

**Key Words:** Attitude, Teacher Education, Secondary Teacher Trainees, B. Ed. Students

## INTRODUCTION

While education is a process, curriculum is a means to the process. While preparing the Teacher Education Curriculum the following factors should be taken into consideration. :

- ❖ Development of ability in the future teachers to understand the growth process
- ❖ Development of fundamental skills and attitudes needed for a beginning teacher
- ❖ Reflection of the fundamental objectives of the entire B.Ed. Programme in the light of the demands on the teacher from social, psychological and other consideration.
- ❖ Using advanced method of teaching which leave greater scope for self study and discussion and improved method of evaluation.

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<sup>4</sup> Assistant Professor in English, Katwa College, Burdwan, West Bengal.

In 1993 NCTE approved a revised curriculum framework specifying general objectives of teacher education as well as specific objectives for each level of teacher education. Now let us have a look on the existing syllabus of the University of Burdwan.

### **Eight Core Papers of the B.Ed. course of the Burdwan University**

Paper-I: Philosophical and Sociological Foundations of Education

Paper-II : Sociological Foundation of Education

Paper-III: Development of Education in India

Paper -IV: Psychology of Learning

Paper-V: Psychology of Instruction

Paper-VI: Guidance 7 Councelling

Paper-VII: Organisation and Management in Education

Paper-VIII: Educational Technology and Evaluation

### **Objectives of The Study: The present study is directed**

- a) to find out the level of attitudinal difference between deputed male govt. B.Ed. and deputed female govt. B.Ed. students regarding their attitude towards the present B.Ed Curriculum of the Burdwan University.
- b) To assess the difference in attitudes between the fresher male govt. B.Ed. students and fresher female govt. B.Ed. students regarding their attitude towards the present B.Ed. Curriculum of the Burdwan University.
- c) to estimate the difference between the deputed male private and deputed female private students regarding their attitudes towards the existing B.Ed Curriulum of the Burdwan University.
- d) To enumerate the level of attitudinal difference between fesher male private B.Ed. students and fresher female private B.Ed students regarding the towards the presents B.Ed. Curriculum of the Burdwan University.
- e) To find out the difference between the govt. deputed B.Ed. students and the private deputed B.Ed. students regarding their attitude on the recent B.Ed. curriculum of the Burdwan University.
- f) To assess the difference in attitudes between the govt. fresher B.Ed. students and the private fresher B.Ed. students on their attitudes towards the current B.Ed. curriculum of the Burdwan University
- g) to evaluate the attitudinal difference between the deputed B.Ed. students and fresher B.Ed. students regarding their attitudes on the present B.Ed. curriculum of the Burdwan University.

- h) to explore the difference between the govt. B.Ed. students and the private B.Ed. students on their attitudes towards the existing B.Ed curriculum of the Burdwan University.

### **NEEDS OF THE STUDY**

Since B.Ed. is a job oriented course skills and strategies are more the need of the hour than cumbersome theoretical framework of the curriculum. Thus the trainees, in their mutual perspectives relating in the course differ conspicuously from one another.

Usually in B.Ed. College can accommodate 100 students, among whom 50 students will belong to deputed category whereas 50 students will be fresher since (i) the deputed pupils possess 5-6 years school teaching experience, their attitudes towards the B.Ed. course are markedly different from those of the fresher who enter the course with fresh lease of mind having no or little practical experience regarding actual teaching learning situations.

Again (ii) two types of B.Ed. institutions are at work at the backdrop of teacher training in west Bengal. The first type B.Ed. institutions are govt. and govt. sponsored institutions which are cherished by financial assistance of the state Govt. The nature of the second type is private or self financing. These B.Ed. colleges are recognized by the NCTE and affiliated to the respective University. Since the infrastructure facilities of these two types of institutions are not of legal standard, there lies considerable difference between them with regard to imparting quality education to the teacher trainees.

Keeping in mind the above mentioned scenario, the investigator felt the urge to undertake a project work with a view to exploring the attitudinal difference between the students pursuing B.Ed. course at the govt./govt. sponsored and the private/self financing B.Ed. institution regarding their outlook on the existing pattern of the B.Ed. curriculum of the Burdwan University.

### **HYPOTHESES**

Keeping parity with the objectives framed by the investigator for his work the following hypotheses have been formulated.

H1: There is a significant difference between deputed male govt. B.Ed. students and deputed female govt. B.Ed. students regarding their attitudes towards the present B.Ed. curriculum of the Burdwan University.

H2: There would be significant difference between fresher male govt. B.Ed. students and fresher female govt. B.Ed. students regarding their attitude towards the present B.Ed. curriculum of the Burdwan University.

H3: There would be significant difference between deputed male private B.Ed. students and deputed female private B.Ed. students regarding their attitude towards the existing B.Ed. curriculum of the Burdwan University.

H4: There would be significant difference between fresher male private and fresher female private B.Ed. students regarding their attitudes towards the recent B.Ed. curriculum of the University of Burdwan.

H5: There would be significant difference between govt. deputed B.Ed. students and private deputed B.Ed. students regarding their attitude towards the present B.Ed. curriculum of the Burdwan University.

H6: There would be significant difference between the govt. fresher B.Ed. and private fresher B.Ed. students their attitude towards the present B.Ed. curriculum of the University of Burdwan.

H7: There would be significant difference between the deputed B.Ed. and fresher B.Ed. students regarding their attitudes towards the present B.Ed. curriculum of the University of Burdwan.

H8: There would be significant different between the govt. B.Ed. and private B.Ed. students regarding their attitude towards the existing B.Ed, curriculum of the University of Burdwan.

### **STATEMENT OF THE PROBLEM**

The Problem under Study is Entitled – **Attitude of the B.Ed. Students Towards the Present B.Ed. Curriculum Of The Univerisity Of Burdwan- An Analytical Study.**

#### **Terms definition:**

**ATTITUDE:** Attitudes are actually the projection of emotionalized mental state. Attitude is an underlying disposition, which enters along with influences, into the determination of a variety of behaviour towards an object.

**B.ED.:** As per NCTE's specified definition B.Ed. is called Secondary Teacher Education Programme. This is the requisite qualification which is most sought after for teaching at Secondary stage.

**CURRICULUM:** Curriculum is the conceptual structure that encompasses the comprehensive activities that go on in the realm of teaching learning possess. It is the blueprint that reflects the total educational activities an experiences.

**REVIEW OF RELATED LITERATURE**

**1) Student Teachers' Attitudes Towards the Curriculum in the College of Education.** by Chan Kwok Wai of Hong Kong- CUHK Education Journal Vol.11. No.2, 1983 : This paper proposed an improvement of the qualities of non-graduate teacher by extending the pre-service training course. The author of the paper conducted a survey study of the two categories of student teachers in North Cote College of Education in May, 1981 with an attempt to seek their opinion , interest and need with reference to the curricula in the College of Education.

**2) Student Teachers' Thinking About Knowledge, Learning And Learners In India:** Mani Bhasin Kalra and Bharati Baveja, University of Delhi, New Delhi, India, [manibkalra@yahoo.com](mailto:manibkalra@yahoo.com), [bharatibaveja@msn.com](mailto:bharatibaveja@msn.com) : Keeping in view the 'text book culture' prevalent in India this paper explores and analyses the thinking of teachers about 'knowledge', learning and 'learners' and its implications in the Indian scenario.

**3) Esl Students' Attitude Towards Texts And Teaching Methods Used In Literature Classes:** Siti Norliana Ghazali, Roszainora Setia and Chitra Muthusamy, Academy of Language Studies, Universiti Teknologi MARA, Dungun 23000 Terenagganu, Malaysia. Kamaruzaman Jusoff (Corresponding authority) Faculty of Forestry, Universiti putra Malaysia, Serdang 43400, Selangor, Malaysia : This paper aims to discuss students' attitudes towards the texts used in the program, the challenges faced in reading these texts and the type of texts students prefer to read. It also discusses the teaching strategies used in class, their effectiveness as well as the methods favoured by students.

**4) Teacher Trainees' Attitude Towards Information And Communication Technology:** Prof Dr. P. Annaraja and Nima & Josepe DESIDOC Bulletin of Inf. Technology Vol. 26 No. 2 March 2006 pp. : The attitude of teacher trainees is very important as it is a tendency which helps them to be favourable or unfavourable towards the usage of most modern technology in the field of education in future when they go for teaching. The present paper aims to evaluate the fact that the introduction of ICT in education will encourage and motivate the student to explore new areas of advancement with reference to its latest in developments various subjects.

**5) A study of the students' attitudes towards Distance Teacher Education Programme in Pakistan.:** Aijaz Ahmed Gujjar, lecturer Federal College of Education, Islamabad. Turkish Online Journal of Distance Education TOJDE October 2007 ISSN No. 1302-6488 Vol : 8 No. 4 Article 12. : The present study was undertaken to measure the attitude of students towards teacher Training programme through Distance Education offered by Allama Iqbal Open University, Islamabad, Pakistan. It was found that majority of the student appreciated the overall input of the

programme though a few eyebrows were raised concerning the assessments of the assignments.

### **METHODOLOGY AND PROCEDURE**

Research demands accurate observation and description. The researcher uses quantitative, numerical measuring devices, the most precise means of description. Educational research is that activity which is directed towards development of a science of behaviour in educational situations.

To prepare a research design is the crucial step of a scientific research after selection of problem and formulation of hypotheses. It is a mapping strategy based on sampling technique. It includes area of the study, sampling, defining the variables, selecting tools and techniques for collecting data, analyzing the data and lastly reporting the findings.

### **AREA OF THE STUDY**

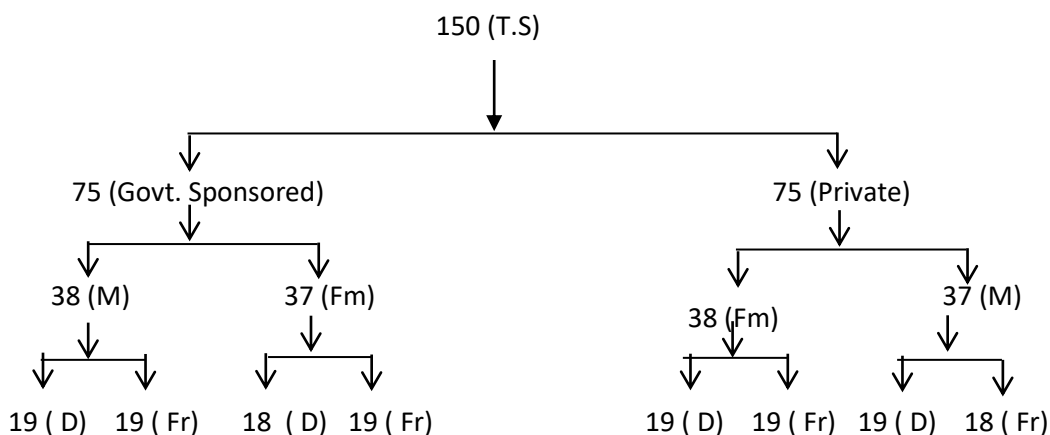
For proper investigation the investigator selected the following govt. sponsored and self financing B.Ed. colleges for collecting samples under the district of Birbhum and Burdwan.

- a) Katwa College (B.Ed. Department), Katwa. Burdwan
- b) Rabindra Nazrul Smriti B.Ed. Educational Institute, Hetampur, Birbhum
- c) Santiniketan Boniad B.Ed. College, Birbhum
- d) Kanachi B.Ed. College, Birbhum

### **SAMPLES**

A sample is a small proportion of the population that is selected for observation and analysis. For increasing the accuracy of the sample, besides excluding all biasness in selection, Purposive Random Sampling technique was thought to be the best suited for selection of the sample of the present study.

A total no 150 samples were collected from the above mentioned B.Ed. colleges under various categories for necessary investigation and analysis of data. The detailed break up of the samples is shown below through tree diagram :



### CHARACTERISTICS OF THE SAMPLE

The samples consist of the B.Ed. Students from various govt. sponsored and private B.Ed. Colleges. 75 samples have been gathered from the govt. sponsored B.Ed. College and 75 samples have been taken from the private B.Ed. Colleges.

### Variables

#### a) Dependent Variable in the present study:

**Attitude:** Attitude in the present study is one dependent variable which is dependent upon numerous independent variables such as gender, nature of the training institutions, type of the teacher trainees.

#### b) Independent Variables

Three independent variables are considered in the present study. They are –

- i) Nature of the B.Ed. Institutions (Govt. sponsored , private/self financing)
- ii) Gender : Male B.Ed. students and Female B.Ed. students.
- iii) Type of the teacher trainees : Deputed B.Ed. students and Fresher B.Ed. students

### SELECTION OF RESEARCH TOOLS:

Selection of research tools is an important factor which greatly facilitate the collection of date through representative samples.; The present investigation is primarily an exploration of attitudes. Thus Opinionnaire presented through statements is judiciously selected as a convenient research tools for gathering the opinions at four different dimensions of the B.Ed. syllabus

### CONSTRUCTIONS OF OPINIONNAIRE

Opinionnaire which is the research tools in the present study was design after the investigator had gone through various related literatures, journals and research reports. To study the attitude of the B.Ed. students towards the B.Ed. curriculum the opinionnaire was constructed on the basis of the following four dimensions

- ❖ Core Papers of the B.Ed. curriculum
- ❖ Method Papers of the B.Ed. course
- ❖ Practice Teaching
- ❖ Sessional Activities

The opinonnaire comprises 36 statements divided under four levels. In the first dimension, namely, 'Core papers there are 11 positive statements and 7 negative statements, In total there are 18 statements.

In the second dimension, namely, 'Method Papers' there are 5 statements among which 2 are negative and 3 are positive.

In the third dimension, namely, 'Practice Teaching' there are 7 statements among which 3 are positive and 4 are negative.

In the fourth dimension, namely, 'Sessional Activities' there are 6 statements among which four are positive and 2 are negative.

### ATTITUDE SCALE

The attitude scale consist of a number of carefully edited and selected items called statements. These statements are scaled regarding the degree to which they favour, or are opposed to, the question under consideration. In the present investigation 3-point Likert- type of scaling technique is adopted. In this type three responses – "Agree", "Partially Agree" and "Disagree"– are used for necessary analysis. These are indicated as under :

Response	Scale Value
Agree	3
Partially Agree	2
Disagree	1

### SCORING TECHNIQUE

On the basis of 3-2-1 scale value the scores of individual response sheets are calculated. Inferential Statistics namely, T-test was applied to the raw-scores to measure the level of attitudinal difference between the various categories of teacher-trainees.



**T-test was applied to measure the level of attitudinal differences among the following categories.**

- ✓ Deputed Male Govt. B.Ed. students and Deputed Female Govt. B.Ed. students
- ✓ Fresher Male Govt. B.Ed. students and Fresher Female Govt. B.Ed. students.
- ✓ Deputed Male Private and Deputed Female Private B.Ed. students.
- ✓ Fresher Male Private and Fresher Female Private B.Ed. students
- ✓ Govt. Deputed B.Ed. and Private Deputed B.Ed. students.
- ✓ Govt. Fresher B.Ed. and Private Fresher B.Ed. Students.
- ✓ Deputed B.Ed. and Fresher B.Ed. students.
- ✓ Govt. B.Ed. and Private B.Ed. students.

### **Standardisation Of Tools**

The tools, i.e. the opinionnaire is standardized using the criteria of reliability, validity and unidimensionality. Before administration of the tools to the stipulated no of teacher trainees a pilot study was conducted by the investigation to check the relevance and utility of the statements included in the opinionnaire. After necessary pruning and elimination of the redundant statements the standardized opinionnaire was prepared, and verified thoroughly. The opinionnaire comprise 36 standardized statement.

### **Collection Of Data**

The final opinionnaire was administered 150 teacher trainees of different Govt. sponsored and self-financing teacher training institutions. The investigator collected the data from the selected teacher training institutions personally and introduced himself with the teacher trainees and distributed the opinionnaire among them. After giving necessary instruction the investigator requested them to provide unbiased responses to the space provide against each statement. The answer sheets were collected after completion of answer by the teachers.

### **ANALYSIS & INTERPRETATION**

This chapter presents how the analysis was done and interpretations and predictions were drawn. To avoid making conclusion and interpretations from insufficient or invalid data the final analysis must be anticipated when plans are made for collecting information. The problem should be analysed in details to see what data are necessary in a salutation and to be assured that methodology used will provide appropriate conclusion. Analysis data means studying the organised materials in order to discover inherent facts. Analysis involves breaking down existing complex factors into simpler parts together in new arrangements for the purpose of interpretation.

In the present study the analysis of data collected through the opinionnaire to explore the attitude of the teacher trainees towards the B.Ed. curriculum is done. Keeping parity and consistency with the hypotheses the raw scores were grouped under eight different levels for the purpose of analysis. T-test was done on the scores of two independent variables of each level. The significance of the T-value of eight different pairs was thoroughly judged for critically analysing the level of acceptance or rejection of the hypotheses. The findings of the data through the application of inferential statistics and their corresponding interpretations are presented as under.

### INTERPRETATION OF THE RESULTS

#### a) Analysis of Hypothesis-I

Table-I : Paired T for G/M/D- G/F/D

Variables	Sample Size	Mean	St. Dev	SE. Mean	Calculated T-Value
G/M/D	19	76.05	6.20	1.42	4.76
G/F/D	19	83.53	4.48	1.03	
Difference	19	7.47	6.84	1.57	

#### INTERPRETATION:

The above table shows that the calculated T-value is 4.76 which is significant since it is greater than the statistical table value of T which is 2.03 for  $df = 36$  at 0.05 level. So the original hypothesis is retained and it can be said that there lies significant attitudinal difference between the Govt. Male Deputed and Govt. Female students towards the B.Ed. Syllabus of the Burdwan University. Thus the null hypothesis is rejected.

#### b) Analysis Of Hypothesis 2 :

Table- 2 : Paired T for G/M/Fr.- G/F/Fr.

Variables	Sample Size	Mean	St. Dev	SE. Mean	Calculated T-Value
G/M/Fr.	19	81.26	5.11	1.17	0.31
G/F/Fr.	19	81.74	3.23	0.74	
Difference	19	0.47	6.71	1.54	

#### INTERPRETATION:

From the we see that calculated T-value is 0.31. So the obtained T is not significant since it is much less than the statistical table value of 2.03 for  $df. 36$  at 0.05 level.

Thus the null hypothesis is accepted i.e. there is no significant difference between the attitudes of the Govt/Male/Fresher and Govt./Female/Fresher B.Ed. students towards the B.Ed. syllabus of the Burdwan University. On the contrary it can be said that the original hypothesis 2 of this present study is rejected.

### c) Analysis Of Hypothesis 3 :

**Table 3 : Paired T for P/M/D.- P/F/D**

Variables	Sample Size	Mean	St. Dev	SE. Mean	Calculated T-Value
P/M/D	19	80.89	4.94	1.13	0.17
P/F/D	19	81.11	3.65	0.84	
Difference	19	0.21	5.27	1.21	

#### INTERPRETATION:

The above table shows the obtained T value to be 0.17 which is much less than the statistical table value of T i.e. 2.03 for df 36 at 0.05 level. So the calculated T value is not significant. So the null hypothesis is accepted which implies that there is no significant difference between the attitudes of the Private Male Deputed and Private Female Deputed B.Ed. students towards the B.Ed. curriculum of the Burdwan University. Naturally the research hypothesis 3 which anticipated the existence of attitudinal difference among the aforesaid categories of B.Ed. students is categorically rejected.

### d) Analysis of Hypothesis 4 :

**Table 4 : Paired T for P/M/Fr.- P/F/Fr.**

Variables	Sample Size	Mean	St. Dev	SE. Mean	Calculated T-Value
P/M/Fr.	19	78.79	5.42	1.27	0.30
P/F/Fr.	19	79.37	6.09	1.40	
Difference	19	0.58	8.48	1.95	

#### INTERPRETATION:

Here the obtained T value is 0.30. So T value is not significant since it is considerably less than the statistical table value of T i.e. 2.03 for df 36 at 0.05 level. Thus the original hypothesis 4 is rejected and the null hypothesis is accepted. Accordingly it can be concluded that there no significant difference in attitude among the Private Male fresher B.Ed. students and the private Female Fresher B.Ed. students towards current B.Ed. curriculum of the Burdwan University.

e) Analysis Of Hypothesis 5

Table 5 : Paired T for G/D..- P/D

Variables	Sample Size	Mean	St. Dev	SE. Mean	Calculated T-Value
G/D	37	79.73	6.62	1.09	1.08
P/D	37	81.14	4.26	0.70	
Difference	37	1.41	7.94	1.31	

**INTERPRETATION:**

The calculated T value is 1.08. The statistical table value of T for df 72 at 0.05 level is 2.00. The calculated value is less than the statistical table value. Thus the obtained T value is insignificant. This signifies that the null hypothesis is to be accepted, whereas, the research hypothesis which assumed that there would be significant attitudinal difference among the govt. Deputed B.Ed. students and Private Deputed B.Ed. Student should be rejected.

f) Analysis Of Hypothesis 6

Table 6 : Paired T for G/Fr..- P/Fr.

Variables	Sample Size	Mean	St. Dev	SE. Mean	Calculated T-Value
G/Fr	38	81.50	4.22	0.685	2.53
P/Fr.	38	79.13	5.66	0.918	
Difference	38	2.37	5.77	0.936	

**INTERPRETATION:**

The above table shows the obtained T value to be 2.53. The calculated T value is significant since it is greater than the statistical table value of T i.e. 2.00 for df 74 at 0.05 level. Therefore it can be safely stated that there lies significant attitudinal difference between the govt. fresher B.Ed. students and Private Fresher B.Ed. student towards the present B.Ed curriculum of the Burdwan University. Accordingly it can be stated that the null hypothesis is rejected and the research hypothesis is retained.

g) Analysis Of Hypothesis 7

**Table 7 : Paired T for Deputed-Fresher.**

Variables	Sample Size	Mean	St. Dev	SE. Mean	Calculated T-Value
Deputed	75	80.373	5.562	0.642	0.12
Fresher	75	80.267	5.009	0.578	
Difference	75	00.107	7.410	0.856	

**INTERPRETATION:**

From the table we get the calculated T value to be 0.12. The statistical table values of T for df 148 at 0.05 level is 1.98. Thus the obtained T value is much less than the statistical table value of T. So the present T value is not significant. Accordingly we can say that the original hypothesis is rejected and the null hypothesis is accepted. There fore we can conclude that there is no significant attitudinal difference amonth the Deputed B.Ed. students and the Fresher B.Ed. students towards the existing B.Ed. curriculum of the Burdwan University.

**h) Analysis Of Hypothesis 8****Table 8 : Paired T for Govt./Govt sponsored-Private**

Variables	Sample Size	Mean	St. Dev	SE. Mean	Calculated T-Value
Govt./Govt Sponsored	75	80.493	5.610	0.648	0.41
Private	75	80.120	5.086	0.587	
Difference	75	0.373	7.856	0.907	

**INTERPRETATION:**

The calculated T value of table 8 is 0.41. The value of T for df 148 at 0.05 level is 1.98. Thus the obtained T value is less than the statistical table value of T. So the obtained T values is not significant. Thus the null hypothesis is excepted and the original research hypothesis is rejected. There fore we may conclude that there lies no significant difference in attitudes among the Govt./Govt. sponsored and Private B.Ed. stuents towards the B.Ed. curriculum of the Burdwan University.

**CONCLUSION**

The present study was undertaken by the investigator to measure the level of difference in attitude among various categories of B.E.d students towards the present B.Ed. syllabi-pattern of the University of Burdwan. After extension survey work the obtained data was systematically categories under various heads. To know the attitudinal difference between two mutually contrary groups of B.Ed. trainees, a quantitative measuring drive was adopted on the basis of 3-2-1 Likert type of Attitude Scale. The attitudinal difference was then measured by administering

inferential statistics on the raw scores of the various types B.Ed. students. The level of significance of attitudinal difference was judged on the basis of paired T-tests. The original hypotheses anticipated that there would be significant attitudinal difference among the following categories of B.Ed. students –

- i) Govt. Male Deputed & Govt. Female Deputed B.Ed. students
- ii) Govt. Male Fresher & Govt. Female Fresher B.Ed. students.
- iii) Private Male Deputed & Private Female Deputed B.Ed. students.
- iv) Private Male Fresher & Private. Female Fresher B.Ed. students.
- v) Govt. Deputed & Private Deputed B.Ed. students
- vi) Govt. Fresher and Private Fresher B.Ed. students.
- vii) Deputed and Fresher and B.Ed. students
- viii) Govt. & Private B.Ed. students.

But, after determining the level of significance it was found that significant attitudinal difference exists only in case of this to pairs of B.Ed. students viz. i) Govt. Male Deputed and Govt. Female Deputed B.Ed. students, ii) Govt. Fresher and Private Fresher B.Ed. students.

Accordingly hypothesis 1) and hypothesis 6 were accepted and retained. The hypothesis 2, hypothesis 3, hypothesis 4, hypothesis 5, hypothesis 7, hypothesis 8, which anticipated that there would exist significant attitudinal difference among the various categories of B.Ed. students as mentioned in respective hypotheses, were rejected and in these cases the null hypotheses are accepted.

The investigators study was a strenuous effort and was conducted rigorously keeping in mind the consistency associated with purpose of research work.

#### **DELIMITATION OF THE STUDY**

The delimitations of the present study are as follows :-

- i.) The study was limited to two district namely, Birbhum and Burdwan only.
- ii.) The investigator took into account the responses of the B.Ed. teacher trainees only. Tracher trainees belonging to M.Ed. or D.Ed categories were kept outside the purview of the present study.
- iii.) Only Independent variables were taken into consideration.
- iv.) Sample numbers were restricted to 150 only.

**FURTHER STUDY**

- i.) The work can be administered on M.Ed and D.Ed. teacher trainees only.
- ii.) An analytical study may be taken for separate microanalysis of each dimension of the curriculum in details.
- iii.) The study conducted by increasing the sample and including more districts in the territory of West Bengal.

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**ABBREVIATIONS**

**NCTE – National Council for Teacher Education.**

**NCERT – National Council of Educational Research and Training .**

**B.Ed- Bachelor of Education.**

**M.Ed- Master of Education**

**D.Ed - Diploma in Education**

**G- Govt./Govt. Sponsored**

**.P- Private**

**M- Male**

**Fm- Female**

**Fr.- Fresher**

**D- Deputed**

**T.S.- Total Sample.**

CODE NO:
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**ATTITUDE TEST OF THE B.Ed. STUDENTS TOWARDS THE PRESENT B.Ed. CURRICULUM OF  
THE UNIVERSITY OF BURDWAN**

**INSTRUCTIONS**

1. The question paper contains opinionnaire regarding the B. Ed. Syllabus of the Burdwan University.
2. There are three provisions of opinions against each statement.
3. Give a ✓ mark in one of the boxes marked 'Agree' (A), 'Partially Agree' ((PA), 'Disagree' (DA)
4. Give not more than one ✓ mark.
5. I appeal to you to assist me in my thesis work by providing desired opinion.
6. Your opinion will be used solely for my research work and absolute secrecy will be maintained regarding it.
7. Please fill in the brief portion stated below and insert your opinion after that.

Yours etc.  
Amal Kumar Chakraborty  
Department of Education  
The University of Burdwan

Name of B.Ed. Student.....

Institution Address.....

Nature of the Trainee:	Fresher	<input type="checkbox"/>	Deputed	<input type="checkbox"/>
Gender:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Type of the Institution:	Govt/Govt sponsd	<input type="checkbox"/>	Private	<input type="checkbox"/>



SL. NO	STATEMENT	RESPONSE		
		A	PA	DA
1.	The principles of education in the first half of the paper-I are not adequate in fulfilling the needs of the B.Ed. students.			
2.	It is useless to study the development of education in the pre-independence era in paper-III			
3.	In Paper IV, namely, Psychological bases of Learning lacks proper correlation with the second half, namely, Psychological bases of Instruction			
4.	Western philosophical thoughts such as Idealism, Naturalism Pragmatism are least significant against the Indian backdrop of education			
5.	In paperVII, the course content lacks the dynamic elements in developing the professional skill of the teacher trainees.			
6.	The Unit three the paper-I dealing with educational thoughts of Indian and western thinkers is practically useful for B.Ed. Trainees.			
7.	Various major commissions on education, set up from time to time after independence have major contribution towards development of Indian Education.			
8.	The theoretical frame work of paper-IV is apt and complies with the needs of the B.Ed. trainees in knowing the process of child learning.			
9.	In paper-VII, the concept of Institutional Planning should be laid exclusive emphasis to enrich the syllabi -texture.			
10.	The method papers in the B.Ed. syllabus deal with theory only rather than any strategic technique for class room communication.			
11.	The Practice Teaching session tends to be a mechanical routine affair rather than an aid to generate teaching learning skills.			
12.	The duration of Practice Teaching should not be less than 50 days.			
13.	Sessional Activities should not be linked with teaching theoretical activities such as Tutorials, Text Exam. Micro-Teaching etc.			
14.	Administration of Psychological Test should not be included in sessional activities, rather than it should find place in Paper-IV.			
15.	The school environment is not congenial for providing the trainees a suitable back drop for practicing their skills.			
16.	The learners' competency level is not up to the mark so as to provide the teacher trainees adequate feedback during classroom situation			
17.	The paper VII dealing with the factors of education (Learner, Teacher, Curriculum and School) should be given more emphasis.			
18.	There is no scope in the paper IV syllabus in Testing any of the Instructional approaches			

19.	The supervision on the teacher-trainees during teaching practical is not regular and methodical.			
20.	Outdoor activities such as gardening, cleaning of campus, excursion etc. have not given due weightage in paper-XIV of the B.Ed. syllabus.			
21.	The conventional model of Lesson Plan does not come as an aid for the teacher trainees for spontaneous teaching			
22.	The teaching concepts enumerated in the method papers are merely obsolete not experimental and modern.			
23.	The paper VII dealing with general management concept does not uphold a holistic picture of school management practices			
24.	The paper VIII gives brief perspective of the technological application in the field of education.			
25.	Women Education should find place in the realm of Sociological Foundation of Education of paper-I			
26.	The issue of Teacher Education should be included in paper-III (Development of Education in India).			
27.	The methods and pedagogy enshrined in the method papers do not strictly uphold WBBSE's objective for creating effective teaching learning situations.			
28.	The concept of technology and web based teaching is not given special attention in paper VIII.			
29.	Sarva Siksha Mission (SSM) which plays a dominant role in expansion of elementary education should find comprehensive discussion in the paper III syllabus.			
30.	The syllabi of method papers do not project constructivist model of teaching.			
31.	The unequal standards of the school in terms of infrastructure facilities do not help in bringing uniformity in the skill development of the teacher trainees			
32.	Cultural activities should be given more weightage in the sessional activities			
33.	The method syllabuses do not conform with the pattern prescribed by the N.C.T.E.			
34.	The '100 marks' is not adequate to cover up an extensive paper as Sessional Activities .			
35.	Instead of going through the reports of Indian Education Commission, stress should be laid on recent development and current issues on education.			
36.	'Case Study Report' should be included in the syllabus of Sessional Activities.			