

An evaluative study of the relation between socio-economic background with perception and attitude of B.Ed. students towards teacher training and teaching profession.

A thesis submitted to
Tilak Maharashtra Vidyapeeth, Pune
For the Degree of Doctor of Philosophy (Ph.D.)
In Education Subject
Under the Board of Studies
Education

Submitted By
Mrs. Madhuri Atul Gunjal

Under the Guidance of
Dr. Smita Phatak

Month & Year
2013-14

Declaration

I hereby declare that the thesis entitled “An Evaluative Study of the Relation between Socio-Economic Background with Perception and Attitude of B.Ed. Students Towards Teacher Training and Teaching Profession” completed and written by me has not previously been formed as the basis for the award of any Degree or other similar title upon me of this or any other Vidyapeeth or examining body.

Place: Pune

Date: 30/04/2014

Signature

Research Student

CERTIFICATE

This is to certify that the thesis entitled “An Evaluative Study of the Relation between Socio-Economic Background with Perception and Attitude of B.Ed. Students Towards Teacher Training and Teaching Profession” which is being submitted herewith for the award of the Degree of Vidyavachaspati (Ph.D.) in Education of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by Smt. Madhuri Atul Gunjal under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or any other University or examining body upon her.

Place: Pune

Date:

Signature

Research Guide

[Dr. Smita Phatak]

Acknowledgement

I would like to express my sincere gratitude to my Guide Dr.SmitaPhatak for the continuous support, motivation and enthusiasm in this endeavor. Her guidance helped me at all the stages of present research work.

I would like to thank management of Tilak Maharashtra Vidyapeeth for making the facility available to complete the Ph.D course. I would also like to thank sincerely Dr. Neelima Mehta, Dean and Head of the Department of Education for being a consistent source of inspiration throughout the work and providing me this opportunity.

I am thankful to all my colleagues for their encouragement, stimulating discussions and insightful comments that incited me to strive towards the goal.

I would like to express my gratitude to Dr. Pradnya Dhere, Dr. Neha Deo and Mr. Parag Rabade for their expert guidance on Research Methodology, Statistics and Use of computers in research during Ph.D. course work. Also, my sincere thanks go to the subject experts Dr. Smita Phatak, Dr. Bharati Sahastrabuddhe, Dr. Lalita Vartak, Dr. Sunanda Roy, Dr. Madhav Punekar, Dr. Anita Belapurkar and Mrs. Vaishali Shinde for their valuable and timely feedback on the researcher-made Perception and Attitude Inventories.

I am equally thankful to all the principals of B.Ed. colleges for their permission and co-operation where the data collection activity was carried out.

I thank staff of Central Library of Tilak Maharashtra Vidyapeeth and Librarian of Indian Institute of Education, Mrs. Sawant for their timely help in making the required books available.

I would like to express my special appreciation to Mr. Atul Gunjal for being a supporter as well as motivator throughout this task.

Mrs. Madhuri Atul Gunjal

Table of Contents

Sr. No.	Chapters	Page No.
1	Introduction of the Research Problem	
1.1	Introduction	1
1.2	Theoretical background of the Study	3
1.3	Rationale of the Research	4
1.4	Need of the Present Study	5
1.5	Significance of the Present Study	6
1.6	Title of the Research	6
1.7	Statement of the Research Problem	7
1.8	Conceptual Definitions of Terms	7
1.9	Operational Definitions	8
1.10	Objectives of the Research	8
1.11	Hypothesis	9
1.12	Research Questions	11
1.13	Research Assumptions	12
1.14	Limitations of the Research	12
1.15	Delimitations of the Research	12
1.16	Method of Research	13
1.17	Population	13
1.18	Sampling Method and Sample	13
1.19	Variables	13
1.20	Tools for Data Collection	14
1.21	Statistical Techniques used for Data Analysis	14
	<i>References</i>	18
2	Review of Related Literature	
2.1	Introduction	20
2.2	Theoretical Review	21
2.2.1	<i>Teacher's Training and Teacher Education</i>	21
2.2.1.1	The Origin of Teacher's Training	23
2.2.1.2	Teacher's Training at Various Levels	23
2.2.1.3	Secondary Teacher Education	24
2.2.1.3.1	Secondary Teacher Education : The Beginning	24
2.2.1.3.2	Present Status of Secondary Teacher Education	25
2.2.1.4	Method of Teacher's Training in Historical India	25
2.2.1.5	Method of Teacher's Training in Modern India	26
2.2.2	<i>Socio-Economic Status</i>	30
2.2.3	<i>Perception</i>	33
2.2.4	<i>Attitude</i>	35
2.3	Review of Related Research	37
2.3.1	Studies on Socio Economic Status of B.Ed. Students	39

2.3.1a	International Perspective	39
2.3.1b	National Perspective	39
2.3.1c	Summary of Studies on Socio Economic Status of B.Ed. Students	42
2.3.2	Studies on Perception of B.Ed. Students about Teacher Training and Teaching Profession	43
2.3.2.1	Perception of B.Ed. Students about Teacher Training	44
2.3.2.1a	International Perspective	44
2.3.2.1b	National Perspective	50
2.3.2.1c	Summary of Studies on Perception of B.Ed. Students about Teacher training	54
2.3.2.2	Perception of B.Ed. Students about Teaching Profession	56
2.3.2.2a	International Perspective	56
2.3.2.2b	Summary of Studies on Perception of B.Ed. Students about Teaching Profession	57
2.3.3	Studies on Attitude of B.Ed. Students about Teacher Training and Teaching Profession	58
2.3.3.1	Attitude of B.Ed. Students about Teacher Training	58
2.3.3.1a	International Perspective	58
2.3.3.1b	National Perspective	60
2.3.3.1c	Summary of Studies on Attitude of B.Ed. Students about Teacher Training	66
2.3.3.2	Studies on Attitude of B.Ed. Students about Teaching Profession	67
2.3.3.2a	International Perspective	68
2.3.3.2b	National Perspective	71
2.3.3.2c	Summary of Studies on Attitude of B.Ed. Students about Teaching Profession	75
2.4	Findings of the Review of Related Literature	80
2.5	Relevance of the Review with respect to the Present Study	81
	<i>References</i>	82
3	Methodology of the Research	
3.1	Introduction	92
3.1.1	Population	92
3.1.2	Sample	92
3.1.3	Sampling Procedure	92
3.1.4	Criteria to Select Sample	93
3.2	Variables	93
3.3	Type of Research	94
3.4	Action Plan	94

3.5	Tools for Data Collection	95
3.5.1	Socio Economic Status Scale	95
3.5.2	Perception Inventory	99
3.5.3	Attitude Inventory	99
3.6	Pilot Study	100
3.6.1	Pilot Study-Perception Inventory	100
3.6.1.1	Preparation of Preliminary Form of Perception Inventory	100
3.6.1.2	Preparation of Final Form of Perception Inventory	102
3.6.1.3	Reliability and Validity of Perception Inventory	102
3.6.2	Pilot Study-Attitude Inventory	104
3.6.2.1	Preparation of Preliminary Form of Attitude Inventory	104
3.6.2.2	Preparation of Final Form of Attitude Inventory	106
3.6.2.3	Reliability and Validity of Attitude Inventory	106
3.7	Statistical Techniques for Data Analysis	108
	<i>References</i>	111
4	Data Analysis	
4.1	Introduction	112
4.2	Data Collection	112
4.3	Scoring of the Responses	114
4.4	Nature of Data	115
4.5	Analysis of Data (<i>Objective wise</i>)	115
4.5.1	Analysis of Data for Objective 1	115
4.5.1a	Summary of Interpretations from Analysis of Data for Objective 1	142
4.5.2	Analysis of Data for Objective 2	143
4.5.2a	Summary of Interpretations from Analysis of Data for Objective 2	177
4.5.2b	Item wise Analysis of Perception Inventory	179
4.5.3	Analysis of Data for Objective 3	185
4.5.3a	Summary of Interpretations from Analysis of Data for Objective 3	218
4.5.3b	Item wise Analysis of Attitude Inventory	220
4.5.4	Analysis of Data for Objective 4	227
4.5.5	Analysis of Data for Objective 5	233
4.5.6	Analysis of Data for Objective 6	235
4.5.7	Analysis of Data for Objective 7	238
4.5.8	Analysis of Data for Objective 8	239
4.6	Findings of Data Analysis	240
	<i>References</i>	243

5	Summary, Findings and Suggestions	
5.1	Introduction	244
5.2	Summary of the Research Work	244
5.2.1	Rationale of the Study	244
5.2.2	Title of the Research Problem	245
5.2.3	Statement of the Problem	245
5.2.4	Operational Definitions of Terms	245
5.2.5	Research Objectives	246
5.2.6	Hypotheses of the Study	247
5.2.7	Research Questions	248
5.2.8	Research Assumptions	249
5.2.9	Limitations	250
5.2.10	Delimitations	250
5.2.11	Research Methodology	250
5.2.12	Variables	251
5.2.13	Population, Sampling Procedure and Sample	251
5.2.14	Research Tools	251
5.2.15	Statistical Treatment and Data Analysis	251
5.2.16	Action Plan	251
5.3	Qualitative Feedback	254
5.4	Major Findings	255
5.5	Contribution to Knowledge in the Field	258
5.6	Topics for Further research	258
	<i>References</i>	261
	<i>Bibliography</i>	262

List of Tables

Table No.	Title	Pg. No.
1	Summary of Studies on Socio-economic Status of B.Ed. Students	42
2	Summary of Studies on Perception of B.Ed. Students about Training in Education	54
3	Summary of Studies on Perception of B.Ed. Students about Teaching Profession	57
4	Summary of Studies on Attitude of B.Ed. Students towards Training in Education	66
5	Summary of Studies on Attitude of B.Ed. Students towards Teaching Profession	76
6	Range of SESS T-Scores	99
7	Numerical Values Assigned for Perception Inventory	101
8	Numerical Values Assigned for Attitude Inventory	105
9	Category wise sample	112
10	B.Ed. College wise Sample	113
11	Category wise Number of B.Ed. Colleges	114
12	Frequency Distribution of SESS T-Scores (N=1054)	116
13	Frequency Distribution of SESS T-Scores obtained from the sample of Granted Colleges	117
14	Frequency Distribution of SESS T-Scores obtained from the sample of Marathi Medium Granted Colleges	118
15	Frequency Distribution of SESS T-Scores obtained from Male sample of Marathi Medium Granted Colleges	119
16	Frequency Distribution of SESS T-Scores obtained from Female sample of Marathi Medium Granted Colleges	120
17	Frequency Distribution of SESS T-Scores obtained from sample of English Medium Granted Colleges	121
18	Frequency Distribution of SESS T-Scores obtained from Male sample of English Medium Granted Colleges	122
19	Frequency Distribution of SESS T-Scores obtained from Female sample of English Medium Granted Colleges	123
20	Frequency Distribution of SESS T-Scores obtained from Male sample of Granted Colleges	124
21	Frequency Distribution of SESS T-Scores obtained from Female sample of Granted Colleges	125
22	Frequency Distribution of SESS T-Scores obtained from sample of Non-Granted Colleges	126
23	Frequency Distribution of SESS T-Scores obtained from sample of Marathi Medium Non-Granted Colleges	127
24	Frequency Distribution of SESS T-Scores obtained from Male sample of Marathi Medium Non-Granted Colleges	128

25	Frequency Distribution of SESS T-Scores obtained from Female sample of Marathi Medium Non-Granted Colleges	129
26	Frequency Distribution of SESS T-Scores obtained from sample of English Medium Non-Granted Colleges	130
27	Frequency Distribution of SESS T-Scores obtained from Male sample of English Medium Non-Granted Colleges	131
28	Frequency Distribution of SESS T-Scores obtained from Female sample of English Medium Non-Granted Colleges	132
29	Frequency Distribution of SESS T-Scores obtained from Male sample of Non-Granted Colleges	133
30	Frequency Distribution of SESS T-Scores obtained from Female sample of Non-Granted Colleges	133
31	Frequency Distribution of SESS T-Scores obtained from sample of Marathi Medium B.Ed. Colleges	134
32	Frequency Distribution of SESS T-Scores obtained from Male sample of Marathi Medium B.Ed. Colleges	135
33	Frequency Distribution of SESS T-Scores obtained from Female sample of Marathi Medium B.Ed. Colleges	136
34	Frequency Distribution of SESS T-Scores obtained from Female sample of English Medium B.Ed. Colleges	137
35	Frequency Distribution of SESS T-Scores obtained from Male sample of English Medium B.Ed. Colleges	138
36	Frequency Distribution of SESS T-Scores obtained from Female sample of English Medium B.Ed. Colleges	139
37	Frequency Distribution of SESS T-Scores obtained from Male sample	140
38	Frequency Distribution of SESS T-Scores obtained from Female sample	141
39	Summary of Interpretations from Analysis of Data for Objective 1	142
40	Frequency Distribution of Perception Scores obtained from the sample (N=1054)	144
41	Frequency Distribution of Perception Scores obtained from the sample of Granted Colleges	146
42	Frequency Distribution of Perception Scores obtained from the sample of Marathi Medium Granted Colleges	147
43	Frequency Distribution of Perception Scores obtained from the Male sample of Marathi Medium Granted Colleges	149
44	Frequency Distribution of Perception Scores obtained from the Female sample of Marathi Medium Granted Colleges	150
45	Frequency Distribution of Perception Scores obtained from the sample of English Medium Granted Colleges	151

46	Frequency Distribution of Perception Scores obtained from the Male sample of English Medium Granted Colleges	152
47	Frequency Distribution of Perception Scores obtained from the Female sample of English Medium Granted Colleges	153
48	Frequency Distribution of Perception Scores obtained from the Male sample of Granted Colleges	155
49	Frequency Distribution of Perception Scores obtained from the Female sample of Granted Colleges	156
50	Frequency Distribution of Perception Scores obtained from the sample of Non-Granted Colleges	157
51	Frequency Distribution of Perception Scores obtained from the sample of Marathi Medium Non-Granted Colleges	158
52	Frequency Distribution of Perception Scores obtained from the Male sample of Marathi Medium Non-Granted Colleges	159
53	Frequency Distribution of Perception Scores obtained from the Female sample of Marathi Medium Non-Granted Colleges	160
54	Frequency Distribution of Perception Scores obtained from the sample of English Medium Non-Granted Colleges	162
55	Frequency Distribution of Perception Scores obtained from the Male sample of English Medium Non-Granted Colleges	163
56	Frequency Distribution of Perception Scores obtained from the Female sample of English Medium Non-Granted Colleges	164
57	Frequency Distribution of Perception Scores obtained from the Male sample of Non-Granted Colleges	165
58	Frequency Distribution of Perception Scores obtained from the Female sample of Non-Granted Colleges	166
59	Frequency Distribution of Perception Scores obtained from the sample of Marathi Medium Colleges	168
60	Frequency Distribution of Perception Scores obtained from the Male sample of Marathi Medium Colleges	169
61	Frequency Distribution of Perception Scores obtained from the Female sample of Marathi Medium Colleges	170
62	Frequency Distribution of Perception Scores obtained from the sample of English Medium Colleges	171
63	Frequency Distribution of Perception Scores obtained from the Male sample of English Medium Colleges	173
64	Frequency Distribution of Perception Scores obtained from the Female sample of English Medium Colleges	174

65	Frequency Distribution of Perception Scores obtained from the Male sample	175
66	Frequency Distribution of Perception Scores obtained from the Female sample	176
67	Summary of Interpretations from Analysis of Data for Objective 2	177
68	Frequency Distribution of Attitude Scores (N=1054)	186
69	Frequency Distribution of Attitude Scores obtained from the sample of Granted Colleges	188
70	Frequency Distribution of Attitude Scores obtained from the sample of Marathi Medium Granted Colleges	189
71	Frequency Distribution of Attitude Scores obtained from the Male sample of Marathi Medium Granted Colleges	190
72	Frequency Distribution of Attitude Scores obtained from the Female sample of Marathi Medium Granted Colleges	192
73	Frequency Distribution of Attitude Scores obtained from the sample of English Medium Granted Colleges	193
74	Frequency Distribution of Attitude Scores obtained from the Male sample of English Medium Granted Colleges	194
75	Frequency Distribution of Attitude Scores obtained from the Female sample of English Medium Granted Colleges	195
76	Frequency Distribution of Attitude Scores obtained from the Male sample of Granted Colleges	196
77	Frequency Distribution of Attitude Scores obtained from the Female sample of Granted Colleges	198
78	Frequency Distribution of Attitude Scores obtained from the sample of Non-Granted Colleges	199
79	Frequency Distribution of Attitude Scores obtained from the sample of Marathi Medium Non-Granted Colleges	200
80	Frequency Distribution of Attitude Scores obtained from the Male sample of Marathi Medium Non-Granted Colleges	201
81	Frequency Distribution of Attitude Scores obtained from the Female sample of Marathi Medium Non-Granted Colleges	202
82	Frequency Distribution of Attitude Scores obtained from the sample of English Medium Non-Granted Colleges	203
83	Frequency Distribution of Attitude Scores obtained from the Male sample of English Medium Non-Granted Colleges	205

84	Frequency Distribution of Attitude Scores obtained from the Female sample of English Medium Non-Granted Colleges	206
85	Frequency Distribution of Attitude Scores obtained from the Male sample of Non-Granted Colleges	207
86	Frequency Distribution of Attitude Scores obtained from the Female sample of Non-Granted Colleges	208
87	Frequency Distribution of Attitude Scores obtained from the sample of Marathi Medium Colleges	209
88	Frequency Distribution of Attitude Scores obtained from the Male sample of Marathi Medium Colleges	210
89	Frequency Distribution of Attitude Scores obtained from the Female sample of Marathi Medium Colleges	211
90	Frequency Distribution of Attitude Scores obtained from the sample of English Medium Colleges	213
91	Frequency Distribution of Attitude Scores obtained from the Male sample of English Medium Colleges	214
92	Frequency Distribution of Attitude Scores obtained from the Female sample of English Medium Colleges	215
93	Frequency Distribution of Attitude Scores obtained from the Male sample	216
94	Frequency Distribution of Attitude Scores obtained from the Female sample	217
95	Summary of Interpretations from Analysis of Data for Objective 3	219
96	Mean, Std. Dev. And Skewness values as per the type of Institution	227
97	Mean, Std. Dev. And Skewness values as per Medium of Instruction	228
98	Mean, Std. Dev. And Skewness values as per the Gender	229
99	Mean, Std. Dev. And Skewness values as per the type of institution	230
100	Mean, Std. Dev. And Skewness values as per Medium of Instruction	231
101	Mean, Std. Dev. And Skewness values as per Gender	232
102	t-value for Granted and Non-granted Colleges	234
103	t-value for Marathi and English Medium	234
104	t-value for Male and Female Respondents	235
105	t-value for Granted and Non-Granted	236
106	t-value for Marathi and English Medium	237
107	t-value for Male and Female Respondents	237
108	r and t-value for socio-economic background and perception of B.Ed. students about training in Education and teaching profession.	238

109	r and t-value for socio-economic background and Attitude of B.Ed. students about training in Education and teaching profession.	239
-----	---	-----



List of Figures

Sr. No.	Title	Pg. No.
1	Process of Perception	35
2	A Model of Attitude proposed by Baros and Elia	37



List of Graphs

Sr. No.	Title	Pg. No.
1	Frequency Polygon for SESS T-Scores (N=1054)	116
2	Frequency Polygon for SESS T-Scores obtained from the sample of Granted Colleges	118
3	Frequency Polygon for SESS T-Scores obtained from the sample of Marathi Medium Granted Colleges	119
4	Frequency Polygon for SESS T-Scores obtained from Male sample of Marathi Medium Granted Colleges	120
5	Frequency Polygon for SESS T-Scores obtained from Female sample of Marathi Medium Granted Colleges	121
6	Frequency Polygon for SESS T-Scores obtained from sample of English Medium Granted Colleges	122
7	Frequency Polygon for SESS T-Scores obtained from Male sample of English Medium Granted Colleges	123
8	Frequency Polygon for SESS T-Scores obtained from Female sample of English Medium Granted Colleges	124
9	Frequency Polygon for SESS T-Scores obtained from Male sample of Granted Colleges	125
10	Frequency Polygon for SESS T-Scores obtained from Female sample of Granted Colleges	126
11	Frequency Polygon for SESS T-Scores obtained from sample of Non-Granted Colleges	127
12	Frequency Polygon for SESS T-Scores obtained from sample of Marathi Medium Non-Granted Colleges	128
13	Frequency Polygon for SESS T-Scores obtained from Male sample of Marathi Medium Non-Granted Colleges	129
14	Frequency Polygon for SESS T-Scores obtained from Female sample of Marathi Medium Non-Granted Colleges	130
15	Frequency Polygon for SESS T-Scores obtained from sample of English Medium Non-Granted Colleges	131
16	Frequency Polygon for SESS T-Scores obtained from Male sample of English Medium Non-Granted Colleges	131
17	Frequency Polygon for SESS T-Scores obtained from Female sample of English Medium Non-Granted Colleges	132
18	Frequency Polygon for SESS T-Scores obtained from Male sample of Non-Granted Colleges	133
19	Frequency Polygon for SESS T-Scores obtained from Female sample of Non-Granted Colleges	134
20	Frequency Polygon for SESS T-Scores obtained from	135

	Female sample of Marathi Medium B.Ed. Colleges	
21	Frequency Polygon for SESS T-Scores obtained from Male sample of Marathi Medium B.Ed. Colleges	136
22	Frequency Polygon for SESS T-Scores obtained from Female sample of Marathi Medium B.Ed. Colleges	137
23	Frequency Polygon for SESS T-Scores obtained from Female sample of English Medium B.Ed. Colleges	138
24	Frequency Polygon for SESS T-Scores obtained from Male sample of English Medium B.Ed. Colleges	139
25	Frequency Polygon for SESS T-Scores obtained from Female sample of English Medium B.Ed. Colleges	140
26	Frequency Polygon for SESS T-Scores obtained from Male sample	141
27	Frequency Polygon for SESS T-Scores obtained from Female sample	142
28	Frequency Polygon for Perception Scores obtained from the sample (N=1054)	145
29	Frequency Polygon for Perception Scores obtained from the sample of Granted Colleges	147
30	Frequency Polygon for Perception Scores obtained from the sample of Marathi Medium Granted Colleges	148
31	Frequency Polygon for Perception Scores obtained the Male sample of Marathi Medium Granted Colleges	149
32	Frequency Polygon for Perception Scores obtained the Female sample of Marathi Medium Granted Colleges	150
33	Frequency Polygon for Perception Scores obtained the sample of English Medium Granted Colleges	152
34	Frequency Polygon for Perception Scores obtained the Male sample of English Medium Granted Colleges	153
35	Frequency Polygon for Perception Scores obtained the Female sample of English Medium Granted Colleges	154
36	Frequency Polygon for Perception Scores obtained the Male sample of Granted Colleges	155
37	Frequency Polygon for Perception Scores obtained the Female sample of Granted Colleges	156
38	Frequency Polygon for Perception Scores obtained the sample of Non-Granted Colleges	158
39	Frequency Polygon for Perception Scores obtained the sample of Marathi Medium Non-Granted Colleges	159
40	Frequency Polygon for Perception Scores obtained	160

	the Male sample of Marathi Medium Non-Granted Colleges	
41	Frequency Polygon for Perception Scores obtained the Female sample of Marathi Medium Non-Granted Colleges	161
42	Frequency Polygon for Perception Scores obtained the sample of English Medium Non-Granted Colleges	162
43	Frequency Polygon for Perception Scores obtained the Male sample of English Medium Non-Granted Colleges	163
44	Frequency Polygon for Perception Scores obtained the Female sample of English Medium Non-Granted Colleges	165
45	Frequency Polygon for Perception Scores obtained the Male sample of Non-Granted Colleges	166
46	Frequency Polygon for Perception Scores obtained the Female sample of Non-Granted Colleges	167
47	Frequency Polygon for Perception Scores obtained the sample of Marathi Medium	168
48	Frequency Polygon for Perception Scores obtained the Male sample of Marathi Medium	170
49	Frequency Polygon for Perception Scores obtained the Female sample of Marathi Medium	171
50	Frequency Polygon for Perception Scores obtained the sample of English Medium	172
51	Frequency Polygon for Perception Scores obtained the Male sample of English Medium	173
52	Frequency Polygon for Perception Scores obtained the Female sample of English Medium	174
53	Frequency Polygon for Perception Scores obtained the Male sample	176
54	Frequency Polygon for Perception Scores obtained from the Female sample	177
55	Frequency Polygon for Attitude Scores (N=1054)	187
56	Frequency Polygon for Attitude Scores obtained the sample of Granted Colleges	189
57	Frequency Polygon for Attitude Scores obtained from the sample of Marathi Medium Granted Colleges	190
58	Frequency Polygon for Attitude Scores obtained from the Male sample of Marathi Medium Granted Colleges	191
59	Frequency Polygon for Attitude Scores obtained from the Female sample of Marathi Medium Granted Colleges	192
60	Frequency Polygon for Attitude Scores obtained from the sample of English Medium Granted Colleges	193

61	Frequency Polygon for Attitude Scores obtained from the Male sample of English Medium Granted Colleges	195
62	Frequency Polygon for Attitude Scores obtained from the Female sample of English Medium Granted Colleges	196
63	Frequency Polygon for Attitude Scores obtained from the Male sample of Granted Colleges	197
64	Frequency Polygon for Attitude Scores obtained from the Female sample of Granted Colleges	198
65	Frequency Polygon for Attitude Scores obtained from the sample of Non- Granted Colleges	199
66	Frequency Polygon for Attitude Scores obtained from the sample of Marathi Medium Non- Granted Colleges	201
67	Frequency Polygon for Attitude Scores obtained from the Male sample of Marathi Medium Non- Granted Colleges	202
68	Frequency Polygon for Attitude Scores obtained from the Female sample of Marathi Medium Non- Granted Colleges	203
69	Frequency Polygon for Attitude Scores obtained from the sample of English Medium Non- Granted Colleges	204
70	Frequency Polygon for Attitude Scores obtained from the Male sample of English Medium Non- Granted Colleges	205
71	Frequency Polygon for Attitude Scores obtained from the Female sample of English Medium Non- Granted Colleges	206
72	Frequency Polygon for Attitude Scores obtained from the Male sample of Non- Granted Colleges	207
73	Frequency Polygon for Attitude Scores obtained from the Female sample of Non- Granted Colleges	208
74	Frequency Polygon for Attitude Scores obtained from the sample of Marathi Medium Colleges	210
75	Frequency Polygon for Attitude Scores obtained from the Male sample of Marathi Medium Colleges	211
76	Frequency Polygon for Attitude Scores obtained from the Female sample of Marathi Medium Colleges	212
77	Frequency Polygon for Attitude Scores obtained from the sample of English Medium Colleges	213
78	Frequency Polygon for Attitude Scores obtained from the Male sample of English Medium Colleges	214
79	Frequency Polygon for Attitude Scores obtained from the Female sample of English Medium Colleges	216

80	Frequency Polygon for Attitude Scores obtained from the Male sample	217
81	Frequency Polygon for Attitude Scores obtained from the Female sample	218
82	Frequency Polygon for Perception Scores as per the type of Institution	228
83	Frequency Polygon for Perception Scores as per Medium of Instruction	229
84	Frequency Polygon for Perception Scores as per the Gender	230
85	Frequency Polygon for Attitude Scores as per the type of institution	231
86	Frequency Polygon for Attitude Scores as per Medium of Instruction	232
87	Frequency Polygon for Attitude Scores as per Gender	233



List of Appendices

Appendix No.	Name of the Appendix	Page No.
A	Socio Economic Status Scale	273
B	Perception Inventory	281
C	Attitude Inventory	287
D	Experts' Feedback on Perception and Attitude Inventories	292
E	Discrimination Values of Items in the Pilot Form of Perception Inventory	294
F	Item wise Perception Scores	297
G	Percentages of Item wise Perception Scores	301
H	Discrimination Values of Items in the Pilot Form of Attitude Inventory	305
I	Item wise Attitude Scores	307
J	Percentages of Item wise Attitude Scores	309
K	Formulae used for Data Analysis	312
L	Questionnaire for Quantitative Feedback	315
M	Representative Photographs of Survey Activity	317
N	Letters from Various B.Ed. Colleges	318



Abstract

The present research is an evaluative study of the relation between socio-economic background with perception and attitude of B.Ed. students towards teacher training and teaching profession. During researcher's close interactions with B.Ed. students over many years, researcher had observed that students expressed varied opinions in their decision of joining B.Ed. training course. Researcher got intrigued and interested hence decided to understand various factors that motivated the B.Ed. students to join the course. Researcher observed that B.Ed. students have different perceptions about B.Ed. training and teaching profession. These students exhibited varied attitudes towards B.Ed. training and teaching profession; their understanding about B.Ed. training as a course also differed greatly. On the top of it, B.Ed. students expressed a variety of expectations regarding the B.Ed. training course. These preliminary observations were certainly leading towards some kind of blurred pattern that researcher was attracted to delve into for better understanding of the phenomenon. B.Ed. students from different socio-economic status were exhibiting different pattern about their expectations and understanding of B.Ed. training and teaching profession.

Thus the researcher decided to study these blurred patterns systematically and hence undertook this research.

Need of the Study - Teachers have now come to assume new roles for which they require broadening and deepening of their knowledge and understanding the subject of teaching. Teacher must be prepared to play various roles in teaching profession like – care for students, encourage them for self learning, enable students to realize their physical and intellectual potential, develop character and desirable social and human values to function as responsible citizens, identify his/her own expectations, perceptions of self, capacities and inclinations, to be receptive and be constantly learning, etc. This becomes a very big responsibility on the shoulder of teachers, if they want to give justice to the nobility of teaching profession. The teacher thus plays an important role of a facilitator and a guide. Hence it demands for development of proper attitude towards teacher training and teaching profession.

Students from varied socio-economic background enroll themselves for the B.Ed. course. Their expectations from the teacher training course may differ. B.Ed. students may have favorable or unfavorable attitude towards teacher training and teaching profession.

Significance of the Study - Teacher trainees with favorable attitude will certainly be sensitive towards their profession, effective in fulfilling professional expectations from them and exhibit good teaching qualities.

The investigation was designed to study the relation of Socio-economic background of B.Ed. students with their perception about and attitude towards teacher training and teaching profession. The purpose of the study was to make descriptions of:

- Socio-economic Status,
- Perception about teacher training and teaching profession,
- Attitude towards teacher training and teaching profession,
- Socio-economic Status, Perception and Attitude of B.Ed. students as per the type of Institution, medium of instruction and gender,
- Relation of Socio-economic Status of B.Ed. students with their perception about teacher training and teaching profession,
- Relation of Socio-economic Status of B.Ed. students with their attitude towards teacher training and teaching profession.

Research Objectives - The study was carried out with the objectives -

1. To study the socio-economic background of B.Ed. students.
2. To study the perception of B.Ed. students about teacher training and teaching profession.
3. To study the attitude of B.Ed. students towards teacher training and teaching profession.
4. To investigate into perception about and attitude of B.Ed. students towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), medium of instruction (Marathi/English) and gender (Male/Female).

5. To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.
6. To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.
7. To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.
8. To examine the relationship between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

Hypotheses for the Study - Following were the research and null hypotheses for the objectives 5, 6, 7 and 8 of the present study.

For Objective 5

Research Hypothesis

There will be a significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Null Hypothesis

There will be no significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

For Objective 6

Research Hypothesis

There will be a significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Null Hypothesis

There will be no significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

For Objective 7

Research Hypothesis

There will be a significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Null Hypothesis

There will be no significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

For Objective 8

Research Hypothesis

There will be a significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

Null Hypothesis

There will be no significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

Research Assumptions - Assumptions for the study were –

1. Students from different socio-economic background take admission to the B.Ed. course. (Garg, Gakhar, 2011)
2. Perception of B.Ed. students about teacher training and teaching profession is different. (Tsayang, 2009)
3. Attitude of B.Ed. students towards teacher training and teaching profession is different. (Garg, Gakhar, 2011)

4. Socio-economic background of B.Ed. students is different and that has relation with their perception about teaching profession.
5. Socio-economic background of B.Ed. students has relation with their attitude towards teaching profession.

Limitations - Aspects like social background, economic background, age, maturity, I.Q., cultural conditions, educational qualification at graduation level, etc. of B.Ed. students were beyond the control of the researcher.

Delimitations -

1. The research study was limited to pre-service B.Ed. students mainly from *Pune Vidyapeeth, S.N.D.T. Womens' University, Pune and Tilak Maharashtra Vidyapeeth, Pune.*
2. The research study was related to the sample from academic year 2011-12.
3. The research study was limited to study the relation of only socio-economic background of B.Ed. students with their perception and attitude towards teacher training and teaching profession.
4. The study was limited to few selected B.Ed. colleges from different parts of Pune city only.
5. The research study was applicable to all pre-service B.Ed. students from the State of Maharashtra.

Research Methodology - It was a status study and hence *Survey method* was used for the study.

Variables - *Socio-economic background* of B.Ed. students, *perception* of B.Ed. students about training in Education and teaching profession and *attitude* of B.Ed. students towards training in Education and teaching profession

Population, Sampling Procedure and Sample - For the present study all teacher trainees of B.Ed. course in the Maharashtra state formed the population and the sample

selected through *Purposive Sampling Technique* consisted of 1054 teacher trainees from different teacher training colleges in the Pune city for the academic year 2011-12.

Research Tools - Researcher used three tools to collect data from the sample. – A standardized Socio-Economic Status Scale prepared by Rajiv Bhardwaj was used to know about teacher trainees' social and economical status. Researcher made Perception Inventory was used to collect information about teacher trainees' perception about B.Ed. training program and teaching profession and researcher made Attitude Inventory was used to know about teacher trainees' attitude towards B.Ed. training program and teaching profession.

Plan of Action - Perception Inventory and Attitude Inventory were prepared by the researcher to collect information about perception and attitude towards teacher training and teaching profession. Feedback from seven experts was taken on both the inventories. Reliability and validity of both the inventories were found out through pilot study. A standardized Socio-economic Status Scale prepared by Rajiv Bhardwaj was used to know about B.Ed. students' social and economic background. Socio-economic Status Scale, Perception Inventory and Attitude Inventory were administered on the sample selected to collect data. Data was tabulated, analyzed and interpreted quantitatively as well as qualitatively to draw conclusions.

2.16 Statistical Treatment and Data analysis (*Objective wise*)

Statistical techniques used for data analysis were as follows –

For objectives 1, 2 and 3 - For the fulfillment of *objectives 1, 2 and 3* Frequency distribution tables were prepared considering SESS T-Scores/Perception Scores/Attitude Scores respectively of all 1054 samples. Frequency polygons were plotted to know and to infer about the distribution of SESS T-Scores/Perception Scores/Attitude Scores of the sample. Statistical techniques like Mean and Skewness were computed. Percentages were calculated for each option of Perception and Attitude Inventories considering the responses obtained from all 26 categories made to know the extent of perception and type of attitude respectively. The percentages of Perception/Attitude scores were calculated and used for item-wise analysis.

For objective 4 - To investigate into perception and attitude towards teacher training and teaching profession, as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) considering perception scores and attitude scores, frequency polygons were plotted. Most stable measure of central tendency and a measure of variability, i.e., Mean, Standard Deviation respectively as well as a value of Skewness were calculated for each category.

For objectives 5 and 6 - For the fulfillment of *objectives 5 and 6*, Research hypothesis and Null hypothesis were formulated to study the difference between all the three categories, t-values were calculated for hypothesis testing.

For objectives 7 and 8 - Research hypothesis and Null hypothesis were formulated to study the relationship between Socio-economic background and perception/attitude scores as stated in both the *objectives 7 and 8*. 't-Value' was found to test the hypotheses.

Major Findings (*Objective wise*)

For Objective 1

Finding: The students who take admission to the B.Ed. course belong to Upper Lower Class, Middle Class and Upper Middle Class of Socio-economic Status.

For Objective 2

Finding: The perception of male sample from both Granted and Non-granted English medium B.Ed. colleges about teacher training and teaching profession was to the moderate extent. Sample from rest of the categories perceived to the maximum extent about the same.

For Objective 3

Finding: The attitude exhibited by male students from English Medium Granted as well as Non-granted B.Ed. colleges towards teacher training and Teaching Profession was unfavourable. Sample from remaining categories exhibited favourable attitude towards the same.

- *Data analysis done for Objectives 2 and 3 indicates the sample who perceived to the moderate extent about teacher training and teaching profession exhibited unfavourable attitude towards the same and the sample who perceived to the maximum extent about teacher training and teaching profession exhibited favourable attitude towards teacher training and teaching profession.*

For Objective 4

- Findings:* 1) Perception of the sample about teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) does not differ to a great extent.
- 2) Attitude of the sample towards teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) was found to be favourable.

For Objective 5

- Findings:* 1) B.Ed. students from Granted colleges and Non-granted colleges do not differ significantly in their perception about teacher training and teaching profession.
- 2) B.Ed. students from Marathi medium and English medium do not differ significantly in their perception about teacher training and teaching profession.
- 3) Male and Female B.Ed. students do not differ significantly in their perception about teacher training and teaching profession.

For Objective 6

- Findings:* 1) B.Ed. students from Granted colleges and Non-granted colleges differ significantly in their attitude towards teacher training and teaching profession.

2) B.Ed. students from Marathi medium and English medium do not differ significantly in their attitude towards teacher training and teaching profession.

3) Male and Female B.Ed. students differ significantly in their attitude towards teacher training and teaching profession.

For Objective 7

Finding: There is a relation between socio- economic background and perception of B.Ed. students about teacher training and teaching profession.

For Objective 8

Finding: There is a relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.



Chapter I

Introduction of the Research Problem

1.1 Introduction

Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence, character and attitude of teachers are undoubtedly the most significant. In any educational institution, more than buildings, libraries and laboratories, it is competence and attitude of a teacher that plays the largest part in the ease with which the student perceives, acquires knowledge, builds up skills and develops the right attitude towards life. From ages, teachers have always been employed for building a character of their pupils. Teachers have an indispensable role in extensive social services. Until and unless, teacher develops right kind of attitude towards teaching profession, he will not be sensitive about the expectations, expected from him/her.

The teacher is the key figure in any scheme of education. The teacher's performance depends upon his personality, background, perception and attitude and the orientation he/she has received. Till a few decades ago, it was believed that teachers are born and not made. Today, however, many teacher training institutes are busy with the task of imparting teacher training.

The quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. Thus, the teacher is the key factor in all educational development and needs to be professionally equipped with teaching competencies, commitment and determination to perform at his/her best. The world needs more teachers, better teachers and committed teachers and India is no exception. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers. Since the teachers play a major role in education of children, teacher preparation must not lose sight of this basic thrust so as to empower teachers to transmit knowledge, skills and values among the students. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. The Education Commission (1964-

66) of India accepted this influence of teachers in powerful words, “No system can rise above the status of its teacher...” Similar sentiments have been expressed by the Delor’s report (1996) and UNESCO report on *Teacher and Educational Quality: Monitoring Global Needs for 2015(2006)*. The European Commission Report ‘Communication on Teacher Education’ (2007) shows that quality of a teacher is significantly and positively correlated with pupil attainment and it is the most important aspect within school explaining students’ performance. Hence, teacher education becomes a matter of vital concern.

The professional preparation of teachers may be determined by their own academic achievements during teacher education course as academic achievement tells about knowledge and skills acquired that are necessary to become a proficient teacher. Moreover, achievement is a fundamental aspect of everyday life, affecting people’s work, interpersonal relationships, sense of being and leisure (Struthers, Menec, Schonwetter, & Perry, 1996). The achievement-oriented aspect in education, particularly for college students, includes high performance on tests, passing courses and completing degrees. However, academic achievement is strongly influenced by demographic and psychological factors. Academic performance is always associated with many components of learning-world of a learner. In the Bachelor of Education course, the teacher trainees have to learn to teach. “Learning to teach like teaching itself is always the process of ‘becoming’, a time of formation and transformation, of scrutiny into what one is doing and one can become” (Britzman, 1993).

According to Nemser, Feinman and Floden (1986) teachers go through three stages when they start teaching: adequacy, mastery and impact awareness of the effect of their teaching on the students. Pre-service courses should prepare the future teacher for adequacy and mastery. The teacher preparation to a large extent depends both on learners’ characteristics and learning environment during the teacher training programme. The learning environment constitutes the components of the external variables including curriculum, institutional environment, home environment, socioeconomic status and learners’ characteristics incorporating many variables such as, intelligence, aptitude, competence, maturation, attention, readiness, interest, motivation, attitude, approaches of

learning; learning styles, study habits, sensation and perception, memory and previous academic achievement.

As it is not feasible for the researcher to study all the variables (due to time constraint), one background variable- socio-economic status and two personal characteristics-perception about and attitude towards teacher training and teaching profession of B.Ed. teacher trainees as well as relation of socio-economic status on these two personal characteristics were studied in the present research.

The concept of teacher training is not new. Initially scholarliness was considered the sole criterion for becoming a teacher and the concept that teachers are born and not made was also prevalent in those days. Today, the teacher as well as teacher education has got many dimensions as given in the statement- teacher education is nothing but all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his responsibilities more effectively.

Till a century ago, teaching was mastered mainly by gaining experience. No formal, theoretical or professional training was considered necessary. But, gradually, physiological and pedagogical knowledge relevant to the work of teachers developed. It was felt that, gaining of this knowledge will lead to professionalization of teacher education.

Teacher training now includes every aspect of pupil-teacher's personality. Therefore, teacher training is an institutionalized educational procedure which is aimed at purposeful organized preparation of pupil-teachers.

1.2 Theoretical Background of the Study

For the present study theoretical background can be established with reference to *Carl Roger's Self Theory* for the development of Perception & Attitude of an individual as well as role of environment in their development.

- *Carl Roger's Self Theory* - Carl Rogers (1902-1987) was a humanistic psychologist who agreed with the main assumptions of Abraham Maslow*, but added that for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive

regard) and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.

*(Abraham Maslow's Theory of Self-actualization - It emphasizes the uniqueness of the person and the potential for self-direction and enhanced functioning. Maslow (1968, 1987) supported that people are motivated to search for personal goals which make their lives meaningful and rewarding.)

Rogers believed that every person can achieve their goals, wishes and desires in life. When, or rather if they did so, *self actualization* took place. This was one of Carl Roger's most important contributions to Psychology and for a person to reach their potential a number of factors must be satisfied like proper inputs to form proper perception and to develop positive attitude.

According to Rogers we behave as we do because of the way we perceive our situation.

Carl Rogers (1959) believed that humans have one basic motive, the tendency to self-actualize - i.e. to fulfill one's potential and achieve the highest level of 'human-beingness'. Like a flower that will grow to its full potential if the conditions are right but which is constrained by its environment, so people will flourish and reach their potential if their environment is good enough.

Rogers believed that the person could achieve his/her goals, wishes and desires in life subject to experiences and feelings. Therefore it is necessary to provide appropriate educational environment to B.Ed. students to develop proper perception and favourable attitude towards teacher training as well as teaching profession.

1.3 Rationale of the Research

During researcher's close interactions with B.Ed. students over many years, researcher had observed that students expressed varied opinions in their decision of joining B.Ed. training course. Researcher got intrigued and interested hence decided to understand various factors that motivated the B.Ed. students to join the course. Researcher observed that B.Ed. students have different perceptions about B.Ed. training and teaching profession. These students exhibited varied attitudes towards B.Ed. training

and teaching profession; their understanding about B.Ed. training as a course also differed greatly. On the top of it, B.Ed. students expressed a variety of expectations regarding the B.Ed. training course.

These preliminary observations were certainly leading towards some kind of blurred pattern that researcher was attracted to delve into for better understanding of the phenomenon. B.Ed. students from different socio-economic status were exhibiting different pattern about their expectations and understanding of B.Ed. training and teaching profession.

Thus the researcher decided to study these blurred patterns systematically and hence undertook this research.

1.4 Need of the Research

Teachers have now come to assume new roles for which they require broadening and deepening of their knowledge and understanding the subject of teaching. Teacher must be prepared to play various roles in teaching profession like – care for students, encourage them for self learning, enable students to realize their physical and intellectual potential, develop character and desirable social and human values to function as responsible citizens, identify his/her own expectations, perceptions of self, capacities and inclinations, to be receptive and be constantly learning, etc. This becomes a very big responsibility on the shoulder of teachers, if they want to give justice to the nobility of teaching profession. The teacher thus plays an important role of a facilitator and a guide. Hence it demands for development of proper attitude towards teacher training and teaching profession.

Students from varied socio-economic background enroll themselves for the B.Ed. course. Their expectations from the teacher training course may differ. B.Ed. students may have favorable or unfavorable attitude towards teacher training and teaching profession.

1.5 Significance of the Present Research

Teacher trainees with favorable attitude will certainly be sensitive towards their profession, effective in fulfilling professional expectations from them and exhibit good teaching qualities.

The present investigation has been designed to study the relation of Socio-economic background of B.Ed. students with their perception about and attitude towards teacher training and teaching profession. The purpose of the study was to make descriptions of:

- Socio-economic Status,
- Perception about teacher training and teaching profession,
- Attitude towards teacher training and teaching profession,
- Socio-economic Status, Perception and Attitude of B.Ed. students as per the type of Institution, medium of instruction and gender,
- Relation of Socio-economic Status of B.Ed. students with their perception about teacher training and teaching profession,
- Relation of Socio-economic Status of B.Ed. students with their attitude towards teacher training and teaching profession.

It was thought that these descriptions would result in getting a specific profile of the chosen population of B.Ed. students and further, the comparison between two groups of trainees on each of these variables could help to locate the similarities as well as differences/disparities among the two groups of teacher trainees, which may help for policy decisions on improvement in teacher training programme.

1.6 Title of the Research

Title of the Research Problem is –

“An evaluative study of the relation between socio-economic background with perception and attitude of B.Ed. students towards teacher training and teaching profession.”

1.7 Statement of the Research Problem

The statement of the research problem is as follows –

“To study the relation between socio-economic background with perception and attitude of B.Ed. students towards teacher training and teaching profession in Pune city.”

1.8 Conceptual Definitions of Terms

1. *Socio-economic background* –

Socio-economic status is the ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields. (Bhardwaj, 2001)

The International Dictionary of Education (1977) explains socio-economic status as a person's position in any given group, society or culture as determined by wealth, occupation, education and social class, where social class is the grouping of the people on a scale of prestige in a society according to their social status. It is determined by many factors such as occupation, income, moral standing, family history, social grouping and organization, type of schooling and area of residence.

2. *Perception* –

Perception may be defined as the process by which the sensory input or information is organized and interpreted into a meaningful experience. (Dandapani, 2006)

3. *Attitude* –

Attitude is a disposition common to individual but possessed to different degrees which impels to react to object situations or positions in ways that can be called favourable or unfavourable. (Guilford, 1954) Attitude is used to express one's way of thinking, feeling or behaving. Attitude is a tendency to act towards or against something in the environment, which can be positive or negative, favourable or unfavourable.

1.9 Operational definitions of Terms

Operational definitions of terms included in the study are -

1. *Socio-economic background* –

Socio-economic background refers to social and economic condition of B.Ed. students. It includes parameters like – social status, economic condition, educational background and cultural condition of an individual.

2. *Perception* –

Perception refers to organization of information by teacher trainees received about components of training in Education such as B.Ed. entrance examination, nature of B.Ed. course, infrastructural facilities, classroom instructions and evaluation, practical work, management of the college and teaching profession through their senses.

3. *Attitude* –

Attitude denotes inner feelings or belief of B.Ed. students towards various components of training programme and teaching profession. Attitude can be positive or negative, favourable or unfavourable.

4. *B.Ed. (Bachelor of Education)* –

Pre-service teacher training course taken up after graduation which is of one year duration.

5. *B.Ed. Students* –

Students of B.Ed. course for the academic year 2011-12.

1.10 Objectives of the Research

Objectives of the study were as follows -

1. To study the socio-economic background of B.Ed. students.
2. To study the perception of B.Ed. students about teacher training and teaching profession.

3. To study the attitude of B.Ed. students towards teacher training and teaching profession.
4. To investigate into perception about and attitude of B.Ed. students towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), medium of instruction (Marathi/ English) and gender (Male/ Female).
5. To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.
6. To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.
7. To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.
8. To examine the relationship between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

1.11 Hypotheses for the Present Study

Following are the research and null hypotheses for the objectives 5, 6, 7 and 8 of the present study-

For objective 5 -

Objective 5 - To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Research Hypothesis- There will be a significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Null Hypothesis- There will be no significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

For objective 6 -

Objective 6 - To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Research Hypothesis- There will be a significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Null Hypothesis- There will be no significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

For objective 7-

Objective 7-To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Research Hypothesis- There will be a significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Null Hypothesis- There will be no significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

For objective 8 -

Objective 8 - To examine the relationship between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

Research Hypothesis- There will be a significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

Null Hypothesis-There will be no significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

1.12 Research Questions

B.Ed. teacher-trainees with favorable attitude will certainly be sensitive towards their profession, effective in fulfilling expectations and exhibit good teaching qualities. Hence B.Ed. student who has an unfavorable attitude towards teacher training and teaching profession must change it in spite of his/her socio-economic background.

Thus, the study was intended to answer the following research questions –

- a) What is the Socio-economic background of students desirous of taking admission for the B.Ed. course?

Objective 1: To study the socio-economic background of B.Ed. students.

- b) What do B.Ed. students feel and think about the teacher training program?

Objective 2: To study the perception of B.Ed. students about teacher training and teaching profession.

Objective 3: To study the attitude of B.Ed. students towards teacher training and teaching profession.

- c) What are the perception about and attitude of B.Ed. students towards teacher training and teaching profession as per type of institution (Granted/Non-Granted), medium of instruction (Marathi/English) and gender (Male/Female)?

Objective 4: To investigate into changes in perception about and attitude of B.Ed. students towards teacher training and teaching profession as per type of institution (Granted/Non-Granted), medium of instruction (Marathi/English) and gender (Male/ Female).

Objective 5: To study the difference in perception of Granted/Non-Granted, Marathi/ English medium and Male/Female B.Ed. students.

Objective 6: To study the difference in attitude of Granted/Non-Granted, Marathi/ English medium and Male/Female B.Ed. students.

- d) What is the relation of socio-economic background of B.Ed. students with their perception about and attitude towards teacher training and teaching profession?

Objective 7: To examine the relationship between socio-economic background and perception of B. Ed. students about teacher training and teaching profession.

Objective 8: To examine the relationship between socio-economic background and attitude of B. Ed. students towards teacher training and teaching profession.

1.13 Research Assumptions

1. Students from different socio-economic background take admission to the B.Ed. course. (Garg, Gakhar, 2011)
2. Perception of B.Ed. students about teacher training and teaching profession is different. (Tsayang, 2009)
3. Attitude of B.Ed. students towards teacher training and teaching profession is different. (Garg, Gakhar, 2011)
4. Socio-economic background of B.Ed. students is different and that has relation with their perception about teaching profession.
5. Socio-economic background of B.Ed. students has relation with their attitude towards teaching profession.

1.14 Limitations of the Research

Aspects like social background, economic background, age, maturity, I.Q., cultural conditions, educational qualification at graduation level, etc. of B.Ed. students were beyond the control of the researcher.

1.15 Delimitations of the Research

1. The research study was limited to pre-service B.Ed. students mainly from *Pune Vidyapeeth, S.N.D.T. Womens' University, Pune and Tilak Maharashtra Vidyapeeth, Pune.*
2. The research study was related to the sample from academic year 2011-12.
3. The research study was limited to study the relation of only socio-economic background of B.Ed. students with their perception and attitude towards teacher training and teaching profession.
4. The study was limited to few selected B.Ed. colleges from different parts of Pune city only.
5. The research study was applicable to all pre-service B.Ed. students from the State of Maharashtra.

1.16 Method of Research

It was a status then of the study and hence *Survey method* was used for the study. Survey research studies are useful for both small and large population by selecting and studying samples, chosen from the populations to discover interrelations of sociological and psychological variables.

1.17 Population

All teacher-trainees of B.Ed. course in Maharashtra State formed the population of study.

1.18 Sampling Method and Sample

For the present study *Purposive Sampling Method* was used.

The sample consisted of 1054 teacher-trainees from different teacher training colleges in the Pune city. Following table shows distribution of the sample in terms of

sample from granted and non-granted B.Ed. colleges, sample from Marathi/English medium B.Ed. colleges and sample distribution in terms of male and female teacher-trainees.

Category of the Sample			Sample
Type of B.Ed. college	Granted	Male	62
		Female	340
	Non-Granted	Male	48
		Female	604
Medium of Instruction	Marathi	Male	93
		Female	703
	English	Male	17
		Female	24
Gender	Male		110
	Female		944

1.19 Variables

The variables included in the study were -

- Socio-economic background of B.Ed. students
- Perception of B.Ed. students about training in Education and teaching profession
- Attitude of B.Ed. students towards training in Education and teaching profession

1.20 Tools for Data Collection

The research was intended to study the relation between socio-economic background of B.Ed. teacher-trainees with their perception about and attitude towards teacher training program and teaching profession. The researcher used three tools to collect data from the sample.

- A standardized Socio-Economic Status Scale prepared by Rajiv Bhardwaj was used to know about teacher trainees' social and economical status. A standardized Socio-Economic Status Scale is given in *Appendix A*.
- Perception Inventory prepared by the researcher was used to collect information about teacher trainees' perception about B.Ed. training program and teaching profession. Perception Inventory is given in *Appendix B*.
- Attitude Inventory prepared by the researcher was used to get data about teacher trainees' attitude towards B.Ed. training program and teaching profession. Attitude Inventory is given in *Appendix C*.

1.21 Statistical Techniques used for Data Analysis

For the fulfillment of objectives of the present study, both quantitative and qualitative techniques were employed for data analysis. Statistical techniques used for data analysis were as follows –

For objectives 1,2and 3 -

Objective 1: To study the Socio-economic background of B.Ed. students.

Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.

Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.

Frequency distribution tables were prepared considering SESS T-Scores/Perception Scores/Attitude Scores respectively of all 1054 samples. Frequency polygons were plotted to know and to infer about the distribution of SESS T-Scores/Perception Scores/Attitude Scores of the sample. Computation of data was done by using statistical techniques like Mean, Standard Deviation and Skewness.

The percentages of Perception/ Attitude scores were calculated and used for item-wise analysis.

For objective4 –

Objective 4: To investigate into perception about and attitude towards teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female).

To investigate into perception and attitude towards teacher training and teaching profession, as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) considering perception scores and attitude scores, frequency polygons were plotted. Most stable measure of central tendency, i.e., a Mean and a value of Skewness were calculated for each category.

For objectives 5 and 6 -

Objective 5: To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

Objective 6: To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

Research hypothesis and Null hypothesis were formulated to study the difference between all the three categories and t-values were calculated for testing of hypothesis.

For objectives 7 and 8 -

Objective 7: To examine the relationship between Socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Objective 8: To examine the relationship between Socio-economic background and attitude of B.Ed. students about teacher training and teaching profession.

Research hypothesis and Null hypothesis were formulated to study the relationship between Socio-economic background and perception / attitude scores. 't-Value' was found to test the hypotheses.



References

Books

1. Bhardwaj, R.L. (2001). *Manual, Socio-economic Status Scale*. Agra: National Psychological Corporation.
2. Dandpani, S. (2006). *A Textbook of Advanced Educational Psychology*, Anmol Publications Pvt. Ltd., New Delhi-2.
3. Guilford, J.P. (1954). *Psychometric Methods*, Tata McGraw Hill Publishing Company, Haryana.
4. Indira Gandhi National Open University. (2005). *Research Methodology*, School of Social Sciences, New Delhi.
5. Kothari, C.R. (2006). *Research Methodology: Methods and Techniques*, (2nded). New Age International Publishers, New Delhi.
6. Koul, L. (1988). *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., Delhi.
7. Lohithakshan, P.M. (2002). *Dictionary of Education-A Practical Approach*, Kanishka Publishers and Distributors, New Delhi.

Internet

1. McLeod, S. A. (2007). *Carl Rogers - Simply Psychology*. Retrieved on 16 Jun. 2011 from <http://www.simplypsychology.org/carl-rogers.html>
2. Struthers, C. W., Menec, V. H., Schonwetter, D. J., & Perry, R. P. (1996). The effects of perceived attributions, action control, and creativity on college students' motivation and performance: A field study. *Learning and Individual Differences*, 8(2), 121-139. Retrieved Jun. 28, 2011, from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1642&context=ajte>

3. Britzman, D.P. (1993). Beyond rolling models: Gender and multicultural education. In S.K. Biklin& D. Pollard (Eds.), Gender and education (pp. 25-42). Chicago: University of Chicago Press. Retrieved Jun. 28, 2011, from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1642&context=ajte>

4. Nemser, Feinman, S., &Floden, R. E. (1986). The cultures of teaching. In M.C.Wittrock (Ed.), Handbook of research in teaching. American Educational Research Association, Clives: Macmillan. Retrieved Jun. 28, 2011, from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1642&context=ajte>

5. http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20%20IV.pdf



Chapter II

Review of Related Literature

2.1 Introduction :

The review of literature is designed to identify related research and to set the current research within a conceptual and theoretical context. The review of related literature aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic.

According to Best (1978), the research for reference material is time consuming but a fruitful phase. A familiarity with the literature of any problem helps the researcher to discover what is already known, what others have attempted to find out, what has remained to be unsolved, what method is useful to solve the problem.

Review of related literature is a significant aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypothesis for the study. As Fox (1969) pointed out, it becomes part of the accumulated knowledge in the field and so contributes to thinking and research that follow.

The researcher has attempted to present relevant reviews of related researches. In the first chapter, the background and motivation for this study were developed and described.

In this chapter, the review is organized according to the aspects involved in the study such as Socio-economic Status of B.Ed. students, Perception about teacher training and teaching profession, Attitude towards teacher training and teaching profession. Each aspect has three sections.

- The first section is the *literature* or *theoretical review* which investigates about theoretical background and thoughts of educationists in the related field.
- The second section of the review presents the review of *researches* conducted in the related field.
- The third section deals with *contribution* of the review in the present research.

The importance of teacher in influencing the quality of educational process and its product is unquestionable. The entire edifice of education is shaky if the teacher is weak and ineffective. An effective teacher, therefore, is a must for educational improvement, which we are striving hard to bring about.

The Kothari Commission has rightly pointed out that- of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible preparation and creating satisfactory conditions of work in which they can be fully effective.

The importance of teachers in the educational programme of the country is of great significance. The greatness of the country does not depend on huge buildings, gigantic projects and large armies but on the quality of its citizens. If nation has a youth of sterling character and unimpeachable patriotism, it is found to make rapid progress in all fields. Therefore, the sacred duty of the teacher is to impart the right type of knowledge and make them good citizens. It is the teacher who impresses his/her students with his/her personality.

In any educational institutions, more than buildings, libraries and laboratories, it is the technical competence and the human qualities of the teacher that plays largest part in the ease with which the student acquires knowledge, builds up skills and develops the right attitude to work and enterprise.

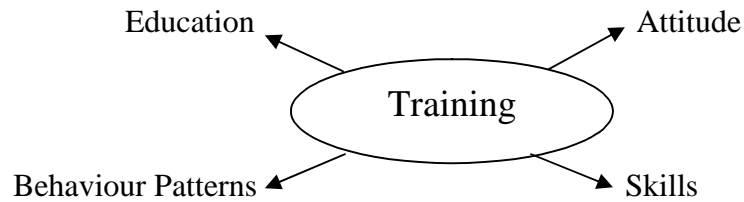
Related to the present study theoretical and research review was taken as follows-

2.2 Theoretical Review

2.2.1 *Teacher Training and Teacher Education:*

In the Glossary of Training Terms-published in 1971 in London by the Department of Employment, training has been described as-systematic development of attitude, knowledge, skill, behaviour patterns required by an individual in order to

perform adequately a given job or task. Training involves certain components like- attitude, skills, behaviour patterns and education.



Teacher education has been described as-all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his responsibilities more effectively. The concept of ‘Teacher Education’ is not new. However, scholarliness was considered the sole criterion for becoming a teacher. But, this is not the situation today.

Some decades ago, teachers were not given any sort of formal training. Only good academic achievement was considered as a qualification. In the Gurukula System which prevailed in India during the Vedic and Upanishad times and even later, children from the upper strata of society would go and spend their formative years of life in the hermitage of the teacher located on outskirts of a village or on the bank of a river or in a forest. The teachers of such Gurukulas were men of high integrity and sterling character, dedicated their life to acquisition of Gyana or Learning, pursuing the spiritual path.

It may be worthwhile to recall that, till a century ago teaching was mastered mainly by gaining experience. No formal, theoretical or professional training was considered necessary. Even a new teacher learnt under the guidance of an elderly and experienced person. Usually, this was taken up after the completion of academic study of the subject.

Teacher education and training now includes every aspect of the pupil-teacher’s personality. One may define Teacher Education as such institutionalized educational procedures that are aimed at the purposeful organized preparation or further education of teachers who are engaged directly or indirectly in educational activity as their life work.

The aim of teacher training is the formation of educated and cultured persons concerned with education. The aim and objectives of teacher education are intimately related to the ideals of education. A person, who knows a subject well, can teach others. But, with training he/she may do still better, since he/she learns the scientific aspect of training, which includes the skill of handling various types of teaching aids, questioning, treatment of answers, classroom management, etc.

2.2.1.1 The Origin of Teacher's Training:

Teacher Training has its birth during the British period. Around 1802, William Carey set up a normal school for primary teachers at Serampur. The Calcutta School Society established in 1819, took early steps to train teachers. The need for teacher's training drew attention of Sir Thomas Munro, Governor of Madras. In his minute of 10th March 1826, he observed – 'No progress in education can be made without a body of better instructed teachers'. He further recommended the establishment of central school of educating teachers.

The Calcutta Ladies Society also organized a training class in 1828 for women teachers in the Calcutta Central School for girls. In 1829, the Native Education Society of Bombay started training for primary teachers.

Initially, most of the institutions and organizations were started to train teachers for primary schools. Later the need for training secondary teachers attracted the attention of the new Department of Education, established in 1855. Thus, many efforts were made to increase and improve teacher's training, up to the middle of 20th century.

2.2.1.2 Teacher's Training at Various Levels:

In India, teacher's training exists at various levels like –

- i) Teacher's training at pre-primary level
- ii) Teacher's training at primary level
- iii) Teacher's training at secondary and higher-secondary level
- iv) Teacher's training for special subjects
- v) Master's degree in teacher's training and education.

Since the researcher is concerned with the teacher training at secondary and higher-secondary level, i.e., B.Ed. training, it is explained in detail as follows.

2.2.1.3 Secondary Teacher Education:

The teacher's training program at B.Ed. (i.e., Bachelor of Education) level is of one academic year and is open for students with minimum qualification of graduate degree, may be from any stream – Science, Arts or Commerce. This one year training helps to get an eligibility to teach to Secondary and Higher Secondary classes. More information about this course in Education and its trainees will be given in succeeding sections as the emphasis of the researcher is to study the relationship of socio-economic background with perception and attitude of B.Ed. students towards teacher training and teaching profession.

2.2.1.3.1 Secondary Teacher Education: The Beginning:

The history of Teacher Education in modern India is less than 200 years old. The first effort to impart teacher training to in-service primary school teachers was made by private agencies in the year 1889 in the cities of Madras, Mumbai and Calcutta. A systematic effort by the Government was started in the year 1856 in the form of Normal Schools for training of prospective teachers. It was limited to the training of primary school teachers. The undergraduates taken for training had to undergo training for two years. However, it was a popular employment giving training in those days. By the year 1881-82, the number of training institutions grew to 106 but till then there was no secondary teacher training institute in India.

The Indian Education Commission (1881-82) marked the beginning of secondary teacher training institutions in India. By the year 1894 six training colleges came into existence with colleges at Kurseong, Lahore, Madras (1886), Allahabad, Jabalpur (1890), Rajamundri (1894). Therefore formal Secondary Teacher education is only about 125 years old in India. Thereafter, it passed through a process of reform on the basis of suggestions of Government of India resolution (1904) – one year training for graduates, practicing school attached to training college, inclusion of theory and practice of teaching, establishment of link between training college and schools. Sadler commission

was the first to propose Department of Education in Dhaka University. Hartog committee in 1929 and Sargent committee in 1944 made provision of refresher courses for in-service teachers. However, the growth was slow and by the year 1948 only 10 secondary teacher training institutions were functioning in India. The number increased to 50 in the year 1965 and 633 in the year 1995 in the form of Teacher Education Departments in Universities, Colleges, Centers of Advanced Studies at NCERT's Regional Colleges of Education throughout the country.

2.2.1.3.2 Present Status of Secondary Teacher Education:

Teacher education in India is an important sector today from the following two points of view-

1. The demand of state-wise and central requirement of teachers for various levels of school education is met through the sector of Teacher Education in our country.
2. Teacher Education has been successful in generating good employment opportunities for the youth in the country.

Since the year 1993, in case of general teacher education programs all the teacher educational institutions run by above mentioned agencies need formal approval of National Council for Teacher Education (NCTE) for their regular functioning. Since the year 1992, in case of Special Education teacher education courses, the approval is given by Rehabilitation Council of India (RCI) as per the norms framed by it time to time.

2.2.1.4 Method of Teacher's Training in Historical India:

Right from the ancient period, teaching has been considered as one of the most respected professions in India. When well organized human societies came into existence, the need to guide, teach and mould its children in a proper way, aroused requiring persons who could perform the role of Gurus or of teachers. The task of shaping the future citizens is a noble one and so the teacher has always occupied a place of honour in the Indian society over the ages.

The preparation of teachers has changed with the passage of time and according to the expectations of society. But, in ancient India, the teacher was 'Guru', who was well versed in knowledge and was having great respect for his high personal qualities of head

and heart, also for his knowledge and spirituality. In the medieval period, the expectations of the society changed his role, making him a master of his subject area.

2.2.1.5 Method of Teacher's Training in Modern India:

In the modern times a teacher has to perform different roles to face the challenges of the present day demands.

The changed social, economic and political conditions in modern India changed the traditional system of education and of teacher's training. The various committees and commissions appointed by Government have given many recommendations for the improvement of teacher's training or teacher education.

A] The University Education Commission (1948 – 49)

Just after independence the University Education Commission was established under the chairmanship of Dr. S. Radhakrishnan. In 1949, this commission recommended that –

- i) To start training institutes of teachers and to divert a large number of students into them.
- ii) To organize refresher courses for college teachers.
- iii) To transform the teacher training colleges into constituent colleges of universities.

(Report, 1949)

B] The Secondary Education Commission (1952 – 53)

According to this commission, teacher is the most important factor in the educational reconstruction and improvement. This commission recommended that –

- i) Teacher training institutions should be on two levels –
 - (a) Primary Teacher Training Institutions,
 - (b) Secondary Teacher Training Institutions.
- ii) The teacher trainees should receive training in co-curricular activities.
- iii) Special part-time training for women teachers should be conducted. (Mudaliar, 1953)

C] The Kothari Commission (1964 – 66)

This commission was set up by Government of India under the chairmanship of Dr. D. S. Kothari for qualitative improvement of education. For improvement in teacher's

training, it recommended that – the staff in teacher’s training institutions should hold a master’s degree either in Education or in an academic subject with B.Ed. (Kothari, 1966)

D] National Policy on Education (1968)

Indian Parliament adopted this policy in 1967, recommended that, teacher education, particularly in-service education, should receive due emphasis. (Report, 1968)

E] Challenges of Education – A Policy Perspective (1988)

According to the report published by Ministry of Education - Government of India in August 1985 as – *Challenge of Education– A Policy Perspective* – ‘Teachers performance is the most crucial input in the field of Education. Whatever policies may be laid down in the ultimate analysis, these have to be interpreted and implemented by teachers as much through their personal example as through teaching-learning processes.’ (Report, 1988)

F] National Policy on Education (1986)

This policy gave recommendations on teacher education as -

- i) New knowledge, skills and favourable attitudes should be developed among teachers to meet the present needs. Orientation of teachers should be a continuous process of teacher education.
- ii) Similar to State Council of Educational Research and Training (SCERT) at state level and the district level bodies may be established and it may be called as the District Institute of Education and Training (DIET). (Report, 1986)

G] Program of Action (1992)

This is a revised version of National Policy on Education (1986) in which policy formulations are reiterated. Program of Action also recommended about development of new knowledge, skills and favourable attitudes among teachers to meet the present needs, orientation of teachers should be a continuous process and also recommended about establishment of S.C.E.R.Ts. and DIETS. (Report, 1992)

H] National Curriculum Framework (2005)

Guidelines given by N.C.E.R.T. in the form of Curriculum Framework makes us more clear about the need of development of proper attitude in teacher trainees through teacher education as – Teacher Education must come more sensitive to the emerging demands from the school system. For this it must prepare the teacher for the roles of being an:

- encouraging, supportive and humane facilitator in teaching-learning situations to enable learners (students) to discover their talents, realize their physical and intellectual potentialities to the fullest and to develop character and desirable social and human values to function as responsible citizens; and
- an active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and the personal needs of learners.

To be able to realize this vision, teacher education must comprise the following features to enable student-teachers:

- To understand the way learning occurs and to create plausible situations conducive to learning.
- To view knowledge as personal experiences constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks.
- To be sensitive to the social, professional and administrative contexts in which they need to operate.
- To develop appropriate competencies to be able to not only seek the above-mentioned understanding in actual situations, but also be able to create them.
- To attain a sound knowledge base and proficiency in language.
- To identify their own personal expectations, perceptions of self, capacities and inclinations.
- To consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts.
- To view appraisal as a continuous educative process.
- To develop an artistic and aesthetic sense in children through art education.

- To address the learning needs of all children, including those who are marginalized and disabled.
- To develop the needed counseling skills and competencies to be a 'facilitator' for and 'helper' of children who are in need of specific kind of help in finding solutions for day-to-day problems related to educational, personal and social situations.
- To learn how to make productive work through a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.
(Report, 2005)

I] Curriculum Framework for Teacher Education (2006)

The Curriculum Framework for Teacher Education given by N.C.T.E. and N.C.E.R.T. emphasized the development of competent teachers and their professional development as- 'The making of a teacher involves a process of development of a beginner into an equipped professional. Such a process of development is viewed by some researchers as consisting of stages. A pre-service teacher education program accepts a student at the novice stage and aims to make her into a competent professional who then strikes to further her own professional development and participates actively in creating communities of professional practice. It is important to consider the pre-service preparation of teachers as *Initial Training*, requiring further hunting of professional skills through longer term placement in schools.' (Report, 2006)

From all these recommendations and suggestions given by various commissions and committees, it is clear that, a teacher's training program in modern India has undergone many changes time to time. It can also be understood from the historical review of teachers' training, which reveals that the teacher preparation in ancient period was not systematic but concentrated on practical aspects of teacher preparation. But, step-by-step it became systematic giving more emphasis on theory and its practical implications. The National Council of Teacher Education (N.C.T.E.) also prepared and suggested some rules and regulations in the curriculum for the preparation of teacher at different stages where it tried to give equal importance to both theoretical orientation and training in practical aspects and development of skills, which are essential for an effective

teacher. The development in education expects a balanced and competent teacher to meet the emerging needs.

2.2.2 Socio-Economic Status:

Socio-economic status is the ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields (Bhardwaj, 2001).

The International Dictionary of Education (1977) explains socio-economic status as a person's position in any given group, society or culture as determined by wealth, occupation, education and social class where social class is the grouping of the people on a scale of prestige in a society according to their social status. It is determined by many factors such as occupation, income, moral standing, family history, social grouping and organization, type of schooling and area of residence.

Socio-Economic status includes an individual's social and economic status.

Following paragraphs explain the concepts of status, social status, economic status and socio-economic status.

Status

By the term status, we mean the recognition given to an individual by his group relations (Kelly, 1951). As a rule of conservation (Cooley, 1956) in terms of the sense of belonging (Park and Burgess, 1921), it is the result of the ranking of a role by the group (Ogburn and Nimcoff, 1960) that determines for its possessions of a degree of respect, prestige and influence (Maclver and Tague, 1937). They are, thus, the ancient powers and privileges of the family bestowing prestige, authority and power (Mussen, Conger and Kagan, 1963).

Societies have thus developed two (Distinct) types of status – The ascribed and the achieved (Linton, 1936; Cole and Montgomery, 1959; Ogburn and Nimcoff, 1960).

The ascribed status is the recognition which a society gives to a person because of his position (Cole Et Al., 1959). It is assigned to individuals without any reference to

their abilities or innate differences (Linton, R. 1936). Thus it can be predicted and ascertained since birth.

The achieved statuses are those requiring special qualities although they are not necessarily limited to them. They are not assigned to an individual since birth but are left open to be filled through competitions (Linton, 1936; Ogburn and Nimcoff, 1960) and individual efforts (Linton 1936; Cole Et Al., 1959).

Social Status

A social person is one who conforms to the three criteria of social development as he should behave in an approved manner, play the role which society prescribes for him and possess favourable attitude towards people and social activities (Hurlock, 1964).

Social Status, therefore, is an indication of one's position of respect, prestige and influence in the social structure (Maclver and Page, 1937; Cole and Montgomery, 1959; Rogers, 1962) apart from his personal attributes (Maclver and Page, 1937) which may either inhibit or enhance an individual's access to sources of information and his willingness to deviate from group norms (Rogers, 1962) and may vary with the groups (Cole Et Al., 1959).

Economic Status

The word economic is used generally for the motives involving earning a livelihood, the accumulation of wealth and the like (Drever, 1964). The economic endeavor entails 'cherishing of things because of their material value (Spranger, 1928) at the pursuer by virtue of this activity, craves for himself a place in society recognized as Economic Status'. Economic Status, thus, stratified modern population according to the amount and sources of income which is usually derived from a set of occupational activities, the ownership of property or both.

Socio-economic Status

The Socio-economic Status is obviously a blending of the two statuses as enumerated earlier. Though none of the two can exist without each other yet they are

distinctively different. Socio-economic Status appears to be the resultant of the position of an individual in a society by virtue of a complex fusion of both of them which often do not run parallel to each other in their own areas. This intermingling takes place in an undefined and curious manner eventually to present an indicator to Socio-economic Status.

Socio-economic Status, would, therefore, be a ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields.

The blended complex of two statuses in terms of Socio-economic Status as such remains a highly important sociological concept, is usually measured in terms of **occupation of father** (Warner and Lunt, 1949; Dineen and Garry, 1956; Hollingshed and Redlich, 1958; Sargent and Williamson, 1958; Tyler, 1965; English and English, 1959; Kuppuswamy, 1962; Pareek and Trivedi, 1964; Shirpurkar, 1967; Aaron, Narihal and Matiesha, 1969; Ruch, 1970; Kulshreshtha, 1972), **education of father** (Freeman, Holginger and Mitchell, 1928; Warners Et Al., 1949; Hollingshed and Redlitch, 1958; Kuppuswamy, 1962; Pareek and Trivedi, 1964; Shirpurkar, 1967; Aaron Et Al., 1969; Ruch, 1970), **house** (Freeman Et Al., 1928; Warners Et Al., 1949; Pareek and Trivedi, 1964; Tyler, 1965; Shirpurkar, 1967; Aaron Et Al., 1969; Kulshrestha, 1972), **income** (Warners Et Al., 1949; Sargent Et Al., 1958; English and English, 1959; Kuppuswamy, 1962; Hurlock, 1964; Ruch, 1970; Kulshrestha, 1972), **social cast and class** (English and English, 1959; Pareek and Trivedi, 1964; Shirpurkar, 1969; Sarkar and Haseen, 1973), **neighbourhood** (Freeman Et Al., 1928; Warners Et Al., 1949; Ruch, 1970), **material possession** (Shirpurkar 1967; Aaron Et Al., 1969; Kulshrestha, 1972), **land farm powers and family** (Pareek and Trivedi, 1964; Shirpurkar 1967), **residential address** (Holingshed and Redlich, 1958), **reading matters** (Freeman Et Al., 1928; ; Kulshrestha, 1972), **quantity of clothes** (Aaron Et Al., 1969; ; Kulshrestha, 1972), **amount of social participation** (Ogburn and Nimcoff, 1960; Kulshrestha, 1972), **number of servants;** (Kulshrestha, 1972), **genealogy** (Warners ET Al., 1949), **family reputation** (Ogburn and Nimcoff, 1960; Kulshrestha, 1972) **and morals** (Warners Et Al., 1949).

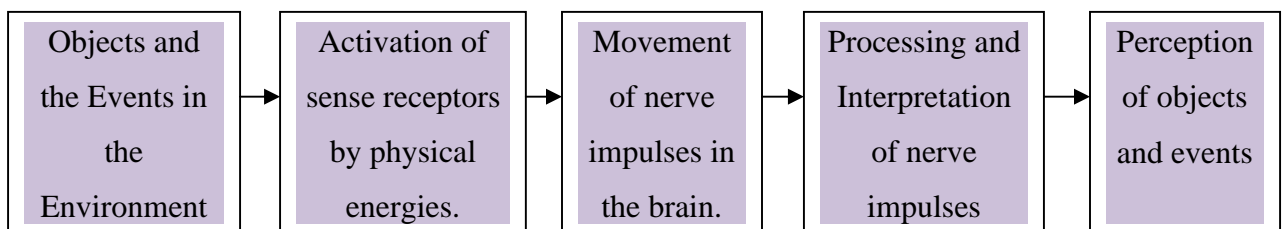
Variable Sensitivity

Social and Economic status shows intimate relationship to other variables. Abnormality in the family was found to be an important correlate of poor performance in social status (Toby, 1957; Fraser, 1959; Davis, 1949, 60). Economic status promotes leadership (Stogdill, 1948; Lewis, 1954; Chowkidar, 1964; Singh and Arya, 1966; Roy, 1967; Sharma, 1975), originality creativity in less intelligent adolescents when they possess high aggression (Bharadwaj, 1983), scientific interest in general (Goyal, 1984), executive interest in boys when they also possess high level of creative production (Goyal, 1984), level of aspiration in children (Kanta, 1962; Devkaruna, 1962) and religious affiliation (Allinsmith and Allinsmith, 1943; Litset, 1963; Gespy, 1965). Economic status does not affect any competency related to emotions (Varshney, 1997). It denotes originality creativity in less intelligent adolescents when they possess high level of fixation mode of frustration (Bharadwaj and Sharma, 1986). Adolescents of high economic status have greater conflict than adolescents of low economic status (Asthana, 1987). People of high economic status show greater need for order than people of both middle and low economic status group. In addition to it adolescents of middle economic status show greater need for autonomy and aggression than adolescents of low economic status (Sharma, 2005).

2.2.3 Perception

Perception can never take place in the absence of basic sensations. Perception may be defined as, “the process by which the sensory input or information is organized and interpreted into a meaningful experience.”(Dandapani, 2006)

The sequence of events leading to perception can be shown diagrammatically as follows-



Whenever the sense organs receive certain stimuli they are generally processed to make them meaningful. An individual keeps on processing and interpreting the sensory information he receives from his immediate environment.

Sensation + Meaning = Perception

Perception → Cognition of the environment

➤ **Values of Perception-**

Perception has following values-

- i) It is the basis of an individual's learning through observation and imitation.
- ii) It initiates as well as sustains activity in reasoning and problem solving.
- iii) Memory and imagination are not possible without basic perceptions.
- iv) Perception is related to attending and observing. Observation is regulated perception or perception with a purpose. Observation is the core scientific investigation and contributes to the growth of systematic knowledge.

The influence of psychological factors in perception appears to be even more important than the basic sensations in determining the nature of perceptual experience. The direction of one's perception is affected by numerous motivational factors. Each individual organizes his perceptions according to his 'personal frame of reference'. (Dandapani, 2006)

➤ **Factors influencing Perception**

Some of the factors that influence perception are past experiences with the stimuli, learning, motivation, interests and attitudes, needs and values, his/her physical conditions and sensory deprivation.

The motives and emotions of an individual also influence the perception to a great extent. An individual is set to perceive the world's ways that agree with his/her needs and match his emotions at a given instant. (Dandapani, 2006)

● **Perception about B.Ed. course**

Perception is way of seeing or understanding a thing, phenomenon or process. Perception denotes an insight of an overtly in the form of opinion. Perceptions of learners for their course learners take their course of study can be seen in terms of their interest in

the course and ultimately about the effectiveness of the curriculum. Body of research has shown personal perceptions and beliefs to play a significant role in career development (Bandura, 1997). New teachers' experiences are, in many cases affected by perceptions and expectations formed before even their teaching preparation programmes. Vermunt (2005) states that students who are using meaning directed learning, that is who are critical and who are relating various aspects of learning content have been found to receive higher grades in higher education.

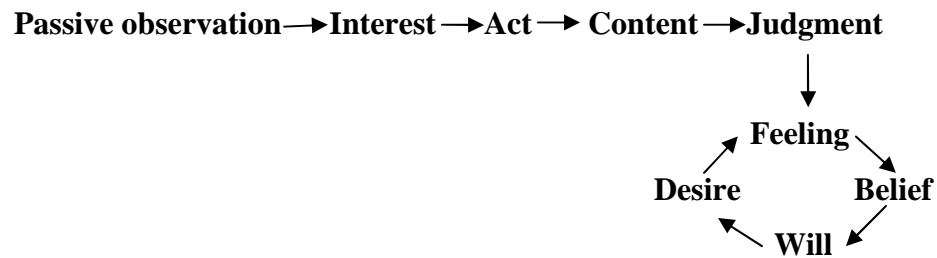


Figure 1: Process of Perception

(Source: [http://discover-your-mind.co.uk/1e perception%20diagram.htm](http://discover-your-mind.co.uk/1e%20perception%20diagram.htm))

2.2.4 Attitude:

The word attitude (from Latin 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. Attitudes determine 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* (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses) *cognitive component*, which is the knowledge about an attitude object, whether accurate or not; b) *affective component*: feelings towards the object and c) *conative or behavioral component*, which is the action taken towards the object.

Attitude represents the way one feels, thinks, talks or acts in a particular situation. An attitude is a tendency of the individual to react favourably or unfavourably towards designated class of stimuli such as person, object, task, idea or an activity. An attitude is a point of view, which one holds towards a person, object, task or idea. The point of view can be positive, negative, hostile or indifferent. One's attitude can account for his behavior and/or performance.

The term attitude has been defined in various ways, such as -

Anastasi-"An attitude is often defined as a tendency to react favourably or unfavourably towards designated class of stimuli, such as a national or racial group, a custom or an institution."(Sahu, 2004)

Barr, David and Johnson -"An attitude may be defined as a learned emotional response set for or against something."(Sahu, 2004)

Freeman-"An attitude is a dispositional readiness to respond to some situations, persons or objects in a consistent manner which has been learned and has become one's typical mode of response."(Sahu, 2004)

➤ **Characteristics of Attitude**

Analysis of the above definitions shows that attitude has certain characteristics.

- i) Attitudes are not inherited but they are learnt.
- ii) The word attitude includes certain aspects of personality as interests, appreciations and social conduct.
- iii) It is a feeling tone towards an object, person, task, idea, activity or situation.
- iv) Attitudes are result of experience as well as interaction.
- v) Attitudes are effective and they vary in intensity.

➤ **Attitude towards Teaching**

An attitude is psychophysical structure that stores related bits of affective, cognitive and psychomotor learning in a manner that subconscious access by its owner. This structure functions as a tool that allows its owner to respond quickly and effectively to environmental situations related to the satisfaction of fundamental personal needs.

Teaching attitude is a readiness of a teacher to become motivated with subject to an object. Under certain conditions - such as when we are in presence of the subject when the value which it has for us can be enhanced or defended, we are likely to become appropriately motivated. Following diagrammatic sketch of a Model proposed by Baros & Elia (1997) explains the relation between pre-service training programme and teacher attitudes.

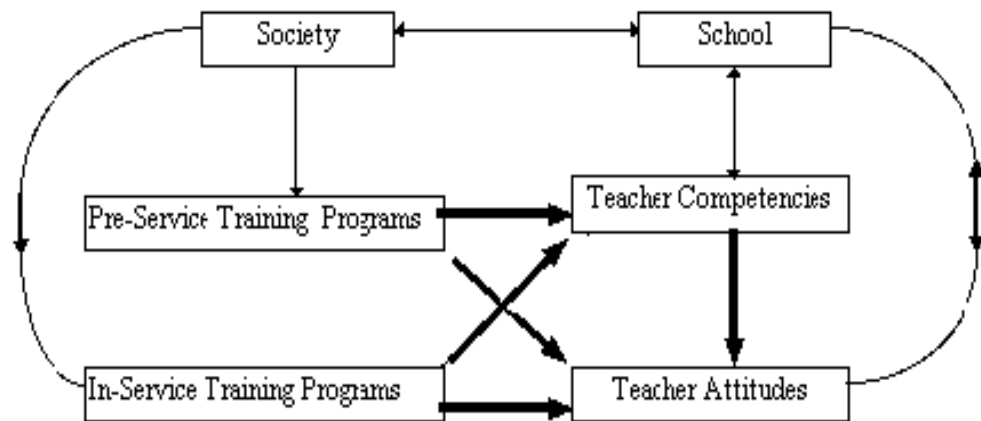


Figure 2: A Model of Attitude Proposed by Baros & Elia (1997)

(Source: <http://pluslucis.univie.ac.at/Archiv/ICPE/D2.html>)

As Sozer(1991) states, in a learning environment where attitude formation is not taken into account, the possibility of having great difficulties in the occurrence of learning experiences and realization of teaching activities should not be forgotten. Therefore, examining the student’s attitude is very important in terms of providing an effective teaching-learning environment and developing functional education programs.

2.3 Review of Related Research

Review of related research is a significant aspect of any research work to know what others have learned from similar research situations and in the development of research problem for the study. Review of related research contributes to thinking and research that follow.

Following part of review of related research studies on Teacher Education tries to give a brief summary of research work done on major three aspects of the present research study, i.e., Socio-economic Status, Perception and Attitude of B.Ed. students towards teacher training and teaching profession. In this part of the chapter, the researcher has presented review of related research studies carried out considering the objectives set for the study. The present research work deals with study of relation between socio-economic status and perception about and attitude of B.Ed. students towards teacher training and teaching profession. The following research studies are related to *teachers' pre-service training* considering both International and National perspectives. Number of researches reviewed related to the three major aspects of the present study are given in the following table-

Sr. No.	Objectives	Aspect of the Research	Theoretical Review	Research Review							
				A.*		M.Ed.		M.Phil.		Ph.D.	
				I*	N*	I*	N*	I*	N*	I*	N*
1	--	Teacher Training and Teacher Education	10	-	-	-	-	-	-	-	-
2	To study the Socio-economic background of B.Ed. students.	Socio - economic Status of B.Ed. Students	02	02	01	-	-	-	02	-	01
3	To study the perception of B.Ed. Students about teacher training and teaching profession.	Perception of B.Ed. Students about Teacher Training	02	09	05	-	-	-	01	-	-
		Perception of B.Ed. Students about Teaching Profession	02	03	-	-	-	-	-	-	-
4	To study the Attitude of	Attitude of B.Ed.	02	01	07	-	-	-	-	01	04

	B.Ed. students towards teacher training and teaching profession.	Students towards Teacher Training									
		Attitude of B.Ed. Students towards Teaching Profession	02	15	09	-	02	-	03	-	06
Total			20	30	22	-	02	-	06	01	11

*(Note: **A.** = Articles in various educational journals, **I** = Studies done at International level, **N** = Studies done at National level.)

2.3.1 Studies on Socio-economic Status of B.Ed. Students

Considering *objective 1* of the present research review of studies on Socio-economic Status of B.Ed. students was carried out.

Objective 1: To study the Socio-economic background of B.Ed. students.

2.3.1a International Perspective

Journals:

Shultz (1993) found that the socio-economic status of the learners has a significant (positive) effect on their academic performance.

Woodman (1999) showed that the socio-economic status of the learners has a significant (positive) effect on their academic performance.

2.3.1b National Perspective:

Ph. D. Thesis:

Marr and Sabharwal (1968) conducted a study of student–teachers’ background and their motivation for teaching. The study intended to investigate into the social background, motivation to teach, aspiration and expectations regarding conditions for the jobs of the student teachers.

Gopalacharyulu (1984) found a positive and significant relationship between socio-economic statuses of the secondary teacher trainees with their academic achievement.

M.Phil. Dissertation:

Anantkrishnan (1988) in her research found that an admission criterion totally neglects the aptitude of the teacher aspirants. She tried to study the social and educational background of students selected from B.Ed. course in Pune (1986 ~ 1987) vis-a-vis admission criteria and perceptions of trainees regarding impact and utility of training.

Journals:

Garg and Gakhar (2011) wrote an article titled as ‘Re-searching Secondary Teacher Trainees in Distance Education and Face-to Face Mode: Study of their Background Variables, Personal Characteristics and Academic Performance.’ The investigation was conducted to describe and compare the background variables, personal characteristics and academic performance of secondary teacher trainees in distance education and face-to-face mode.

Purpose- The purpose of this study was to make descriptions of: four Background Variables, namely, age, sex, marital status and socio-economic status; five Personal Characteristics, namely, styles of learning and thinking (ten learning styles and thinking styles each, related to right and left hemispheres), study habits with its eight areas, achievement motivation and its fifteen factors, attitude towards teaching along with its six areas and perception about B.Ed. course with its seven sub-measures; and three variables of Academic Performance of secondary teacher trainees in distance education and also to compare the specific variables with their counterpart teacher trainees in face-to-face education.

Methodology- Suited to the nature of the study, the investigation was advanced by using descriptive survey method.

Sample -A sample of 200 distance teacher trainees was extracted from those enrolled in B.Ed. At University School of Open Learning, Punjab University (PU), Chandigarh and

200 on-campus trainees were selected from the three colleges of education affiliated to PU, Chandigarh. Random sampling technique was adopted for selection of the sample.

Tool - The instruments used for this study included Socio Economic Status Scale (Bhardwaj, 2001), Styles of Learning & Thinking- SOLAT tool (Venkataraman,1993), Deo-Mohan Achievement Motivation (n-Ach) Scale (Deo and Mohan, 1985), Study Habit Inventory (Palsane and Sharma, 1995), Teacher Attitude Inventory (Ahluwalia, 1978) and Perception about B.Ed. Course Scale developed and standardized by the investigator.

Findings-The findings of the investigation demonstrated that the secondary teacher trainees in distance education are different in many respects from their counterparts from the regular stream (face-to-face education). The results of the study pointed towards the need to rethink the activities that are to be promoted during personal contact programmes. In view of the results of attitude towards teaching profession as being a potent predictor of academic performance, some kind of seminars, group discussions, workshops need to be organized to nurture the favorable attitude of distance trainees towards teaching. Attempt may also be made to bring attitudinal changes, if so required. The findings that budgeting time, conditions for study and interpersonal relations serve as strong predictors of success in teacher training may be considered both by the teacher educators and guidance workers in the field to enable the distance trainees to restructure their physical environment whether at home or elsewhere for study rather than to wait for the availability of conducive environment.

The results indicated that teacher trainees in distance education differed from their counterparts in age, marital status, sex and socio-economic status. Distance trainees outperformed the on-campus trainees on their preference for left-hemispheric styles of learning and thinking, budgeting time, learning motivation, overall study habits, academic motivation, attitude towards education, work methods, interpersonal relations, and on their perception about relevance of course content of theory papers in B.Ed.

As the Teacher Training course like any other course through Distance mode needs to redefine various parameters of the learning environment as per the needs, background and personal characteristics and attitudinal requirements of distance teacher trainees.

2.3.1.c Summary of Studies on Socio-economic Status of B.Ed. Students

Following Table 1 presents summary of studies on Socio-economic Status of B.Ed. Students.

Table 1: Summary of Studies on Socio-economic Status of B.Ed. Students

Sr. No.	Author(s)	Year	Title
<i>A</i>	<i>International Perspective</i>		
1	Shultz	1993	Socio-economic advantage and achievement motivation: Important mediators of academic performance in minority children in urban schools.
2	Woodman	1999	Investigation of factors that influence student retention and success rate in Open University courses in the East Anglia region.
<i>B</i>	<i>National Perspective</i>		
1	Marr, Sabharwal	1968	Student Teachers: A study of their background and motivation for teaching.
2	Gopalacharyulu	1984	A study of relationship between certain psycho sociological factors and achievement of student teachers in teacher training institutes of Andhra Pradesh.
3	Anantkrishanan, Janaki	1988	A comprehensive study of the socio-economic and educational background of students selected for B.Ed. course in Pune (1986-87) vis-à-vis admission criterion and perceptions of trainees regarding impact and utility of

			training.
4	Garg and Gakhar	2011	Re-searching secondary teacher trainees in Distance Education and Face-to Face Mode: Study of their background variables, personal characteristics and academic performance.

Conclusion

Studies reviewed indicate that there is a positive and significant relationship between socio-economic status of B.Ed. students with their academic achievement. Also, a relationship exists between utility of training and their academic achievement.

2.3.2 Studies on Perception of B.Ed. Students about Teacher Training and Teaching Profession

Considering *objective 2* of the present research studies on perception of B.Ed. students about teacher training and teaching profession were reviewed.

Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.

Prior research findings related to perception about teacher training and teaching competencies shows that there lies a strong relationship between teacher competence and effective teaching. Teaching competence also bears the marks of perception, value and beliefs that the individual carries when she enters teacher training programme. This view is supported by Hirst (1990); Koetsier, Wubbles and Korthagen (1997). While echoing similar views, Joram and Gabrielle (1998); Anderseon, Blumenfield, Pintrich, Clark, Marx and Peterson (1995); Wubbles (1992); Zeichner and Gore (1990) stated that most student teachers enter programme with already established set of beliefs. Bodycott, Walker and Lee (2001) advocated similar views by stating that earlier *formed beliefs and*

principles are part and parcel of student teachers' personality. Perceptions and expectations of profession form the beliefs. Richardson (1996) highlighted that beliefs are formed due to accumulation of prior experiences in home and at school. Kagan (1992) reiterated that students always bear in memory their days as students and impressions of good teachers.

Perception of B.Ed. students about teacher training and teaching profession has been found as one of the major characteristic of effective teaching. Unless a teacher has better perceptions of effective teaching, he can never do justice to his profession. Studies reviewed in this area are presented below.

2.3.2.1 Studies on Perception of B.Ed. Students about Teacher Training

2.3.2.1a International Perspective

Journals:

Pajares (1992) believed that attitudes, expectations, perceptions of student teachers during training period must be taken into account by teacher educators. This can extend help in inculcating values and desirable competencies among student teachers.

Powell (1992) in his study revealed that in the perception of pre-service teacher's content, knowledge and ability to communicate form the foundation of good teaching.

Kahlick (1993) identified important factors in teaching roles in a study on role perception beliefs held by early childhood pre-service teachers, student-teachers and classroom teachers and highlighted areas of discrepancy between what teachers believe to be important and real world practice.

Khan and Saeed (2009) made an attempt to study effectiveness of Pre-service Teacher Education Programme in Pakistan considering perceptions of graduates and their supervisors. The paper addressed the evaluation of B.Ed. programme of University of Education (UE), Lahore focusing five major content areas: lesson planning, presentation, use of audio visual aids, teaching methods and assessment skills. The study was conducted on 392 B.Ed. passed graduates and their 150 supervisors. Data were collected through two survey questionnaires: one for the B.Ed. graduates and other for their supervisors (heads of schools). The results revealed that B.Ed. programme was effective

in terms of upgrading knowledge and skills in five curriculum areas. The performance of the graduates of UE as elementary school teachers was better in the areas of lesson planning, lesson presentation, and assessment, but relatively less impact was seen in regard to their performance in the use of audio-visual aids and teaching techniques/methods. The female graduates were relatively more satisfied with the curriculum than male. The UE constituent and affiliated colleges need to take measures to improve the areas of 'teaching methods' and 'use of audio-visual aids' such as projectors, multimedia and computer skills of prospective teachers during the B.Ed. programme.

Objectives- The study was based on two major objectives: 1) Assess the relevance and effectiveness of B.Ed. programme in regard to the job performance of graduates as elementary teachers and 2) Investigate the impact of B.Ed. curriculum on the performance of graduate teachers in primary and elementary schools. The sub objectives of the study were: a) To find out the perception of student teachers of the essential competencies in teaching. b) To identify the competencies ranked high by student teachers. c) To find out the least preferred competencies perceived by teacher students. d) To bring to light some significant competencies ranked low by student teachers.

Methodology-Data was collected by developing two survey questionnaires – one for the B.Ed. graduates and other for their supervisors. The questionnaires for the graduates and supervisors had two parts: biographical information and opinions on 5-point rating scale- strongly agree, agree, uncertain, disagree, and strongly disagree based on 39 items. The items were developed on five major themes: lesson planning, lesson presentation, audio visual aids, teaching techniques/methods and assessment. Many items in the questionnaires of graduates and heads of schools were the same so as to make possible comparisons between both stakeholders.

Findings-The findings of the study reveal two major conclusions. First, the B.Ed. pre-service teacher education programme at UE is relatively better in the curriculum content areas of lesson planning, lesson presentation and assessment skills, but the areas of use of audio-visual aids and teaching techniques/methods were weak.

Awan, Jabeen and Zainab (2011) conducted a study to analyze the perception of B.Ed. students about the distance education in teacher training program of Allama Iqbal Open University.

Objectives-The objectives of the study were: (1) To discuss the concept and role of distance education, (2) To explain the teacher training through distance education globally, (3) To analyze the effectiveness of distance education in teacher training programmes, (4) To determine the role of educational technologies in distance teacher education programmes of AIOU and (5) To suggest some further recommendations to make the teacher training more effective at B.Ed. level. The population comprised two strata: Strata No.1 included B.Ed. students of AIOU. Strata No.2 included all teachers of Distance and Non-Formal Educational Department. Population of the study was Teachers and Students of Education department of Allama Iqbal Open University Islamabad. Students: 15 Students of B.Ed. program were randomly selected. Teachers: 15 Teachers of the department of Distance and Non-Formal Education of AIOU were randomly selected.

Tool-Questionnaires for teachers and students were established according to the objectives of the study. The questionnaires were close and open ended. Questionnaire was prepared at five-point scale. The questionnaire for teachers and students included forty questions each. These questionnaires were started with the personal information from the sample. The questionnaire for teachers was pilot tested by the selected sample of teachers. After some correction the questionnaire was conducted. In the same way, the questionnaire for students was pilot tested by the selected sample of students. The researchers personally visited the targeted or selected sample of B.Ed. students of AIOU.

Findings-The major findings of the study were: (1) the contents of the courses for teacher education are logical sequence, (2) an extensive computer course should be included in the B.Ed. program, (3) workshop is helpful in conceptual and theoretical learning, (4)the teaching practice enhances the degree of confidence in trainees. On the basis of the findings, major conclusions were: (1) a large number of students and tutors agreed that the contents were logical; (2) according to the view of the academician the presented material met the need of the day, (3) Students, tutors and academicians were of the opinion that the divisions of marks of different aspects of workshop was appropriate and (4) Academician acknowledge that the training of tutors/supervisors was necessary for workshop.

Golabek, Charles, Linda (2011) studied and wrote a paper about trainee teachers' perception of the Nature of Science and implications for pre-service teacher training in England. The paper is an English perspective on the Liang study (2006) into educational contexts for schooling in Science; the linkage between teachers' understanding of the Nature of Science (NoS) and their effectiveness as educators. The work reflects on the basic training received by pre-service teachers in secondary Science at the University of London (UEL) and a number of interventions introduced to enhance their awareness and discrimination of NoS. The study was a three-year longitudinal design and intended to probe trainee teachers' perceptions of NoS. It explored how these notions may be affected by the training experienced in both the university and school placement in the context of the new Science National Curriculum for Schools (England). The new Science curriculum requires pupils to be engaged at a deeper level of conceptual and procedural understanding. It is considered important that trainees have a sound understanding of NoS in order to facilitate learning in this aspect of the curriculum (Bartholomew, 2004). The study has informed where to fine-tune the training experience to support trainee teachers in this area.

Tool - Two successive cohorts of pre-service teachers were given the Student Understanding of Science and Scientific Inquiry Instrument (SUSSI) before and after their formal Postgraduate Certificate in Education (PGCE) training. The results at the end of year one informed the interventions introduced through year two.

Findings - Results indicated that the interventions had a positive effect in some areas, but mixed in others. The project was extended to a third year to extend the dataset to more accurately track developmental trends.

Pather (2011) studied First Year Teacher Education Students' perceptions of learning and teaching Mathematics. According to her, in trying to address South Africa's past inequalities, Higher Education in South Africa has transformed from an elite education system to a mass education system. The widening of access has resulted in a large number of high school graduates being ill-prepared for first year higher education. As a result, many first year students are at risk of failing. This research arose as a response to the poor mathematical grounding of students, who registered in a Bachelor of

Education degree and more importantly to avoid the cycle of under-prepared Mathematics students becoming under-prepared Mathematics teachers. This paper reports on how a Mathematics intervention programme (MIP), assisted in shaping first year at-risk students' perceptions of their learning and teaching of Mathematics. Activity Theory (AT) is used as a theoretical underpinning. Qualitative data was collected using interviews and students' reflections.

Methodology-The principal research strategy adopted was that of case-study research. An interpretive approach and qualitative data collection techniques were deployed in this study. Purposeful sampling, based on prior identified criteria for inclusion (Wiersman & Jurs, 2005) was used to select 12 participants from the 60 MIP students. The interview transcripts formed the primary data source for analysis and provided the means to understand the change in mindsets of the subjects. This data was supplemented with students' illustrative and written reflections of their Mathematics experiences which were captured during a separate exercise. NVivo (a qualitative data analysis software tool) was used to facilitate the process of content analysis.

Finding-The study concluded that the Mathematics intervention programme had a positive effect on the at risk student teachers' perceptions with regard to the following: Firstly, improving the student teachers' attitudes to and level of confidence in learning Mathematics. Secondly by providing student teachers an opportunity to be exposed to teaching strategies that could be used when conducting Mathematics lessons during practice teaching or as future Mathematics teachers. Thirdly improving student teachers' Mathematics performance.

Tsayang (2011) investigated into Bachelor of Education in Educational Management Students' Perception of their Programme of Study of University of Botswana. A survey study was conducted to establish perceptions of students who completed in 2008 and 2009 respectively in the Bachelor of Education (B.Ed.) in Education Management regarding the study provision and conditions, therefore the perceived value and quality of the study programme. Theories of learning which point to the influence of the 'inner world', the work environment and the 'other people' on learning and therefore perceptions of programmes were used as the theoretical framework. B.Ed. Educational Management students filled in a questionnaire which had

both open and close ended items. Perceptions were deduced from views on, among others, facilities to support the programme, usefulness of the programme for work, quality of the programme and support availed students.

Objectives -The objectives of the study were to find out the B.Ed. Management Students' perception of:

1. The facilities intended to support the programme of study.
2. Usefulness of the programme for their future career prospects
3. Quality of the programme of study
4. The support they receive during the cause of the programme.

Methodology - A survey method was followed for the study.

Findings - The findings showed an overwhelming positive perception of the programme. By implication, the programme would be expected to positively enhance learning, thus, produce managers who would have a positive impact in the schools. Among the recommendations made were that the Ministry of Education and Skills Development of Botswana considers sponsoring more in-service management students to the local programme to reduce on costs, with cognizance being taken to avoid inbreeding where every manager would be coming from the local institution. Another recommendation is to conduct a study to establish the impact of these graduates on education where they are deployed as school managers.

Uchenna and Charity (2011) studied Practicing Teachers Perception of Undergraduate Preparation for Science teaching in Secondary Schools in Nigeria. The purpose of this survey study was to find out practicing teachers' perceptions of undergraduate preparation for Science teaching in the areas of content knowledge, pedagogical knowledge, work habits and safety, fostering best practices and continued professional development. A focus group interview was conducted and a 4-point Likert type questionnaire was administered to eight hundred and ten practicing Science teachers drawn from secondary schools within Lagos West Senatorial Zone, consisting of three Local Education Districts (LED). Data was analyzed using frequencies and percentages. The results indicated that practicing teachers perceived inadequate preparation

particularly in the utilization of (i) West Africa Examination Council Examination Syllabus (ii) prescribed textbooks (iii) ICT (iv) Meta-cognitive instructional strategies, (v) Science–Technology-Society approach (vi) communication skills. Teachers in the sample also mentioned inadequate exposure to work habits and safety issues and the skills that foster best practices in their training.

Methodology -A total of eight hundred and ten practicing teachers were used (male 477; female 333). The teachers were selected based on the following criteria-they are bachelor’s degree holders, (B.Sc.Ed.) have been teaching for at least two years and currently either teaching Physics, Chemistry, Biology and or Integrated Science. The teachers were drawn from secondary schools within Lagos West Senatorial Zone consisting of three Local Educational Districts (LED).A structured questionnaire consisting of sections A,B, C, D&E developed by the researcher was used to elicit information from the Science teachers. The questionnaire was structured on a 4-point Likert type scale (4 Points = Very Adequate; 3 Points =Adequate; 2 Points = Inadequate; 1 Point = Very Inadequate).

Findings -The desirability of a strong content background for Science teachers is widely recognized and generally accepted, even while it is also generally recognized within the professional community that Science content alone is not sufficient to define a good teacher. Science teaching is composite profession requiring knowledge and skills in both Science and education. Ideally these skills should come together in the preparation programme. Nationwide concern for the quality of Science education in general has been heightened for nearly two decades. Evidence of a ‘crises’ in Science teaching includes declining scientific literacy negative students attitude towards Science, declining achievement an aging outdated, facilities and laboratory equipment.

2.3.2.1b National Perspective

M.Phil. Dissertation:

Anantkrishnan (1988) in her research found that an admission criterion totally neglects the aptitude of the teacher aspirants. She tried to study the social and educational

background of students selected from B.Ed. course in Pune (1986 ~ 1987) vis-a-vis admission criteria and perceptions of trainees regarding impact and utility of training.

Journals:

Quazi (2008) studied the challenges and issues that the novice teachers experience at post-training level of their B.Ed. programme of studies. The investigation also enlightens the gaps that the trained teachers have shared with the researchers. The study highlights the extent to which the on-training components of teaching practice is reflected in the attitude of the trained teachers while implementing the set of learned skills in real classrooms. Study participants comprised randomly selected 120 student-teachers who had obtained their Bachelors Degree in Education in 2008. t-test was used to measure the difference in the mean perception scores of the two groups of teachers. The tested hypotheses indicated that the mean scores of the two groups of sampled teachers were not significantly different. Student-teachers' interviews revealed that teaching practice in the B.Ed. programme was ineffective from the implementation perspectives. Teaching methods and techniques employed during the coursework were only lecture based and did not help novice teachers implement innovative classroom teaching techniques. Experiences of the two trained groups of teachers showed no significant difference on the basis of B.Ed. teaching practice objectives and its implementation in professional teaching contexts.

Bhargava (2011) studied about perception of student teachers about teaching competencies. She stressed that competencies like not vindictive, technology savvy and promotion of national integration are not ranked highly by the student teachers. Student teachers perceived that a teacher has to be kind, impartial and patriot, so they placed these competencies at higher rank and the former competencies on lower pedestal. Teachers have to be technology savvy so that modern technology can find entrance in classroom and can be exploited for the benefit of the learners. But this competency is placed at the lowest rank by the student teachers. Reasons for this can be that student teachers belong to that generation of learners who have not seen use of technology in classrooms nor in the teacher training institutes. Educational technology should be taught not as a theoretical subject but student teachers must get a training to apply it practically

in classrooms. In student teacher's perception, certain competencies like love for students, knowledge of subject matter, punctuality communication skill are indispensable and can't be replaced by other competencies.

Bhargava and Pathy (2011) made an attempt to study perception of student-teachers about teaching competencies. The objectives of the study were-

- a) To find out the perception of student teachers of the essential competencies in teaching.
- b) To identify the competencies ranked high by student teachers.
- c) To find out the least preferred competencies perceived by student teachers.
- d) To bring to light some significant competencies ranked low by student teachers.

Methodology -100 student teachers of B.Ed. programme in St. Xavier's College, Ranchi (an autonomous college under Ranchi University) were taken as the sample for the study. Two of them didn't respond. Hence, the sample size remained restricted to 98 comprising 73 Female and 25 male student teachers.

Findings -Teaching being a multifaceted activity requires updated knowledge and broad vision. A student teacher might be gifted with some natural endowments to be a competent teacher. But knowledge and application of pedagogical principles develop professional acumen and profound understanding of learner's behaviour. Initial teacher training programme can address the issue of individual differences with respect to student teachers by designing curriculum in such a way that stress is on competency development. For this, improvement in microteaching techniques and practice teaching sessions is necessary. Focusing attention on student teachers through continuous comprehensive evaluation throughout the training period is a prerequisite for an efficient teacher training programme.

Garg (2011) studied about prediction of academic success through learning world of secondary teacher trainees in an article titled as 'Peeping into the Learning World of Secondary Teacher Trainees: Can their Academic Success be predicted?'The study investigated the styles of learning and thinking, study habits, achievement motivation of teacher trainees along with their attitude towards teaching and perception for B.Ed. course. It also explored the predictors that may determine the academic success of these pre-service teachers. The study was designed to examine the relationship of the two

background variables which are continuous in nature, specifically, age and socio-economic status and five personal characteristics, namely thinking, study habits, achievement motivation, attitude towards teaching and perception about B.Ed. course (along with their sub-measures of academic performance, namely, theory papers, skills in academic performance (in terms of aggregate marks) of secondary teacher trainees.

Methodology-A sample of 200 teacher trainees doing B.Ed. in colleges situated in the state of Punjab and UT Chandigarh was extracted by random sampling technique. The instruments used for this study included Socio Economic Status Scale (Bhardwaj, 2001), the coefficient of reliability were found out by test-retest method which ranges from 0.69 for (Social & Total assets) to 0.94 (for Caste). Styles of Learning & Thinking- SOLAT tool (Venkataraman,1993), Study Habit Inventory (Palsane and Sharma,1995) and Study Involvement Inventory by Bhatnagar (r=.83). Teacher Attitude Inventory (Ahluwalia, 1978), Perception about B.Ed. Course Scale was developed and standardized by the investigators.

Findings-The results of the study showed that the academic success (in theory) is related with left-hemispheric thinking styles (negative); six measures of study habits, namely, budgeting time, reading ability, notes taking, memory, healthy habits and overall study habits; seven factors of achievement motivation, namely academic motivation, academic challenge, meaningfulness of tasks, attitude towards teachers, individual concerns, general interests, dramatics and overall achievement motivation (all positive); one sub-area of attitude towards teaching i.e. attitude towards teaching profession and with Overall Perception about B.Ed. Course.

Sahu and Pradhan (2011) published a paper on pupil-teachers' perception of quality teacher education programme. According to them, increasingly demanding and complex market forces require revitalized teacher education systems. But today all the universities want to privatize teacher education programme without any quality control. Although the bodies like N.C.T.E. and NAAC are constantly striving not to dilute the standards of teacher education programme, still the mushrooming growth of teacher training colleges raise eyebrows regarding quality of the profession. The question of quality assurance and relevance gained some urgency as a result of NPE (1986). Quality assurance needs to be pursued in all fields of education, particularly Teacher Education

by finding empirical basis for relevant and efficient teacher preparation programme. It is, in this context, that research in these areas to explore not to only what exists today but what is required for future becomes a priority. Relevance of research in the field of quality, relevance and efficiency has become all the more urgent as N.C.T.E. and NAAC have taken up assessment and accreditation of Teacher Education Institutions in India. Keeping the above factors into consideration, this study was undertaken to assess the pupil-teachers' perception of quality Teacher Education Programme in Punjab.

2.3.2.1c Summary of Studies on Perception of B.Ed. Students about Teacher Training:

Studies on Teacher Perception of B.Ed. students about teacher training reviewed are consolidated in following Table 2.

Table 2: Summary of Studies on Perception of B.Ed. Students about Teacher Training

Sr. No.	Author(s)	Year	Title
A	<i>International Perspective</i>		
1	Pajares M.F.	1992	Teacher's beliefs and educational research: Cleaning up a messy construct.
2	Powell R.	1992	The influence of prior experience on pedagogical constructs of traditional and non-traditional pre-service teachers.
3	Kahlick, Pamela A., Dorminery, Julia J.	1993	Role perceptions of early childhood teachers.
4	Khan Shafqat Hussain and Saeed Muhammad	2009	Effectiveness of pre-service teacher education programme (B.Ed.) in Pakistan: Perceptions of graduates and their

			supervisors.
5	AwanAmna Iqbal, Jabeen Humaira and Zainab Bibi	2011	A Study on the perception of B.Ed. students of AIOU regarding distance teacher education programmes of AIOU.
6	Golabek Charles and Linda Amrane Cooper	2011	Trainee teachers' perception of the nature of Science and implications for pre-service teacher training in England.
7	Subethra Pather	2011	First Year Teacher Education Students' perceptions of learning and teaching Mathematics.
8	Tsayang Gabatshwane	2011	Bachelor of Education in Educational Management students' perception of their programme of study: Cases of University of Botswana.
9	Uchenna Udeani and Charity Ejikeme	2011	Practicing teachers perception of undergraduate preparation for Science teaching in secondary schools in Nigeria.
<i>B</i>	<i>National Perspective</i>		
1	Anantkrishnan, Janaki	1988	A Comprehensive study of the socio-economic and educational background of students selected for B.Ed. course in Pune (1986-87) vis-à-vis admission criterion and perceptions of trainees regarding impact and utility of training.
2	Quazi Wasim	2008	Teacher perception about

			implementation strategy of B.Edteaching practice in real school classrooms: Issues and challenges.
3	Bhargava Anupama	2011	Perception of student teachers about teaching competencies.
4	Bhargava and Pathy	2011	Perception of student teachers about teaching competencies.
5	Garg Mamta	2011	Peeping into the learning world of secondary teacher trainees: Can their academic success be predicted?
6	Sahu and Pradhan	2011	Pupil-teachers' perception of quality teacher education programme.

2.3.2.2 Studies on Perception of B.Ed. Students about Teaching Profession

Studies reviewed on perception of B.Ed. students about teaching profession are given below.

2.3.2.2a International Perspective

Journals:

Hollingsworth (1989) in his study revealed that in the perception of pre-service teachers' content-knowledge and ability to communicate form the foundation of good teaching.

Powell (1992) in his study also found that in the perception of pre-service teachers' content, knowledge and ability to communicate form the foundation of good teaching.

Swars (2005) investigated perceptions of Mathematics teaching effectiveness among elementary pre-service teachers with high and low levels of Mathematics teacher

efficacy. Participants in this study included four elementary pre-service teachers at a midsized university in the south eastern United States who had just completed a Mathematics methods course. Data sources were the Mathematics Teaching Efficacy Beliefs Instrument and interviews. The interviews indicated that Mathematics instructional strategies as well as past experiences with Mathematics and their influences upon perceptions of teaching effectiveness are associated with Mathematics teacher efficacy.

2.3.2.2b Summary of Studies on Perception of B.Ed. Students about Teaching Profession

Studies on Teacher Perception about teaching profession reviewed and their major findings are consolidated in Table 3.

Table 3: Summary of Studies on Perception of B.Ed. Students about Teaching Profession

Sr. No.	Author(s)	Year	Title
1	Hollingsworth S.	1989	Prior beliefs and cognitive change in learning to teach.
2	Powell R.	1992	The influence of prior experience on pedagogical constructs of traditional and non-traditional pre-service teachers.
3	Swars	2005	Perceptions of Mathematics teaching effectiveness among elementary pre-service teachers with high and low levels of Mathematics teacher efficacy.

Conclusion

Studies reviewed reveal that B.Ed. students' perception about teacher training and teaching profession is a determinant factor in the whole process of teaching and learning. Age, experience, academic achievement, gender, personality, satisfaction, home, health, social and emotional adjustments, intelligence, subject mastery, commitment, concern,

values, democratic leadership, attitude, interest, self-concept, motivation, humor, love, etc., are some of the variables that are significantly related to teaching. Almost all the studies gave an insight into the diversity of teaching profession and the related factors affecting teaching.

2.3.3 Studies on Attitude of B.Ed. Students towards Teacher Training and Teaching Profession

Studies on attitude of B.Ed. students towards teacher training and teaching profession were reviewed considering *objective 3* of the present research.

Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.

Studies reviewed in this area are presented below.-

2.3.3.1 Studies on Attitude of B.Ed. Students towards Teacher Training

Following is the review of studies on attitude of B.Ed. students towards teacher training.

2.3.3.1a International Perspective

Ph.D. Thesis:

Shah(2002) compared effectiveness of teacher training in enhancing the professional attitudes of B.Ed. students admitted in institutes of Education and Research, NWFP, College of Education Islamabad and Allama Iqbal Open University Islamabad. The purpose of the study was to investigate and compare the effectiveness of teacher training in enhancing the professional attitudes of secondary school teachers admitted in institutes of education and research NWFP, college of education Islamabad and Allama Iqbal Open University Islamabad.

Objectives - To find out-(a) the significant difference of professional attitudes of every institution before and after training, (b) the significant difference of eight categories of every institution (male, female, Science graduates, Arts graduates, male Science

graduates, female Science graduates, male Arts graduates and female Arts graduates) before and after training, (c) institution-wise significant difference among professional attitudes before and after training, (d) significant difference of all the B.Ed. students admitted in all the four institutions before and after training, (e) the significant difference between males and females, Science and Arts graduates, male Science and female Science graduates and male Arts and female Arts graduates.

Hypotheses -To guide the investigation, two null hypotheses were formulated and tested-
1. There is no significant difference between the mean achievement scores of B.Ed. students taught through the Participatory Learning Technique (PLT) and the Traditional Method (TM).
2. There is no significant difference between the mean attitude scores of B. Ed. students taught through the Participatory Learning Technique (PLT) and the Traditional Method (TM).

Tool-For data collection a 60 items professional attitude scale was developed from the available literature and from different scales already used for attitude measurement. In order to make the scale reliable, it was sent to 110 experts in N.W.F.P out of which 63 responses were received.

Methodology-The study design was experimental, applied the Randomized Control Group Pretest-Posttest design. Experimental and control groups were obtained by random assignment of the subjects to the groups.

Sample-Sixty B. Ed. students of the Delta State University, Abraka, formed the sample of the study. They were randomly selected out of a class of 79 students offering Educational Research Methods by simple random sampling.

Findings-This study found that the Participatory Learning Technique (PLT) is indeed more effective than the normal Traditional Method (TM) in not only enhancing students' achievements in Educational Research Methods but also in developing more positive and favourable attitude towards the Course.

Journals:

Chinelo (2010) studied effects of Participatory Learning Technique on Achievement and Attitude of B. Ed. students in Educational Research Methods. The investigator has observed over the years that many B. Ed. students in Delta State

University, Abraka, Nigeria, have performed poorly in Educational Research Methods. This study investigated the effects of Participatory Learning Technique (PLT) on achievement and attitude of B.Ed. students of the Delta State University, Abraka, Nigeria, in Educational Research Methods. This was necessitated by the investigator's worry over the continued poor performance of these students in this course. A sizeable number of them failed to graduate at the stipulated time.

Objectives - The study aimed at investigating the effects of Participatory Learning Technique (PLT) on achievement and attitude of B. Ed. students in Educational Research Methods with the objectives: 1).To observe and compare the effectiveness of the Participatory Learning Technique (PLT) and the Traditional Method (TM) on the achievement scores of B. Ed. students in Educational Research Methods; and 2). To observe and compare the effectiveness of the two teaching strategies, PLT and TM, in developing positive and favourable attitude by B.Ed. students towards Educational Research Methods.

Findings - It was concluded that the PLT was effective in not only enhancing learning output of the students but also in developing positive and favourable attitude towards the subject.

2.3.3.1b National Perspective

Ph. D. Thesis:

Department of Post-Graduate Studies in Education (1974) conducted a study of the role expectations of teachers under training in the city of Bangalore. The main objective of the study was to find out interest and attitude of pupil teachers towards different functions of teaching profession, also to assess the role expectation of pupil-teachers.

Hooda (1976) studied the relationship of attainments in theory subject in B.Ed. course with attitude of a teacher and teaching efficiency. For theory course - Principles of

Education, Techniques of Education, Educational Psychology, Modern Indian Education and its Problems and School Organization were selected.

Upadhyay (1984) Compared attitude, values and Motivation of the pupil-teachers of Sampurnanand Sanskrit VishwaVidyalaya with other Universities of Uttar Pradesh.

Budhisagar and Sansanwal (1991) studied the influence of attitude towards the teaching profession on the achievement of student-teachers studying through Programmed Learning Material (PLM) & the Traditional Method (TM). Major objective of the research was to study the effect of treatment, intelligence, attitude towards teaching profession and their interaction on overall achievements of the students.

Journals:

Dash (2010) analyzed about knowledge, attitude and skill of pupil-teachers acquired through different modalities of pre-service teacher education in relation to certain background variables.

Yagnik (2010) studied attitudes of secondary teacher-trainees towards the secondary school teachers' code of conduct.

Chaudhari(2011) studied attitude of B.Ed. student-teachers towards yoga.

Objectives-1).To find out the attitude of B.Ed. students towards Yoga. 2). To find out whether there is a significant difference between male and female, rural and urban, joint family and nuclear family B. Ed students towards Yoga.

Method - The normative survey method had been used.

Sample- The investigator selected 100 students from Christian College of Education.

Tool -Attitude towards Yoga scale, constructed and validated by the investigator, was used to measure the attitude of B. Ed students.

Findings-1). The B. Ed students had favorable attitude towards yoga. 2). There was a significant difference between male and female as well as rural and urban B. Ed students in their attitude towards yoga.

Chaudhari (2012) studied of attitude of B.Ed. trainees towards Modernization.

Objectives- Objectives of the study were -1).To construct an attitude scale to examine the attitude of B.Ed. trainees towards modernization. 2). To examine the effect of sex on attitude of B.Ed. trainees towards modernization.3).To examine the effect of area on attitude of B.Ed. trainees towards modernization.

Hypothesis -1).There will be no significant difference between the average score of attitudes of male B.Ed. trainees and female B.Ed. trainees towards modernization.2).There will be no significant difference between the average score of attitudes of B.Ed. trainees from rural area and urban area towards modernization.

Methodology - The population of this study covered all B.Ed. colleges in Palanpur Taluka. As a sample, 4 B.Ed. colleges were selected purposively. 30 B.Ed. trainees including 20 males and 10 females were selected by random sampling method from each B.Ed. College. Total 120 B.Ed. trainees were included in sample. This study was an educational survey so Descriptive Survey method was used.

Tool -A self constructed attitude scale was used to collect the data. It was constructed following Likert method.

Findings - The Attitude of male B.Ed. trainees was higher than those of female B.Ed. trainees in Palanpur Taluka. The attitude of urban B.Ed. trainees was found higher than those of rural B.Ed. trainees.

Chaudhari (2012) studied attitude of B.Ed. students towards Democracy.

Objectives -The study was carried out with objectives: 1).To find out the attitude of B. Ed. students towards Democracy. 2). To find out whether there is a significant difference between male and female B. Ed students in their attitude towards Democracy. 3). To find out if there is a significant difference between B. Ed. students of rural and urban area in their attitude towards Democracy. 4). To find out if there is a significant difference between Arts and Science B.Ed. student in their attitude towards Democracy.5). To find out whether there is a significant difference between joint family and nuclear family B. Ed. students in their attitude towards Democracy.

Hypotheses -1. B.Ed. students have a favorable attitude Towards Democracy. 2. There is no significant difference between male and female B. Ed. students in their attitude towards Democracy. 3. There is no significant difference between rural and urban B. Ed.

students in their attitude towards Democracy. 4. There is no significant difference between Arts and Science B. Ed. students in their attitude towards Democracy. 5. There is no significant difference between joint family and nuclear family B. Ed. students in their attitude towards Democracy.

Methodology -The normative survey method had been used. The investigator selected 300 students of Anand District by using Simple Random Sampling Technique.

Tool -Attitude towards Democracy Scale, constructed and validated by Dr. Neha Thakkar (2011) was used to measure the attitude of B. Ed. students.

Findings -The findings of the study were - B. Ed. students had a favorable attitude towards Democracy. There was a significant difference between male and female B.Ed. students in their attitude towards Democracy. There was a significant difference between rural and urban area B. Ed students in their attitude towards Democracy. There was no significant difference between Arts and Science B. Ed. students in their attitude towards Democracy. There was no significant difference between joint family and nuclear family B. Ed. students in their attitude towards Democracy.

Patel (2012) studied attitude of B.Ed. student-teachers towards Yoga. According to her, teacher effectiveness is closely associated with Teacher Efficacy that in turn is greatly dependent on emotional intelligence. So it will always be helpful for teachers if their emotional intelligence can be enhanced.

Objectives -1.To find out the attitude of B. Ed students towards Yoga. 2. To find out whether there is a significant difference between male and female B. Ed students towards Yoga. 3. To find out whether there is a significant difference between rural and urban B. Ed. students in their attitude towards Yoga. 4. To find out if there is a significant difference between Arts and Science B.Ed. student in their attitude towards Yoga. 5. To find out whether there is a significant difference between joint family and nuclear family B. Ed. students in their attitude towards yoga.

Hypotheses -1. The B.Ed. students have a favorable attitude towards yoga.2.There is no significant difference between male and female B. Ed students in their attitude towards yoga. 3. There is no significant difference between rural and urban area B. Ed. students in their attitude towards yoga. 4. There is no significant difference between Arts and

Science B. Ed students in their attitude towards yoga. 5. There is no significant difference between joint family and nuclear family B. Ed. students in their attitude towards yoga.

Methodology -The normative survey method had been used. The investigator selected 300 students of Anand district by using simple random sampling technique. Tool used was Attitude towards Yoga scale, constructed and validated by the investigator (2008), was used to measure the attitude of B. Ed students. The scale consisted of 30 statements. Each item provided five responses. The responses were expressed on a five point scale, strongly agree, agree, undecided, disagree, strongly disagree and weights of 5, 4, 3, 2, 1 are given in that order for the favorable statements. Statistical Techniques used for data analysis were: 1. Descriptive analysis and 2. Differential analysis.

Findings - The B.Ed. students had a favorable attitude towards yoga. There was a significant difference between male and female B.Ed. students in their attitude towards yoga. There was significant difference between rural and urban B.Ed. students in their attitude towards yoga. There was no significant difference between Arts and Science B.Ed. students in their attitude towards yoga. There was no significant difference between joint family and nuclear family B. Ed. students in their attitude towards yoga.

Hasan (2012) conducted comparative study on Attitude of B.Ed. Students of V.B.S. Poorvanchal University Jaunpur towards Internal Evaluation.

Objectives - 1.To know the attitude of B.Ed. students of V.B.S. Poorvanchal University towards internal evaluation.2. To find out the difference in the attitude of students of government aided and self-finance B.Ed. colleges towards internal evaluation.3. To compare the results within the groups and with the total sample

Hypothesis - Following null hypotheses have been formulated while dealing with the present problem: 1). There is no difference in the attitude of B.Ed. students of government aided colleges and the total sample towards internal evaluation. 2). There is no difference in the attitude of B.Ed. students of self-finance colleges and the total sample towards internal evaluation. 3). There is no difference in the attitude of B.Ed. students of government aided and self-finance colleges towards internal evaluation. 4). There is no difference in the attitude of B.Ed. girls and boy's students of government aided colleges towards internal evaluation.5). There is no difference in the attitude of B.Ed. girls and boys students of self-finance colleges towards internal evaluation. 6).

There is no difference in the attitude of B.Ed. boys students of government aided and self-finance colleges towards internal evaluation. 7). There is no difference in the attitude of B.Ed. girls' students of government aided and self-finance colleges towards internal evaluation.

Methodology-The study was exploratory in nature. In the present study data has been collected from colleges of B.Ed. situated in Azamgarh District affiliated to Veer Bahadur Singh Purvanchal University Jaunpur (Uttar Pradesh) by administering Internal Evaluation scale developed and standardized by B. A. Parikh. Sample for the study was from Azamgarh district. In the study researcher selected government aided B.Ed. colleges. Sample of the study was consisting of 200 B.Ed. students of VBS Poorvanchal University Jaunpur.

Findings - 1).Both the groups were in favour of internal evaluation, but govt. aided colleges' students showed less favour towards internal evaluation in comparison to total students. 2). Both the groups were in favour of internal evaluation, but self-finance colleges' B.Ed. students showed more favour towards internal evaluation in comparison to total students. 3). Govt. aided colleges' students and self-finance colleges' B.Ed. students had significant difference between the degrees of attitude towards internal evaluation. Govt. aided colleges' students and self-finance colleges' B.Ed. students had significant difference between the degrees of attitude towards internal evaluation. 5. Self-finance college boys students and self-finance college B.Ed. girls students did not have significant difference between the degrees of attitude towards internal evaluation. 6. Govt. aided college B.Ed. girl's students and self-finance college B.Ed. girls students did not have significant difference between the degrees of attitude towards internal evaluation.

2.3.3.1c Summary of Studies on Attitude of B.Ed. Students towards Teacher Training

Following Table 4 summarizes the reviewed studies on attitude of B.Ed. students towards teacher training.

Table 4: Summary of Studies on Attitude of B.Ed. Students towards Teacher Training

Sr. No.	Author(s)	Year	Title
<i>A</i>	<i>International Perspective</i>		
1	Shah Muhammad	2002	Comparative effectiveness of teacher training in enhancing the professional attitudes of B.Ed. students admitted in institutes of Education and research, NWFP, College of Education, Islamabad and Allama Iqbal Open University, Islamabad.
2	Chinelo O'Duze	2010	Effects of participatory learning technique on achievement and attitude of B.Ed. students in educational research methods.
<i>B</i>	<i>National Perspective</i>		
1	Department of Post-graduate Studies	1974	A Study of the role expectations of teachers under training in the city of Bangalore.
2	Hooda	1976	Relation of attainments in theory subjects in B.Ed. course with attitude of a teacher and teaching efficiency.
3	Upadhyaya B.	1984	A comparative study of the attitude, value and motivation of the pupil-teachers of Sampurnanand Sanskrit VishwaVidyalaya and other universities of Uttar Pradesh.(in Hindi)
4	Buddhisagar Meena and Sansanwal D.N.	1991	Achievement of B.Ed. students: Effect of Treatment, Intelligence, Attitude towards teaching profession and their interactions.
5	Dash Ashishkumar	2010	Knowledge, Attitude and Skill of pupil-teachers acquired through different modalities of pre-service teacher education in relation to certain background variables.

6	Yagnik Snehal	2010	Attitudes of secondary teacher trainees towards the secondary school teachers' code of conduct.
7	Chaudhari Deepika	2011	Attitude of B.Ed. student-teachers towards yoga.
8	Chaudhari Asha	2012	A study of attitudes of B.Ed. trainees towards modernization.
9	Chaudhari Deepika	2012	Attitude of B.Ed. students towards democracy.
10	Patel Asmita	2012	A study of attitude of B.Ed. student-teachers towards yoga.
11	Hasan Ansarul	2012	Attitude of B.Ed. students of V.B.S. Poorvanchal University Jaunpur towards internal evaluation: A comparative study.

2.3.3.2 Studies on Attitude of B.Ed. Students towards Teaching Profession

Studies reviewed on attitude of B.Ed. students towards Teaching Profession are given below.

2.3.3.2.a International Perspective:

Journals:

George (1979) conducted a study on the effect of student teaching and pretesting on student teachers attitude and found that attitude of student teachers can be improved by student teaching experience provided that they are not pre-tested concerning their attitudes.

Diran (1980) studied the influence of previous exposure to Science education on attitude of pre-service Science teachers towards Science teaching. Major finding was: previous exposure to Science education as a discipline before registering for bachelor's degree in Science education in Nigerian Universities seems to significantly affect the attitude towards Science teaching.

Chester and Mitchell (1991) in his study investigated whether or not selected academic ability indices and personal characteristics of student-teachers (all were Bowling Green State University teacher candidates) were associated with longitudinal changes in their attitude towards teaching measured upon the commencement of training after student teaching and near completion of their first year of full-time teaching. ANOVA procedure revealed that the average attitude towards teaching of the neophyte teachers did not differ at their three points in teacher development; that university grade point average, American College Test scores, Comprehensive Test of Basic Skills scores and student teacher performance ratings were not associated with their attitude towards teaching.

Pugh and Others (1991) conducted a study - an Investigation of Pre-service Teachers' Attitude towards Theory and Practical Application in Teacher preparation. To determine program effectiveness, students were surveyed at the end of the spring and fall semesters for 6 years, examining their attitudes towards theory and practical application in teacher education. The study noted whether they felt competent about subject matter, audiovisuals, classroom management and routine and communication.

Koontz and Franklin (1992) in their study 'An Assessment of Teacher Trainees Attitude' towards selected Instructional Media'. They selected two groups: 168 students and 170 pre-service teachers. Based on the final results of the study, it was concluded that a formal course in the selection and utilization of instructional media can function as a primary factor in the development of student's attitudes in a positive direction.

Pedersen and McCurdy (1992) examines the effects of a Science method course on the attitude of the pre-service elementary teachers (N=145) toward teaching Science. Results indicated a significant positive change in attitude that was not significantly different for low and high Science achievers.

Piel and Others (1992) conducted a study in the Educational Attitudes of Pre-service Teachers. Two populations of undergraduate students (pre-service elementary education majors and non-education majors) were compared with respect to their attitudes toward learning. Data suggested that education majors' attitudes reflect generalized ambivalence towards important subject areas taught in elementary school, with significantly more positive attitudes displayed towards reading and literature. In

spite of highly visible recommendations for more extensive academic coursework, results indicate the impracticability of addressing teacher competence through added coursework before appropriate attitude adjustment processes have been planned and implemented.

Baxter and Anthony (1993) conducted a study on improving Teaching candidates' Attitudes toward Learning Theoretical knowledge. Study tested the hypothesis that teacher candidate who were exposed to a theory oriented normative model and given theory - oriented reinforcement within a practice-oriented context would manifest more positive attitudes towards learning theoretical knowledge than those who were not so exposed. Results proved the hypothesis is plausible.

Benton and Others (1993) conducted a study about the Professional Development School's Impact on Student Teacher's Attitudes. The purpose of this study was to determine if student teachers' attitude towards their teaching experiences differed significantly after the addition of professional development and school experiences. Two groups of student teachers were compared. A one way analysis of variance revealed significant differences for 7 of the 38 items.

Goodwin, Deborah, Derring, Rosemarie (1993) in their study, 'An Interactive Video Approach to Pre-service Teaching Training', analyzed students' Perceptions and Attitudes and investigated the integration of interactive video technology into a traditional teacher education programme, analyzing student attitudes about classroom management strategies. Students completed a survey following a seminar demonstration of an interactive videodisk on classroom management. Subjects revealed positive attitudes towards the use of interactive video.

Anderson, DeWayne (1995) studied about the pre-service Teacher's Attitude towards children. Results from a teacher attitude questionnaire given to 1,405 pre-service teachers revealed large differences in attitudes towards children, associated with age and gender. The most positive were females in elementary, least positive males in secondary. Those in special education were most positive in Music, Art and Physical Education least positive. Whether these attitudes manifest themselves in the classroom remains unknown.

Roos and Others (1995) in their study - the Influence of Early Field Experiences on the attitudes of Pre-service Teachers, investigated the effects of early field experience on the attitudes of elementary pre-service teachers towards teaching. Pre-test and post-

test data were collected by means of an instrument employing a semantic differential scale measuring attitude towards teaching. Results offer support for the inference that these pre-service elementary teachers have positive attitude towards teaching prior to early field experience and have even more positive attitude towards teaching after their field experience.

Marso & Pigge (1996) investigated the relationship between pre and post preparation and development of attitudes, anxieties and confidence about teaching and candidates' success or failure in making the transition to teaching on 241 teacher candidates. It was found that teacher preparation itself has an impact upon teacher candidates' affective characteristics.

Downing and Others (1997) conducted a study about the Science process skills and attitude of pre-service elementary teachers. This study examined whether there was a relationship between pre-service elementary teachers' competency in Science process skills and attitude towards the field of Science. Study data came from 46 students enrolled in an elementary course. Data analysis found a significant positively relationship between how well teachers performed Science process skills and their attitudes towards Science. The two subscales that significantly correlated with the performance of Science process skills are the confidence in learning Science scale and the teacher scale.

Pigge and Others (1997) studied the development of Attitude towards teaching career in a longitudinal sample of teacher candidates progressing through preparation and five years of teaching. The study revealed that the development of attitude towards teaching does not follow the same pattern for all teacher candidates and suggested a possible explanation for the sometimes apparent contradictions noted in the findings from previous research of teacher attitude development.

2.3.3.2.b National Perspective

Ph. D. Thesis:

Patil (1984) reported that there was no significant difference between graduate and post-graduate pupil-teachers' attitude towards the teaching profession. Female pupil-teachers had more favourable attitude towards teaching profession than male pupil-

teachers. Experience played a great role in the development of favourable attitude towards the teaching profession.

Donga (1987) studied the effectiveness of certain predictors of teaching efficiency of student teachers and found that attitude towards children, general ability and professional knowledge are effective predictors of teaching efficiency.

Budhisagar and Sansanwal (1991) studied the influence of attitude towards the teaching profession on the achievement of student-teachers studying through Programmed Learning Material (PLM) & the Traditional Method (TM). Major objective of the research was to study the effect of treatment, intelligence, attitude towards teaching profession and their interaction on overall achievement of the students.

Mekuria (1991) studied classroom verbal behaviour of teacher trainees in relation to their intelligence, self-concept and attitude towards teaching. The population in the study consisted of Science teacher trainees of Addis Ababa University, Ethiopia during 1988-89 academic year. Classroom verbal behaviour was measured by Flander's interaction analysis observational technique. Results showed that: (i) High intelligence group of Science teacher trainees were more direct to their teaching behaviour and their pupils interacted better than the group of Science teacher-trainees with low intelligence. (ii) The interaction effect of intelligence and self-concept was found to be significant on the variables of Teacher Talk (TT) and not significant upon Indirect/Direct Ratio (I/DR), Indirect Teacher Talk (ITT), Pupil Talk (PT) and Silence (SC). (iii) The classroom verbal behaviour of Science teacher trainees was direct as measured by Flander's interaction analysis observational technique. Most of the classroom verbal behaviour was limited to the question answer response.

Skariah (1994) studied creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching and found that high teaching success group and high attitude towards teaching group are more creative than the other groups.

Kaur (2004) conducted a study to investigate the effect of teacher training programme on the motives, attitude towards teaching profession and different personality factors of the teacher-trainees. She concluded that the B.Ed. students' attitude towards teaching profession decreased at the completion of the teacher-training programme. So

the training programme had a negative impact on B.Ed. students' attitude. She found that there was a significant decrease in the attitude of B.Ed. students towards classroom teaching aspect also and concluded that the teacher-training programme failed to maintain the magnitude of B.Ed. students' attitude towards classroom teaching. Attitude of the B.Ed. students relating to child-centered practices increased during the training but remained almost same at the end of the training and hence the training programme did not improve this aspect of attitude of the trainees. The results also showed that there was no significant impact of training on the attitude of B.Ed. students towards educational process aspect. The training programme had a negative impact on B.Ed. students' attitude towards pupils. The study also concluded that there was a gradual decrease in B.Ed. students' attitude towards teachers. Thus, the study concluded that the teacher training programme failed to enhance the attitude of B.Ed. students towards teaching profession.

M.Phil. Dissertation:

Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching. In the study, the effects of Hands-on, Minds-on teaching experiences on attitudes of pre-service elementary teachers were studied.

Bose (1993) studied the correlates of teacher effectiveness of 160 student teachers and found that positive significant relationship exists between teacher effectiveness and each of the predictor variables like intelligence, teaching attitude, self-confidence and previous academic achievement.

Cornelius (2000) in a study on teacher competency of the B.Ed. trainees found that intelligence, attitude towards teaching profession and academic achievement are the discriminating factors of different group of teachers.

M.Ed. Dissertations:

Kumar (1995), in a study, found that there is a significant difference in the attitude of male and female teacher trainees towards teaching profession.

Balan(1996) found no significant gender difference in attitude towards teaching of student teachers of Kerala and there exists significant relationship between attitude towards teaching and self concept of the female student teachers.

Journals:

Mehrotra (1973) conducted a study on the effect of teacher education programme on the attitude of student-teachers towards teaching profession. The major finding of his study was that the attitude of those students who completed the course was more favourable than that of those who did not. The mean attitude scores of full-time students were lower than that of correspondence students at the beginning of the course but it was higher at the end of the course. In both the groups, the attitude of women students was more favourable than men. The attitude of male students of correspondence courses was favourable than that of the full-time courses, both at the beginning and at the end of the course.

Department of Post-graduate Studies in Education (1974) conducted a study of the role expectations of teachers under training in the city of Bangalore. The main objective of the study was to find out interest and attitude of pupil teachers towards different functions of teaching profession, also to assess the role expectations of pupil-teachers.

Rawat and Sreevastava (1984) conducted a comparative study of the attitude of male and female teacher trainees towards teaching. Significant difference was found between male and female teacher trainees in their attitude towards teaching profession.

Sundarajan, Kumar and Bala (1991) for their study on student-teachers' attitude towards teaching and their interest in teaching took a sample of 262 student-teachers of Annamalai University. It was found that as many as 95.04% of the B.Ed. students of university had a favourable attitude towards teaching. No significant difference between men and women student-teachers, Humanities and Science student-teachers, graduate and postgraduate student-teachers in relation to their teaching attitude was found. Women student-teachers were found to have better interest in teaching as compared to men student-teachers.

Reddy (1995) studied the attitudes of student teachers and success of student teachers and reported that attitude of teachers do not significantly influence the success of student teachers.

Vasanthi and Anandi (1997) conducted a study on 417 B.Ed.student-teachers of Madras City. It was found that intelligence, self concept and attitude towards teaching of the female pupil teachers were significantly related to teaching effectiveness. Teachingattitude showed the highest correlation with teaching effectiveness as compared to self-concept, achievement, motivation, anxiety and intelligence of the B.Ed. students.

Devi (2004) in her study on student teachers undergoing the B.Ed. course during the academic year 2003-04 in Chennai, assessed the attitude of B.Ed. trainees towards teaching profession and found the relationship between the attitude towards teaching and performance in B.Ed. entrance examination. It was found that the high achievers in the entrance examination had favourable attitude towards teaching. A positive and significant relationship existed between the attitude towards teaching and performance in B.Ed .entrance examination.

Viswanathappa (2005) in his study - Attitude towards teaching and teaching competence, attempted to find out the influence of attitude towards teaching, rank in Ed. CET (Education Common Entrance Test), age, father's education and occupation on the teaching competence of student-teachers. Teaching Competence Scale which consisted four parts: Lesson planning, Presentation, Closure and Evaluation was used to collect the data. The data was collected from 200 students-teachers of education colleges affiliated to Krishnadevaraya University Anantpur during the practice teaching October-November 2003-04. Following were the conclusions of the study:(i) Attitude of student teachers towards teaching significantly predicted the teaching competence of the student teachers in lesson planning, presentation of lesson, closure of lesson, evaluation and teaching competence in total.(ii) The CET rank for admission did not predict the teaching competence of B.Ed. students in lesson planning, presentation, closure, evaluation and teaching competence in total.

Joshi (2007) conducted a study on Common Entrance Test(CET) Scores and Academic Score of teacher trainees to find out the relationship between CET Score and Academic Score of 752 teacher trainees. A sample of 396 males and 356 females was

taken from Dhule city of Maharashtra State. The CET comprised of four subtests viz., Mental Ability, Teacher Attitude, Teacher Aptitude and General Knowledge. The weightages given to each of these tests were 20%, 30%, 30% and 20% respectively. The marks obtained by candidates in the entrance test were converted to 50% and this score was called the CET Score. Similarly Academic Score was made on the basis of academic and some other qualifications and weightages given to Academic Score was also 50%.

Findings-The study indicates that the relationship of CET score with the Academic Score is positively significant. The CET score of male, female, open category, backward category, Arts faculty and Science faculty student-teachers is also positively related to their academic score.

2.3.3.2.c Summary of Studies on Attitude of B.Ed. Students towards Teaching Profession

Studies reviewed on Attitude towards Teaching Profession are consolidated in Table 5.

Table 5: Summary of Studies on Attitude of B.Ed. Students towards Teaching Profession

Sr. No.	Author(s)	Year	Title
A	<i>International Perspective</i>		
1	George G. Austin	1979	The effects of student teaching and pre-testing on student teacher's attitude.
2	Diran Taiwo	1980	The influence of previous exposure to Science education on attitudes of pre-service Science teacher towards Science teaching.
3	Chester and Mitchell	1991	Changes in attitudes within firstyear teachers in urban schools.

4	Pugh, Ava and Others	1991	An investigation of pre-service teachers' attitudes towards theory and practical application in teacher preparation.
5	Koontz and Franklin	1992	An assessment of teacher trainees' attitude towards selected instructional media.
6	Pederson and McCurdy	1992	The effects on hands-on, minds-on teaching experience on attitudes of pre-service elementary teachers.
7	Piel, John and others	1992	Educational attitudes of pre-service teachers or "Redesigning the Edcel" of teacher education.
8	Baxter and Anthony G.	1993	Improving Teaching candidates' attitude towards learning theoretical knowledge: seeking change in teacher education.
9	Benton, Gary and others	1993	A professional development school's impact on student teachers' attitudes.
10	Goodwin, Deborrah, Dening, Rosemarie	1993	The interactive video approach to pre-service teacher training: An analysis of students' perceptions and attitudes.
11	Anderson, DeWayne	1995	Pre-service teachers' Attitude towards children: Implications for teacher education.
12	Roos, Marie and others	1995	The influence of early field experiences on the attitude of pre-service teachers.

13	Morso and Pigge	1996	Relationship between pre and post-preparation development of attitudes, anxieties and confidence about teaching and candidates' success or failure in making the transition to teaching.
14	Downing, Jan E., Filer, Janet D., Chamberlain, Robert A.	1997	Science process skills and attitudes of pre-service elementary teachers.
15	Pigge and others	1997	Development of attitude Towards teaching career in a longitudinal sample of teacher candidates progressing through preparation and five years of teaching.
<i>B</i>	<i>National Perspective</i>		
1	Patil C.J.	1984	A differential study of Intelligence, Interest and Attitude of B.Ed. college students as contributory factors towards their achievement in the compulsory subjects.
2	Donga N.S.	1987	A study of the adjustment of the trainees of teacher training colleges in Gujarat.
3	Buddhisagar and Sansanwal	1991	Achievement of B.Ed. students: Effect of Treatment, Intelligence Attitude towards teaching profession and their interactions.
4	Mekuria	1991	Classroom verbal behaviour of teacher trainees in Ethiopia in

			relation to their intelligence, self-concept and attitude towards teaching.
5	Skariah	1994	Study of creativity in student teachers in relation to their self concept, attitude towards teaching and success in teaching.
6	Kaur	2004	Impact of Teacher Training Programme on B.Ed. students' Motives, Attitude towards teaching and personality.
7	Mathai	1992	Some presage variables discriminating between successful and less successful secondary school Science teachers of Kerala.
8	Bose	1993	Correlation of teacher effectiveness of student teachers of Biology.
9	Cornelius	2000	Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees.
10	Kumar Ajith V.K.	1995	A study of attitude of teacher trainees towards teaching profession.
11	Balan	1996	Attitude towards teaching profession and self concept of Student-teachers of Kerala.
12	Mehrotra	1973	Effect of teacher education programmes on the attitude of

			teachers towards the teaching profession.
13	Department of Post-graduate Studies in Education	1974	A study of the role expectations of teachers under training in the city of Bangalore.
14	Rawat and Sreevastawa	1984	Attitude of male and female teacher trainees towards teaching.
15	Sundarajan, Kumar and Bala	1991	Student-teacher's attitude towards teaching and their interest in it.
16	Reddy K.B.	1995	A study of student-teacher's success in relation to criteria of admission and attitude towards teaching.
17	Vasandhi and Anandi	1997	A study of some factors Affecting teacher effectiveness.
18	Devi, Nirmala S.	2004	Assessment of attitude towards teaching,
19	Vishwanathappa	2005	Attitude towards teaching and teaching competence.
20	Joshi	2007	Common Entrance Test Score and Academic Score of trainees.

Conclusion

Studies reviewed on attitude towards teaching profession revealed that attitude towards teaching profession are a significant predictor of teaching efficiency. Studies proved that attitude can be improved through practical experience. It is also found that more effective and less effective teachers differ in attitude towards teaching. Previous exposure can increase the level of attitude. Some studies indicated that female teachers possess a high degree of favourable attitude towards teaching profession than male teachers. Teachers with positive attitude encourage their students. Significant relationship of attitude towards teaching with variables like teaching interest, satisfaction, creativity

intelligence, teaching effectiveness, commitment, achievement, technology, teaching experience are established in a majority of studies. But a few studies show no relationship with the variables viz., qualification, class room behaviour, age, sex, locale, etc. However, attitude towards teaching is a significant variable related to teaching that majority of studies have established its relationship.

2.4 Findings of the Review of Related Research :

The complex nature of teaching can be observed from the studies that they include as many variables which directly or indirectly affect teaching, age, experience, academic achievement, gender, personality, satisfaction, home, health, social and emotional adjustments, intelligence, subject-mastery, commitment, concern, values, democratic leadership, attitude, interest, self-concept, motivation, humor, love, etc., are some of the variables that are significantly related to effective teaching.

Significant relationship of perception and attitude of B.Ed. students towards teaching with variables like teaching interest, satisfaction, creativity, intelligence, teaching effectiveness, commitment, achievement, technology and teaching experience are established in a majority of studies. Very few studies showed relationship with the variables viz., qualification, class room behaviour, age, sex, locale, etc.

2.5 Relevance of the Review with respect to the Present Study –

While studying related literature, the researcher found sufficient material related to strengths and weaknesses of existing teacher training program, training of primary teachers, problems of training program, teacher's job satisfaction, techniques of education, innovations in teacher training program, etc. in educational journals, research abstracts and articles on internet. The review of related researches was helpful to the researcher to know about various psychological aspects related to teacher-training like perceptions, attitude, satisfaction, etc. However, dissertations, which were related to study of the effects of socio-economic background on psychological aspects in relation to the teacher training, were found to be very limited in number. It was found that no such study in which the relationship between all these variables has been studied.

In the research studies reviewed, *there has been no attempt to study the relation of Socio-economic status on Perception and Attitude of B.Ed. students towards teacher training and teaching profession.*

The investigator, therefore, has undertaken the present research work to study all these important variables which are very closely related to prospective teachers. Hence, present research aims at studying the relation between socio-economic background with the perception and attitude of B.Ed. students towards teacher training and teaching profession.



References

Books:

1. Best, J.W., Kahn, J.V. (2010). *Research in Education*,(10thed.).PHI Learning Private Limited. New Delhi-01.
2. Dandpani, S. (2006). *A Textbook Advanced Educational Psychology*. Anmol Publications Pvt. Ltd., New Delhi-02.
3. Koul, L. (1988). *Methodology of Educational Research*,(4thed.).Vikas Publishing House Pvt. Ltd., Noida-01.
4. Bhardwaj, R.L. (2001). *Manual, Socio-economic Status Scale*. Agra: National Psychological Corporation.
5. Sharma, S. (2009). *Teacher Education*. Kanishka Publishers, New Delhi.

Reports:

1. *The Report of the University Education Commission*, (1949). Ministry of Education, Government of India, New Delhi.
2. *The Secondary Education Commission*, (1953). Ministry of Education, Government of India, New Delhi.
3. *Kothari Commission Report*, (1966). Ministry of Education, Government of India, New Delhi.
4. *The National Policy on Education*,(1968). Program of Action, Ministry of Human Resource Development, Government of India, New Delhi.
5. *Challenge of Education - A Policy Perspective*,(1986). Ministry of Education, Government of India, New Delhi, p.34.
6. *The National Policy on Education*, (1986). Program of Action, Ministry of Human Resource Development, Government of India, New Delhi.
7. *Program of Action*, (1992). Government of India, Ministry of Human Resource Development, Department of Education, p. 205.
8. *National Curriculum Framework*, (2005). N.C.E.R.T., New Delhi, p. 107,108.

9. *Curriculum Framework for Teacher Education*, (2006). N.C.T.E. & N.C.E.R.T., New Delhi, p. 13, 14.

Survey Reports:

1. Buch, M.B. (1968-1972), *First Survey of Research in Education*, Baroda: CASE.
2. Buch, M.B. (1972-1976), *Second Survey of Research in Education*, Baroda: CASE.
3. Buch, M.B. (1978-83), *Third Survey of Research in Education*, New Delhi: NCERT.
4. Buch, M.B. (1983 -88), *Fourth Survey of Research in Education*, New Delhi: NCERT.
5. Buch, M.B. (1988-92), *Fifth Survey of Educational Research*, Vol. II, New Delhi, N.C.E.R.T.

Ph. D. Theses:

1. Marr, E. & Sabharwal, N. (1968). *Student Teachers: A Study of their Background and Motivation for Teaching*. Ph.D. Thesis, Education, Department of Teacher Education, N.C.E.R.T., New Delhi. (In): First survey of research in education, (1968-72), M. B. Buch, Baroda: CASE.
2. Department of Post-graduate Studies in Education. (1974). *A Study of the Role Expectations of Teachers under Training in the City of Bangalore*. Bangalore University.(in): Second Survey of Research in Education, (1972-78), M.B. Buch, Baroda: CASE.
3. Gopalacharyulu, R.V.V. (1984). *A study of relationship between certain Psycho sociological factors and achievement of student teachers in teacher training institutes of Andhra Pradesh*. *Fifth Survey of Education Research*, Vol. II, New Delhi: NCERT.
4. Shah, M. (2002). *Comparative Effectiveness of Teacher Training in Enhancing the Professional Attitudes of B.ED Students Admitted in Institutes of Education and Research, NWFP, College of Education, Islamabad and Allama Iqbal Open University, Islamabad*. Pakistan research repository. Retrieved Nov. 26, 2013, from <http://eprints.hec.gov.pk>
5. Hooda, R.C. (1976). *Relation of Attainments in Theory Subjects in B.Ed. Course with Attitude of a Teacher and Teaching Efficiency*. Ph.D. Thesis, Education, Punjab University. (In): Second Survey of Research in Education, (1972-78), M.B. Buch, Baroda: CASE.

6. Upadhyay, B. (1984). *A Comparative Study of the Attitude, Values and Motivation of the Pupil-teachers of Sampurnanand Sanskrit VishwaVidyalaya and other universities of Uttar Pradesh.*(in Hindi), Ph.D. Thesis, Education, Sampurnanand Sanskrit University. (In): Fourth Survey of Research in Education, (1983-88), Vol II, M. B.Buch, NewDelhi: NCERT.
7. Patil, C.J. (1984). *A Differential study of Intelligence, Interest, Attitude of B.Ed. College Students as Contributory Factors towards their Achievement in the Compulsory Subjects.* Unpublished Doctoral Thesis, Edu. Nagpur University. Retrieved Nov. 23, 2013, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>
8. Donga, N.S. (1987). *A Study of Adjustment of Trainees of Teacher Training Colleges in Gujarat.* Doctoral Dissertation. Edu. Saurashtra University. Retrieved Jan. 10, 2013, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>
9. Budhisagar, M. & Sansanwal, D.N. (1991). *Achievement of B.Ed. Students: Effect of Treatment, Intelligence Attitude towards Teaching Profession and their Interaction,* Indian Educational Review, Vol.27 (4): 47-65: Fifth Survey of Educational Research, (1988-92), Vol. II: N.C.E.R.T.
10. Mekuria, T.Z. (1991). *Classroom Verbal Behaviour of Teacher to Trainees in Ethiopia in Relation to their Intelligence, Self Concept and Attitude towards Teaching.* Ph. D. Thesis, Punjab University, Chandigarh. Retrieved Jun. 12, 2013, from http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/3642/14/14_bibliography.pdf
11. Skariah, Huber & Sunny. (1994). *Study of creativity in student teachers in relation to their self concept, attitude towards teaching and success in teaching.* Unpublished Ph.D. Thesis: Department of Education, University of Kerala. Retrieved Jul. 17, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
12. Kaur, H. (2004). *Impact of Teacher Training Programme on B.Ed. Students' Motives, Attitude towards Teaching and Personality.* Ph.D. Thesis, Punjab University. Retrieved Feb. 14, 2012, from www.eric.ed.gov.

M.Phil. Dissertations:

1. Anantkrishnan, J. (1988). *A Comprehensive Study of the Socio-Economic and Educational Background of Students Selected for B.Ed. Course in Pune (1986-87) vis-a-vis Admission Criterion and Perceptions of Trainees Regarding Impact and Utility of Training.* M. Phil., dissertation, I. I.E., University of Poona.

2. Bose, E.V.C. (1993). *Correlation of teacher effectiveness of student teachers of Biology*. Unpublished M.Phil.thesis, University of Kerala. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf
3. Cornelius.(2000). *Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees*. Unpublished M. Phil. Thesis, University of Kerala. University of Calicut. Retrieved Dec. 6, 2012, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>
4. Mathai, M.(1992). *Some presage variables discriminating between successful and less successful secondary school Science teachers of Kerala*. Unpublished M.Phil. Thesis, University of Calicut. Retrieved Dec. 6, 2012, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>

M.Ed. Dissertations:

1. Kumar, A.V.K.(1995). *A Study of Attitude of Teacher Trainees towards Teaching Profession*. Unpublished M.Ed. Dissertation, University of Kerala. Retrieved Dec. 6, 2012, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>
2. Balan, K. (1996). *Attitude towards Teaching Profession and Self-concept of student teachers of Kerala*. Unpublished M.Ed. dissertation, University of Calicut. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf

Journals:

1. Chinelo, O'Duze. (2010). *Effects of Participatory Learning Technique on Achievement and Attitude of B. Ed. Students in Educational Research Methods*. Kamla-Raj 2010 J SocSci, 22(3): 185-189 (2010).
2. Dash, A. (2010). *Knowledge, Attitude and Skill of Pupil-teachers Acquired through Different Modalities of Pre-service Teacher Education in Relation to Certain Background Variables*. Department of Education, Utkal University, Bhubaneswar: University News, AIU, p.35, June (21-27).
3. Yagnik, S. (2010). *Attitudes of Secondary Teacher Trainees towards the Secondary School Teachers' Code of Conduct*. Department of Education, Saurashtra University, Rajkot: University News, p.30, AIU, Jan (04-10).
4. Devi, N.S. (2004). *Assessment of Attitude towards Teaching*, Edutracks, Vol. 4, No.12, p. 29, August, Neelkamal Publications, New Delhi.

5. Viswanathappa, G. (2005). *Attitude towards Teaching and Teaching Competence*, Edutracks, Vol.4, No. 12, August, pp. 21-27.
6. Joshi, A.P. (2007). *Common Entrance Test Score and Academic Score of Trainees*. Journal of Community Guidance and Research, 232. Vol. 24, No. 2.

Internet:

1. Schultz, G. F. (1993). *Socio-economic advantage and achievement motivation: Important mediators of academic performance in minority children in urban schools*. Urban Review, 25, 221-232. Retrieved Dec. 9, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf
2. Woodman, R. (1999). *Investigation of factors that influence student retention and success rate in Open University courses in the East Anglia region*. Retrieved from Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf
3. Garg, M. & Gokhar, S. (2011). *Re-searching Secondary Teacher Trainees in Distance Education and Face-to-Face Mode: Study of their Background Variables, Personal Characteristics and Academic Performance*. Retrieved Dec. 6, 2012, from http://tojde.anadolu.edu.tr/tojde43/pdf/article_8.pdf-Garg
4. Pajares, F.M. (1992). *Teachers' Beliefs and Educational Research: Cleaning up a Messy Construct*. *Review of Educational Research*, Vol. 62, No. 3 (Autumn, 1992), pp. 307-332. Retrieved Nov. 12, 2012, from <http://www.jstor.org/stable/1170741>
5. Powell. (1992). *The influence of prior experience on pedagogical constructs of traditional and non-traditional pre-service teachers*. *Teaching and Teacher Education*, 8 (3) 225-238. Retrieved Dec. 6, 2012, from <http://conference.nie.edu.sg/paper/covert/ab00613.pdf>
6. Kahlick, P. A., Dorminery, & Julia, J. (1993). *Role Perceptions of Early Childhood Teachers*. (ED 357020) ERIC. Retrieved Jan, 12, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
7. Khan, Shafqat, H.& Saeed, M. (2009). *Effectiveness of Pre-service Teacher Education Programme (B.Ed.) in Pakistan: Perceptions of Graduates and their Supervisors*. *Bulletin of Education and Research*. June 2009, Vol. 31, No. 1 pp. 83-98. Retrieved Dec. 6, 2012, from http://pu.edu.pk/images/journal/ier/bulletin-pdf/5_Perceptions
8. Amna, I. A., Humaira, J., & Zainab, B. (2011). *A Study on the Perception of B.Ed. Students of AIOU Regarding Distance Teacher Education Programmes of AIOU*. *International Journal of Education and Social Sciences(IJESS)* Volume 3,

- Number 1, September 2011. Retrieved Jan 12, 2013, from <http://www.3kbioxml.com/3k/index.php/IJESS/article/view/150>
9. Charles, G. and Linda, A.C. (2011). *Trainee teachers' perception of the Nature of Science and implications for Pre-service Teacher Training in England*. Research in Teacher Education, Vol.1(No.2), 9–13. Retrieved Jan. 10, 2013, from www.uel.ac.uk/rite/issues/vol1/2/pp9-13
 10. Subethra, Pather. (2011). *First Year Teacher Education Students' Perceptions of Learning and Teaching Mathematics*. Retrieved Jan. 16, 2013, from http://www.fyhe.com.au/past_papers/papers12/Papers/12E.pdf
 11. Tsayang, G. (2011). *Bachelor of Education in Educational Management Students' Perception of their Programme of Study: Case of University of Botswana*. International Journal of Scientific Research in Education, 4(1), 17-26. Retrieved Jan. 10, 2013, from <http://www.ij sre.com>.
 12. Uchenna, U.& Charity, E. (2011). *Practicing Teachers Perception of Undergraduate Preparation for Science Teaching in Secondary Schools in Nigeria*. Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) 2(6):531-536 (ISSN:2141-6990). Retrieved Mar. 12, 2013, from <http://jeteraps.scholarlinkresearch.org/abstractview.php?id=200>
 13. Wasim, Q., Khalid J., Rawat, Muhammad, Y. S., & Shila Devi. (2008). *Teacher Perception about Implementation Strategy of B.Ed. Teaching practice in Real School Classrooms: Issues and Challenges*. Sindh University Journal of Education 38 (2008): Retrieved Jan. 10, 2013, from http://works.bepress.com/wasim_qazi/6
 14. Bhargava, A. (2011). *Perception of Student Teachers about Teaching Competencies*. American International Journal of Contemporary Research Vol. 1 No.1; July 2011. Retrieved Jan. 12, 2013, from www.ajcernet.com
 15. Bhargava & Pathy. (2011). *Perception of Student Teachers about Teaching Competencies*. Retrieved Jan. 12, 2013, from <http://ajcernet.com/journals/Vol. 1 No.1 July 2011/10.pdf>
 16. Garg, M. (2011). *Peeping into the Learning World of Secondary Teacher Trainees: Can their Academic Success be Predicted?* Australian Journal of Teacher Education: Vol. 36: Iss. 12, Article 8. Retrieved Feb. 22, 2013, from <http://ro.ecu.edu.au/ajte/vol36/iss12/8>
 17. Sahu & Pradhan. (2011). *Pupil-teachers' Perception of Quality Teacher Education Programme*. Retrieved Nov. 10, 2013, from http://www.academia.edu/720614/Pupil-teachers_perception_of_quality_teacher_education_programme

18. Hollingsworth, S. (1989). *Prior beliefs and cognitive change in learning to teach*. American Educational Research Journal. Retrieved Dec. 22, 2012, from <http://aer.sagepub.com/content/26/2/160.abstract>
19. Swars. (2005). *Perceptions of Mathematics Teaching Effectiveness Among Elementary Pre-Service Teachers with High and Low Levels of Mathematics Teacher Efficacy*. Retrieved Dec. 22, 2012, from <http://www.iejme.com/022012/d1.pdf>
20. Chaudhari, D. (2011). *Attitude of B.Ed. Students towards Yoga*. Indian Streams Research Journal. Retrieved Dec. 2, 2012, from <http://www.isrj.net/ArticleDetails.aspx?id=1560>
21. Chaudhari, A. (2012). *Attitudes of B.Ed. Trainees towards Modernization*. International Research & Review. Vol. I, Issue-1, April, 2012. International Indexed & Referred Research Journal, ISSN- 2250-2556; Vol. I, Issue-1, April, 2012. Retrieved Dec. 2, 2012, from <http://www.ssmrae.com/review/admin/images/15281b3f9ab152aea1d9151cff03c0d5.pdf>
22. Chaudhari, D. (2012). *Attitude of B.Ed. Students towards Democracy*. Quest International Multidisciplinary Research Journal. Vol. I, Issue – II December – 2012. Retrieved Jan 2, 2013 from www.mahidachintan.com/documents
23. Patel, A. (2012). *Attitude of B.Ed. Student-teachers towards Yoga*. Research Expo International Multidisciplinary Research Journal Volume - II, Issue - II June – 2012. Retrieved Dec. 2, 2012, from <http://researchjournals.in/documents/June-2012/2232.pdf>
24. Ansarul, H. (2012). *Attitude of B.Ed. Students at VBS Poorvanchal University Jaunpur towards Internal Evaluation*. Educational Research International. Retrieved Mar. 12, 2013, from [http://www.erint.savap.org.pk/PDF/Vol.1\(1\)/ERInt.2013\(1.1-11\).pdf](http://www.erint.savap.org.pk/PDF/Vol.1(1)/ERInt.2013(1.1-11).pdf)
25. Austin, G.G.(1979). *The effects of student teaching and pre-testing on student teacher's attitude*. The journal of Experimental Education, 48, 36 – 38. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
26. Taiwo, D. (1980). *The influence of previous exposure to Science education on attitudes of pre-service Science teacher towards Science teaching*. Journal of Research in Science Teaching. 17, 84-89. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf

27. Chester,& Mitchell D. (1991). *Changes in Attitudes within First Year Teachers in Urban Schools*. Retrieved Nov. 26, 2013,from www.eric.ed.gov.
28. Pugh, A. F. & others(1991). *An investigation of pre-service teachers' attitudes toward 'theory and practical application in teacher preparation*. Speeches-or-Meeting-Papers (150); Reports Research (143). Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
29. Koontz, F.(1992). *An assessment of teacher trainees' attitudes toward selected instructional media*. Reports Research (143), Speeches – or Meeting – papers (150). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
30. Pedersen, J.E.,& McCurdy, D. W. (1992). *The effects on hands- on minds-on teaching experience on attitudes of pre-service elementary teachers*. Science Education, Vol. 76, n.2, p. 141-46. Reports Research (143). Journal Articles (080). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
31. Piel, J. A., Green, &Michael. (1992). *Educational attitudes of pre-service teachers or "Redesigning the Edcel" of teacher education*. Reports – Descriptive (141). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
32. Baxter, A. G. (1993). *Improving Teaching candidates' Attitude towards learning Theoretical Knowledge: Seeking change in Teacher Education*. Teacher – Education – and – Practice; V.8. No.2. p. 15-25. Fall- Win. Reports Research (143). Journal Articles (080). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
33. Benton, Gary, Richardson, & Gloria. (1993). *A professional development school's impact on student teachers' attitudes*. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
34. Goodwin, Deborah, P., Deering, &Rose Marie, J. (1993). *The interactive video approach to pre-service teacher training: An analysis of students' perceptions and attitudes*. *Teacher – Education – and – Practice*.Vol. 9, N.1, p. 11-19. Retrieved Sep. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
35. Anderson, B., &Anderson, L. H.(1995). *Pre-service teachers' Attitudes toward children. Implications for teacher education*. Educational – Forum, V. 59, n.3, p. 312-18. Reports – Research (143); Journal – Articles (080). Retrieved Nov. 16, 2012,from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf

36. Roose, M., & others (1995). *The influence of early field experiences on the attitudes of pre-service teachers*. Speeches – or Meeting – Papers (150); Reports – Research (143). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
37. Marso, Ronald, N., Pigge, & Fred, L. (1996). *Relationship between pre and post preparation development of attitudes, anxieties and confidence about teaching and candidate's success or failure in making the transition to teaching*. Paper presented at the annual meeting of the Mid Western Educational Research Association, Chicago, IL, Oct. 25, 1996 (ERIC Identifier ED 403252). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
38. Downing, J. E., Filer, Janet, D., Chamberlain, & Robert, A. (1997). *Science Process, Skills and Attitudes of Pre-service Elementary Teachers*. Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
39. Pigge, F. L., Marso, & Ronald, N. (1997). *Development of attitude toward teaching career in a longitudinal sample of teacher candidates progressing through preparation and five years of teaching*. Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
40. Mehrotra, (1973). *Effect of Teacher Education Programmes on the Attitude of Teachers towards the Teaching Profession*. CIE, Delhi, 1973. Retrieved Jan. 20, 2012, from http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/14111/9/09_chapter%202.pdf
41. Rawat & Sreevastava, R.K. (1984). *Attitude of male and female teacher-trainees towards teaching – a comparative study*. Asian journal of Psychology and Education, 13, 54-58. Retrieved Jan. 20, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf
42. Sundarajan, S., Krishna Kumar, R. & Bala Krishnan, K., (1991). *Student Teacher's Attitude towards teaching and their Interest in it*, Experiments in Education. Vol. XIX (10), Oct. 1991. Retrieved Feb. 22, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/8012/7/07_abstract.pdf
43. Reddy, K.B. (1995). *A Study of Student-teacher's Success in relation to criteria of Admission and Attitude towards teaching*. The Progress of Education, Pune, LXX, 12-14. Retrieved Jan. 20, 2012, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>
44. Vasanthi, R. & Anandi, E. (1997) *A Study of Some Factors Effecting Teacher Effectiveness*. The Progress of Education, Vol. 71, No.6, pp. 137-140. Retrieved

Jan.20, 2012,from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>

45. [http://discover-your-mind.co.uk/1e perception%20diagram.htm](http://discover-your-mind.co.uk/1e%20perception%20diagram.htm)
46. <http://pluslucis.univie.ac.at/Archiv/ICPE/D2.html>
47. <https://tojde.anadolu.edu.tr/tojde23/articles/article15.htm>
48. http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/3642/14/14_bibliography.pdf
49. www.eric.ed.gov.

•

Chapter III

Methodology of the Research

3.1 Introduction

The methodology adopted occupies a very important place in any kind of research. Research methodology lays out the detailed description of the research variables and procedure.

The present chapter discusses about research methodology adopted in the completion of the topic under study. This chapter deals with the description of sample, methodology of the study, tools used to collect data and statistical techniques used for data analysis.

3.1.1 Population

All teacher trainees of B.Ed. course in the state of Maharashtra formed the population of study.

3.1.2 Sample

The sample consisted of 1054 teacher trainees from different teacher training colleges in the Pune city of the academic year 2011-12. Following table shows distribution of the sample in terms of sample from granted and non-granted B.Ed. colleges, sample from Marathi and English medium B.Ed. colleges and sample distribution in terms of male and female teacher trainees.

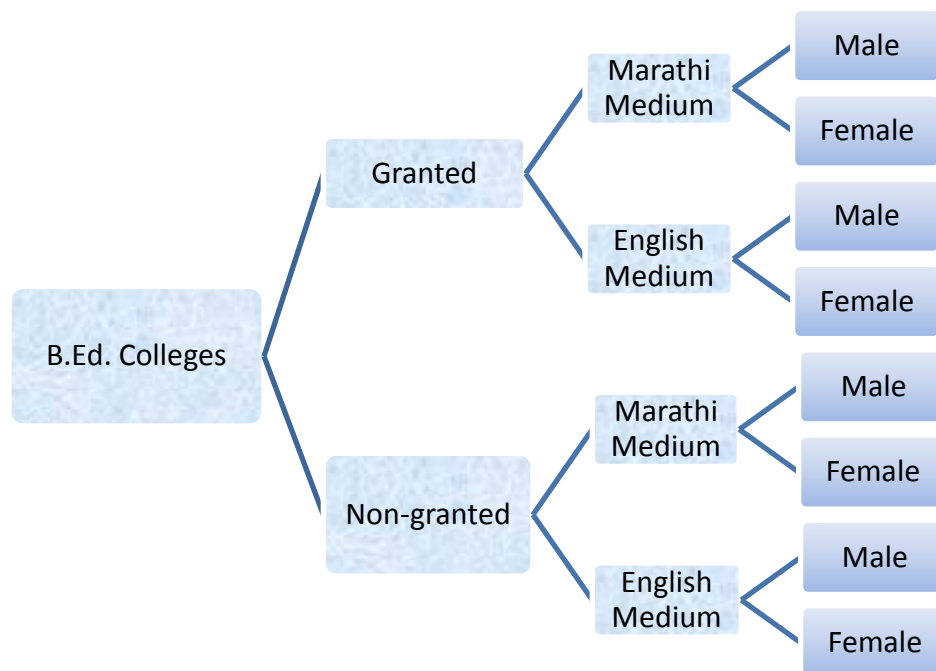
Category of the Sample			Sample
Type of B.Ed. college	Granted	Male	62
		Female	340
	Non-Granted	Male	48
		Female	604
Medium of Instruction	Marathi	Male	93
		Female	703
	English	Male	17
		Female	24
Gender	Male	110	
	Female	944	

3.1.3 Sampling Procedure

For the present study, Purposive Sampling Technique was used. Purposive Sampling is a Non-Probability Sampling Strategy. As the name suggests, purposive sampling is the sampling that is undertaken by the researcher to serve some of his basic purposes. So, in this technique, the researcher specifically tries to include those cases or individuals in the sample that he/she thinks appropriate or very informative for the purpose of his/her research study. (Mangal & Mangal, 2013)

3.1.4 Criteria to Select Sample

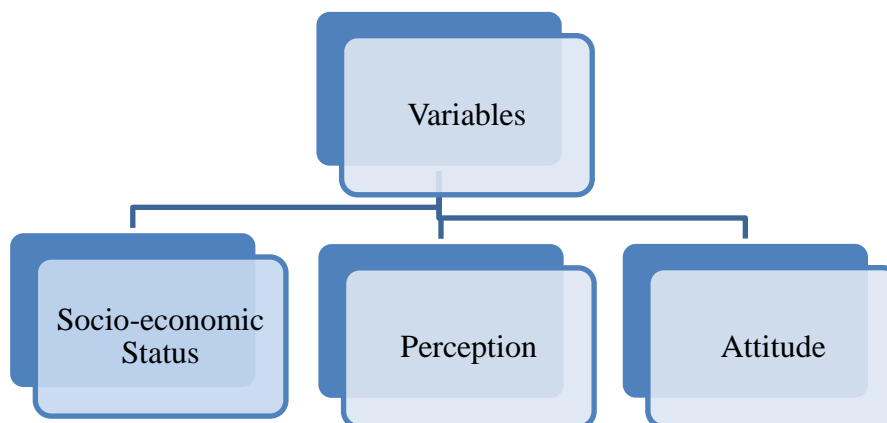
For the present study, the sample selected was *pre-service teacher trainees* studying in the B.Ed. colleges of Pune city. For the fulfillment of objectives, the sample was selected from following categories –



3.2 Variables

Variables included in the study were -

- Socio-economic background of B.Ed. students
- Perception of B.Ed. students about teacher training and teaching profession.
- Attitude of B.Ed. students towards teacher training and teaching profession.



3.3 Type of Research

It was a status study hence *Survey method* was used for the study. As survey research studies both small and large population by selecting and studying samples chosen from the populations to discover the inter relations of sociological and psychological variables. Hence survey method was used in the present research.

3.4 Action Plan

For the present study sample was selected from various B.Ed. colleges from Pune city. Perception Inventory and Attitude Inventory were prepared by the researcher to collect information about perception and attitude towards teacher training and teaching profession. Feedback from seven experts was taken on both the inventories (**Appendix G**). Reliability and validity of both the inventories were found out through pilot study. Standardized Socio-economic Status Scale prepared by Rajiv Bhardwaj was used to know about B.Ed. students' social and economic background. Socio-economic Status Scale, Perception Inventory and Attitude Inventory were administered on the sample selected to collect data. Data was tabulated, analyzed and interpreted quantitatively as well as qualitatively to draw conclusions.

3.5 Tools for Data Collection

The research was intended to study the relation of socio-economic status of B.Ed. teacher trainees with their perception about and attitude towards B.Ed. training program and teaching profession. The researcher used three tools to collect data from the sample.

- A standardized Socio-Economic Status Scale prepared by Rajiv Bhardwaj was used to know about teacher trainees' social and economic status. A standardized Socio-Economic Status Scale is given in *Appendix A*.
- Perception Inventory prepared by the researcher was used to collect information about teacher trainees' perception about B.Ed. training program and teaching profession. Final form of Perception Inventory is given in *Appendix B*.
- Attitude Inventory prepared by the researcher was used to get data about teacher trainees' attitude towards B.Ed. training program and teaching profession. Final form of Attitude Inventory is given in *Appendix C*.

The three tools are described in detail as follows –

3.5.1 Socio-economic Status Scale

The Socio-economic Status Scale constructed by Dr. Rajiv Bhardwaj was used in the present research. Social and economic status show intimate relationship with other variables. *The present scale is equally good in both urban and rural areas and is applicable to measure socio-economic status above thirteen years of age.* The scale has been constructed with the view to seek clarity of distinct aspects of social and economic status of an individual separately. The contention of Hurlock (1964) – ‘That the economic status of a family frequently determines what the family social status will be.’ – does not appear to be appropriate and quite vocal in the socio-cultural setting of India, where a Pandit (Katha Vachak) or primary school teacher has very high social status but may not be financially well placed, whereas we may have a merchant or miser money-lender having a very sound economic position but possessing no rank in the society. Keeping this dilemma of the Indian socio-cultural setting in view, it has been considered appropriate to measure social and economic status separately in both the areas and then the two scores of different areas switched to one continuum (Standard scores), which can give socio-economic status of an individual. With this object the test envisages to determine nine types of statuses namely social status (Ascribed), social status (Achieved), social status (As a whole), economic status (Ascribed), economic status (Achieved), economic status (As a whole), socio-economic status (Ascribed), socio-economic status (Achieved), and socio- economic status (As a whole).

Description of the Scale

The Socio-economic Status Scale given in **Appendix A** has been developed for literate people. It can be administered on illiterate people also but only by personal interviews. At preliminary state fifteen areas of scio-economic status were selected with the careful study of the relevant literature and from some popular tests in the field. The list of fifteen areas was submitted to twenty judges to know the most important areas which can measure the Socio-economic Status of the individual in society. Opinions of twenty judges pointed only seven areas to provide the desired information. Items for each area then selected and were again submitted to fifty experts to determine the hierarchy of ranking with reference to their importance of the seven selected areas and items related to different areas along with alternatives to each item, if any. It gives us three-rank values - i.e. area rank value, item rank value and alternative rank value. With these three rank-values, we calculated the proportion rank scale value and then determined the weighted score for each item. Many items and their alternative items, which were not approved by the experts or found a very little scale value, were then discarded.

The first form of the scale was then developed with the help of hierarchy as determined by experts. This first form of the scale was administered on sample of twenty students, which indicated different types of difficulties in the process of administration, scoring, etc. by removing and minimizing these difficulties in the different aspects of the scale, the final form emerged for the purpose of scaling. This form of the scale can be understood easily with the help of a table given below.

Sr. No.	Area	Items
1	Social	2
2	Family	4
3	Education	7
4	Profession	14
	A. Doctors	3
	B. College Principals	3
	C. Administrators	3

	D. Forces (4)	2
	E. Officers	1
	F. Lawyers	1
	G. Teachers	3
	H. Writers	3
	I. Business Personnels	7
	J. Artists	3
	K. Engineers	2
	L. Leaders	4
	M. Managers	2
	N. Miscellaneous	5
5	Caste*	3
6	Total Assets	6
7	Monthly Income	6

Administration

It is a self-administering scale. The tester should discuss here the desired purpose and should explain the description and instruction of the test. The instructions should be read loudly by the tester while subjects read them silently along with him/ her. The test can be started only after clear understanding has been established. There is no time limit for the testees to record the responses in the scale.

Scoring

Scoring of the test is very easy and of a quantitative type. Scoring key provides the weightage score for each item. Every alternative of any of the items has only one weighted score, which will serve to provide the score if any tick mark is present in the horizontal plane for father, mother and the case (i.e., the testee). The scoring key has to be placed vertically between the two assigned points on the test. The separate score for each area are then to be added vertically. These totals of the scores for each separate area

are thereafter to be put in big boxes provided at the vertical end of each area for father, mother and the case.

The same process of scoring has to be followed in respect to each page of the scale. It has to be borne in mind very clearly that there has been separate scoring keys for each page of the test and the keys have been numbered accordingly.

When scoring of each page has been completed, the area wise total score of father, mother and the case is to be transferred on the last page of the test in Table 1.

Analysis

For analysis of different types of statuses or the desired status of the study the tester has to complete the Table 2 of the test. For this purpose, the tester should convert the area wise total of weighted scores of father, mother and the case (Ref. – Table 1 of the test) into Z-scores which are given at mean 50 and of standard deviation 10 (Ref. Manual – Table nos.4, 5 and 6). Put this area wise Z-scores corresponding to area wise weighted scores for father, mother and the case separately in the provided place of Table 2 of the test.

After the completion of Table 2 of the test, the analysis of any status out of nine statuses or all the nine statuses can be done easily with the help of the chart given below.

Norms

For easy and meaningful interpretation of all nine types of statuses, norms are provided in the form of T-scores. By consenting the manual's Tables 7 and 8 of T-score, any status score can be interpreted in terms of T-scores. Thus for example, a status score of 664 for the social status (ascribed) can be converted into a T-score of 76.66, (Ref. – Manual Table 7) because the score of 664 comes between 630.5- 670.5. The researcher should place the T-score in the Table 3 on the test.

Interpretation

Interpretation of any status can be made with the help of T-scores. Categories of the status can be ascertained with the help of following Table 6 (Ref.-Manual Table 9) as given below –

Table 6: Range of SESS T-Scores

Sr. No.	Category	Range of Scores
1	Upper Class	70 and above
2	Upper Middle Class	60-69
3	Middle Class	40-59
4	Upper Lower Class	30-39
5	Lower Class	29 and below

3.5.2 Perception Inventory

In the present research, Perception Inventory prepared by the researcher on 3-point scale was used to know B.Ed. students' perception about teacher training and teaching profession. The Perception Inventory included statements to know perceptions of B.Ed. students about B.Ed. Entrance Examination, various aspects of B.Ed. course, infrastructural facilities, educational facilities, class room instructions and evaluation, practical work included in the course, management of the institution / college and about teaching profession. Each item or statement in an inventory was followed by three responses. The three categories of responses were to the Maximum Extent (Max. Ext.), to the Moderate Extent (Mod.Ext.) and to the Minimum Extent (Min. Ext.). To score the scale, the responses were credited as 3, 2 and 1 respectively from maximum to the minimum extent.

3.5.3 Attitude Inventory

An attitude inventory prepared by the researcher was used to get quantitative measure of B.Ed. student's disposition towards teacher training and teaching profession. It included a set of statements related to various aspects of teacher training and teaching profession to be responded by B.Ed. trainees. To know attitude of B.Ed. students towards teacher training and teaching profession, a researcher-made Likert Type 5 point Attitude

Inventory was used. Each item or statement in an inventory was followed by five responses.

The five categories of responses were Strongly Agree (SA), Agree (A), Undecided (U.D.), Disagree (D.A.) and Strongly Disagree (S.D.). To score the scale and the responses were credited as 5, 4, 3, 2 and 1 respectively from the favourable to the unfavourable end.

3.6 Pilot Study

As there is no suitable standardized test to measure B.Ed. teacher trainees' perception about and attitude towards teacher training and teaching profession, the researcher prepared Perception Inventory and Attitude Inventory.

As Perception and Attitude Inventories were researcher – made, to establish their reliability and validity a pilot study was carried out. The pilot study was made on a sample of forty eight B.Ed. students.

3.6.1 Pilot Study – Perception Inventory

3.6.1.1 Preparation of the Preliminary Form of Perception Inventory

Items related to perception of various aspects of teacher training and teaching profession were listed under following headings-

- a) Entrance Examination
- b) B.Ed. Course
- c) Infrastructural Facilities
- d) Facilities
- e) Classroom Instructions and Evaluation
- f) Practical Work
- g) Management of the Collage
- h) Teaching Profession

With reference to support the list, course-related available literature was studied as well as informal discussions with B.Ed. students were carried out.

In order to prepare preliminary form of Perception Inventory, the statements were written separately under the headings listed above. The preliminary form consisted of three items related to entrance examination, 9 items related to B.Ed. course, 26 items related to infrastructural facilities, 11 items for educational facilities, 8 items related to classroom instructions and evaluation, 15 items related to practical work, 6 items for management of the collage and 12 items related to teaching profession. Thus the preliminary form consisted of total 90 items related to teacher training and teaching profession.

The items in the preliminary form of Perception Inventory have been presented in the form of questions with three alternative responses, namely; to the maximum extent (Max. Ext.), to the moderate extent (Mod. Ext.) and to the minimum extent (Min. Ext.).

Feedback was taken from six senior teacher educators from different teacher training institutes as well as a research guide before its administration on the sample for pilot study. Certain items were reframed as well as few others were added in the categories like – Infrastructural Facilities, Evaluation and Internship. The senior teacher–educators were requested to suggest omissions and modifications wherever necessary. They were requested to give feedback on nature of response pattern. Experts’ feedback on Perception and Attitude Inventories is given *Appendix D*. On the whole, a total of 90 items have been included in the preliminary form. The responses for each item were given as in the Table 7 herewith –

Table 7: Numerical Values Assigned for Perception Inventory

Sr. No.	Extent of Perception	Numerical Value Assigned	
		Positive Statement	Negative Statement
1	Max. Ext.	3	1
2	Mod. Ext.	2	2
3	Min. Ext.	1	3

In order to establish reliability, validity and usability of preliminary form of inventory it was administered on forty eight B.Ed. trainee- teachers. They were asked to

tick mark (✓) the response for each item in the space provided. After responding to all the items, the total scores were obtained from each sample included in the pilot study to calculate discrimination values. As suggested by Edwards (1969), to determine discrimination value on the basis of total score, the top 27% and the bottom 27% scores were identified as the criterion group. The mean score on each item for both the criterion groups were calculated. The difference between the mean scores on each item is referred as discrimination value. The discrimination values related to the items included in the preliminary form of the Perception Inventory are given in *Appendix E*.

3.6.1.2 Preparation of Final Form of Perception Inventory

For the preparation of final form of Perception Inventory, those items whose discrimination value was found greater than or equal to “0.30” were selected as valid items to be included. Out of 90 items, 11 items were found to be not having the desired level of discrimination and thus 79 items were retained and hence included in the final form of Perception Inventory.

Reliability and validity of the final form were found out before its administration to the sample of the present study. The final form of Perception Inventory (English Version) is given in *Appendix B*.

3.6.1.3 Reliability and Validity of Perception Inventory

i) Reliability of Perception Inventory

A test is said to be reliable when it has an ability to consistently yield the same results when repeated measurements are taken of the same individuals, under the same conditions. (Koul, 2013)

Reliability of the final form of Perception Inventory was established to check the effectiveness of items to be included in an inventory for studying perception of B.Ed. students towards teacher training and teaching profession. For this purpose, that is to establish reliability of Perception Inventory the ‘test-retest method’ was followed. The test was administered to the pilot sample. A set of scores was obtained. The same test was

re-administered with the gap of 28 days after its first administration to obtain second set of scores. The two set of scores were co-related to obtain the reliability of the test.

The reliability of the test is usually reported in terms of reliability coefficient. It is the coefficient of correlation between the test and retest scores of the same subjects on the same form. (Koul, 2013)

The coefficient of correlation between the test and retest scores was computed using Karl Pearson's Product Moment Method. It yielded following value –

$$r = + 0.84$$

Value of coefficient of correlation indicates that the final form of Perception Inventory is highly reliable.

ii) Validity of Perception Inventory

The test, as a data collection tool, must produce information that is not only relevant but free from systematic errors; i.e., it must produce valid information. A test is valid if it measures what it claims to measure. (Koul, 2013)

Validity of Perception Inventory is established in terms of –

- a) Content Validity
- b) Item Validity
- c) Intrinsic Validity
- a) *Content Validity*

The content of the Perception Inventory was developed in terms of items on the basis of B.Ed. course content and informal discussions that were carried out with B.Ed. students. Feedback was also taken from senior teacher-educators on the preliminary draft of Perception Inventory. Every item chosen represents various aspect of B.Ed. training and teaching profession collectively, all the items in an inventory constituted a representative sample of various components about perception of B.Ed. students about teacher training and teaching profession.

For the establishment of content validity the discrimination values obtained (*Appendix E*) and percentages obtained on each item (*Appendix G*) were also taken into

consideration. Thus, it can be fairly assumed that the final draft of Perception Inventory possesses satisfactory content validity.

b) Item Validity

In order to determine item validity of the Perception Inventory, the discrimination values were found. With the help of mean difference of criterion groups on each item in the preliminary draft of an inventory certain items with discrimination value less than 0.30 were omitted. Remaining items were retained to prepare the final draft of an inventory. Hence, it can be said that each item included in the final draft of Perception Inventory possesses adequate item validity.

c) Intrinsic Validity

Intrinsic validity indicates the degree to which a test measures what it is supposed to measure. Intrinsic validity can be obtained by taking square root of reliability value of an inventory. The intrinsic validity of the perception inventory is –

$$\text{Intrinsic validity} = \sqrt{0.84} = +0.916$$

Hence, it can be said that the final form of Perception Inventory has satisfactory intrinsic validity.

The final form of Perception Inventory consisted of 79 items, with the score on any item ranging between 1 and 3. Hence, the perception scores could range between 79 - 237. Range of perception scores for the options Max.Ext., Mod. Ext. and Min. Ext. are given in the following table-

Sr. No.	Extent of Perception	Range of Scores
1	Max. Ext.	159 -237
2	Mod. Ext.	80 - 158
3	Min. Ext.	Below 79

3.6.2 Pilot Study- Attitude Inventory

3.6.2.1 Preparation of the Preliminary Form of Attitude Inventory

Items related to attitude of B.Ed. students towards various aspects of teacher training and teaching profession were listed under following headings.

a) B.Ed. Training

b) Teaching Profession

With reference to support the list, course-related available literature was studied as well as informal discussions with B.Ed. students were carried out.

In order to prepare preliminary form of Attitude Inventory, the statements were written separately under the headings listed above. The preliminary form consisted of 16 items related to B.Ed. Training and 27 items related to Teaching profession. Thus the preliminary form consisted of total 43 items related to teacher training and teaching profession.

The items in the preliminary form of Attitude Inventory have been presented in the form of statements with five alternative responses, namely; Strongly Agree (SA), Agree (A), Undecided (U.D.), Disagree (D.A.) and Strongly Disagree (S.D.).

Feedback was taken from six senior teacher educators from different teacher training institutes before its administration on the sample for pilot study. Certain items were reframed as well as few others were added. The senior teacher–educators were requested to suggest omissions and modifications wherever necessary. They have been also requested to give feedback on nature of response pattern. On the whole, a total of 43 items have been included in the preliminary form. The responses for each item were given values as in Table 8.

Table 8: Numerical Values assigned for Attitude Inventory

Sr. No.	Nature of Response	Numerical Value Assigned
1	Strongly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

In order to establish reliability, validity and usability of preliminary form of inventory it was administered on forty eight B.Ed. trainee- teachers. They were asked to tick mark (\surd) the response for each item in the space provided. After responding to all the items, the total scores were obtained from each sample included in the pilot study to calculate discrimination values. As suggested by Edwards (1969), to determine discrimination value on the basis of total score, the top 27% and the bottom 27% scores were identified as the criterion group. The mean score on each item for both the criterion groups were calculated. The difference between the mean scores on each item is referred as discrimination value. The discrimination values related to the items included in the preliminary form on Attitude Inventory are given in *Appendix H*.

3.6.2.2 Preparation of Final Form of Attitude Inventory

For the preparation of final form of Attitude Inventory, those items whose discrimination value was found greater than or equal to “0.30” were selected as valid items to be included. Out of 43 items, 3 items were found to be not having the desired level of discrimination and thus 40 items were retained and hence included in the final form of Attitude Inventory.

Reliability and validity of the final form were found out before its administration to the sample of the present study. The final form of Attitude Inventory (English Version) is given in *Appendix C*.

3.6.2.3 Reliability and Validity of Attitude Inventory

i) Reliability of Attitude Inventory

Reliability of the final form of Attitude Inventory was established to check the effectiveness of items to be included in an inventory for studying attitude of B.Ed. students towards teacher training and teaching profession. For this purpose, i.e., to establish reliability of Attitude Inventory the test-retest method was followed. The test was administered to the pilot sample. A set of scores was obtained. The same test was re-administered with the gap of 28 days after its first administration to obtain second set of scores. The two sets of scores were co-related to obtain the reliability of the test.

The reliability of the test is usually reported in terms of reliability coefficient. It is the coefficient of correlation between the test and retest scores of the same subjects on the same form. (Koul, 2013)

The coefficient of correlation between the test and retest scores was computed using Karl Pearson's Product Moment Method. It yielded following values –

$$r = + 0.88$$

Value of coefficient of correlation indicates that the final form of Attitude Inventory is highly reliable.

ii) Validity of Attitude Inventory

Validity of Attitude Inventory is established in terms of –

- a) Content Validity
- b) Item Validity
- c) Intrinsic Validity

a) Content Validity

The content of the Attitude Inventory was developed in terms of items on the basis of B.Ed. course content and informal discussions that were carried out with B.Ed. students to know their views about teaching profession. Feedback was also taken from senior teacher-educators on the preliminary draft of Attitude Inventory. Every item chosen represented various aspects of B.Ed. training and teaching profession collectively, all the items in an inventory constituted a representative sample of various components about attitude of B.Ed. students about teacher training and teaching profession.

For the establishment of content validity the discrimination values obtained (*Appendix H*) and percentages obtained on each item (*Appendix J*) were also taken into consideration. Thus, it can be fairly assumed that the final draft of Attitude Inventory possesses satisfactory content validity.

b) Item Validity

In order to determine item validity of the Attitude Inventory, the discrimination values were found. With the help of mean difference of criterion groups on each item in the preliminary draft of an inventory certain items with discrimination value less than 0.30 were omitted. Remaining items were retained to prepare the final draft of an inventory. Hence, it can be said that each item included in the final draft of Attitude Inventory possesses item validity adequately.

c) Intrinsic Validity

Intrinsic validity indicates the degree to which a test measures what it is supposed to measure. Intrinsic validity can be obtained by taking square root of reliability value of an inventory. The intrinsic validity of the attitude inventory is –

$$\text{Intrinsic validity} = \sqrt{0.88} = +0.938$$

Hence, it can be said that the final form of Attitude Inventory has satisfactory intrinsic validity.

The final form of Attitude Inventory consisted of 40 items, with the score on any item ranging between 1 and 5. Hence, the attitude scores could range between 40 -200. Range of scores for favourable attitude and unfavourable attitude are given in the following table-

Sr. No.	Type of Attitude	Range of Scores
1	Favourable	121 - 200
2	Unfavourable	40 - 120

3.7 Statistical Techniques for Data Analysis

For the fulfillment of objectives of the present study, both quantitative and qualitative techniques were employed for data analysis. Statistical techniques used for data analysis were as follows –

For objectives 1, 2 and3 -

Objective 1: To study the Socio-economic background of B.Ed. students.

Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.

Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.

For the fulfillment of *objectives 1, 2 and 3* Frequency distribution tables were prepared considering SESS T-Scores/Perception Scores/Attitude Scores respectively of all 1054 samples. Frequency polygons were plotted to know and to infer about the distribution of SESS T-Scores/Perception Scores/Attitude Scores of the sample. Statistical techniques like Mean and Skewness were computed.

Percentages were calculated for each option of Perception and Attitude Inventories considering the responses obtained from all 26 categories made to know the extent of perception and type of attitude respectively.

The percentages of Perception/Attitude scores were calculated and used for item-wise analysis. Item wise Perception Scores and Attitude Scores are given in **Appendix F** and **Appendix I** respectively. The percentages of Item wise Perception Scores are given in **Appendix G** and the percentages of Item wise Attitude Scores are given in **Appendix J**.

For objective 4 -

Objective 4: To investigate into perception about and attitude towards teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female).

To investigate into perception and attitude towards teacher training and teaching profession, as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) considering perception scores and attitude scores, frequency polygons were plotted. Most stable measure of central tendency and a measure of variability, i.e., Mean, Standard Deviation respectively as well as a value of Skewness were calculated for each category.

For objectives 5 and 6 -

Objective 5: To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

Objective 6: To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

For the fulfillment of *objectives 5 and 6*, Research hypothesis and Null hypothesis were formulated to study the difference between all the three categories, t-values were calculated for hypothesis testing.

For objectives 7 and 8 -

Objective 7: To examine the relationship between Socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Objective 8: To examine the relationship between Socio-economic background and attitude of B.Ed. students about teacher training and teaching profession.

Research hypothesis and Null hypothesis were formulated to study the relationship between Socio-economic background and perception/attitude scores as stated in both the *objectives 7 and 8*. 't-Value' was found to test the hypotheses.



References

1. Garrette, H. (2008). *Statistics in Psychology and Education*. Surjeet Publications, Delhi – 07.
2. Koul, L. (2013). *Methodology of Educational Research*, (4thed). Vikas Publishing House Pvt. Ltd., Noida-01.
3. Mangal, S. K. (2012). *Statistics in Psychology and Education*, (2nded). PHI Learning Pvt. Ltd., New Delhi-01.
4. Mangal, S. K. (2013). *Research Methodology in Behavioural Sciences*. PHI Learning Private Limited, Delhi-92.
5. Bhardwaj, R.L. (2001). *Manual, Socio-economic Status Scale*. Agra: National Psychological Corporation.

•

Chapter IV

Data Analysis

4.1 Introduction

This chapter deals with steps involved in data collection, description of data, both qualitative and quantitative analysis of data collected, its graphical representation and findings after data analysis.

4.2 Data collection

The present investigation is essentially a survey type of research aimed at studying the relationship of Socio-economic background with perception and attitude of B.Ed. students towards teacher training and teaching profession in Pune city. The population covered all B.Ed. colleges in the state of Maharashtra and the sample was taken from 11 B.Ed. colleges from Pune city. As the researcher considered three variables, i.e., Socio-economic status, Perception and Attitude, the three different tools of data collection were used to collect data i.e., Socio-economic status scale, researcher-made Perception Inventory and Attitude Inventory. These tools / tests were administered to the representative sample selected from 11 B.Ed. colleges from Pune city through purposive sampling method. The description of the sample is given in the following table 9.

Table 9: Category wise Sample

Sr. No.	Category of the Sample			No. of the Sample
1	Type of B.Ed. college	Granted	Male	62
			Female	340
		Non-Granted	Male	48
			Female	604
2	Medium of Instruction	Marathi	Male	93
			Female	703
		English	Male	17
			Female	24
3	Gender	Male	110	
		Female	944	

Total sample selected from 11 B.Ed. colleges is given in following Table 10.

Table 10: B.Ed. College wise Sample

Sr. No.	Name of the College	Nature of the College	Medium of Instruction	Sample from the College	Male Teacher trainees	Female Teacher trainees	Tot13al
1	Adarsh Comprehensive College of Education and Research	Granted	Marathi	68	12	56	120
			English	52	02	50	
2	ShreematiNathibaiDarmodarThackersey College of Education for Women	Granted	Marathi	63	--	63	65
			English	02	--	02	
3	Tilak College of Education	Granted	Marathi	78	17	61	133
			English	55	12	43	
4	H.G.M. Azam College of Education	Non-granted	English	92	--	92	92
5	AdhyapakMahavidyalaya, Arnyeshwar	Granted	Marathi	84	19	65	84
		Non-granted	Marathi	78	12	66	78
6	Abhinav Education Society's College of Education	Non-granted	Marathi	69	04	65	113
			English	44	--	44	
7	Sinhgad College of Education, Training and Research (B.Ed. for Women) – Affiliated to SNDT University (Ambegaon)	Non-granted	Marathi	76	--	76	76
8	Sinhgad College of Education, Training and Research (B.Ed. for Women) – Affiliated to Pune University [Vadgaon(Bk.)]	Non-granted	Marathi	86	21	65	86
9	MAEER's M.I.T. B.Ed. College	Non-granted	Marathi	62	03	59	70
			English	08	03	05	
10	Modern College of Education (For Ladies)	Non-granted	Marathi	69	--	69	74
			English	05	--	05	
11	Dnyanganga College of Education	Non-granted	Marathi	63	05	58	63
Total				1054	110	944	1054

Permission was taken from the Principals of all eleven colleges to administer the tests. The teacher trainees were oriented about regarding the purpose of such activity and duly instructed for providing their responses in all the three tests. English medium B.Ed. students were provided with copies in English version of Socio-economic status scale, Perception Inventory and Attitude Inventory. Marathi medium B.Ed. students were provided with Hindi version of Socio-economic status scale and Marathi version of Perception Inventory and Attitude Inventory. The procedure of scaling had explained with the help of example to make sample understand clearly and respond accordingly to all items in the tools. They were asked to put a tick mark (√) in one of the boxes / brackets against each item which suits their status and feelings.

For the fulfillment of objectives, data was collected from the sample belonging to Granted, Non-Granted B.Ed. colleges, Marathi and English medium B.Ed. colleges as well as Male and Female students.

The researcher personally visited the randomly selected B.Ed. colleges. Category wise, numbers of B.Ed. colleges are given in the following table 11.

Table 11: Category wise Number of B.Ed. Colleges

Sr. No.	Type of B.Ed. College	Total number of colleges
1	Granted	4
2	Non-Granted	8
3	Marathi Medium	6
4	English Medium	10

4.3 Scoring of the Responses

Data collection tools used in this investigation were Socio-economic Status Scale, Perception Inventory and Attitude Inventory. They were scored by giving following weightages.

Socio-economic status scale by Rajiv Bharadwaj is a standardized test. Instructions given in the manual were followed to score Socio- economic status scale and to decide Socio-economic status of the sample as described in 3.5.1 of chapter III.

Researcher-made Perception Inventory was scored on a 3-point scale by giving weights 3, 2 and 1 in case of positive statements and 1, 2 and 3 in case of negative statements to the three alternatives, viz., to the maximum extent, to the moderate extent and to the minimum extent respectively. The grand total for each item was calculated.

Attitude Inventory was also prepared by the researcher by following Likert Method of preparation of Attitude Inventory. The test was scored on a 5-point scale by giving weights 5, 4, 3, 2 and 1 to the five alternatives, viz., strongly agree, agree, undecided, disagree and strongly disagree respectively. The grand total for each item was calculated by adding responses given by the sample.

4.4 Nature of Data

Data obtained with the help of Socio-economic status scale was both qualitative and quantitative in nature i.e., in the form of Socio-economic status. Socio-economic status of each sample was decided with the help of SESS T-Scores whereas data obtained with the help of Perception Inventory and Attitude Inventory was quantitative in nature.

4.5 Analysis of Data (*Objective wise*)

Analysis of data was carried out by employing certain statistical techniques considering need of the research, i.e. fulfillment of objectives. Procedure if data analysis is presented below in detail as per the objectives. Formulae used for data analysis are given in *Appendix K*.

[*Note:* (1).In all following Frequency Distribution Tables, short-forms used are - **C.I.** = Class- Intervals, **f** = Frequency of the class-intervals, **M. Pt.** = Mid-point of the class-intervals, **F** = Cumulative frequency, **d** = Deviation, **fd**= Product of frequency and deviation values, **fd²**= Product of frequency and deviation square values. (2). Statistical values calculated from Frequency Distribution Tables are Mean (**M**) and Skewness (**Sk**).]

4.5.1 Analysis of Data for Objective 1

Objective 1: *To study the Socio-economic background of B.Ed. students.*

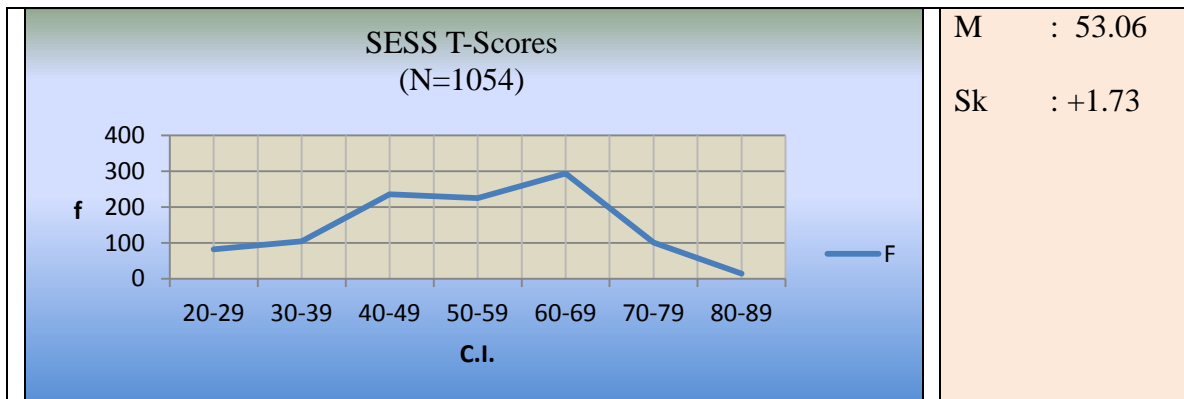
To study Socio-economic background of B.Ed. students, frequency distribution table was prepared considering SESS T-Scores of all 1054 samples as shown in the Table 12.

Table 12: Frequency Distribution of SESS T-Scores (N=1054)

C. I.	F	M. Pt.	F	d	fd	fd ²
80-89	14	84.5	1054	+2	+28	56
70-79	101	74.5	1040	+1	+101	101
60-69	293	64.5	939	0	0	0
50-59	225	54.5	646	-1	-225	225
40-49	235	44.5	421	-2	-470	940
30-39	104	34.5	186	-3	-312	936
20-29	82	24.5	82	-4	-328	1312
	N = 1054				$\Sigma fd = -1206$	$\Sigma fd^2 = 3570$

Frequency polygon (Graph 1) was plotted to know and to infer about the distribution of SESS T-Scores of the sample. Statistical techniques like Mean and Skewness were computed.

Graph 1: Frequency Polygon for SESS T-Scores (N=1054)



Interpretation

Graph plotted using the data obtained from the sample of present study (Table 12) is as in Graph 1. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belong to Middle Class and Upper Middle Class. From appearance of the graph line and the value of Skewness it is clear that the

graph is positively skewed, indicating that most of the scores are massed at the *low* end of the scale. Hence, the sample for the present study belonged to Middle Class and Upper Middle Class of Socio-economic Status.

SESS T-Scores obtained from the sample was categorized into following 26 categories as-

- | | |
|--------------------------------|--------------------------------|
| 1. Granted Colleges | 14. Non-Granted/English |
| 2. Granted/Marathi Medium | 15. Non-Granted/English/Male |
| 3. Granted/Marathi/Male | 16. Non-Granted/English/Female |
| 4. Granted/Marathi/Female | 17. Non-Granted/Male |
| 5. Granted/English Medium | 18. Non-Granted/Female |
| 6. Granted/English/Male | 19. Marathi Medium |
| 7. Granted/English/Female | 20. Marathi/Male |
| 8. Granted/Male | 21. Marathi/Female |
| 9. Granted/Female | 22. English Medium |
| 10. Non-Granted Colleges | 23. English/Male |
| 11. Non-Granted/Marathi Medium | 24. English/Female |
| 12. Non-Granted/Marathi/Male | 25. Male |
| 13. Non-Granted/Marathi/Female | 26. Female |

For each category, Frequency Distribution Tables were prepared. Frequency polygons were plotted and certain statistical values were computed to infer about respective sample.

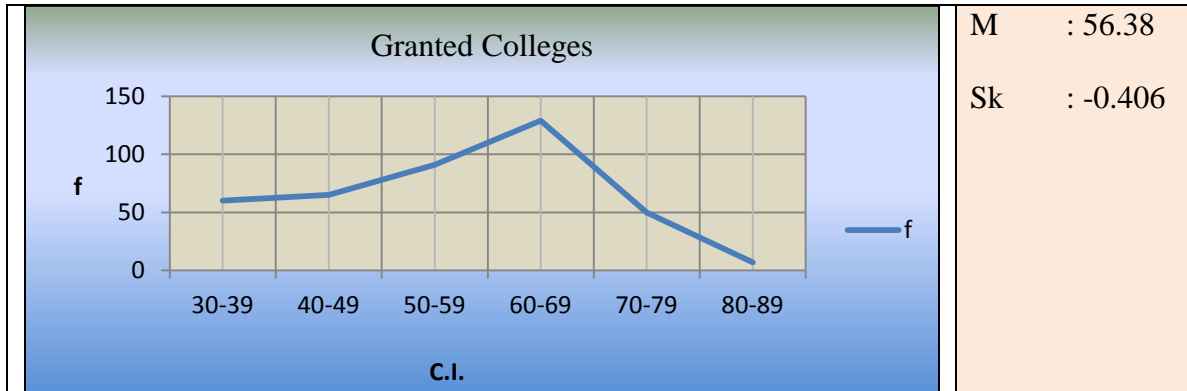
1. Granted Colleges

Table 13: Frequency Distribution of SESS T-Scores obtained from the Sample of Granted Colleges

C.I.	f	M. Pt.	F	d	Fd	fd ²
80-89	7	84.5	402	+2	14	28
70-79	50	74.5	395	+1	50	50
60-69	129	64.5	345	0	0	0

50-59	91	54.5	216	-1	-91	91
40-49	65	44.5	125	-2	-130	260
30-39	60	34.5	60	-3	-180	540
	N=402				$\Sigma fd = -337$	$\Sigma fd^2 = 969$

Graph 2: Frequency Polygon for SESS T-Scores obtained from the Sample of Granted Colleges



Interpretation

Graph plotted using the data obtained from the sample of Granted Colleges (Table 13) is as in Graph 2. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belong to Middle Class and Upper Middle Class. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the high end of the scale. Hence, most of the sample from Granted Colleges belonged to Middle Class and Upper Middle Class.

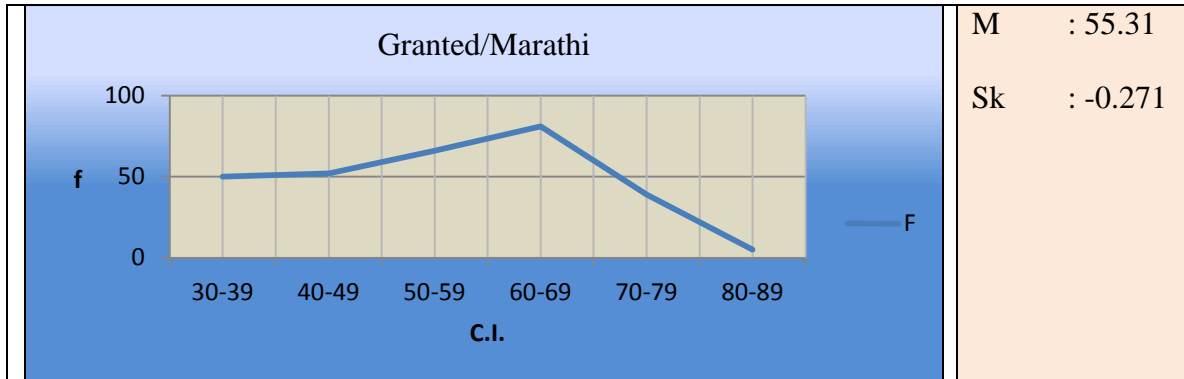
2. Granted/Marathi

Table 14: Frequency Distribution of SESS T-Scores obtained from the Sample of Marathi Medium Granted Colleges

C.I.	F	M. Pt.	F	d	Fd	fd ²
80-89	5	84.5	293	+2	10	20
70-79	39	74.5	288	+1	39	39
60-69	81	64.5	249	0	0	0
50-59	66	54.5	168	-1	-66	66
40-49	52	44.5	102	-2	-104	208

30-39	50	34.5	50	-3	-150	450
	N=293				$\Sigma fd = -271$	$\Sigma fd^2 = 783$

Graph 3: Frequency Polygon for SESS T-Scores obtained from the Sample of Marathi Medium Granted Colleges



Interpretation

Graph plotted using the data obtained from the sample of Marathi Medium Granted Colleges (Table 14) is as in Graph 3. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belong to Middle Class and Upper Middle Class. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the high end of the scale. Hence, most of the sample from Marathi Medium Granted Colleges belonged to Middle Class and Upper Middle Class.

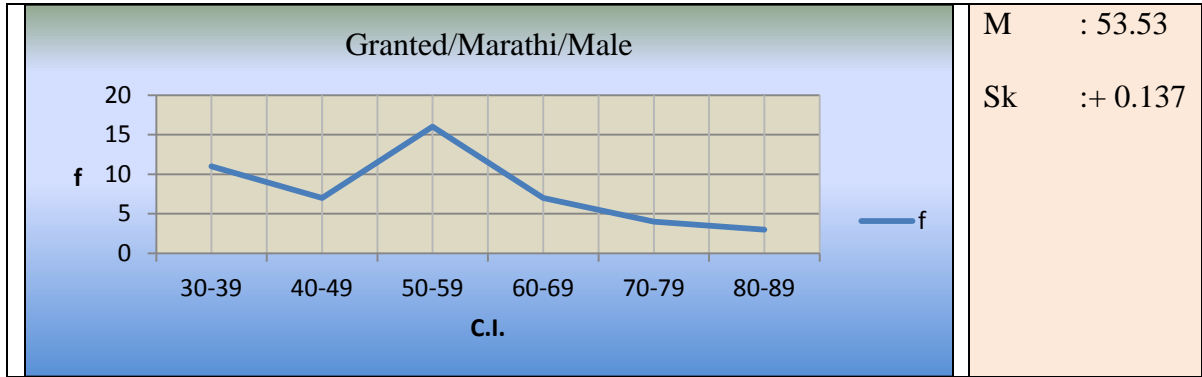
3. Granted/Marathi/Male

Table 15: Frequency Distribution of SESS T-Scores obtained from Male Sample of Marathi Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	3	84.5	48	+3	9	27
70-79	4	74.5	45	+2	8	16
60-69	7	64.5	41	+1	7	7
50-59	16	54.5	34	0	0	0
40-49	7	44.5	18	-1	-7	7
30-39	11	34.5	11	-2	-22	44
	N=48				$\Sigma fd = -5$	$\Sigma fd^2 = 108$

Graph plotted using data obtained from Male sample of Marathi Medium Granted Colleges (Table 15) is as in following Graph 4.

Graph 4: Frequency Polygon for SESS T-Scores obtained from Male Sample of Marathi Medium Granted Colleges



Interpretation

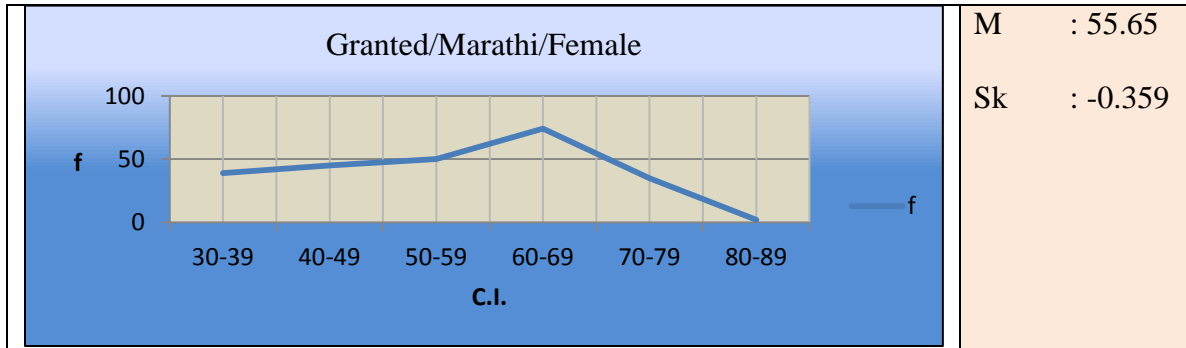
The line graph and the values obtained from the Frequency Distribution Table indicate that most of the Male teacher trainees belong to Middle Class. From appearance of the graph line and the value of Skewness it is clear that the graph is positively skewed, indicating that most of the scores are massed at the low end of the scale. Hence, most of the sample from Marathi Medium Granted Colleges belonged to Middle Class.

4. Granted/Marathi/Female

Table 16: Frequency Distribution of SESS T-Scores obtained from Female Sample of Marathi Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	2	84.5	245	+2	4	8
70-79	35	74.5	243	+1	35	35
60-69	74	64.5	208	0	0	0
50-59	50	54.5	134	-1	-50	50
40-49	45	44.5	84	-2	-90	180
30-39	39	34.5	39	-3	-117	351
	N=245				Σfd=-218	Σ fd ² =624

Graph 5: Frequency Polygon for SESS T-Scores obtained from Female Sample of Marathi Medium Granted Colleges



Interpretation

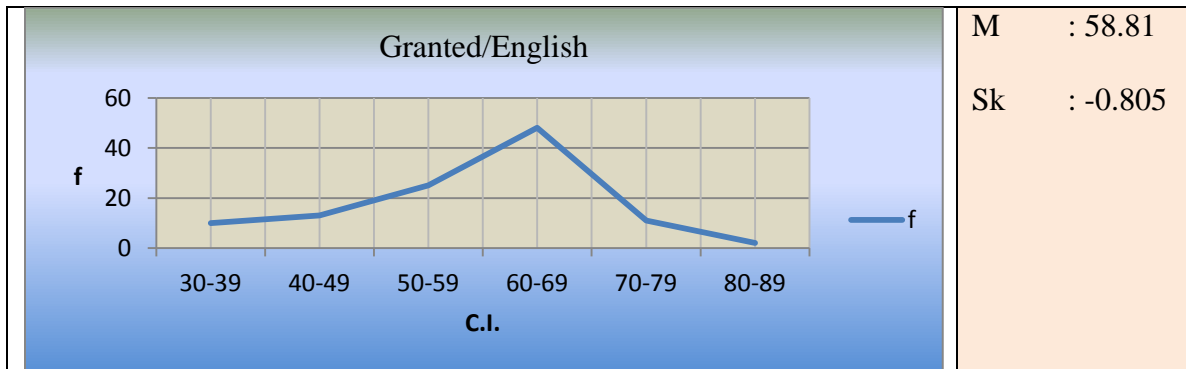
Graph plotted using data obtained from Female sample of Marathi Medium Granted Colleges (Table 16) is as in Graph 5. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the Female teacher trainees belong to Middle Class and Upper Middle Class. From appearance of the graph line and the value of Skewness it is clear that the graph is positively skewed, indicating that most of the scores are massed at the low end of the scale. Hence, most of the sample from Marathi Medium Granted Colleges belonged to Middle Class and Upper Middle Class.

5. Granted/English

Table 17: Frequency Distribution of SESS T-Scores obtained from Sample of English Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	2	84.5	109	+2	10	20
70-79	11	74.5	107	+1	11	11
60-69	48	64.5	96	0	0	0
50-59	25	54.5	48	-1	-25	25
40-49	13	44.5	23	-2	-26	52
30-39	10	34.5	10	-3	-30	90
	N=109				Σfd=-60	Σ fd ² =254

Graph 6: Frequency Polygon for SESS T-Scores obtained from Sample of English Medium Granted Colleges



Interpretation

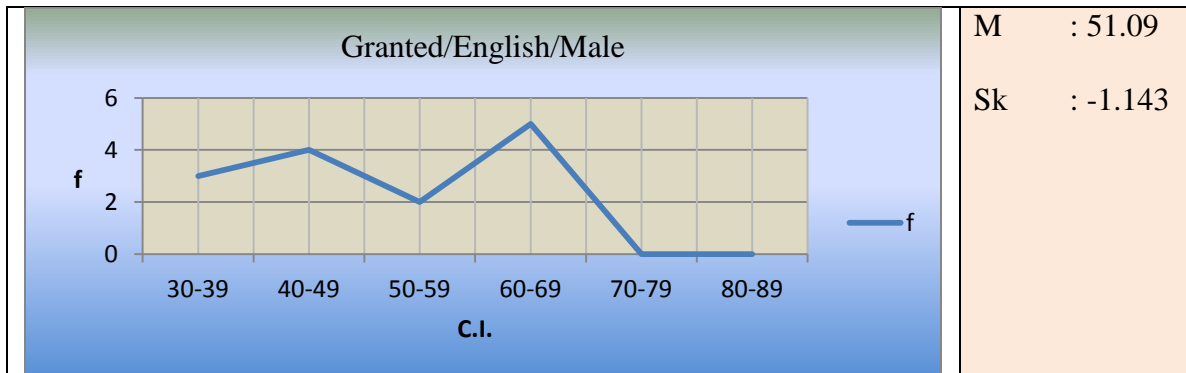
Graph plotted using data obtained from sample of English Medium Granted Colleges (Table 17) is as in Graph 6. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belong to Middle Class and Upper Middle Class. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the high end of the scale. Hence, most of the sample from English Medium Granted Colleges belonged to Middle Class and Upper Middle Class.

6. Granted/English/Male

Table 18: Frequency Distribution of SESS T-Scores obtained from Male Sample of English Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
60-69	5	64.5	14	+2	10	20
50-59	2	54.5	2	+1	4	4
40-49	4	44.5	4	0	0	0
30-39	3	34.5	3	-1	-3	3
	N=14				Σfd=11	Σ fd ² =27

Graph 7: Frequency Polygon for SESS T-Scores obtained from Male Sample of English Medium Granted Colleges



Interpretation

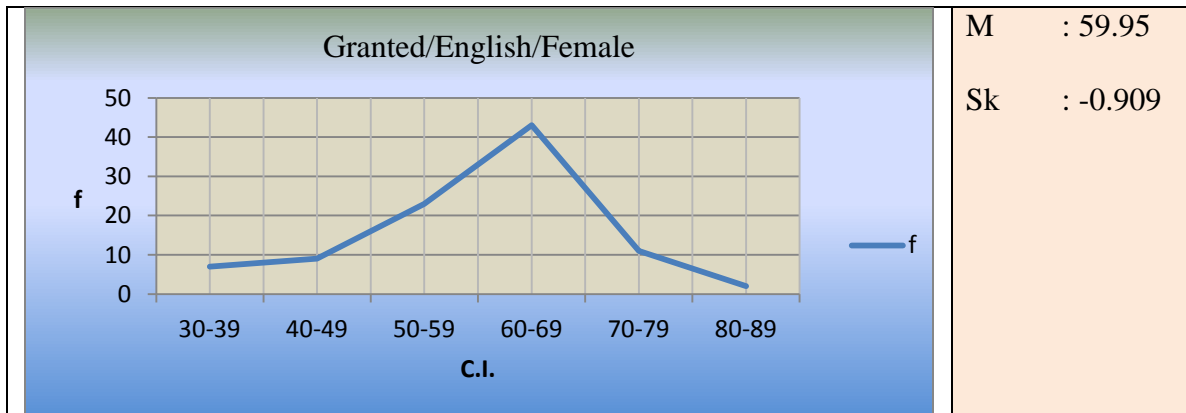
Graph plotted using data obtained from Male sample of English Medium Granted Colleges (Table 18) is as in Graph 7. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belong to Middle Class and Upper Middle Class. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the high end of the scale. Hence, most of the Male sample from English Medium Granted Colleges belonged to Middle Class and Upper Middle Class.

7. Granted/English/Female

Table 19: Frequency Distribution of SESS T-Scores obtained from Female Sample of English Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	2	84.5	95	+2	4	8
70-79	11	74.5	93	+1	11	11
60-69	43	64.5	82	0	0	0
50-59	23	54.5	39	-1	-23	23
40-49	9	44.5	16	-2	-18	36
30-39	7	34.5	7	-3	-21	63
	N=95				Σfd=-47	Σ fd ² =141

Graph 8: Frequency Polygon for SESS T-Scores obtained from Female Sample of English Medium Granted Colleges



Interpretation

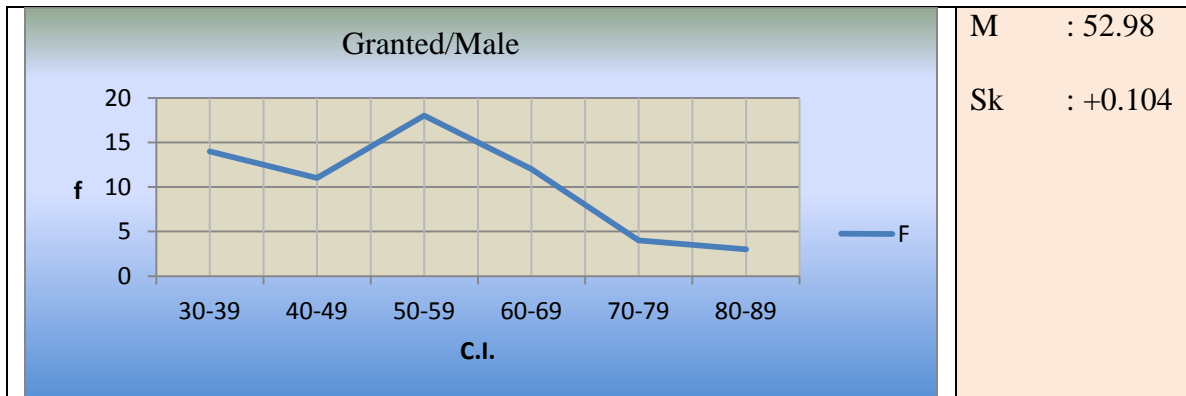
Graph plotted using data obtained from Female sample of English Medium Granted Colleges (Table 19) is as in Graph 8. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belong to Middle Class and Upper Middle Class. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the high end of the scale. Hence, most of the Female sample from English Medium Granted Colleges belonged to Middle Class and Upper Middle Class.

8. Granted/Male

Table 20: Frequency Distribution of SESS T-Scores obtained from Male Sample of Granted Colleges

C.I.	F	M. Pt.	F	d	fd	fd ²
80-89	3	84.5	62	+3	9	27
70-79	4	74.5	59	+2	8	16
60-69	12	64.5	55	+1	12	12
50-59	18	54.5	43	0	0	0
40-49	11	44.5	25	-1	-11	11
30-39	14	34.5	14	-2	-28	56
	N=62				Σfd=-10	Σ fd ² =122

Graph 9: Frequency Polygon for SESS T-Scores obtained from Male Sample of Granted Colleges



Interpretation

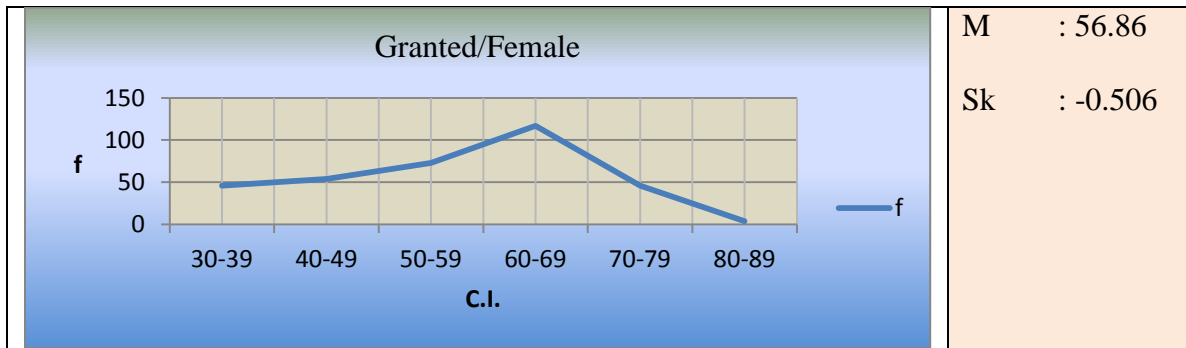
Graph plotted using data obtained from Male sample of Granted Colleges (Table 20) is as in Graph 9. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belong to Middle Class and Upper Middle Class. From appearance of the graph line and the value of Skewness it is clear that the graph is positively skewed, indicating that most of the scores are massed at the low end of the scale. Hence, most of the Male sample from Granted Colleges belonged to Middle Class and Upper Middle Class.

9. Granted/Female

Table 21: Frequency Distribution of SESS T-Scores obtained from Female Sample of Granted Colleges

C.I.	f	M. Pt.	F	d	Fd	fd ²
80-89	4	84.5	340	+2	8	16
70-79	46	74.5	336	+1	46	46
60-69	117	64.5	290	0	0	0
50-59	73	54.5	173	-1	-73	73
40-49	54	44.5	100	-2	-108	216
30-39	46	34.5	46	-3	-138	414
	N=340				Σfd=-265	Σ fd ² =765

Graph 10: Frequency Polygon for SESS T-Scores obtained from Female Sample of Granted Colleges



Interpretation

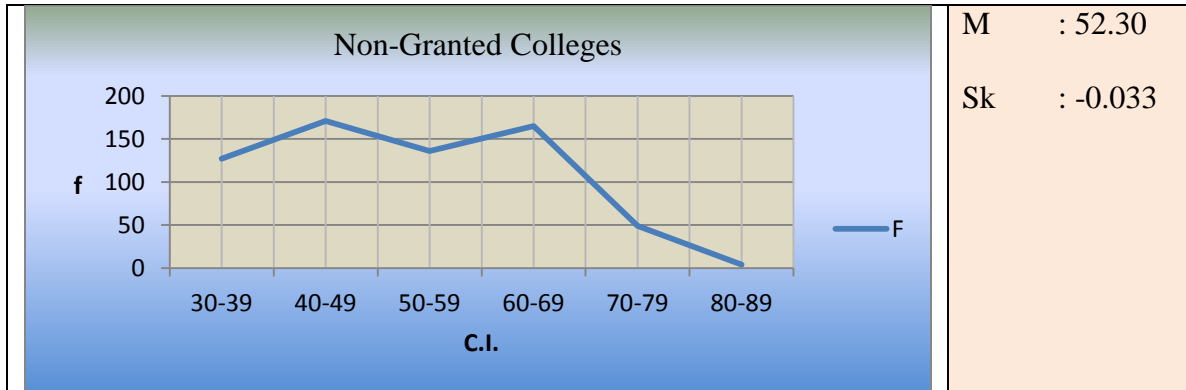
Graph plotted using data obtained from Female sample of Granted Colleges (Table 21) is as in Graph 10. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belong to Middle Class and Upper Middle Class. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the high end of the scale. Hence, most of the Female sample from Granted Colleges belonged to Middle Class and Upper Middle Class.

10. Non-Granted Colleges

Table 22: Frequency Distribution of SESS T-Scores obtained from Sample of Non-Granted Colleges

C.I.	F	M. Pt.	F	d	fd	fd ²
80-89	4	84.5	652	+4	16	64
70-79	49	74.5	648	+3	147	441
60-69	165	64.5	599	+2	330	660
50-59	136	54.5	434	+1	136	136
40-49	171	44.5	298	0	0	0
30-39	127	34.5	127	-1	-127	127
	N=652				Σfd=502	Σ fd ² =1428

Graph 11: Frequency Polygon for SESS T-Scores obtained from Sample of Non-Granted Colleges



Interpretation

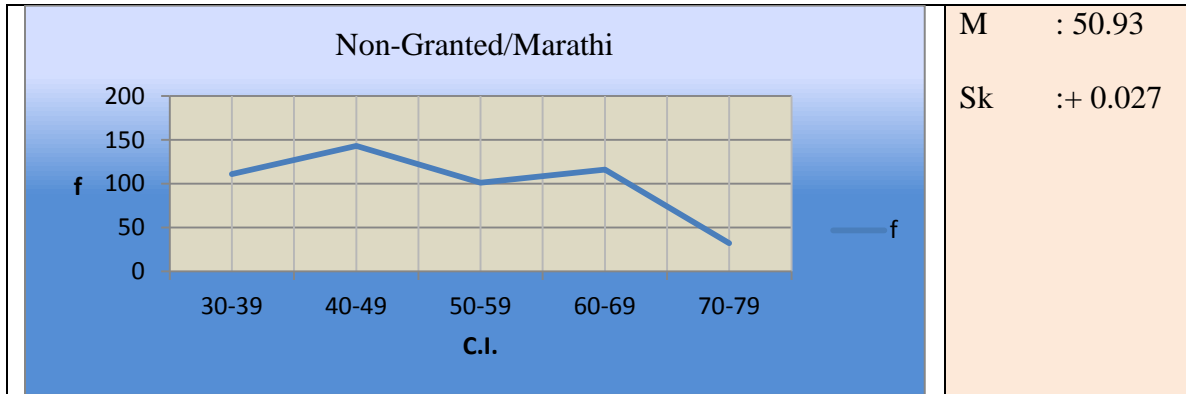
Graph plotted using data obtained from sample of Non-Granted Colleges (Table 22) is as in Graph 11. The value of Skewness is negative but negligible. The line graph and the values obtained from the Frequency Distribution Table indicate that range of socio-economic class is from Upper Lower Class to Upper Middle Class. Almost equal numbers of teacher trainees belong to Upper Lower Class, Middle Class and Upper Middle Class.

11. Non-Granted/Marathi

Table 23: Frequency Distribution of SESS T-Scores obtained from the Sample of Marathi Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
70-79	32	74.5	503	+3	96	288
60-69	116	64.5	471	+2	232	464
50-59	101	54.5	355	+1	101	101
40-49	143	44.5	254	0	0	0
30-39	111	34.5	111	-1	-111	111
	N=503				Σfd=318	Σ fd ² =973

Graph 12: Frequency Polygon for SESS T-Scores obtained from the Sample of Marathi Medium Non-Granted Colleges



Interpretation

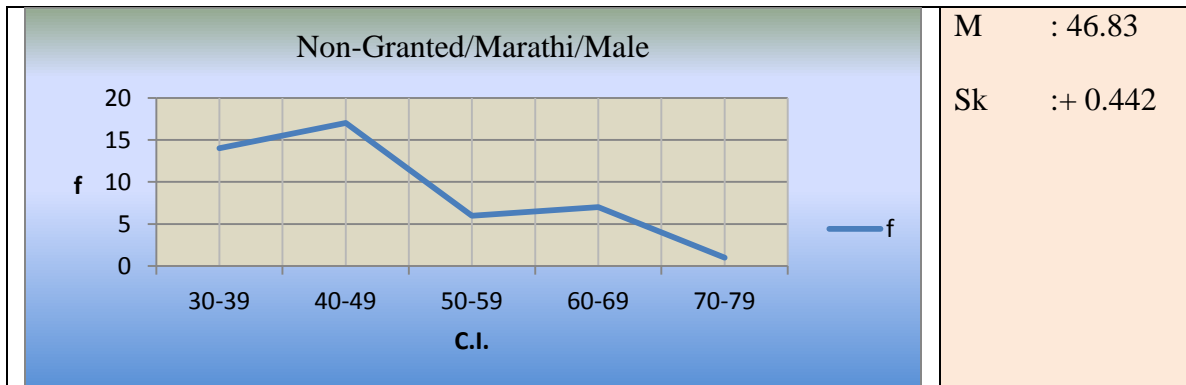
Graph plotted using data obtained from sample of Marathi Medium Non-Granted Colleges (Table 23) is as in Graph 12. The value of Skewness is positive but negligible. The line graph and the values obtained from the Frequency Distribution Table indicate that range of socio-economic class is from Upper Lower Class to Upper Middle Class. Almost equal numbers of teacher trainees belong to Upper Lower Class, Middle Class and Upper Middle Class.

12. Non-Granted/Marathi/Male

Table 24: Frequency Distribution of SESS T-Scores obtained from Male Sample of Marathi Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
70-79	1	74.5	45	+3	3	9
60-69	7	64.5	44	+2	14	28
50-59	6	54.5	37	+1	6	6
40-49	17	44.5	31	0	0	0
30-39	14	34.5	14	-1	-14	14
	N=45				Σfd=9	Σ fd ² =57

Graph 13: Frequency Polygon for SESS T-Scores obtained from Male Sample of Marathi Medium Non-Granted Colleges



Interpretation

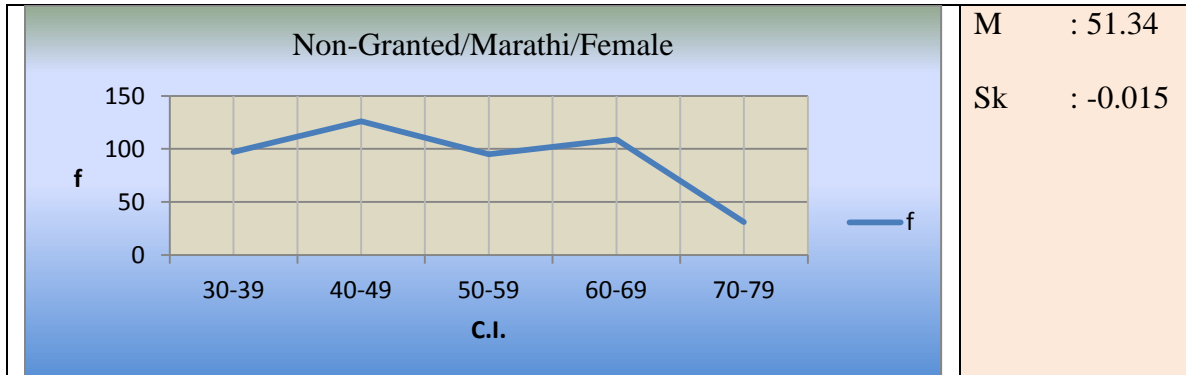
Graph plotted using data obtained from Male sample of Marathi Medium Non-Granted Colleges (Table 24) is as in Graph 13. The value of Skewness is positive. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees of this category belonged Upper Lower Class and Middle Class.

13. Non-Granted/Marathi/Female

Table 25: Frequency Distribution of SESS T-Scores obtained from the Female Sample of Marathi Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	Fd	fd ²
70-79	31	74.5	458	+3	93	279
60-69	109	64.5	427	+2	218	436
50-59	95	54.5	318	+1	95	95
40-49	126	44.5	223	0	0	0
30-39	97	34.5	97	-1	-97	97
	N=458				Σfd=309	Σ fd ² =907

Graph 14: Frequency Polygon for SESS T-Scores obtained from Female Sample of Marathi Medium Non-Granted Colleges



Interpretation

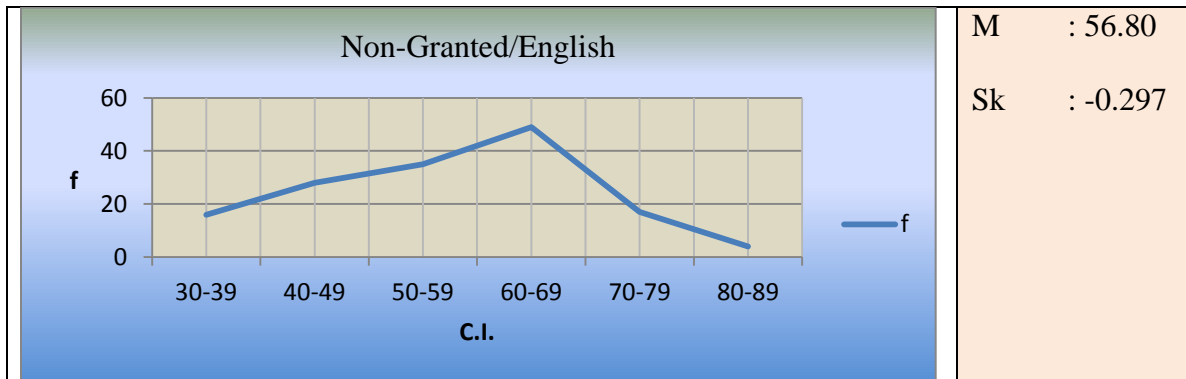
Graph plotted using data obtained from Female sample of Marathi Medium Non-Granted Colleges (Table 25) is as in Graph 14. The value of Skewness is negative but negligible. The line graph and the values obtained from the Frequency Distribution Table indicate that range of socio-economic class is from Upper Lower Class to Upper Middle Class. Almost equal numbers of teacher trainees belong to Upper Lower Class, Middle Class and Upper Middle Class.

14. Non-Granted/English

Table 26: Frequency Distribution of SESS T-Scores obtained from the Sample of English Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	4	84.5	149	+2	8	16
70-79	17	74.5	145	+1	17	17
60-69	49	64.5	128	0	0	0
50-59	35	54.5	79	-1	-35	35
40-49	28	44.5	44	-2	-56	112
30-39	16	34.5	16	-3	-48	144
	N=149				Σfd=-114	Σ fd ² =324

Graph 15: Frequency Polygon for SESS T-Scores obtained from the Sample of English Medium Non-Granted Colleges



Interpretation

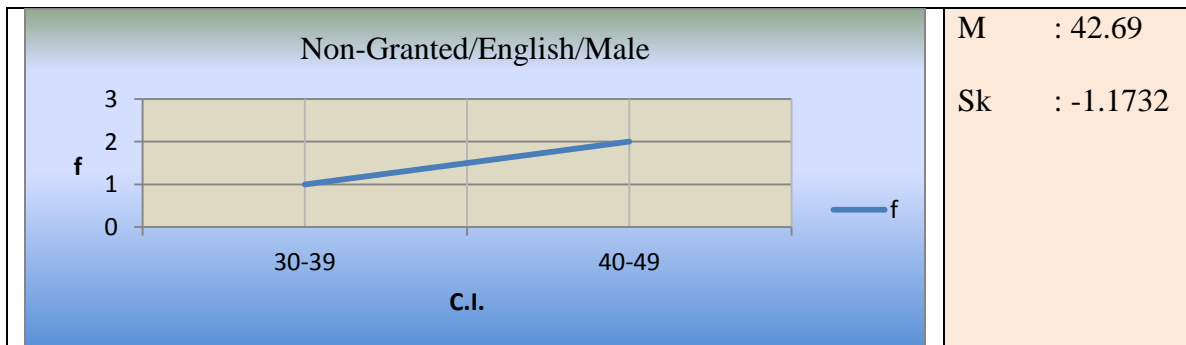
Graph plotted using data obtained from the sample of English Medium Non-Granted Colleges (Table 26) is as in Graph 15. The value of Skewness is negative. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belonged to Middle Class and Upper Middle Class.

15. Non-Granted/English/Male

Table 27: Frequency Distribution of SESS T-Scores obtained from Male Sample of English Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
40-49	2	44.5	3	0	0	0
30-39	1	34.5	1	-1	-1	-1
	N=3				Σfd=-1	Σ fd ² =1

Graph 16: Frequency Polygon for SESS T-Scores obtained from Male Sample of English Medium Non-Granted Colleges



Interpretation

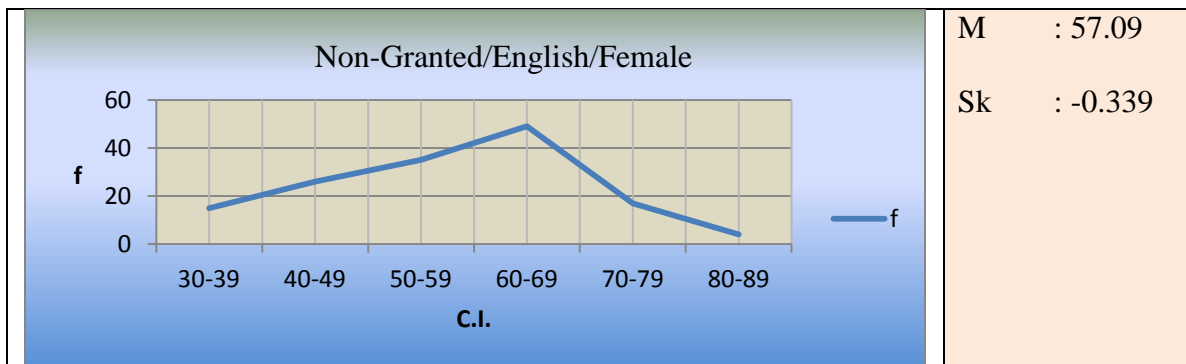
Graph plotted using data obtained from Male sample of English Medium Non-Granted Colleges (Table 27) is as in Graph 16. The value of Skewness is negative. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belonged to Middle Class.

16. Non-Granted/English/Female

Table 28: Frequency Distribution of SESS T-Scores obtained from Female Sample of English Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd²
80-89	4	84.5	146	+2	8	16
70-79	17	74.5	142	+1	17	17
60-69	49	64.5	125	0	0	0
50-59	35	54.5	76	-1	-35	35
40-49	26	44.5	41	-2	-52	104
30-39	15	34.5	15	-3	-45	135
	N=146				$\Sigma fd = -107$	$\Sigma fd^2 = 307$

Graph 17: Frequency Polygon for SESS T-Scores obtained from Female Sample of English Medium Non-Granted Colleges



Interpretation

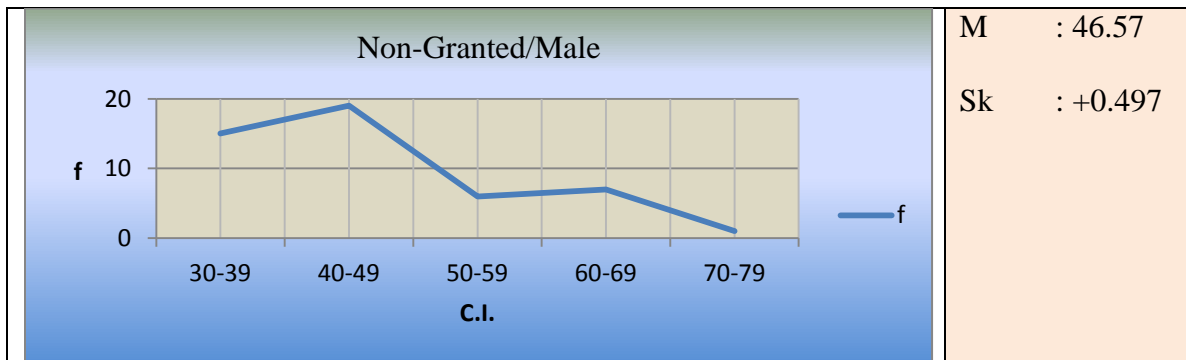
Graph plotted using data obtained from Female sample of English Medium Non-Granted Colleges (Table 28) is as in Graph 17. The value of Skewness is negative. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belonged to Middle Class and Upper Middle Class.

17. Non-Granted/Male

Table 29: Frequency Distribution of SESS T-Scores obtained from Male Sample of Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
70-79	1	74.5	48	+3	3	9
60-69	7	64.5	47	+2	14	28
50-59	6	54.5	40	+1	6	6
40-49	19	44.5	34	0	0	0
30-39	15	34.5	15	-1	-15	15
	N=48				Σfd=8	Σ fd ² =58

Graph 18: Frequency Polygon for SESS T-Scores obtained from Male Sample of Non-Granted Colleges



Interpretation

Graph plotted using data obtained from Male sample of Non-Granted Colleges (Table 29) is as in Graph 18. The value of Skewness is negative. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees belonged to Middle Class and Upper Middle Class.

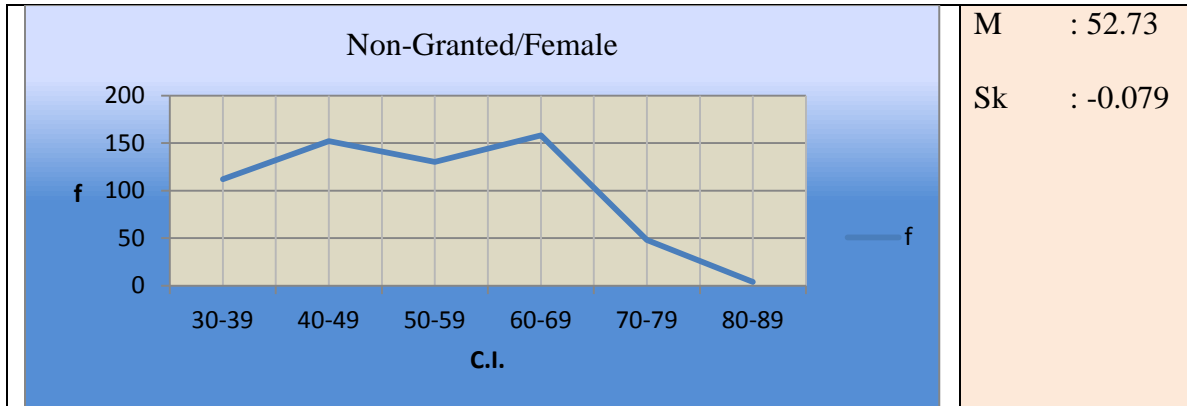
18. Non-Granted/Female

Table 30: Frequency Distribution of SESS T-Scores obtained from Female Sample of Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	4	84.5	604	+2	8	16
70-79	48	74.5	600	+1	48	48
60-69	158	64.5	552	0	0	0
50-59	130	54.5	394	-1	-130	130
40-49	152	44.5	264	-2	-304	608

30-39	112	34.5	112	-3	-336	1008
	N=604				$\Sigma fd = -714$	$\Sigma fd^2 = 1810$

Graph 19: Frequency Polygon for SESS T-Scores obtained from Female Sample of Non-Granted Colleges



Interpretation

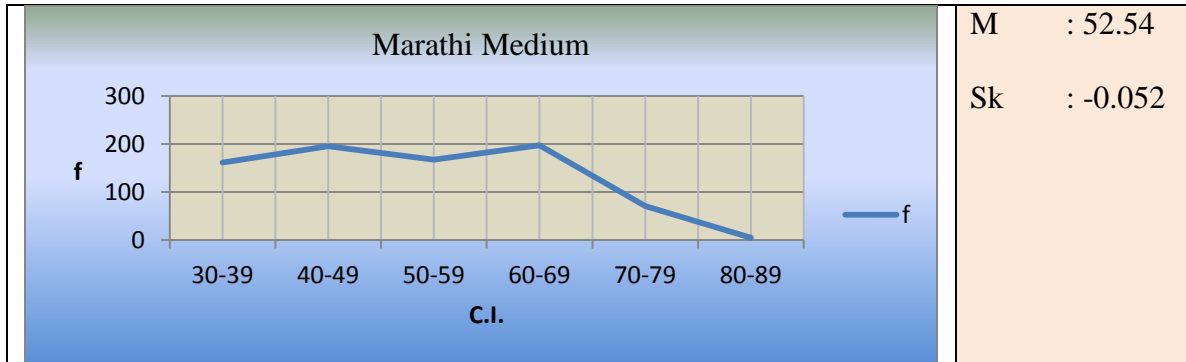
Graph plotted using data obtained from Female sample of Non-Granted Colleges (Table 30) is as in Graph 19. The value of Skewness is negative and negligible. The line graph and the values obtained from the Frequency Distribution Table indicate that the teacher trainees from this category belonged to Upper Lower Class, Middle Class and Upper Middle Class.

19. Marathi Medium

Table 31: Frequency Distribution of SESS T-Scores obtained from the Sample of Marathi Medium B.Ed. Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	5	84.5	796	+2	10	20
70-79	71	74.5	791	+1	71	71
60-69	197	64.5	720	0	0	0
50-59	167	54.5	523	-1	-167	167
40-49	195	44.5	356	-2	-390	780
30-39	161	34.5	161	-3	-483	1449
	N= 796				$\Sigma fd = -959$	$\Sigma fd^2 = 2487$

Graph 20: Frequency Polygon for SESS T-Scores obtained from Female Sample of Marathi Medium B.Ed. Colleges



Interpretation

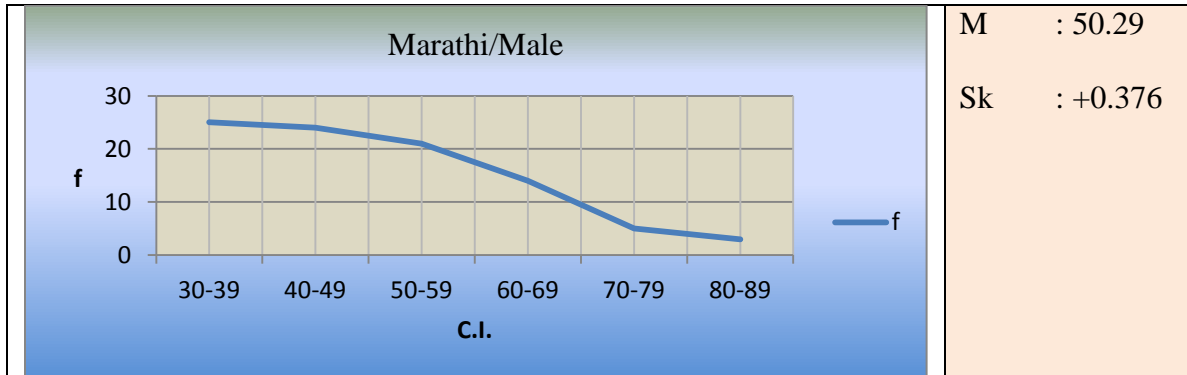
Graph plotted using data obtained from the sample of Marathi Medium Colleges (Table 31) is as in Graph 20. The value of Skewness is negative and negligible. The line graph and the values obtained from the Frequency Distribution Table indicate that the teacher trainees from this category belonged to Upper Lower Class, Middle Class and Upper Middle Class.

20. Marathi/Male

Table 32: Frequency Distribution of SESS T-Scores obtained from Male Sample of Marathi Medium B.Ed. Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	3	84.5	93	+5	15	75
70-79	5	74.5	90	+4	20	80
60-69	14	64.5	85	+3	42	126
50-59	21	54.5	71	+2	144	88
40-49	24	44.5	49	+1	24	24
30-39	25	34.5	25	0	0	0
	N=93				Σfd=145	Σ fd ² =393

Graph 21: Frequency Polygon for SESS T-Scores obtained from Male Sample of Marathi Medium B.Ed. Colleges



Interpretation

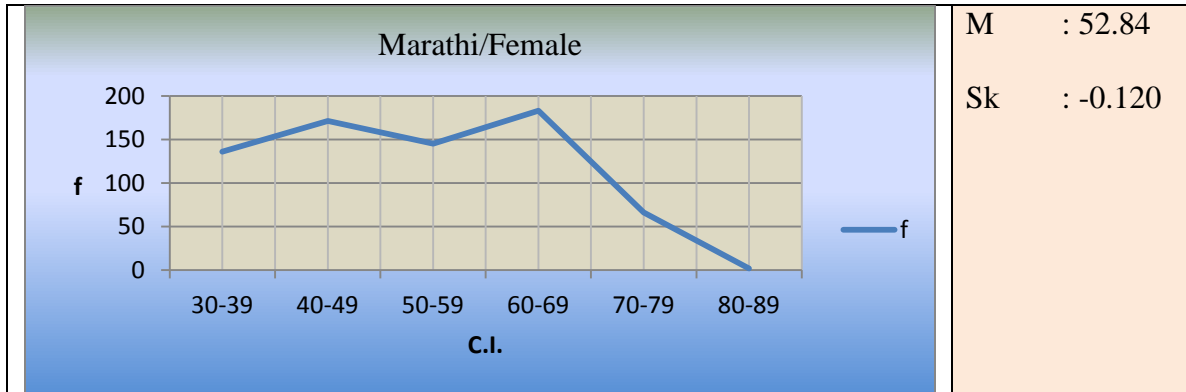
Graph plotted using data obtained from the sample of Marathi Medium Colleges (Table 32) is as in Graph 21. The value of Skewness is positive. The line graph and the values obtained from the Frequency Distribution Table indicate that almost equal number of teacher trainees from this category belonged to Upper Lower Class and Middle Class.

21. Marathi/Female

Table 33: Frequency Distribution of SESS T-Scores obtained from Female Sample of Marathi Medium B.Ed. Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	2	84.5	703	+2	4	8
70-79	66	74.5	701	+1	66	66
60-69	183	64.5	635	0	0	0
50-59	145	54.5	452	-1	-145	145
40-49	171	44.5	307	-2	-342	684
30-39	136	34.5	136	-3	-408	1224
	N=703				Σfd=-825	Σ fd ² =2127

Graph 22: Frequency Polygon for SESS T-Scores obtained from Female Sample of Marathi Medium B.Ed. Colleges



Interpretation

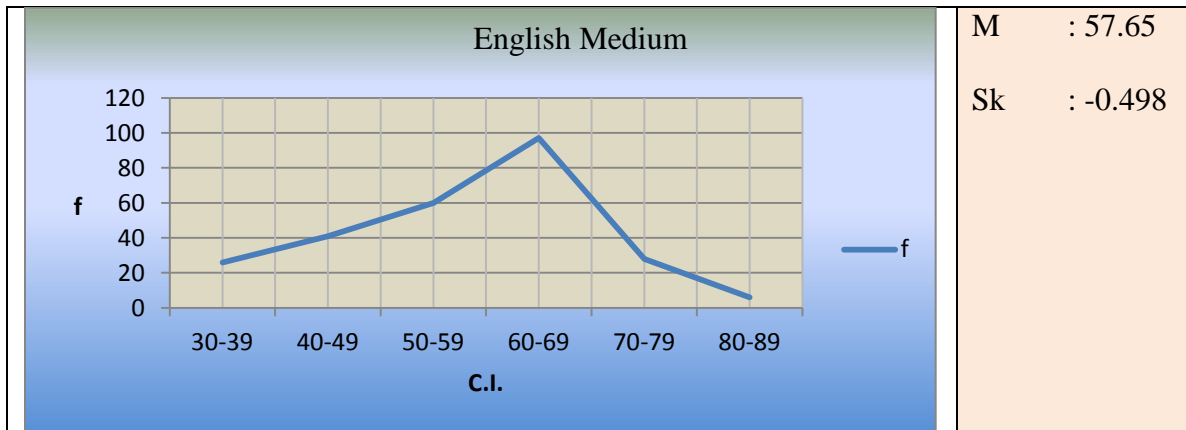
Graph plotted using data obtained from Female sample of Marathi Medium Colleges (Table 33) is as in Graph 22. The value of Skewness is negative. The line graph and the values obtained from the Frequency Distribution Table indicate that almost equal number of teacher trainees from this category belonged to Upper Lower Class and Middle Class.

22. English Medium

Table 34: Frequency Distribution of SESS T-Scores obtained from Female Sample of English Medium B.Ed. Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	6	84.5	258	+2	12	24
70-79	28	74.5	252	+1	28	28
60-69	97	64.5	224	0	0	0
50-59	60	54.5	127	-1	-60	60
40-49	41	44.5	67	-2	-82	164
30-39	26	34.5	26	-3	-78	234
	N=258				Σfd=-180	Σ fd ² =510

Graph 23: Frequency Polygon for SESS T-Scores obtained from Female Sample of English Medium B.Ed. Colleges



Interpretation

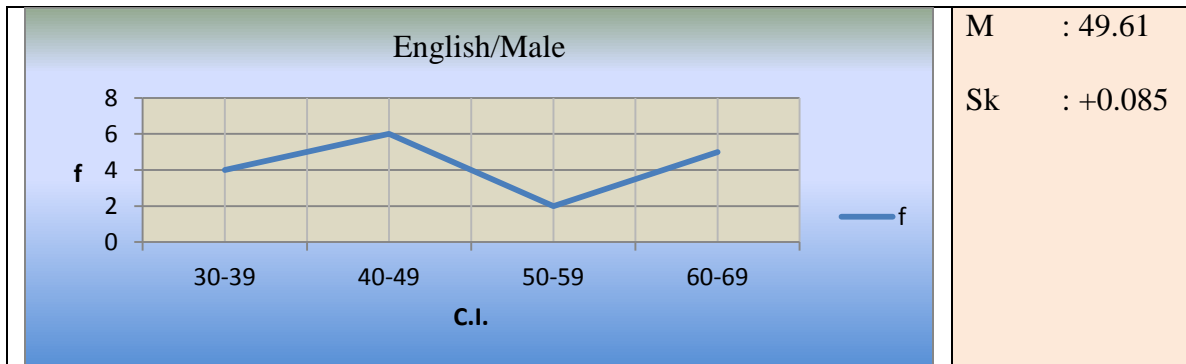
Graph plotted using data obtained from the sample of English Medium Colleges (Table 34) is as in Graph 23. The value of Skewness is negative. The line graph and the values obtained from the Frequency Distribution Table indicate that major sample from this category belonged to Middle Class.

23. English/Male

Table 35: Frequency Distribution of SESS T-Scores obtained from Male Sample of English Medium B.Ed. Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
60-69	5	64.5	17	+2	34	68
50-59	2	54.5	12	+1	12	12
40-49	6	44.5	10	0	0	0
30-39	4	34.5	4	-1	-4	4
	N=17				Σfd=42	Σ fd ² =84

Graph 24: Frequency Polygon for SESS T-Scores obtained from Male Sample of English Medium B.Ed. Colleges



Interpretation

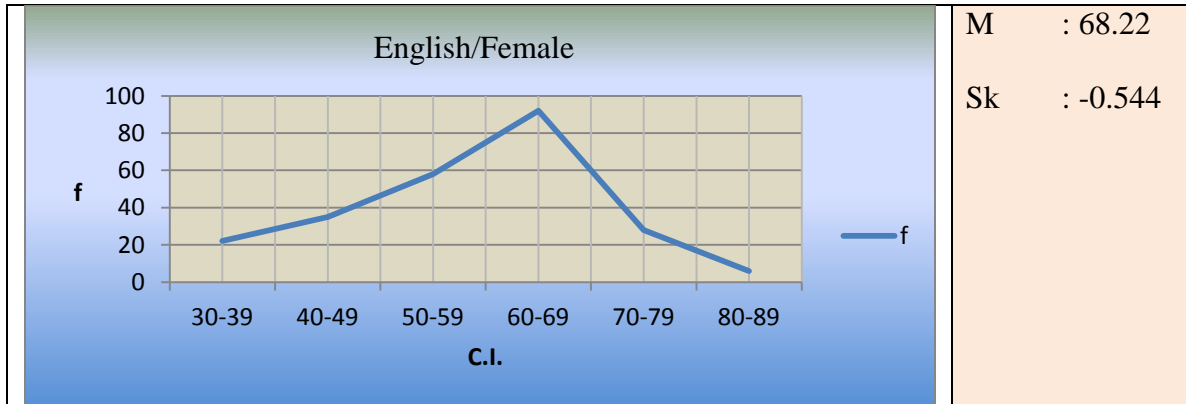
Graph plotted using data obtained from Male sample of English Medium Colleges (Table 35) is as in Graph 24. The value of Skewness is positive but negligible. The line graph and the values obtained from the Frequency Distribution Table indicate that major sample from this category belonged to Middle Class.

24. English/Female

Table 36: Frequency Distribution of SESS T-Scores obtained from Female Sample of English Medium B.Ed. Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	6	84.5	241	+2	12	24
70-79	28	74.5	235	+1	28	28
60-69	92	64.5	207	0	0	0
50-59	58	54.5	115	-1	-58	58
40-49	35	44.5	57	-2	-70	140
30-39	22	34.5	22	-3	-66	198
	N=241				Σfd=-151	Σ fd ² =448

Graph 25: Frequency Polygon for SESS T-Scores obtained from Female Sample of English Medium B.Ed. Colleges



Interpretation

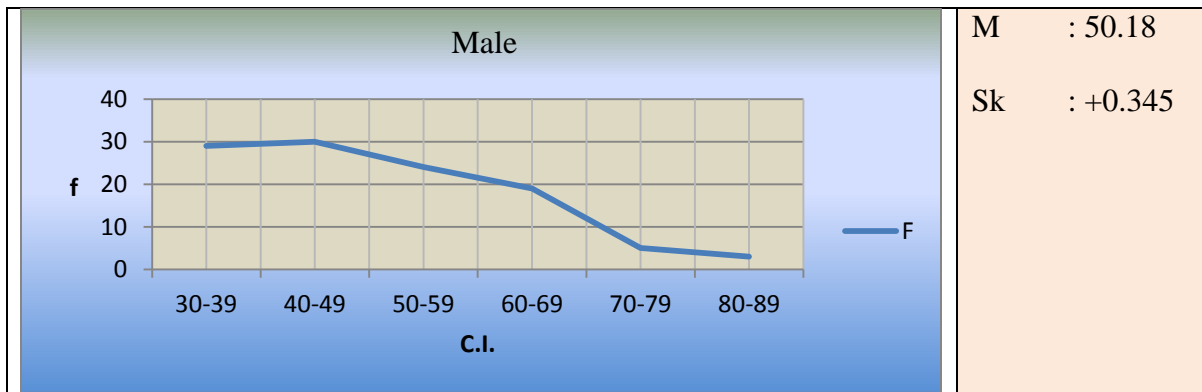
Graph plotted using data obtained from Female sample of English Medium Colleges (Table 36) is as in Graph 25. The value of Skewness is negative. The line graph and the values obtained from the Frequency Distribution Table indicate that major sample from this category belonged to Middle Class and Upper Middle Class.

25. Male

Table 37: Frequency Distribution of SESS T-Scores obtained from the Male Sample

C.I.	F	M. Pt.	F	d	fd	fd ²
80-89	3	84.5	110	+4	12	48
70-79	5	74.5	107	+3	15	45
60-69	19	64.5	102	+2	38	76
50-59	24	54.5	83	+1	24	24
40-49	30	44.5	59	0	0	0
30-39	29	34.5	29	-1	-29	29
	N=110				Σfd=60	Σ fd ² =222

Graph 26: Frequency Polygon for SESS T-Scores obtained from Male Sample



Interpretation

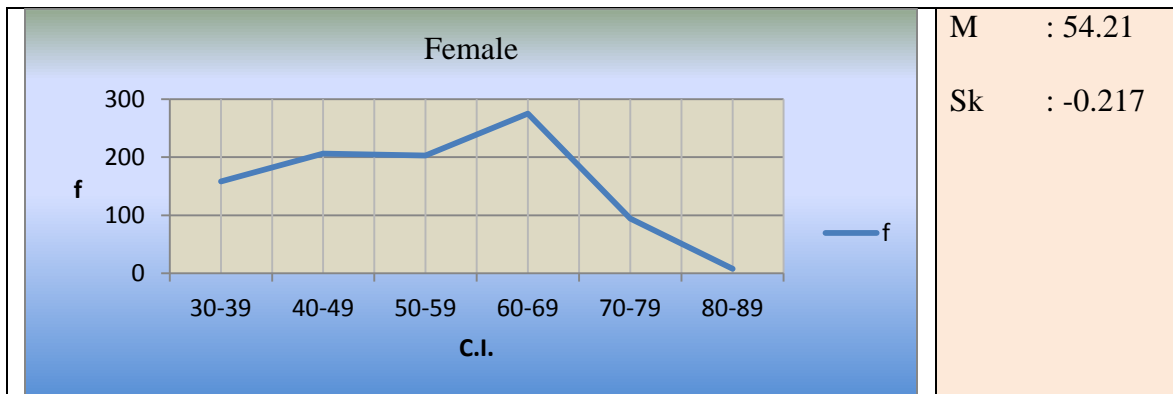
Graph plotted using data obtained from the Male sample (Table 37) is as in Graph 26. The value of Skewness is positive. The line graph and the values obtained from the Frequency Distribution Table indicate that major sample from this category belonged to Upper Lower Class and Middle Class.

26. Female

Table 38: Frequency Distribution of SESS T-Scores obtained from Female Sample

C.I.	f	M. Pt.	F	d	fd	fd ²
80-89	8	84.5	944	+2	16	32
70-79	94	74.5	936	+1	94	94
60-69	275	64.5	842	0	0	0
50-59	203	54.5	567	-1	-203	203
40-49	206	44.5	364	-2	--412	824
30-39	158	34.5	158	-3	-474	1422
	N=944				Σfd=-979	Σ fd ² =2559

Graph 27: Frequency Polygon for SESS T-Scores obtained from Female Sample



Interpretation

Graph plotted using data obtained from the Female sample (Table 38) is as in Graph 27. The value of Skewness is negative. The line graph and the values obtained from the Frequency Distribution Table indicate that major sample from this category belonged to Upper Lower Class, Middle Class and Upper Middle Class.

4.5.1a Summary of Interpretations from Analysis of Data for Objective 1

Table 39: Summary of Interpretations from Analysis of Data for Objective 1

Sr. No.	Category	Socio-economic Status
1	Whole Sample (N=1054)	Middle Class, Upper Middle Class
2	Granted Colleges	Middle Class, Upper Middle Class
3	Granted/Marathi Medium	Middle Class, Upper Middle Class
4	Granted/Marathi/Male	Middle Class
5	Granted/Marathi/Female	Middle Class, Upper Middle Class
6	Granted/English Medium	Middle Class, Upper Middle Class
7	Granted/English/Male	Middle Class, Upper Middle Class
8	Granted/English/Female	Middle Class, Upper Middle Class
9	Granted/Male	Middle Class, Upper Middle Class
10	Granted/Female	Middle Class, Upper Middle Class
11	Non-Granted Colleges	Upper Lower Class, Middle Class, Upper Middle Class
12	Non-Granted/Marathi Medium	Upper Lower Class, Middle Class, Upper Middle Class
13	Non-Granted/Marathi/Male	Upper Lower Class, Middle Class
14	Non-Granted/Marathi/Female	Upper Lower Class, Middle Class, Upper

		Middle Class
15	Non-Granted/English	Middle Class, Upper Middle Class
16	Non-Granted/English/Male	Middle Class
17	Non-Granted/English/Female	Middle Class, Upper Middle Class
18	Non-Granted/Male	Middle Class, Upper Middle Class
19	Non-Granted/Female	Upper Lower Class, Middle Class, Upper Middle Class
20	Marathi Medium	Upper Lower Class, Middle Class, Upper Middle Class
21	Marathi/Male	Upper Lower Class, Middle Class
22	Marathi/Female	Upper Lower Class, Middle Class
23	English Medium	Middle Class
24	English/Male	Middle Class
25	English/Female	Middle Class, Upper Middle Class
26	Male	Upper Lower Class, Middle Class
27	Female	Upper Lower Class, Middle Class, Upper Middle Class

Conclusion

Data analysis done to study Socio-economic background of B.Ed. students (Table 39) indicates that the sample for the present study belonged mostly to Upper Lower Class, Middle Class and Upper Middle Class.

4.5.2 Analysis of Data for Objective 2

Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.

The extent of perception of B.Ed. students about teacher training and teaching profession was decided by comparing Mean value calculated with the range of values given in the following table.

Sr. No.	Extent of Perception	Range of Perception Values
1	Maximum Extent	160-237
2	Moderate Extent	80-159
3	Minimum Extent	79 and below

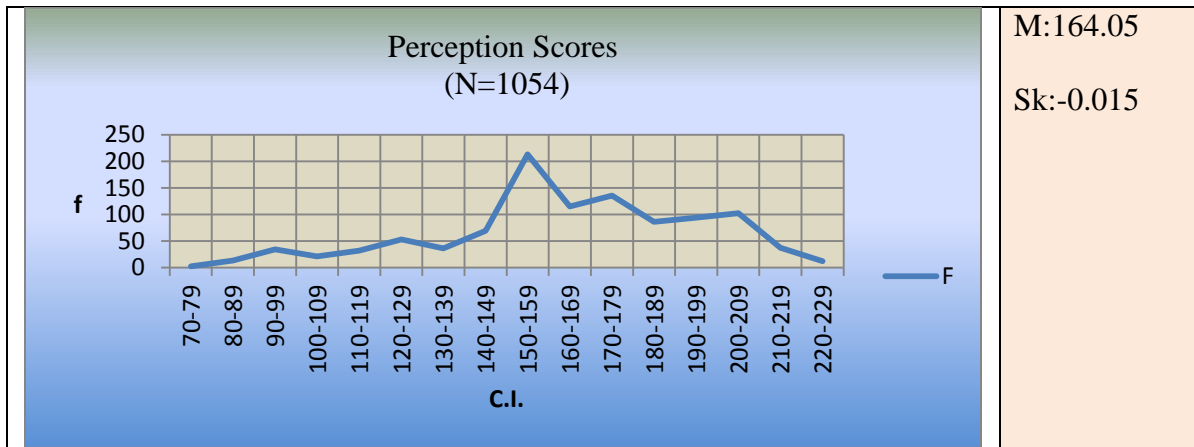
To study the perception of B.Ed. Students about teacher training and teaching profession, frequency distribution table was prepared considering Perception Scores of all 1054 samples.

Table 40: Frequency Distribution of Perception Scores obtained from the Sample (N=1054)

C. I.	f	M. Pt.	F	d	fd	fd ²
220-229	12	224.5	1054	+7	84	588
210-219	37	214.5	1042	+6	222	1332
200-209	102	204.5	1005	+5	510	2550
190-199	94	194.5	903	+4	376	1504
180-189	86	184.5	809	+3	258	774
170-179	135	174.5	723	+2	270	540
160-169	115	164.5	588	+1	115	115
150-159	213	154.5	473	0	0	0
140-149	69	144.5	260	-1	-69	69
130-139	36	134.5	191	-2	-72	144
120-129	53	124.5	155	-3	-159	477
110-119	32	114.5	102	-4	-128	512
100-109	21	104.5	70	-5	-105	525
90-99	34	94.5	49	-6	-204	1224
80-89	13	84.5	15	-7	-91	637
70-79	02	74.5	02	-8	-16	128
	N=1054				Σfd=1006	Σfd ² =11119

Frequency polygon was plotted to know and to infer about the distribution of Perception Scores of the sample. Statistical techniques like Mean and Skewness were computed.

Graph 28: Frequency Polygon for Perception Scores obtained from the Sample (N=1054)



Interpretation

Graph plotted using the data obtained from the sample of present study (Table 40) is as in Graph 28. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is negative but negligible. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

For all 26 categories, Frequency Distribution Tables were prepared. Frequency polygons were plotted and certain statistical values were computed to infer about respective sample.

Perception Scores obtained from the sample was categorized into following 26 categories as-

- | | |
|---------------------------|---------------------------|
| 1. Granted Colleges | 6. Granted/English/Male |
| 2. Granted/Marathi Medium | 7. Granted/English/Female |
| 3. Granted/Marathi/Male | 8. Granted/Male |
| 4. Granted/Marathi/Female | 9. Granted/Female |
| 5. Granted/English Medium | 10. Non-Granted Colleges |

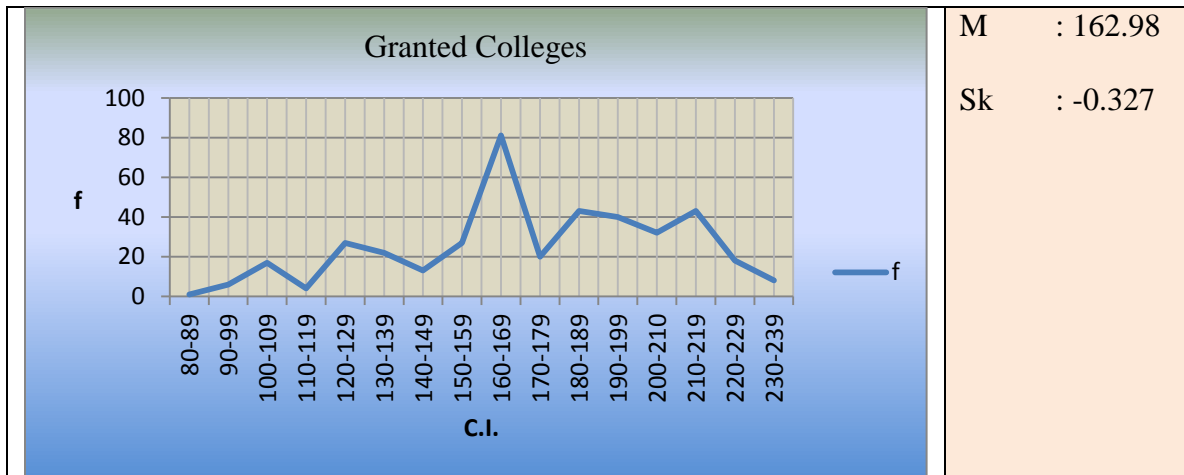
- | | |
|--------------------------------|--------------------|
| 11. Non-Granted/Marathi Medium | 19. Marathi Medium |
| 12. Non-Granted/Marathi/Male | 20. Marathi/Male |
| 13. Non-Granted/Marathi/Female | 21. Marathi/Female |
| 14. Non-Granted/English | 22. English Medium |
| 15. Non-Granted/English/Male | 23. English/Male |
| 16. Non-Granted/English/Female | 24. English/Female |
| 17. Non-Granted/Male | 25. Male |
| 18. Non-Granted/Female | 26. Female |

1. Granted Colleges

Table 41: Frequency Distribution of Perception Scores obtained from the Sample of Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
230-239	8	234.5	402	+7	56	392
220-229	18	224.5	394	+6	108	648
210-219	43	214.5	376	+5	215	1075
200-210	32	204.5	333	+4	128	512
190-199	40	194.5	301	+3	120	360
180-189	43	184.5	261	+2	86	172
170-179	20	174.5	218	+1	20	20
160-169	81	164.5	198	0	0	0
150-159	27	154.5	117	-1	-27	27
140-149	13	144.5	90	-2	-26	52
130-139	22	134.5	77	-3	-66	198
120-129	27	124.5	55	-4	-108	432
110-119	4	114.5	28	-5	-20	100
100-109	17	104.5	24	-6	-102	612
90-99	6	94.5	7	-7	-43	301
80-89	1	84.5	1	-8	-8	64
	N=402				Σfd=333	Σ fd ² =4965

Graph 29: Frequency Polygon for Perception Scores obtained from the Sample of Granted Colleges



Interpretation

Graph plotted using the data obtained from the sample of Granted Colleges (Table 41) is as in Graph 29. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

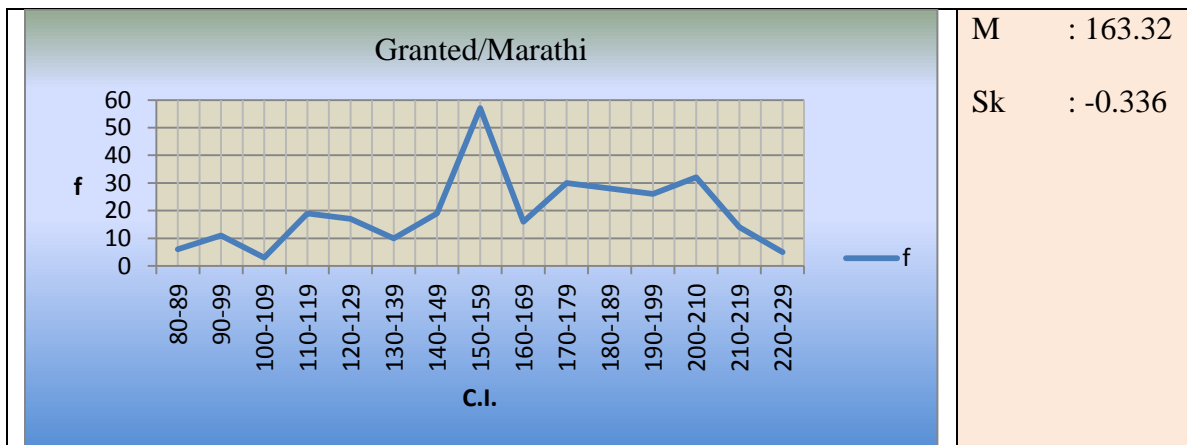
2. Granted/Marathi

Table 42: Frequency Distribution of Perception Scores obtained from the Sample of Marathi Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	5	224.5	293	+7	35	245
210-219	14	214.5	288	+6	84	420
200-210	32	204.5	274	+5	160	800
190-199	26	194.5	242	+4	104	416
180-189	28	184.5	216	+3	84	252
170-179	30	174.5	188	+2	60	120
160-169	16	164.5	158	+1	16	16
150-159	57	154.5	142	0	0	0

140-149	19	144.5	85	-1	-19	19
130-139	10	134.5	66	-2	-20	40
120-129	17	124.5	56	-3	-51	153
110-119	19	114.5	39	-4	-76	304
100-109	3	104.5	20	-5	-15	75
90-99	11	94.5	17	-6	-66	396
80-89	6	84.5	6	-7	-42	294
	N=293				$\Sigma fd=104$	$\Sigma fd^2=3550$

Graph 30: Frequency Polygon for Perception Scores obtained from the Sample of Marathi Medium Granted Colleges



Interpretation

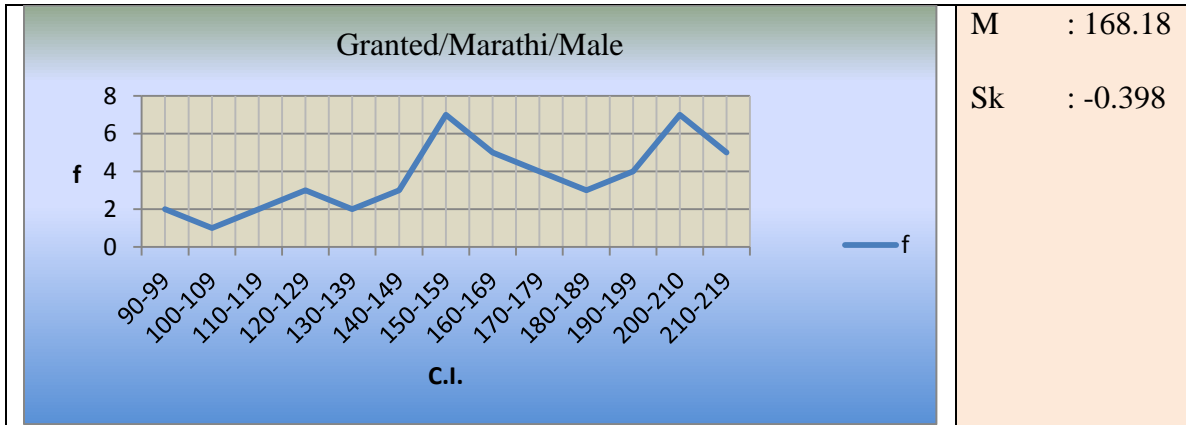
Graph plotted using the data obtained from the sample of Marathi Medium Granted Colleges (Table 42) is as in Graph 30. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees has satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

3. Granted/ Marathi/Male

Table 43: Frequency Distribution of Perception Scores obtained from the Male Sample of Marathi Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
210-219	5	214.5	48	+6	30	180
200-210	7	204.5	43	+5	35	175
190-199	4	194.5	36	+4	16	64
180-189	3	184.5	32	+3	9	27
170-179	4	174.5	29	+2	8	16
160-169	5	164.5	25	+1	5	5
150-159	7	154.5	20	0	0	0
140-149	3	144.5	13	-1	-3	3
130-139	2	134.5	10	-2	-4	8
120-129	3	124.5	8	-3	-9	27
110-119	2	114.5	5	-4	-8	32
100-109	1	104.5	3	-5	-5	25
90-99	2	94.5	2	-6	-12	72
	N=48				Σfd=62	Σ fd ² =634

Graph 31: Frequency Polygon for Perception Scores obtained the Male Sample of Marathi Medium Granted Colleges



Interpretation

Graph plotted using the data obtained from the Male sample of Marathi Medium Granted Colleges (Table 43) is as in Graph 31. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that

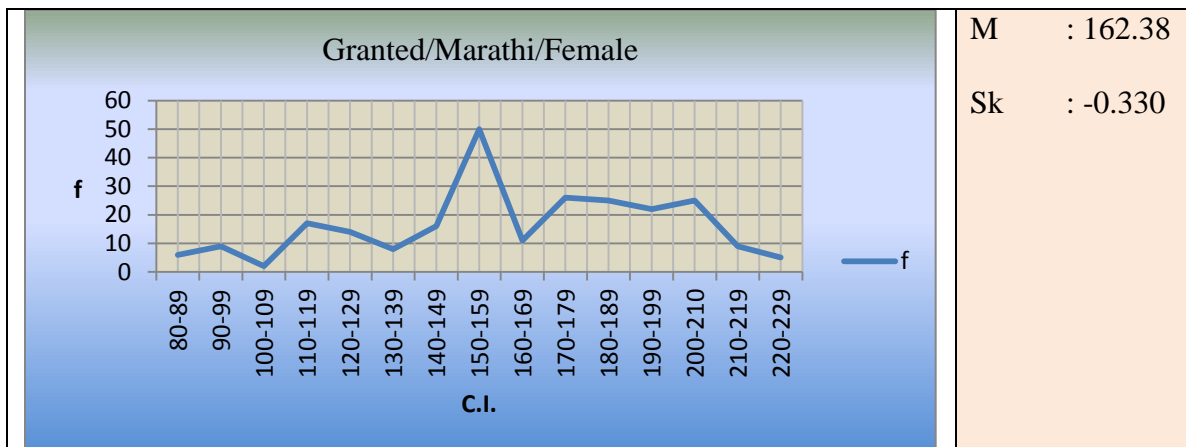
the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

4. Granted/Marathi/Female

Table 44: Frequency Distribution of Perception Scores obtained from the Female Sample of Marathi Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	5	224.5	245	+7	35	245
210-219	9	214.5	240	+6	54	324
200-210	25	204.5	231	+5	75	375
190-199	22	194.5	206	+4	88	352
180-189	25	184.5	184	+3	75	225
170-179	26	174.5	159	+2	72	144
160-169	11	164.5	133	+1	11	11
150-159	50	154.5	122	0	0	0
140-149	16	144.5	72	-1	-16	16
130-139	8	134.5	56	-2	-16	32
120-129	14	124.5	48	-3	-42	126
110-119	17	114.5	34	-4	-68	272
100-109	2	104.5	17	-5	-10	50
90-99	9	94.5	15	-6	-54	324
80-89	6	84.5	6	-7	-42	294
	N=245				Σfd=162	Σ fd ² =2790

Graph 32: Frequency Polygon for Perception Scores obtained the Female Sample of Marathi Medium Granted Colleges



Interpretation

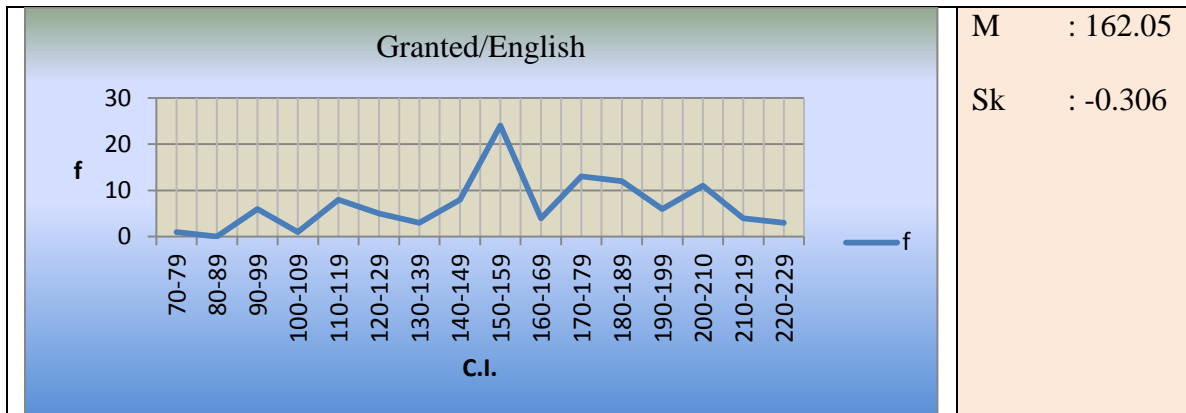
Graph plotted using the data obtained from the Female sample of Marathi Medium Granted Colleges (Table 44) is as in Graph 32. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

5. Granted/English

Table 45: Frequency Distribution of Perception Scores obtained from the Sample of English Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd²
220-229	3	224.5	109	+7	21	147
210-219	4	214.5	106	+6	24	144
200-210	11	204.5	102	+5	55	275
190-199	6	194.5	91	+4	24	96
180-189	12	184.5	85	+3	36	108
170-179	13	174.5	73	+2	26	52
160-169	4	164.5	60	+1	4	4
150-159	24	154.5	56	0	0	0
140-149	8	144.5	32	-1	-8	8
130-139	3	134.5	24	-2	-16	32
120-129	5	124.5	21	-3	-15	45
110-119	8	114.5	16	-4	-32	124
100-109	1	104.5	8	-5	-5	25
90-99	6	94.5	7	-6	-36	216
80-89	0	84.5	1	-7	0	0
70-79	1	74.5	1	-8	-8	64
	N=109				Σfd=70	Σ fd ² =1340

Graph 33: Frequency Polygon for Perception Scores obtained the Sample of English Medium Granted Colleges



Interpretation

Graph plotted using the data obtained from the sample of English Medium Granted Colleges (Table 45) is as in Graph 33. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

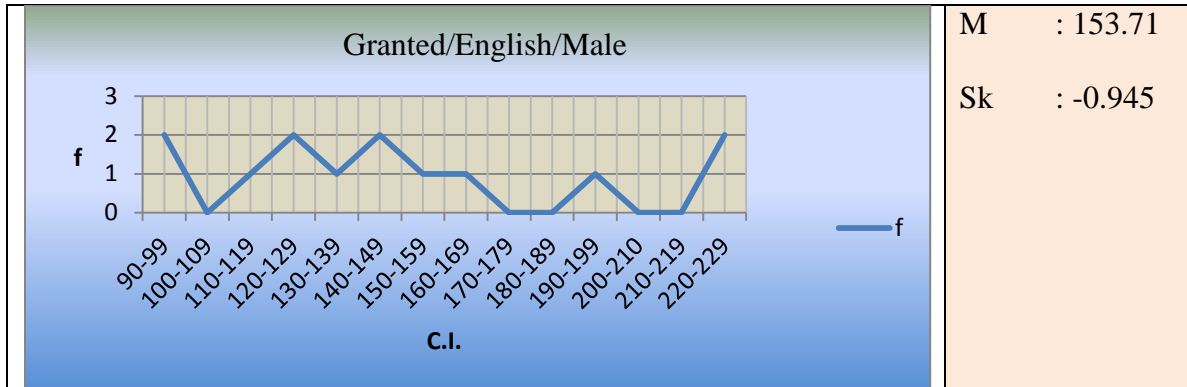
6. Granted/English/Male

Table 46: Frequency Distribution of Perception Scores obtained from the Male Sample of English Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	2	224.5	14	+8	16	128
210-219	0	214.5	12	+7	0	0
200-210	0	204.5	12	+6	0	0
190-199	1	194.5	12	+5	5	25
180-189	0	184.5	11	+4	4	16
170-179	0	174.5	10	+3	0	0
160-169	1	164.5	10	+2	2	4
150-159	1	154.5	9	+1	1	1
140-149	2	144.5	8	0	0	0
130-139	1	134.5	6	-1	-1	1

120-129	2	124.5	5	-2	-4	8
110-119	1	114.5	3	-3	-3	9
100-109	0	104.5	2	-4	0	0
90-99	2	94.5	2	-5	-10	50
	N=14				$\Sigma fd=5$	$\Sigma fd^2=242$

Graph 34: Frequency Polygon for Perception Scores obtained the Male Sample of English Medium Granted Colleges



Interpretation

Graph plotted using the data obtained from the Male sample of English Medium Granted Colleges (Table 46) is as in Graph 34. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed. Hence, the sample for the present study has perception to the moderate extent about B.Ed. Course and Teaching Profession.

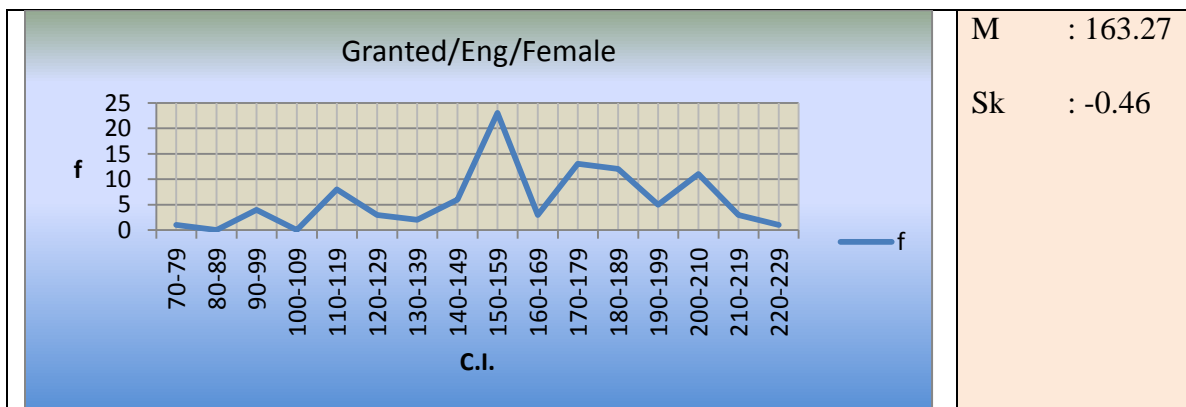
7. Granted/English/Female

Table 47: Frequency Distribution of Perception Scores obtained from the Female Sample of English Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	1	224.5	95	+7	7	49
210-219	3	214.5	94	+6	18	108
200-210	11	204.5	91	+5	55	275
190-199	5	194.5	80	+4	20	80
180-189	12	184.5	75	+3	36	108

170-179	13	174.5	63	+2	26	52
160-169	3	164.5	50	+1	3	3
150-159	23	154.5	47	0	0	0
140-149	6	144.5	24	-1	-6	6
130-139	2	134.5	18	-2	-4	8
120-129	3	124.5	16	-3	-9	27
110-119	8	114.5	13	-4	-32	128
100-109	0	104.5	5	-5	0	0
90-99	4	94.5	5	-6	-24	144
80-89	0	84.5	1	-7	0	0
70-79	1	74.5	1	-8	-8	64
	N=95				$\Sigma fd=82$	$\Sigma fd^2=1054$

Graph 35: Frequency Polygon for Perception Scores obtained the Female Sample of English Medium Granted Colleges



Interpretation

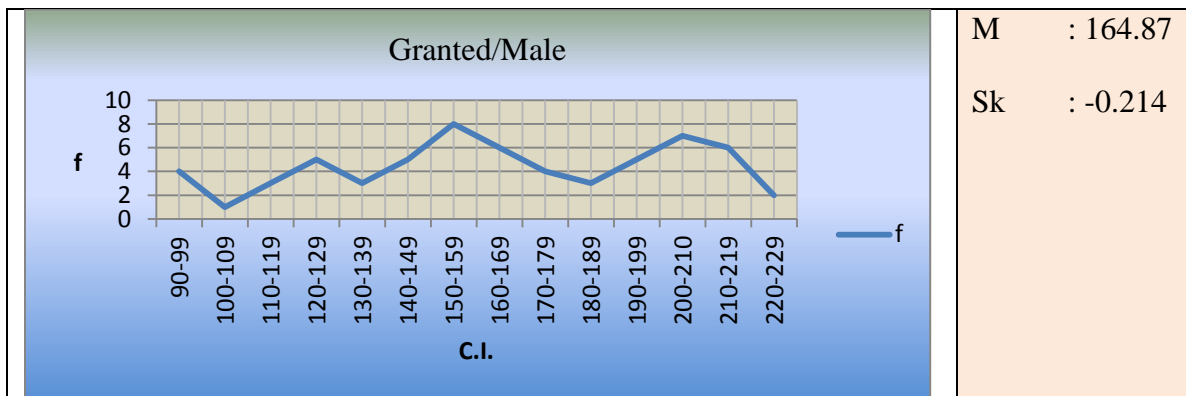
Graph plotted using the data obtained from the Female sample of English Medium Granted Colleges (Table 47) is as in Graph 35. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

8. Granted/Male

Table 48: Frequency Distribution of Perception Scores obtained from the Male Sample of Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	2	224.5	62	+7	14	98
210-219	6	214.5	60	+6	36	216
200-210	7	204.5	54	+5	35	175
190-199	5	194.5	47	+4	20	80
180-189	3	184.5	42	+3	9	27
170-179	4	174.5	39	+2	8	16
160-169	6	164.5	35	+1	6	6
150-159	8	154.5	29	0	0	0
140-149	5	144.5	21	-1	-5	5
130-139	3	134.5	16	-2	-6	12
120-129	5	124.5	13	-3	-15	45
110-119	3	114.5	8	-4	-12	48
100-109	1	104.5	5	-5	-5	25
90-99	4	94.5	4	-6	-24	144
	N=62				Σfd=61	Σ fd ² =897

Graph 36: Frequency Polygon for Perception Scores obtained the Male Sample of Granted Colleges



Interpretation

Graph plotted using the data obtained from the Male sample of Granted Colleges (Table 48) is as in Graph 36. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is

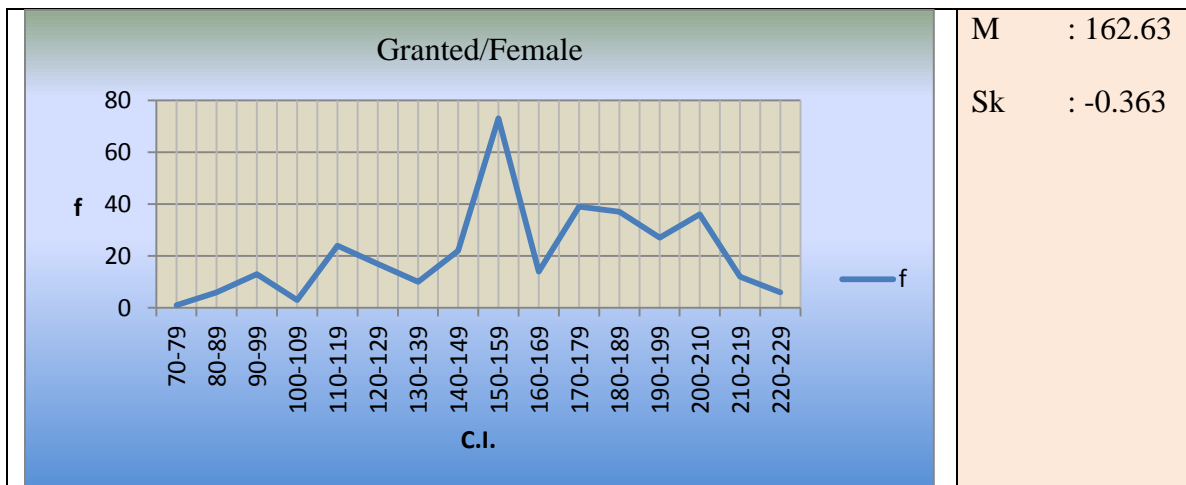
negatively skewed. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

9. Granted/Female

Table 49: Frequency Distribution of Perception Scores obtained from the Female Sample of Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	6	224.5	340	+7	42	294
210-219	12	214.5	334	+6	72	432
200-210	36	204.5	322	+5	180	900
190-199	27	194.5	286	+4	108	432
180-189	37	184.5	259	+3	111	333
170-179	39	174.5	222	+2	78	156
160-169	14	164.5	183	+1	14	14
150-159	73	154.5	169	0	0	0
140-149	22	144.5	96	-1	-22	22
130-139	10	134.5	74	-2	-20	40
120-129	17	124.5	64	-3	-51	153
110-119	24	114.5	47	-4	-96	384
100-109	3	104.5	23	-5	-15	75
90-99	13	94.5	20	-6	-72	432
80-89	6	84.5	7	-7	-42	294
70-79	1	74.5	1	-8	-8	64
	N=340				Σfd=279	Σ fd ² =4025

Graph 37: Frequency Polygon for Perception Scores obtained the Female Sample of Granted Colleges



Interpretation

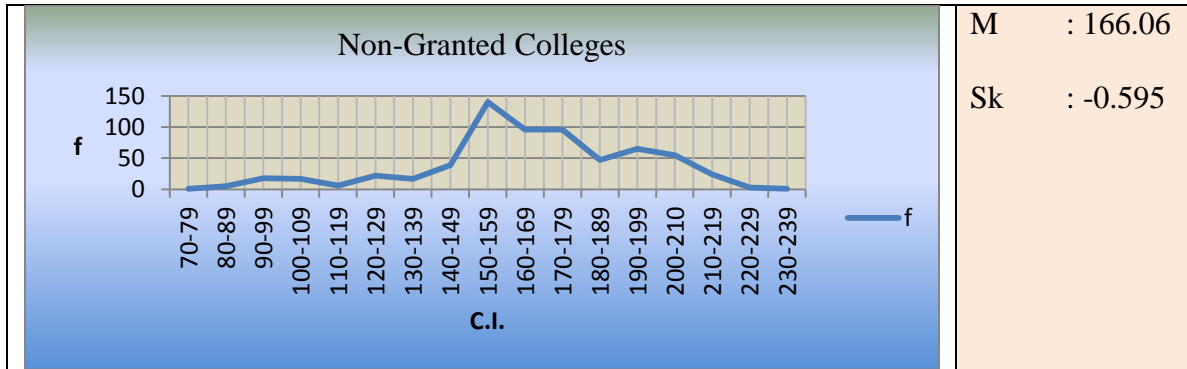
Graph plotted using the data obtained from the Female sample of Granted Colleges (Table 49) is as in Graph 37. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

10. Non-Granted Colleges

Table 50: Frequency Distribution of Perception Scores obtained from the Sample of Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd²
230-239	1	234.5	652	+8	8	64
220-229	3	224.5	651	+7	21	147
210-219	24	214.5	648	+6	144	864
200-210	55	204.5	624	+5	275	1375
190-199	65	194.5	569	+4	260	1040
180-189	47	184.5	504	+3	141	423
170-179	96	174.5	457	+2	192	384
160-169	96	164.5	361	+1	96	96
150-159	140	154.5	265	0	0	0
140-149	39	144.5	125	-1	-39	39
130-139	17	134.5	86	-2	-34	68
120-129	22	124.5	69	-3	-66	198
110-119	6	114.5	47	-4	-24	96
100-109	17	104.5	41	-5	-85	425
90-99	18	94.5	24	-6	-108	648
80-89	5	84.5	6	-7	-35	245
70-79	1	74.5	1	-8	-8	64
	N=652				Σfd=911	Σ fd ² =6176

Graph 38: Frequency Polygon for Perception Scores obtained from the Sample of Non-Granted Colleges



Interpretation

Graph plotted using the data obtained from the sample of Non-Granted Colleges (Table 50) is as in Graph 38. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

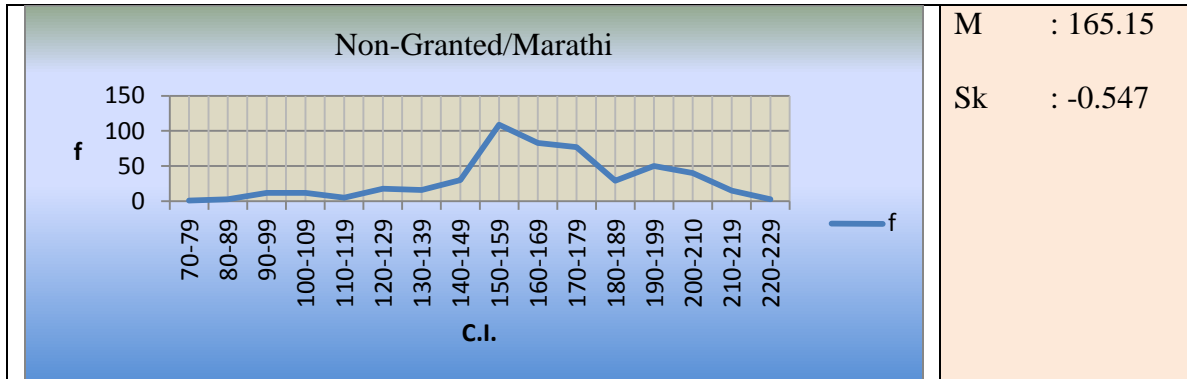
11. Non-Granted/Marathi

Table 51: Frequency Distribution of Perception Scores obtained from the Sample of Marathi Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	3	224.5	503	+7	21	147
210-219	15	214.5	500	+6	90	360
200-210	40	204.5	485	+5	200	1000
190-199	50	194.5	445	+4	200	800
180-189	29	184.5	395	+3	87	261
170-179	77	174.5	366	+2	154	308
160-169	83	164.5	289	+1	83	83
150-159	109	154.5	206	0	0	0
140-149	30	144.5	97	-1	-30	30
130-139	16	134.5	67	-2	-32	64
120-129	18	124.5	51	-3	-54	162
110-119	5	114.5	33	-4	-20	80

100-109	12	104.5	28	-5	-60	300
90-99	12	94.5	16	-6	-72	432
80-89	3	84.5	4	-7	-21	147
70-79	1	74.5	1	-8	-8	64
	N=503				$\Sigma fd=538$	$\Sigma fd^2=7114$

Graph 39: Frequency Polygon for Perception Scores obtained the Sample of Marathi Medium Non-Granted Colleges



Interpretation

Graph plotted using the data obtained from the sample of Marathi Medium Non-Granted Colleges (Table 51) is as in Graph 39. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

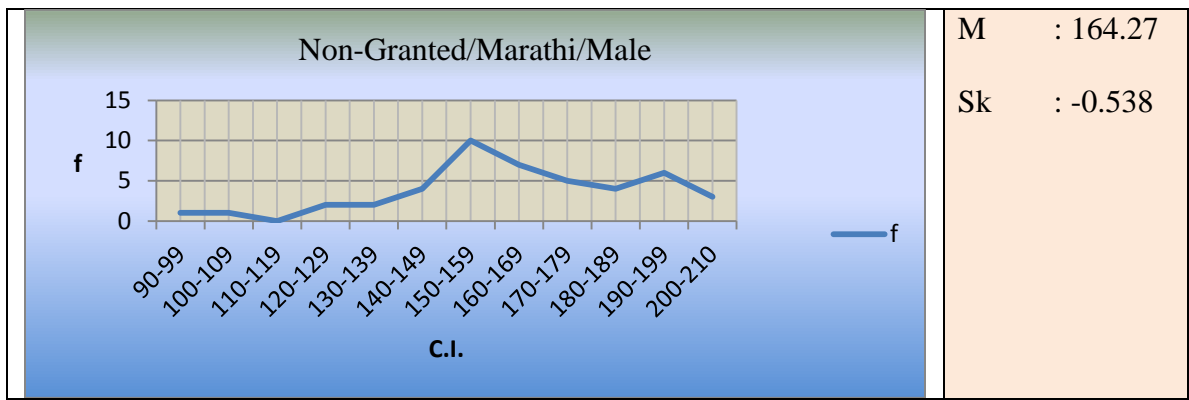
12. Non-Granted/Marathi/Male

Table 52: Frequency Distribution of Perception Scores obtained from the Male Sample of Marathi Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
200-210	3	204.5	45	+5	15	75
190-199	6	194.5	42	+4	24	96
180-189	4	184.5	36	+3	12	36
170-179	5	174.5	32	+2	10	20
160-169	7	164.5	27	+1	7	7

150-159	10	154.5	20	0	0	0
140-149	4	144.5	10	-1	-4	4
130-139	2	134.5	6	-2	-24	48
120-129	2	124.5	4	-3	-6	18
110-119	0	114.5	2	-4	0	0
100-109	1	104.5	2	-5	-5	25
90-99	1	94.5	1	-6	-6	36
	N=45				$\Sigma fd=23$	$\Sigma fd^2=365$

Graph 40: Frequency Polygon for Perception Scores obtained the Male Sample of Marathi Medium Non-Granted Colleges



Interpretation

Graph plotted using the data obtained from the Male sample of Marathi Medium Non-Granted Colleges (Table 52) is as in Graph 40. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about *B.Ed. Course and Teaching Profession*.

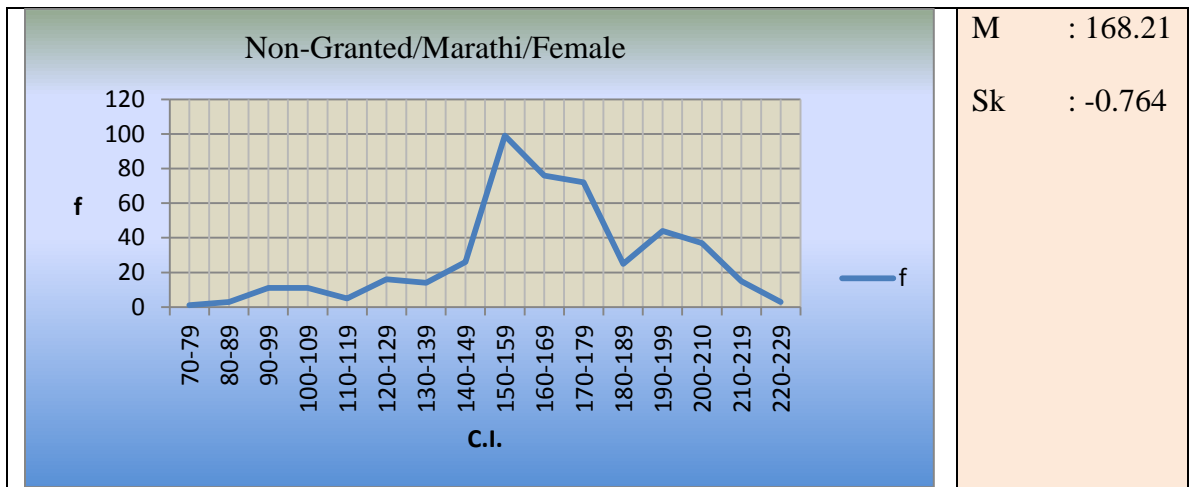
13. Non-Granted/Marathi/Female

Table 53: Frequency Distribution of Perception Scores obtained from the Female Sample of Marathi Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	3	224.5	458	+7	21	147

210-219	15	214.5	455	+6	90	540
200-210	37	204.5	440	+5	185	925
190-199	44	194.5	403	+4	176	704
180-189	25	184.5	359	+3	75	225
170-179	72	174.5	334	+2	144	288
160-169	76	164.5	262	+1	76	76
150-159	99	154.5	186	0	0	0
140-149	26	144.5	87	-1	-26	26
130-139	14	134.5	61	-2	-28	56
120-129	16	124.5	47	-3	-48	144
110-119	5	114.5	31	-4	-20	80
100-109	11	104.5	26	-5	-55	275
90-99	11	94.5	15	-6	-66	396
80-89	3	84.5	4	-7	-21	147
70-79	1	74.5	1	-8	-8	64
	N=458				$\Sigma fd=495$	$\Sigma fd^2=4093$

Graph 41: Frequency Polygon for Perception Scores obtained the Female Sample of Marathi Medium Non-Granted Colleges



Interpretation

Graph plotted using the data obtained from the Female sample of Marathi Medium Non-Granted Colleges (Table 53) is as in Graph 41. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed

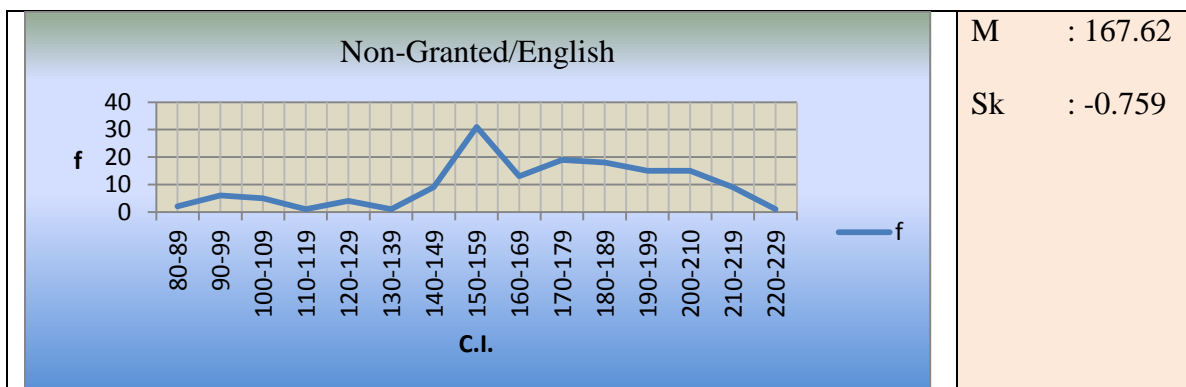
at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

14. Non-Granted/English

Table 54: Frequency Distribution of Perception Scores obtained from the Sample of English Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	1	224.5	149	+7	7	49
210-219	9	214.5	148	+6	54	324
200-210	15	204.5	139	+5	75	375
190-199	15	194.5	124	+4	60	240
180-189	18	184.5	109	+3	54	162
170-179	19	174.5	91	+2	38	76
160-169	13	164.5	72	+1	13	13
150-159	31	154.5	59	0	0	0
140-149	9	144.5	28	-1	-9	9
130-139	1	134.5	19	-2	-18	36
120-129	4	124.5	18	-3	-12	36
110-119	1	114.5	14	-4	-4	16
100-109	5	104.5	13	-5	-25	125
90-99	6	94.5	8	-6	-36	216
80-89	2	84.5	2	-7	-14	98
	N=149			-8	Σfd=183	Σ fd ² =1775

Graph 42: Frequency Polygon for Perception Scores obtained from the Sample of English Medium Non-Granted Colleges



Interpretation

Graph plotted using the data obtained from the sample of English Medium Non-Granted Colleges (Table 54) is as in Graph 42. The line graph and the values obtained

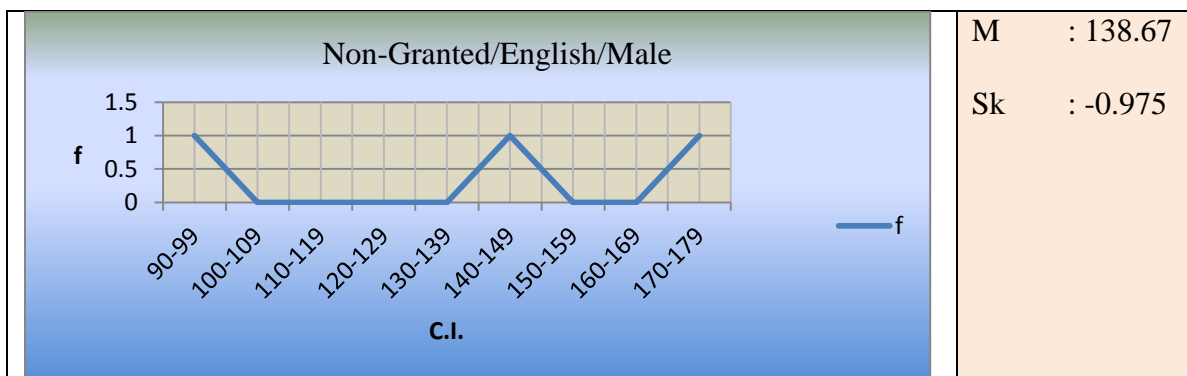
from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

15. Non-Granted/English/Male

Table 55: Frequency Distribution of Perception Scores obtained from the Male Sample of English Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
170-179	1	174.5	3	+3	3	9
160-169	0	164.5	2	+2	0	0
150-159	0	154.5	2	+1	0	0
140-149	1	144.5	2	0	0	0
130-139	0	134.5	1	-1	0	0
120-129	0	124.5	1	-2	0	0
110-119	0	114.5	1	-3	0	0
100-109	0	104.5	1	-4	0	0
90-99	1	94.5	1	-5	-5	25
	N=3				Σfd= -2	Σ fd ² =34

Graph 43: Frequency Polygon for Perception Scores obtained from the Male Sample of English Medium Non-Granted Colleges



Interpretation

Graph plotted using the data obtained from the Male sample of English Medium Non-Granted Colleges (Table 55) is as in Graph 43. The line graph and the values

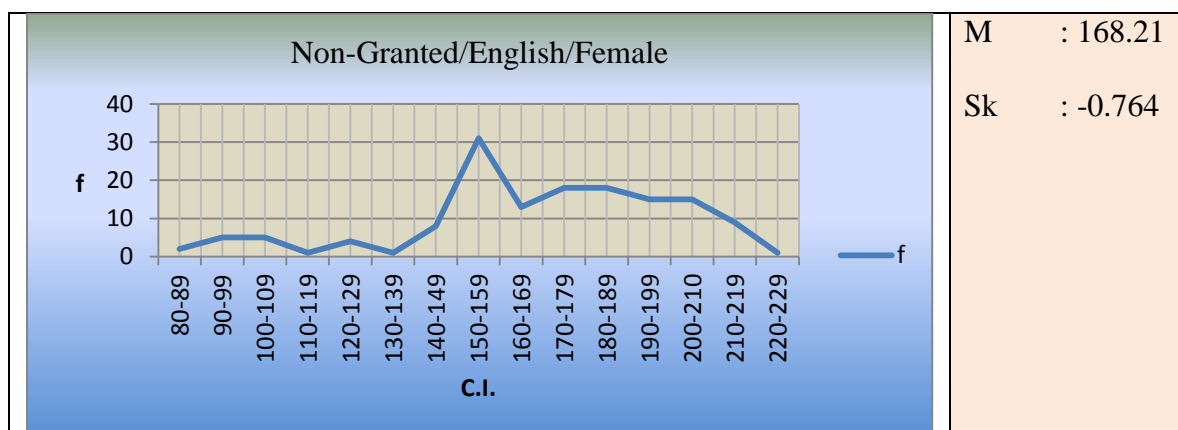
obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the moderate extent about B.Ed. Course and Teaching Profession.

16. Non-Granted/English/Female

Table 56: Frequency Distribution of Perception Scores obtained from the Female Sample of English Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	1	224.5	146	+7	7	49
210-219	9	214.5	145	+6	54	324
200-210	15	204.5	136	+5	75	375
190-199	15	194.5	121	+4	60	240
180-189	18	184.5	106	+3	54	162
170-179	18	174.5	88	+2	36	72
160-169	13	164.5	70	+1	13	13
150-159	31	154.5	57	0	0	0
140-149	8	144.5	26	-1	-8	8
130-139	1	134.5	18	-2	-2	4
120-129	4	124.5	17	-3	-12	36
110-119	1	114.5	13	-4	-4	16
100-109	5	104.5	12	-5	-25	125
90-99	5	94.5	7	-6	-30	180
80-89	2	84.5	2	-7	-14	98
	N=146				Σfd=204	Σ fd ² =1702

Graph 44: Frequency Polygon for Perception Scores obtained from Female Sample of English Medium Non-Granted Colleges



Interpretation

Graph plotted using the data obtained from the Female sample of English Medium Non-Granted Colleges (Table 56) is as in Graph 44. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees have satisfactory perception about B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

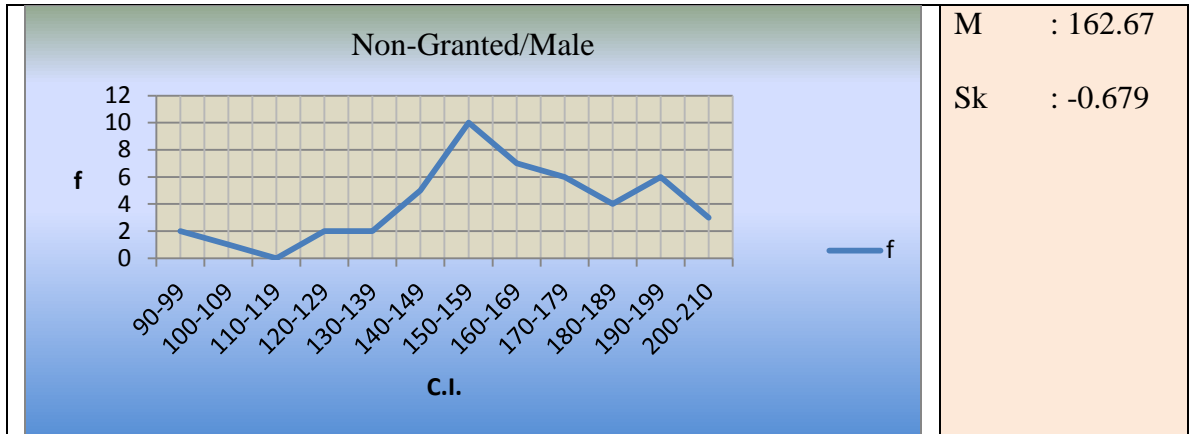
17. Non-Granted/Male

Table 57: Frequency Distribution of Perception Scores obtained from the Male Sample of Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
200-210	3	204.5	48	+5	15	75
190-199	6	194.5	45	+4	24	96
180-189	4	184.5	39	+3	12	36
170-179	6	174.5	35	+2	8	16
160-169	7	164.5	29	+1	7	7
150-159	10	154.5	22	0	0	0
140-149	5	144.5	12	-1	-10	10
130-139	2	134.5	7	-2	-4	8
120-129	2	124.5	5	-3	-6	18
110-119	0	114.5	3	-4	0	0

100-109	1	104.5	3	-5	-5	25
90-99	2	94.5	2	-6	-12	18
	N=48				$\Sigma fd=19$	$\Sigma fd^2=309$

Graph 45: Frequency Polygon for Perception Scores obtained the Male Sample of Non-Granted Colleges



Interpretation

Graph plotted using the data obtained from the Male sample of Non-Granted Colleges (Table 57) is as in Graph 45. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees perceived about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

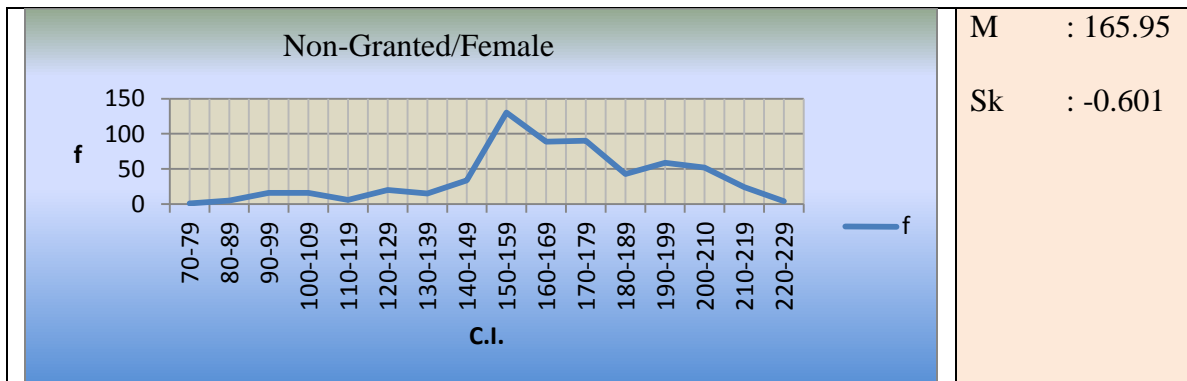
18. Non-Granted/Female

Table 58: Frequency Distribution of Perception Scores obtained from the Female Sample of Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	4	224.5	604	+7	28	196
210-219	24	214.5	600	+6	144	864
200-210	52	204.5	576	+5	260	1300
190-199	59	194.5	524	+4	236	944
180-189	43	184.5	465	+3	129	387

170-179	90	174.5	422	+2	180	360
160-169	89	164.5	332	+1	89	89
150-159	130	154.5	243	0	0	0
140-149	34	144.5	113	-1	-34	34
130-139	15	134.5	79	-2	-30	60
120-129	20	124.5	64	-3	-60	180
110-119	6	114.5	44	-4	-24	96
100-109	16	104.5	38	-5	-80	400
90-99	16	94.5	22	-6	-96	576
80-89	5	84.5	6	-7	-35	245
70-79	1	74.5	1	-8	-8	64
	N=604				$\Sigma fd=699$	$\Sigma fd^2=5795$

Graph 46: Frequency Polygon for Perception Scores obtained from the Female Sample of Non-Granted Colleges



Interpretation

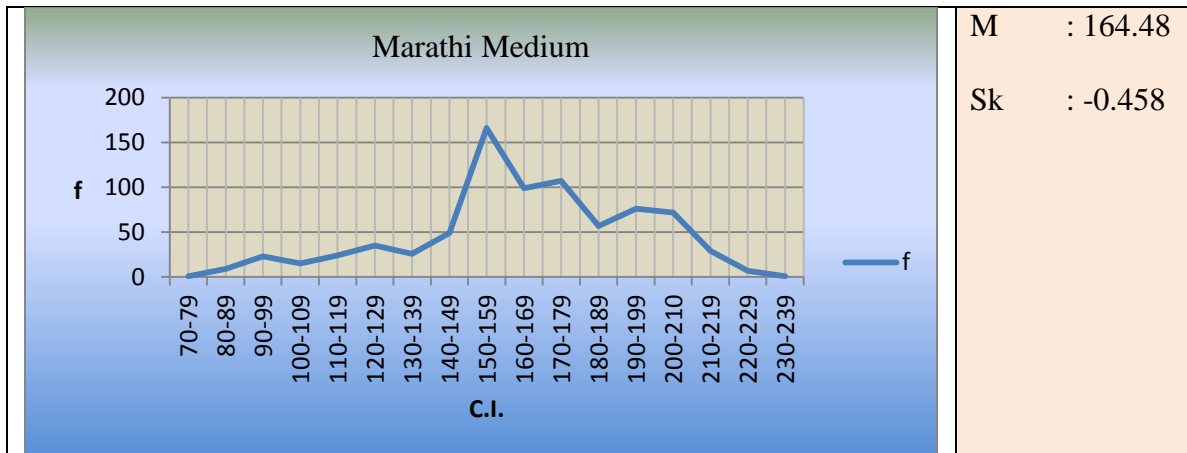
Graph plotted using the data obtained from the Female sample of Non-Granted Colleges (Table 58) is as in Graph 46. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees perceived about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

19. Marathi Medium

Table 59: Frequency Distribution of Perception Scores obtained from the Sample of Marathi Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
230-239	1	234.5	796	+8	8	64
220-229	7	224.5	795	+7	49	343
210-219	29	214.5	788	+6	174	1044
200-210	72	204.5	759	+5	360	1800
190-199	76	194.5	687	+4	304	1216
180-189	57	184.5	611	+3	171	513
170-179	107	174.5	554	+2	214	428
160-169	99	164.5	447	+1	99	99
150-159	166	154.5	348	0	0	0
140-149	49	144.5	182	-1	-49	49
130-139	26	134.5	133	-2	-52	104
120-129	35	124.5	107	-3	-105	315
110-119	24	114.5	72	-4	-96	384
100-109	15	104.5	48	-5	-75	375
90-99	23	94.5	33	-6	-138	828
80-89	9	84.5	10	-7	-63	441
70-79	1	74.5	1	-8	-8	64
	N=796				Σfd=793	Σ fd ² =8067

Graph 47: Frequency Polygon for Perception Scores obtained from the Sample of Marathi Medium



Interpretation

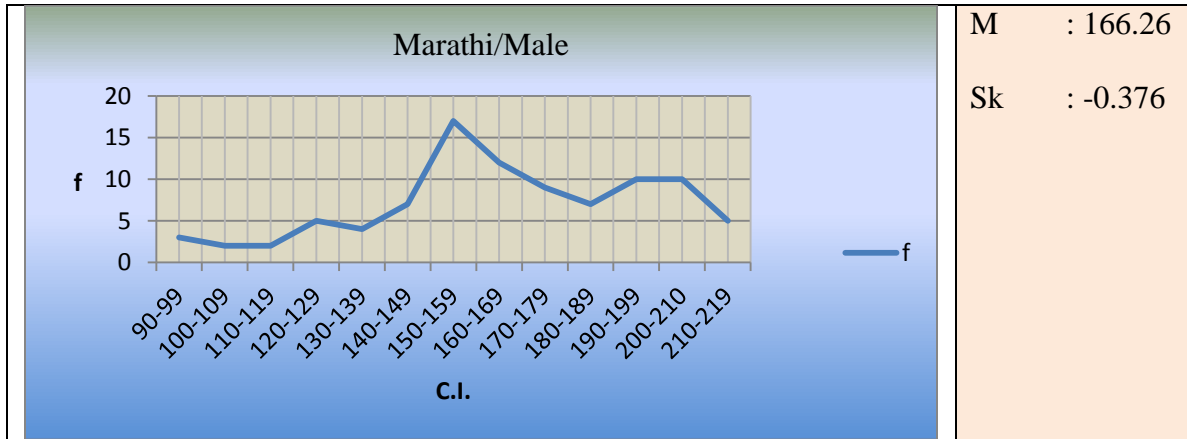
Graph plotted using the data obtained from the sample of Marathi Medium Colleges (Table 59) is as in Graph 47. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees perceived about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

20. Marathi/Male

Table 60: Frequency Distribution of Perception Scores obtained from the Male Sample of Marathi Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd²
210-219	5	214.5	93	+6	30	180
200-210	10	204.5	88	+5	50	250
190-199	10	194.5	78	+4	40	160
180-189	7	184.5	68	+3	21	63
170-179	9	174.5	61	+2	18	36
160-169	12	164.5	52	+1	12	12
150-159	17	154.5	40	0	0	0
140-149	7	144.5	23	-1	-7	7
130-139	4	134.5	16	-2	-8	16
120-129	5	124.5	12	-3	-15	45
110-119	2	114.5	7	-4	-8	32
100-109	2	104.5	5	-5	-10	50
90-99	3	94.5	3	-6	-18	108
	N=93				Σfd=105	Σ fd ² =959

Graph 48: Frequency Polygon for Perception Scores obtained the Male Sample of Marathi Medium



Interpretation

Graph plotted using the data obtained from the Male sample of Marathi Medium Colleges (Table 60) is as in Graph 48. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees perceived about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

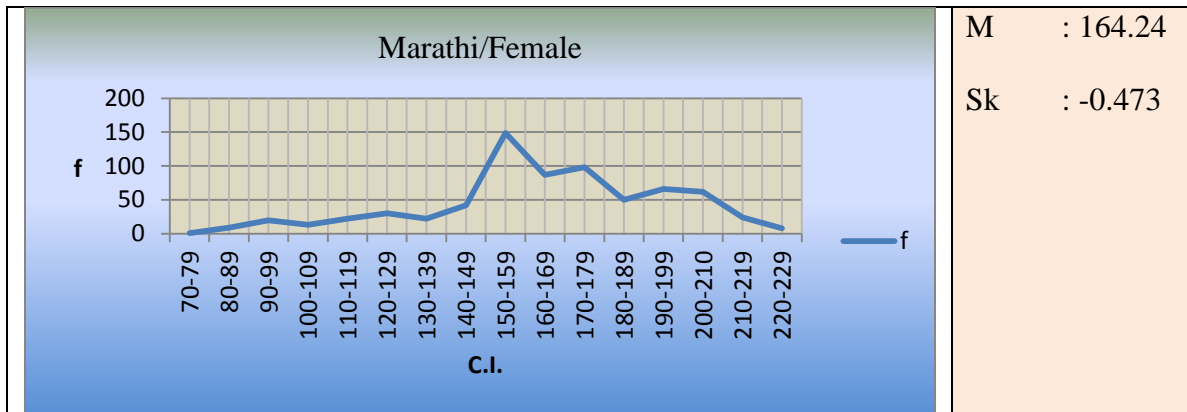
21. Marathi/Female

Table 61: Frequency Distribution of Perception Scores obtained from the Female Sample of Marathi Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	8	224.5	703	+7	15	105
210-219	24	214.5	695	+6	144	864
200-210	62	204.5	671	+5	310	1550
190-199	66	194.5	609	+4	264	1056
180-189	50	184.5	543	+3	150	450
170-179	98	174.5	493	+2	196	392
160-169	87	164.5	395	+1	87	87
150-159	149	154.5	308	0	0	0
140-149	42	144.5	159	-1	-42	42
130-139	22	134.5	117	-2	-44	88

120-129	30	124.5	95	-3	-90	270
110-119	22	114.5	65	-4	-88	352
100-109	13	104.5	43	-5	-65	325
90-99	20	94.5	30	-6	-120	720
80-89	9	84.5	10	-7	-63	441
70-79	1	74.5	1	-8	-8	64
	N=703				$\Sigma fd=956$	$\Sigma fd^2=6806$

Graph 49: Frequency Polygon for Perception Scores obtained from the Female Sample of Marathi Medium



Interpretation

Graph plotted using the data obtained from the Female sample of Marathi Medium Colleges (Table 61) is as in Graph 49. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees perceived about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

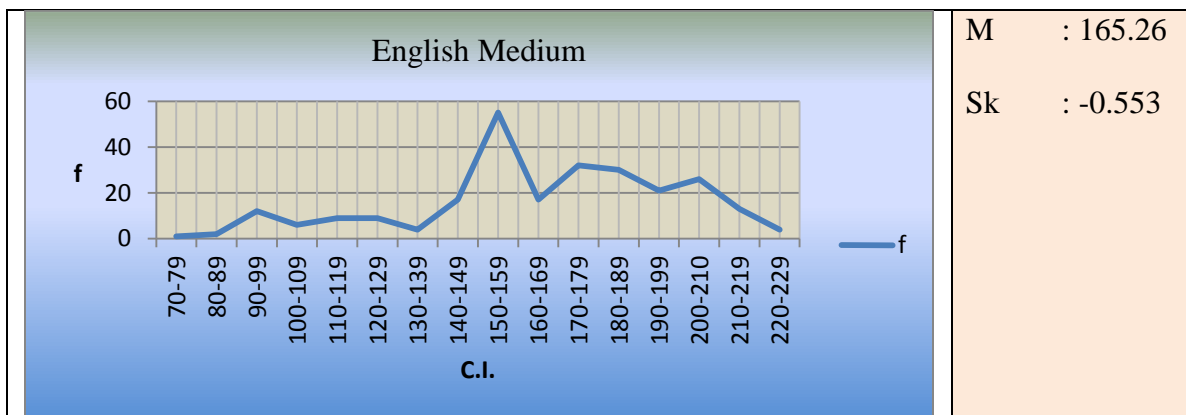
22. English Medium

Table 62: Frequency Distribution of Perception Scores obtained from the Sample of English Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	4	224.5	258	+7	28	196
210-219	13	214.5	254	+6	78	468

200-210	26	204.5	241	+5	130	650
190-199	21	194.5	215	+4	84	336
180-189	30	184.5	194	+3	90	270
170-179	32	174.5	164	+2	64	128
160-169	17	164.5	132	+1	17	17
150-159	55	154.5	115	0	0	0
140-149	17	144.5	60	-1	-17	17
130-139	4	134.5	43	-2	-8	16
120-129	9	124.5	39	-3	-27	81
110-119	9	114.5	30	-4	-36	144
100-109	6	104.5	21	-5	-30	150
90-99	12	94.5	15	-6	-72	432
80-89	2	84.5	3	-7	-14	98
70-79	1	74.5	1	-8	-8	64
	N=258				$\Sigma fd=279$	$\Sigma fd^2=4717$

Graph 50: Frequency Polygon for Perception Scores obtained from the Sample of English Medium



Interpretation

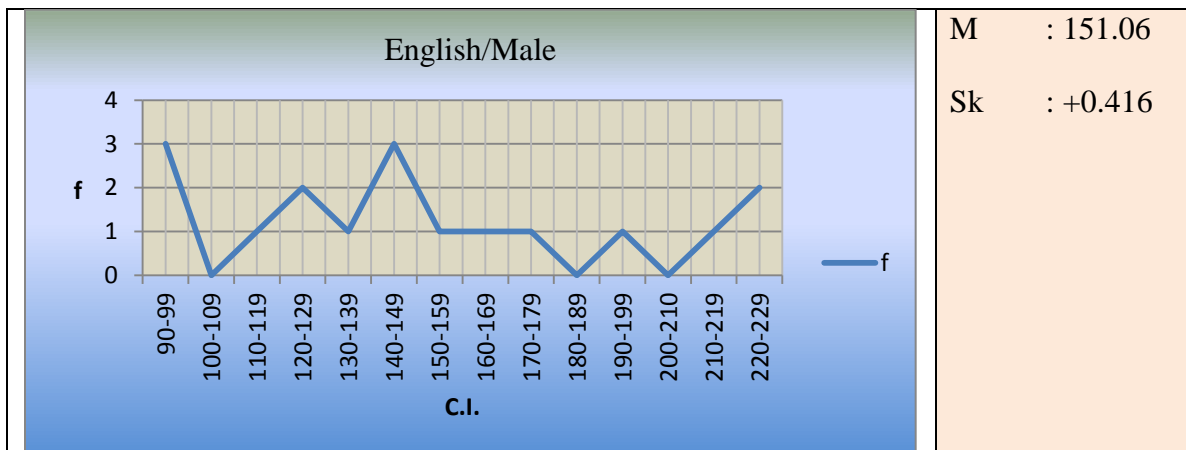
Graph plotted using the data obtained from the sample of English Medium Colleges (Table 62) is as in Graph 50. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees perceived about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

23. English/Male

Table 63: Frequency Distribution of Perception Scores obtained from the Male Sample of English Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	2	224.5	17	+8	16	128
210-219	1	214.5	15	+7	7	49
200-210	0	204.5	14	+6	0	0
190-199	1	194.5	14	+5	5	25
180-189	0	184.5	13	+4	0	0
170-179	1	174.5	13	+3	3	9
160-169	1	164.5	12	+2	2	4
150-159	1	154.5	11	+1	1	1
140-149	3	144.5	10	0	0	0
130-139	1	134.5	7	-1	-1	1
120-129	2	124.5	6	-2	-4	8
110-119	1	114.5	4	-3	-3	9
100-109	0	104.5	3	-4	0	0
90-99	3	94.5	3	-5	-15	75
	N=17				Σfd=16	Σ fd ² =309

Graph 51: Frequency Polygon for Perception Scores obtained from the Male Sample of English Medium



Interpretation

Graph plotted using the data obtained from the Male sample of English Medium Colleges (Table 63) is as in Graph 51. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees perceived about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is positive.

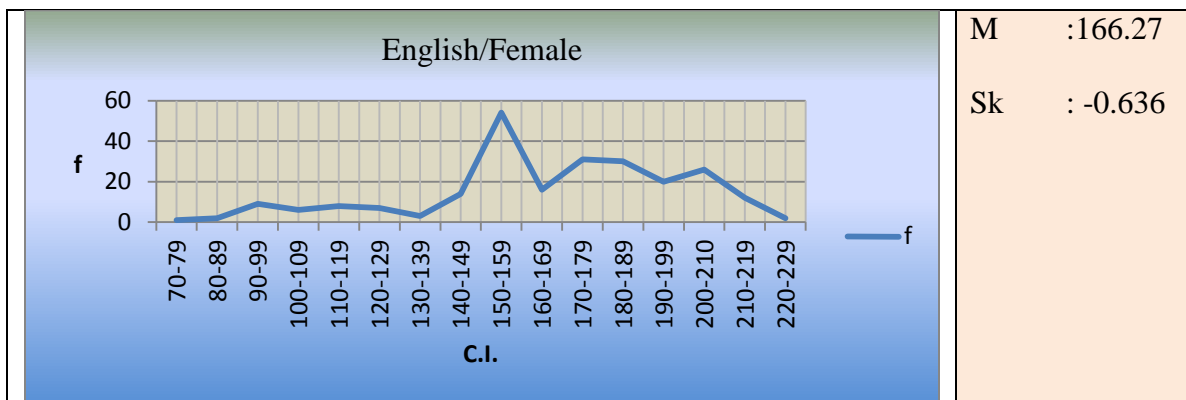
From appearance of the graph line and the value of Skewness it is clear that the graph is positively skewed, indicating that most of the scores are massed at the *low* end of the scale. Hence, the sample for the present study has perception to the moderate extent about B.Ed. Course and Teaching Profession.

24. English/Female

Table 64: Frequency Distribution of Perception Scores obtained from the Female Sample of English Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
220-229	2	224.5	241	+7	14	98
210-219	12	214.5	239	+6	72	432
200-210	26	204.5	227	+5	130	650
190-199	20	194.5	201	+4	80	320
180-189	30	184.5	181	+3	90	270
170-179	31	174.5	151	+2	62	124
160-169	16	164.5	120	+1	16	16
150-159	54	154.5	104	0	0	0
140-149	14	144.5	50	-1	-14	14
130-139	3	134.5	36	-2	-6	12
120-129	7	124.5	33	-3	-21	63
110-119	8	114.5	26	-4	-32	128
100-109	6	104.5	18	-5	-30	150
90-99	9	94.5	12	-6	-54	324
80-89	2	84.5	3	-7	-14	98
70-79	1	74.5	1	-8	-8	64
	N=241				Σfd=285	Σ fd ² =2763

Graph 52: Frequency Polygon for Perception Scores obtained from the Female Sample of English Medium



Interpretation

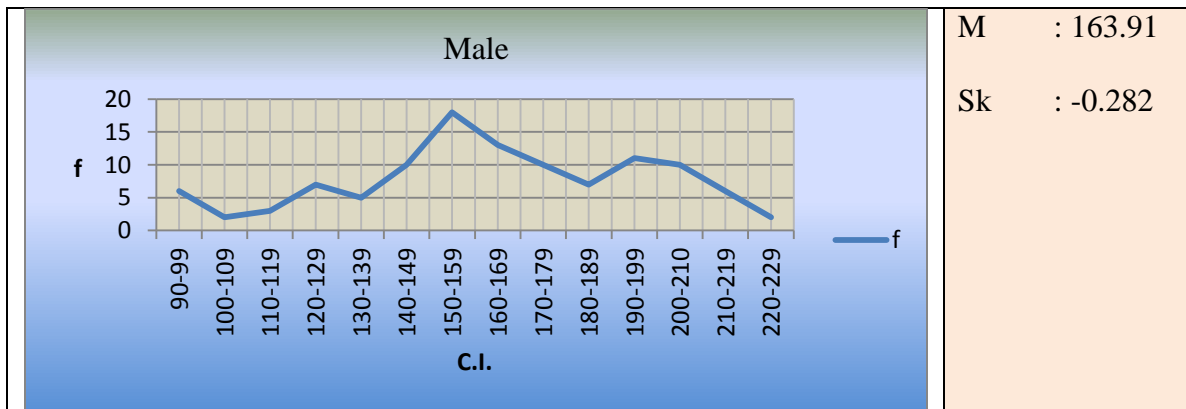
Graph plotted using the data obtained from the Female sample of English Medium Colleges (Table 64) is as in Graph 52. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees perceived about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

25. Male

Table 65: Frequency Distribution of Perception Scores obtained from the Male Sample

C.I.	f	M. Pt.	F	d	fd	fd²
220-229	2	224.5	110	+7	14	98
210-219	6	214.5	108	+6	36	216
200-210	10	204.5	102	+5	50	250
190-199	11	194.5	92	+4	44	176
180-189	7	184.5	81	+3	21	63
170-179	10	174.5	74	+2	20	40
160-169	13	164.5	64	+1	13	13
150-159	18	154.5	51	0	0	0
140-149	10	144.5	33	-1	-10	10
130-139	5	134.5	23	-2	-10	20
120-129	7	124.5	18	-3	-21	63
110-119	3	114.5	11	-4	-12	48
100-109	2	104.5	8	-5	-10	50
90-99	6	94.5	6	-6	-36	216
	N=110				Σfd=99	Σ fd ² =1263

Graph 53: Frequency Polygon for Perception Scores obtained from the Male Sample



Interpretation

Graph plotted using the data obtained from the sample of Non-Granted Colleges (Table 65) is as in Graph 53. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees perceived about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

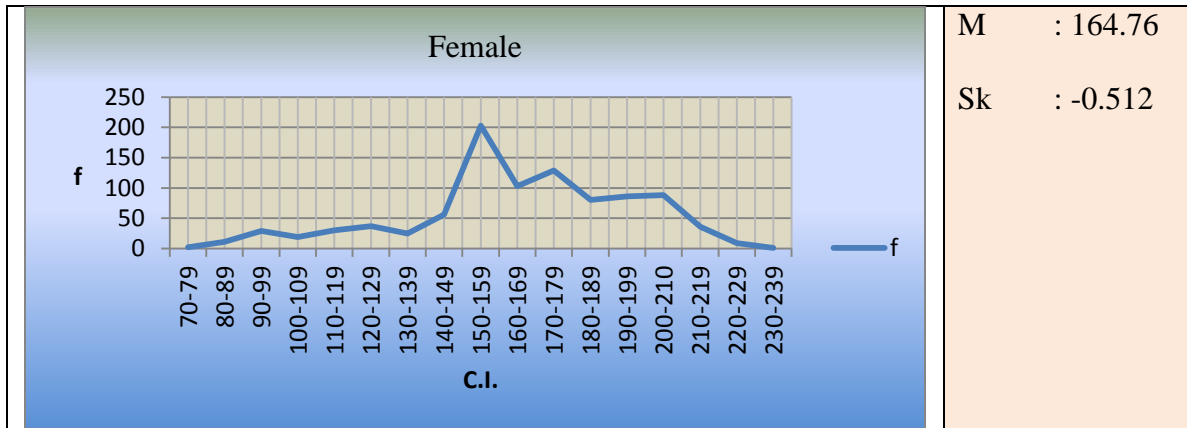
26. Female

Table 66: Frequency Distribution of Perception Scores obtained from the Female Sample

C.I.	f	M. Pt.	F	d	fd	Fd ²
230-239	1	234.5	944	+8	8	64
220-229	9	224.5	943	+7	63	441
210-219	36	214.5	934	+6	216	1296
200-210	88	204.5	898	+5	440	2200
190-199	86	194.5	810	+4	344	1376
180-189	80	184.5	724	+3	240	720
170-179	129	174.5	644	+2	258	516
160-169	103	164.5	515	+1	103	103
150-159	203	154.5	412	0	0	0
140-149	56	144.5	209	-1	-56	56
130-139	25	134.5	153	-2	-50	100
120-129	37	124.5	128	-3	-111	333

110-119	30	114.5	91	-4	-120	480
100-109	19	104.5	61	-5	-95	475
90-99	29	94.5	42	-6	-174	1044
80-89	11	84.5	13	-7	-77	539
70-79	2	74.5	2	-8	-16	128
	N=944				$\Sigma fd=973$	$\Sigma fd^2=9871$

Graph 54: Frequency Polygon for Perception Scores obtained from the Female Sample



Interpretation

Graph plotted using the data obtained from the sample of Non-Granted Colleges (Table 66) is as in Graph 54. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees perceived about B.Ed. Course and Teaching Profession satisfactorily. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. Hence, the sample for the present study has perception to the maximum extent about B.Ed. Course and Teaching Profession.

4.5.2a Summary of Interpretations from Analysis of Data for Objective 2

Table 67: Summary of Interpretations from Analysis of Data for Objective 2

Sr. No.	Category	Extent of Perception
1	Whole Sample (N=1054)	Maximum
2	Granted Colleges	Maximum
3	Granted/Marathi	Maximum

4	Granted/Marathi/Male	Maximum
5	Granted/Marathi/Female	Maximum
6	Granted/English	Maximum
7	Granted/English/Male	Moderate
8	Granted/English/Female	Maximum
9	Granted/Male	Maximum
10	Granted/Female	Maximum
11	Non-Granted Colleges	Maximum
12	Non-Granted/Marathi	Maximum
13	Non-Granted/Marathi/Male	Maximum
14	Non-Granted/Marathi/Female	Maximum
15	Non-Granted/English	Maximum
16	Non-Granted/English/Male	Moderate
17	Non-Granted/English/Female	Maximum
18	Non-Granted/Male	Maximum
19	Non-Granted/Female	Maximum
20	Marathi Medium	Maximum
21	Marathi/Male	Maximum
22	Marathi/Female	Maximum
23	English Medium	Maximum
24	English/Male	Moderate
25	English/Female	Maximum
26	Male	Maximum
27	Female	Maximum

Conclusion

Data analysis done to study Perception of B.Ed. students (Table 67) about teacher training and teaching profession indicates that the male sample from both Granted and Non-granted English medium has perception to the moderate extent. Sample from rest of the categories has perception to the maximum extent about teacher training and teaching profession.

Percentages of perception scores obtained for all the categories are as follows –

Sr. No.	Category	Percentage of the Sample for Extent of Perception		
		Max.	Mod.	Min.
1	Whole Sample (N=1054)	55.11	44.69	0.20
2	Granted Colleges	70.90	29.10	--
3	Granted/Marathi	51.54	48.46	--
4	Granted/Marathi/Male	58.33	41.67	--
5	Granted/Marathi/Female	50.20	49.80	--
6	Granted/English	48.62	50.46	0.92
7	Granted/English/Male	35.71	64.29	--
8	Granted/English/Female	50.53	48.42	1.05
9	Granted/Male	53.23	46.77	--
10	Granted/Female	50.29	49.41	0.30
11	Non-Granted Colleges	56.75	43.10	0.15
12	Non-Granted/Marathi	59.04	40.76	0.20
13	Non-Granted/Marathi/Male	55.55	44.45	--
14	Non-Granted/Marathi/Female	53.39	40.39	0.22
15	Non-Granted/English	60.40	39.60	--
16	Non-Granted/English/Male	33.33	66.67	--
17	Non-Granted/English/Female	60.96	39.04	--
18	Non-Granted/Male	56.16	45.84	--
19	Non-Granted/Female	59.76	40.07	0.17
20	Marathi Medium	56.27	43.60	0.17
21	Marathi/Male	56.99	43.01	--
22	Marathi/Female	53.35	46.51	0.14
23	English Medium	55.42	44.19	0.39
24	English/Male	35.29	64.71	--
25	English/Female	56.85	42.74	0.41
26	Male	53.64	46.36	--
27	Female	56.36	43.43	0.21

4.5.2b Item wise Analysis of Perception Inventory

Percentages of Perception scores were calculated and used for item-wise analysis.

A] Entrance Examination:

- 1) *Do you feel that an entrance examination for teacher training programme is essential to test an entrant's attitude towards teaching profession?*

73% of the sample felt that an entrance examination for teacher training programme is essential to test an entrant's attitude towards teaching profession to the minimum extent. 19% of them felt it as to the moderate extent and 8% of the sample felt that an entrance examination for teacher training programme is essential to test an entrant's attitude towards teaching profession to the maximum extent.

2) *Do you feel that an entrance examination for teacher training programme is essential to test an entrant's aptitude towards teaching profession?*

According to 9% of the sample an entrance examination for teacher training programme is essential to the minimum extent; according to 17% to the moderate extent and 73% of the sample felt it is essential to test an entrant's aptitude towards teaching profession.

3) *Do you feel that an entrance examination for teacher training programme is appropriate?*

Regarding appropriateness of an entrance examination for teacher training programme, 11% of the sample responded to the maximum extent, 12% responded to the moderate extent and 76% to the minimum extent.

B] B.Ed. Course:

1) *Do you feel that the B.Ed. course is interesting?*

Mixed responses were obtained on this question. 30.65% of the sample responded to the maximum extent, 29.45% and 39.90% of the sample responded that B.Ed. course is interesting to the moderate and maximum extent respectively.

2) *Do you feel that the B.Ed. course is challenging?*

22% of the sample felt that the B.Ed. course is challenging to the maximum extent, 29% of the sample opted for the option of moderate extent and 49% opined that it is challenging to the minimum extent.

3) *Do you feel that the B.Ed. course is hectic and laborious?*

47% of the sample felt that the B.Ed. course is hectic and laborious to the maximum extent. 29% and 23% of them felt about the same to the moderate and minimum extent respectively.

4) *Do you feel that the B.Ed. course has a need-based syllabus?*

21% of the sample felt to the maximum extent that the B.Ed. course has a need-based syllabus. 41% and almost 37% of them felt about the same to the moderate and minimum extent respectively.

5) *Do you feel that the B.Ed. course has an interesting syllabus?*

33% of the teacher trainees felt to the maximum extent that the B.Ed. course has an interesting syllabus. Almost 40% and 27% of them felt to the moderate and minimum extent respectively.

6) *Do you feel that present duration of B.Ed. course is satisfactory?*

Around 20% of the sample felt that present duration of B.Ed. course is satisfactory. 37% and 43% of them respectively felt it to the moderate and minimum extent.

7) *Do you feel that the B.Ed. course removes stage fear?*

Almost 48% of the sample felt to the maximum extent that the B.Ed. course removes stage fear. 31% and 21% of them felt it to the moderate and minimum extent respectively.

C] Infrastructural Facilities:

Do you feel that the infrastructural facilities in your institution are satisfactory with respect to the following points? –

Responses obtained from the sample on various aspects of infrastructural facilities in the B.Ed. College are tabulated as follows.

Sr. No.	Items	Max. Extent	Mod. Extent	Min. Extent
1)	sufficient big size of classrooms	26.78	41.51	31.71
2)	availability of method rooms	20.71	30.65	48.64
3)	availability of Science laboratory	15.01	28.47	56.52
4)	availability of Psychology laboratory	15.58	30.74	53.68
5)	availability of Language laboratory	9.21	12053	78.26
6)	availability of audio-visual room	12.72	16.24	71.04
7)	availability of seminar hall	37.62	35.12	27.26
8)	availability of ladies common room	35.52	38.17	26.31
9)	availability of gents common room	30.74	37.72	31.54
10)	availability of recreation hall	8.74	16.22	75.04
11)	availability of sports material	9.86	20.74	69.67
12)	availability of work-experience activities	22.04	32.58	45.38
13)	sufficient number of display and notice boards	33.63	39.68	26.69
14)	clean ladies washroom	23.74	40.87	35.39
15)	clean gents washroom	8.18	24.54	67.28
16)	availability of drinking water	54.34	29.83	15.83
17)	availability of playground	33.82	26.36	39.80
18)	campus is disabled friendly	17.38	24.66	57.95
19)	hostel facility for female pupil-teachers	6.93	16.24	76.73
20)	hostel facility for male pupil-teachers	14.50	15.20	70.30

D] Facilities:

- 1) *Do you feel that the library facility is satisfactory with respect to the following?*

Responses obtained from the sample on various aspects of facilities available in the B.Ed. College are tabulated as follows.

Sr. No.	Items	Max. Extent	Mod. Extent	Min. Extent
a.	Reference books	47.67	33.57	18.76
b.	School textbooks	39.71	30.46	29.83
c.	Educational journals	19.95	35.22	44.83
d.	Educational C.Ds.	8.74	10.72	80.54
e.	Maps and Earth globes	29.83	45.02	25.15
f.	Computers	56.05	39.12	4.83
g.	Internet facility	11.21	19.07	69.72
h.	Reading Hall	58.14	33.54	8.32

- 2) *Do you agree that furniture in your Institution is adequate?*

57% of the sample agreed to the maximum extent that furniture in their Institution is adequate. 43% of them agreed to the moderate extent with the same.

3) *Do you feel that sufficient technical assistance is available in laboratories?*

2% of the sample felt to the maximum extent that sufficient technical assistance is available in laboratories. 12% and 86% of them felt to the moderate and to the minimum extent respectively.

E] Classroom Instructions and Evaluation:

1) *Do you feel that classroom instruction is satisfactory in the following respects? –*

Responses obtained from the sample on various aspects of Classroom Instructions and Evaluation are tabulated as follows.

Sr. No.	Items	Max. Extent	Mod. Extent	Min. Extent
a.	availability of lecturers	47.88	39.80	12.32
b.	availability of Subject Education teachers	58.32	29.23	12.45
c.	appropriate methodology followed	47.69	31.06	21.25
d.	pupil-teachers' participation in classroom instruction	33.71	40.46	25.83
e.	use of audio-visual aids in classroom instruction	23.84	35.3	40.93
f.	positive attitude of teacher-educators	39.71	30.49	29.80
g.	competent teacher-educators	40.09	20.69	39.22

2) *Do you think that lecturers evaluate your performance objectively in theory and practical?*

30% of the sample thought that lecturers evaluate their performance objectively in theory and practical. 57% and 13% of them thought about the same to the moderate and minimum extent respectively.

F] Practical Work:

Do you feel that the course related practical work is satisfactory in the following respects? –

Responses obtained from the sample on various aspects of Practical Work are tabulated as follows.

Sr. No.	Items	Max. Extent	Mod. Extent	Min. Extent
1)	appropriateness of paper-related practical work	30.65	35.24	34.11
2)	correlation between theory and practical in training	49.02	28.76	22.22
3)	Microteaching	55.64	33.82	10.54
4)	Practice lessons –			
	a. traditional method is appropriate	16.72	37.05	46.23
	b. necessity of model-based lessons	33.06	35.24	31.70
	c. necessity of technology-based lessons	54.22	41.32	4.46
	d. necessity of Content-cum-Methodology approach	45.50	38.63	15.87
	e. necessity of team teaching	17.36	27.63	55.01
5)	observation of teaching of other pupil-teachers is useful in your teaching	58.14	32.55	9.31
6)	selection of practicing schools	43.51	25.74	30.75
7)	the writing of records, observations is definitely useful in my teaching	48.16	34.27	17.57
8)	Feedback –			
	a. essential from Subject Education teachers	58.52	31.12	10.36
	b. essential from peers	43.51	34.96	21.53
	c. an eyewash	33.51	35.43	31.06

G] Management of the College:

Responses obtained from the sample on various aspects of Management of the College are tabulated as follows.

Sr. No.	Items	Max. Extent	Mod. Extent	Min. Extent
1)	Do you feel that the management of your college is –			
	a. co-operative?	41.61	29.65	28.74
	b. interferes in day-to-day activities ?	54.72	33.63	11.65
2)	Do you feel that there is cordial relation between the Principal and pupil-teachers?	29.35	24.13	46.52
3)	Do you feel that the non-teaching staff is co-			

	operative with – a. teaching staff	63.82	33.82	2.36
	b. pupil-teachers	61.75	30.11	8.14

H] Teaching Profession:

Regarding perception about teaching profession, following are the responses obtained by the B.Ed. students.-

Sr. No.	Items	Max. Extent	Mod. Extent	Min. Extent
1)	According to you- teaching is a noble profession.	54.43	34.94	10.63
2)	teaching is a thankless job.	33.06	36.01	30.93
3)	teaching is a comfortable job.	26.98	29.23	43.79
4)	teaching profession provides security.	26.41	35.43	38.16
5)	B.Ed. training helps in teaching profession.	35.24	33.51	31.25
6)	teaching profession gives an opportunity to interact, share knowledge and guide to students.	57.19	29.73	13.08
7)	teaching profession provides disciplined life.	48.35	37.22	14.43
8)	teaching profession helps to develop oral and communication skills.	39.33	35.12	25.55
9)	teaching is a sufficient salaried job.	20.04	33.44	46.52
10)	extra income can be earned through tuitions.	58.32	35.81	5.87
11)	teaching provides an opportunity to reach to higher level in the job, i.e. promotion ?	23.84	29.52	46.64
12)	teaching profession provides opportunity for higher education ?	43.51	40.34	16.15

4.5.3 Analysis of Data for Objective 3

Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.

The type of attitude of B.Ed. students towards teacher training and teaching profession whether favourable or unfavourable was decided by comparing Mean value calculated with the range of values given in the following table.

Sr. No.	Type of Attitude	Range of Attitude Values
1	Favourable	120 - 200
2	Unfavourable	40 - 119

To study Attitude of B.Ed. students towards teacher training and teaching profession, frequency distribution tables were prepared considering Attitude Scores of all 1054 samples.

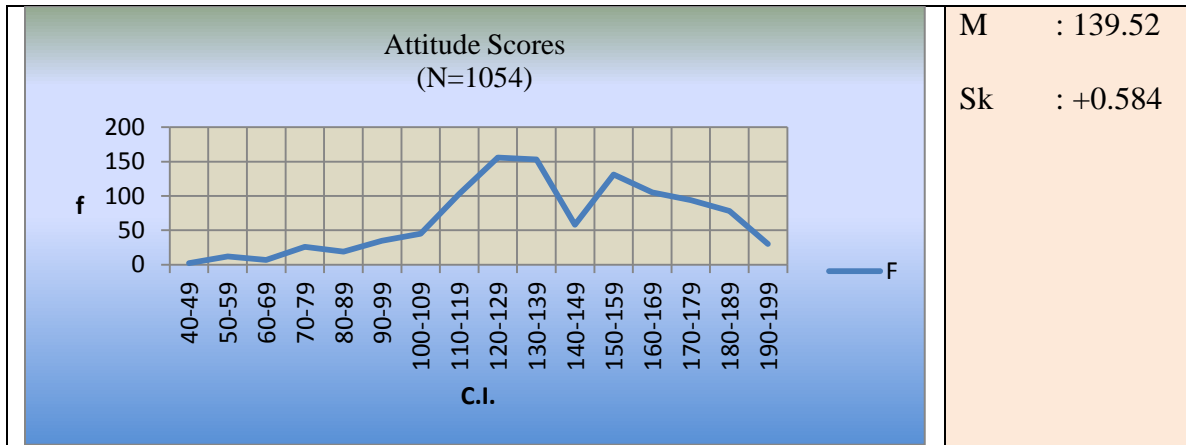
Table 68: Frequency Distribution of Attitude Scores (N=1054)

C. I.	f	M. Pt.	F	d	fd	fd ²
190-199	30	194.5	1054	+7	210	1470
180-189	78	184.5	1024	+6	468	2808
170-179	94	174.5	946	+5	470	2350
160-169	105	164.5	852	+4	420	1680
150-159	131	154.5	747	+3	393	1179
140-149	58	144.5	616	+2	116	232
130-139	153	134.5	558	+1	153	153
120-129	156	124.5	405	0	0	0
110-119	103	114.5	249	-1	-103	103
100-109	45	104.5	146	-2	-90	180
90-99	35	94.5	101	-3	-105	315
80-89	19	84.5	66	-4	-76	304
70-79	26	74.5	47	-5	-130	650
60-69	07	64.5	21	-6	-42	252
50-59	12	54.5	14	-7	-84	588
40-49	02	44.5	02	-8	-16	128
	N=1054				Σfd=1584	Σfd ² =12392

Frequency polygon was plotted to know and to infer about the distribution of Attitude Scores of the sample.

Statistical values like Mean and Skewness were computed.

Graph 55: Frequency Polygon for Attitude Scores (N=1054)



Interpretation

Graph plotted using the data obtained from the Female sample of Marathi Medium Colleges (Table 68) is as in Graph 55. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is positive. From appearance of the graph line and the value of Skewness it is clear that the graph is positively skewed, indicating that most of the scores are massed at the *low* end of the scale. Hence, the sample for the present study have favourable attitude towards teacher training and Teaching Profession.

For all following 26 categories, Frequency Distribution Tables were prepared. Frequency polygons were plotted and certain statistical values were computed to infer about attitude of respective sample.

- | | |
|---------------------------|--------------------------------|
| 1. Granted Colleges | 8. Granted/Male |
| 2. Granted/Marathi Medium | 9. Granted/Female |
| 3. Granted/Marathi/Male | 10. Non-Granted Colleges |
| 4. Granted/Marathi/Female | 11. Non-Granted/Marathi Medium |
| 5. Granted/English Medium | 12. Non-Granted/Marathi/Male |
| 6. Granted/English/Male | 13. Non-Granted/Marathi/Female |
| 7. Granted/English/Female | 14. Non-Granted/English |

- 15. Non-Granted/English/Male
- 16. Non-Granted/English/Female
- 17. Non-Granted/Male
- 18. Non-Granted/Female
- 19. Marathi Medium
- 20. Marathi/Male

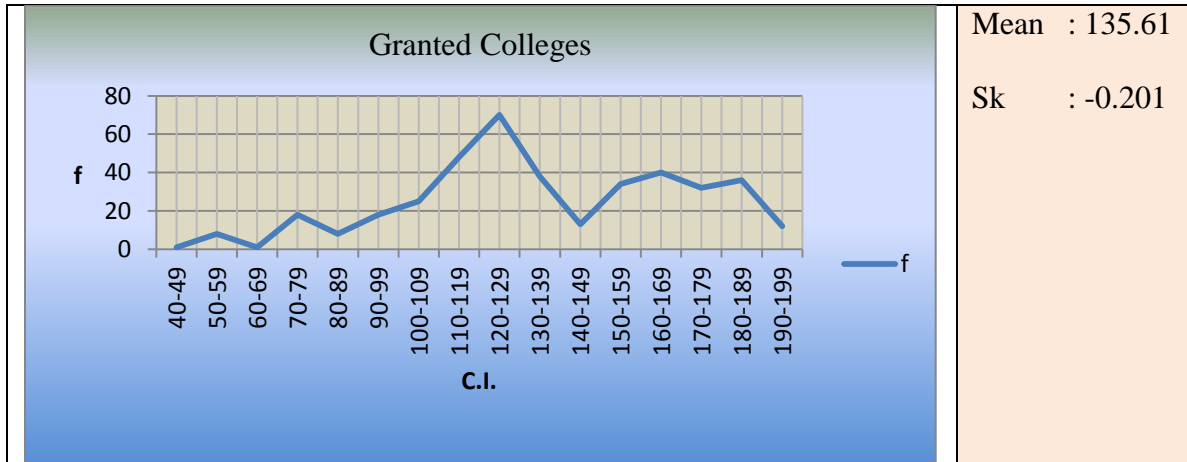
- 21. Marathi/Female
- 22. English Medium
- 23. English/Male
- 24. English/Female
- 25. Male
- 26. Female

1. Granted Colleges

Table 69: Frequency Distribution of Attitude Scores obtained from the Sample of Granted Colleges

C.I.	f	M. Pt.	F	d	Fd	fd ²
190-199	12	194.5	402	+7	84	588
180-189	36	184.5	390	+6	216	1296
170-179	32	174.5	354	+5	160	800
160-169	40	164.5	322	+4	160	640
150-159	34	154.5	282	+3	102	306
140-149	13	144.5	248	+2	26	52
130-139	38	134.5	235	+1	38	38
120-129	70	124.5	197	0	0	0
110-119	48	114.5	127	-1	-48	48
100-109	25	104.5	79	-2	-50	100
90-99	18	94.5	54	-3	-54	162
80-89	8	84.5	36	-4	-32	128
70-79	18	74.5	28	-5	-90	450
60-69	1	64.5	10	-6	-6	36
50-59	8	54.5	9	-7	-56	392
40-49	1	44.5	1	-8	-8	64
	N=402				Σfd=442	Σ fd ² =5100

Graph 56: Frequency Polygon for Attitude Scores obtained from the Sample of Granted Colleges



Interpretation

Graph plotted using the data obtained from the sample of Granted Colleges (Table 69) is as in Graph 56. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

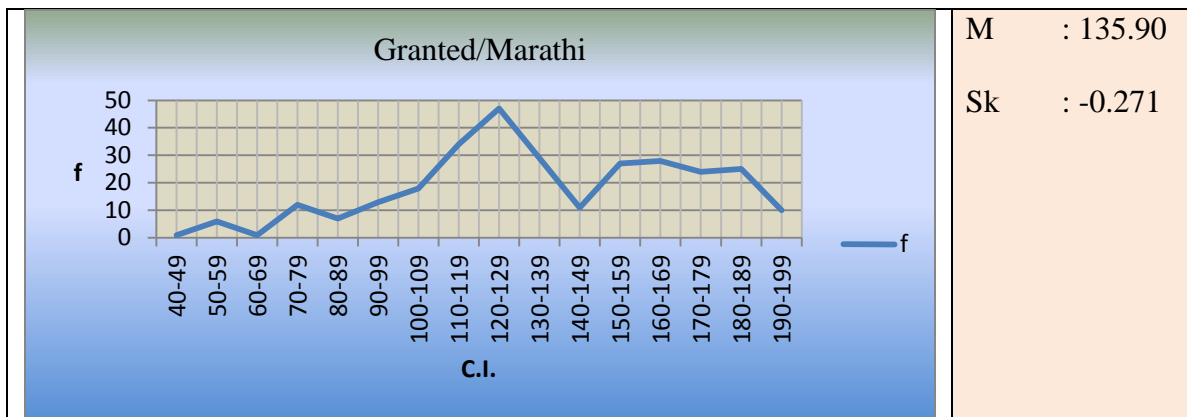
2. Granted/Marathi

Table 70: Frequency Distribution of Attitude Scores obtained from the Sample of Marathi Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	10	194.5	293	+7	70	490
180-189	25	184.5	283	+6	150	900
170-179	24	174.5	258	+5	120	600
160-169	28	164.5	234	+4	112	448
150-159	27	154.5	206	+3	81	243
140-149	11	144.5	179	+2	22	44
130-139	29	134.5	168	+1	29	29
120-129	47	124.5	139	0	0	0
110-119	34	114.5	92	-1	-34	34

100-109	18	104.5	58	-2	-36	72
90-99	13	94.5	40	-3	-39	117
80-89	7	84.5	27	-4	-28	112
70-79	12	74.5	20	-5	-60	300
60-69	1	64.5	8	-6	-6	36
50-59	6	54.5	7	-7	-42	294
40-49	1	44.5	1	-8	-8	64
	N=293				$\Sigma fd=234$	$\Sigma fd^2=3783$

Graph 57: Frequency Polygon for Attitude Scores obtained from the Sample of Marathi Medium Granted Colleges



Interpretation

Graph plotted using the data obtained from the sample of Marathi Medium Granted Colleges (Table 70) is as in Graph 57. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

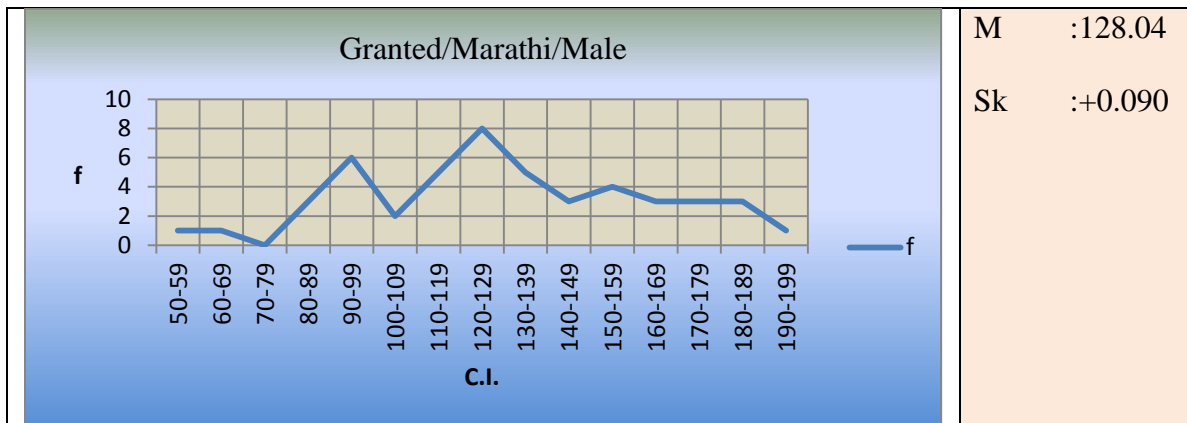
3. Granted/Marathi/Male

Table 71: Frequency Distribution of Attitude Scores obtained from the Male Sample of Marathi Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	1	194.5	48	+7	7	49

180-189	3	184.5	47	+6	18	108
170-179	3	174.5	44	+5	15	75
160-169	3	164.5	41	+4	12	48
150-159	4	154.5	38	+3	12	36
140-149	3	144.5	34	+2	6	12
130-139	5	134.5	31	+1	5	5
120-129	8	124.5	26	0	0	0
110-119	5	114.5	18	-1	-5	5
100-109	2	104.5	13	-2	-4	8
90-99	6	94.5	11	-3	-18	54
80-89	3	84.5	5	-4	-12	48
70-79	0	74.5	2	-5	0	0
60-69	1	64.5	2	-6	-6	36
50-59	1	54.5	1	-7	-7	49
	N=48				$\Sigma fd=23$	$\Sigma fd^2=533$

Graph 58: Frequency Polygon for Attitude Scores obtained from the Male Sample of Marathi Medium Granted Colleges



Interpretation

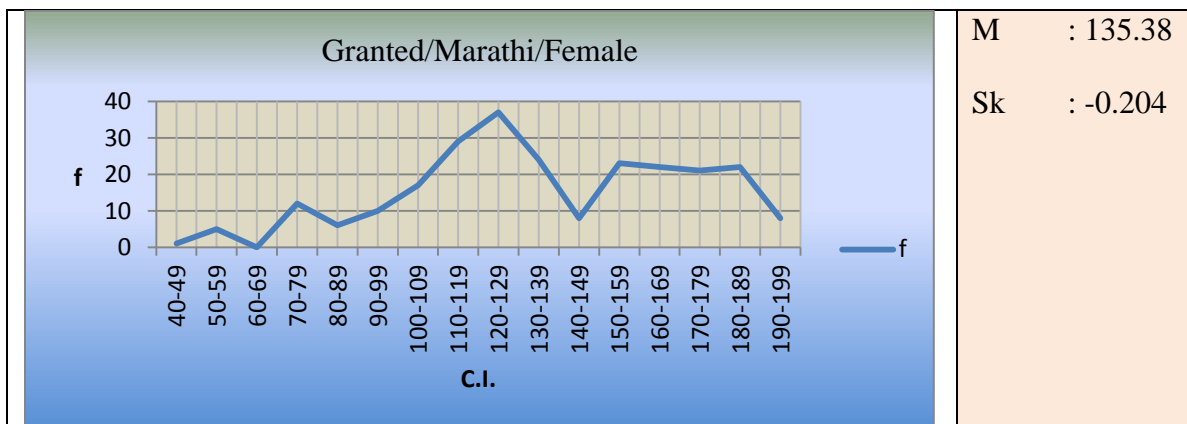
Graph plotted using the data obtained from the Male sample of Marathi Medium Granted Colleges (Table 71) is as in Graph 58. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is positive but very negligible. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

4. Granted/Marathi/Female

Table 72: Frequency Distribution of Attitude Scores obtained from the Female Sample of Marathi Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	8	194.5	245	+7	56	392
180-189	22	184.5	237	+6	132	792
170-179	21	174.5	215	+5	105	525
160-169	22	164.5	194	+4	88	352
150-159	23	154.5	172	+3	69	207
140-149	8	144.5	149	+2	16	32
130-139	24	134.5	141	+1	24	24
120-129	37	124.5	117	0	0	0
110-119	29	114.5	80	-1	-29	29
100-109	17	104.5	51	-2	-34	68
90-99	10	94.5	34	-3	-30	90
80-89	6	84.5	24	-4	-24	96
70-79	12	74.5	18	-5	-60	300
60-69	0	64.5	6	-6	0	0
50-59	5	54.5	6	-7	-35	245
40-49	1	44.5	1	-8	-8	64
	N=245				Σfd=270	Σ fd ² =3216

Graph 59: Frequency Polygon for Attitude Scores obtained from the Female Sample of Marathi Medium Granted Colleges



Interpretation

Graph plotted using the data obtained from the Female sample of Marathi Medium Granted Colleges (Table 72) is as in Graph 59. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees

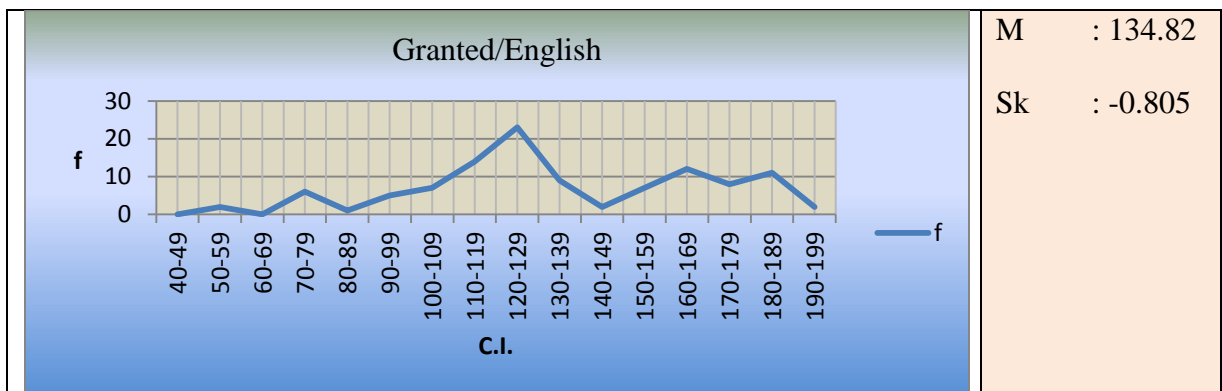
exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

5. Granted/English

Table 73: Frequency Distribution of Attitude Scores obtained from the Sample of English Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	2	194.5	109	+7	14	98
180-189	11	184.5	107	+6	66	396
170-179	8	174.5	96	+5	40	200
160-169	12	164.5	88	+4	48	192
150-159	7	154.5	76	+3	21	63
140-149	2	144.5	69	+2	4	8
130-139	9	134.5	67	+1	9	9
120-129	23	124.5	58	0	0	0
110-119	14	114.5	35	-1	-14	14
100-109	7	104.5	21	-2	-14	28
90-99	5	94.5	14	-3	-15	45
80-89	1	84.5	9	-4	-4	16
70-79	6	74.5	8	-5	-30	150
60-69	0	64.5	2	-6	0	0
50-59	2	54.5	2	-7	-14	98
	N=109				Σfd=111	Σ fd ² =1317

Graph 60: Frequency Polygon for Attitude Scores obtained from the Sample of English Medium Granted Colleges



Interpretation

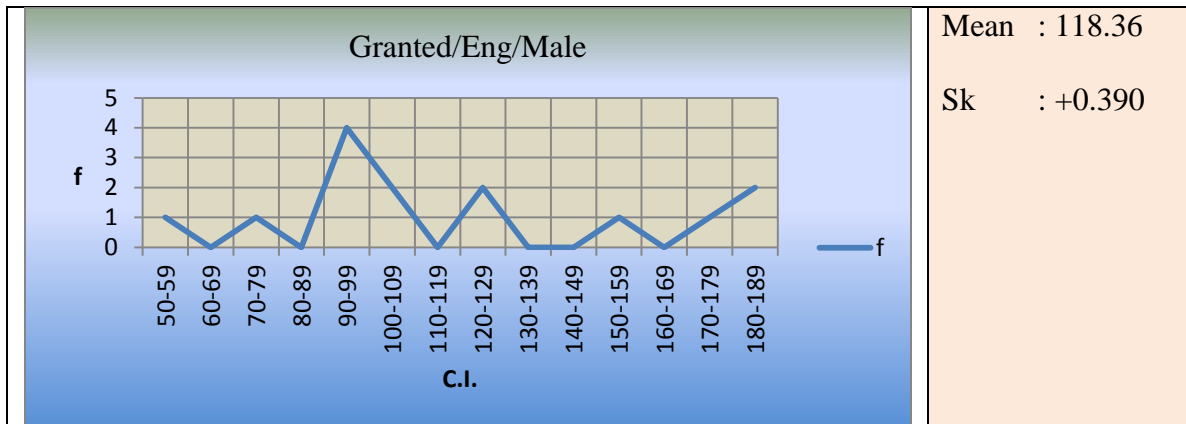
Graph plotted using the data obtained from the sample of English Medium Granted Colleges (Table 73) is as in Graph 60. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

6. Granted/English/Male

Table 74: Frequency Distribution of Attitude Scores obtained from the Male Sample of English Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd²
180-189	2	184.5	14	+7	14	98
170-179	1	174.5	12	+6	6	36
160-169	0	164.5	11	+5	0	0
150-159	1	154.5	11	+4	4	16
140-149	0	144.5	10	+3	0	0
130-139	0	134.5	10	+2	0	0
120-129	2	124.5	10	+1	2	2
110-119	0	114.5	0	0	0	0
100-109	2	104.5	8	-1	-2	2
90-99	4	94.5	6	-2	-8	16
80-89	0	84.5	2	-3	0	0
70-79	1	74.5	2	-4	-4	16
60-69	0	64.5	1	-5	0	0
50-59	1	54.5	1	-6	-6	36
	N=14				Σfd=6	Σ fd ² =222

Graph 61: Frequency Polygon for Attitude Scores obtained from the Male Sample of English Medium Granted Colleges



Interpretation

Graph plotted using the data obtained from the Male sample of English Medium Granted Colleges (Table 74) is as in Graph 61. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited unfavourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is positive. From appearance of the graph line and the value of Skewness it is clear that the graph is positively skewed, indicating that most of the scores are massed at the *low* end of the scale. The sample for the present study have unfavourable attitude towards teacher training and Teaching Profession.

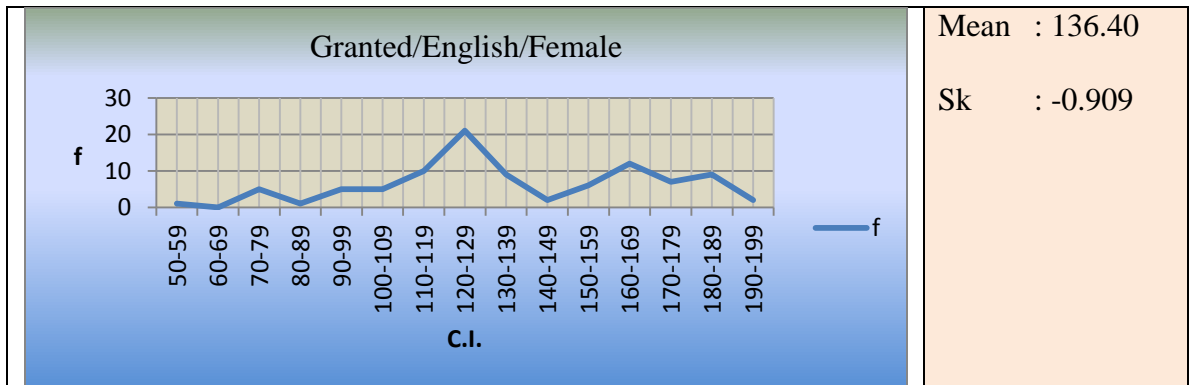
7. Granted/English/Female

Table 75: Frequency Distribution of Attitude Scores obtained from the Female Sample of English Medium Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	2	194.5	95	+7	14	98
180-189	9	184.5	93	+6	54	324
170-179	7	174.5	84	+5	35	175
160-169	12	164.5	77	+4	48	192
150-159	6	154.5	65	+3	18	54
140-149	2	144.5	59	+2	4	8
130-139	9	134.5	57	+1	9	9
120-129	21	124.5	49	0	0	0
110-119	10	114.5	27	-1	-10	10
100-109	5	104.5	17	-2	-10	20

90-99	5	94.5	12	-3	-15	45
80-89	1	84.5	7	-4	-4	16
70-79	5	74.5	6	-5	-25	125
60-69	0	64.5	0	-6	0	0
50-59	1	54.5	1	-7	-7	49
	N=95				$\Sigma fd=111$	$\Sigma fd^2=1125$

Graph 62: Frequency Polygon for Attitude Scores obtained from the Female Sample of English Medium Granted Colleges



Interpretation

Graph plotted using the data obtained from the Female sample of English Medium Granted Colleges (Table 75) is as in Graph 62. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

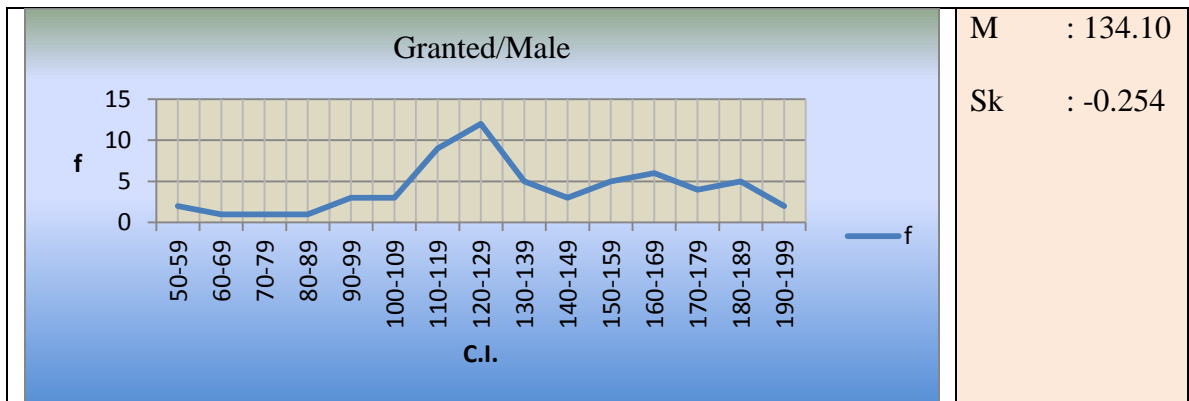
8. Granted/Male

Table 76: Frequency Distribution of Attitude Scores obtained from the Male Sample of Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	2	194.5	62	+7	14	98
180-189	5	184.5	60	+6	30	180
170-179	4	174.5	55	+5	20	100

160-169	6	164.5	51	+4	24	96
150-159	5	154.5	45	+3	15	45
140-149	3	144.5	40	+2	6	12
130-139	5	134.5	37	+1	5	5
120-129	12	124.5	32	0	0	0
110-119	9	114.5	20	-1	-9	9
100-109	3	104.5	11	-2	-6	12
90-99	3	94.5	8	-3	-9	27
80-89	1	84.5	5	-4	-4	16
70-79	1	74.5	4	-5	-5	25
60-69	1	64.5	3	-6	-6	36
50-59	2	54.5	2	-7	-14	98
	N=62				$\Sigma fd=61$	$\Sigma fd^2=759$

Graph 63: Frequency Polygon for Attitude Scores obtained from the Male Sample of Granted Colleges



Interpretation

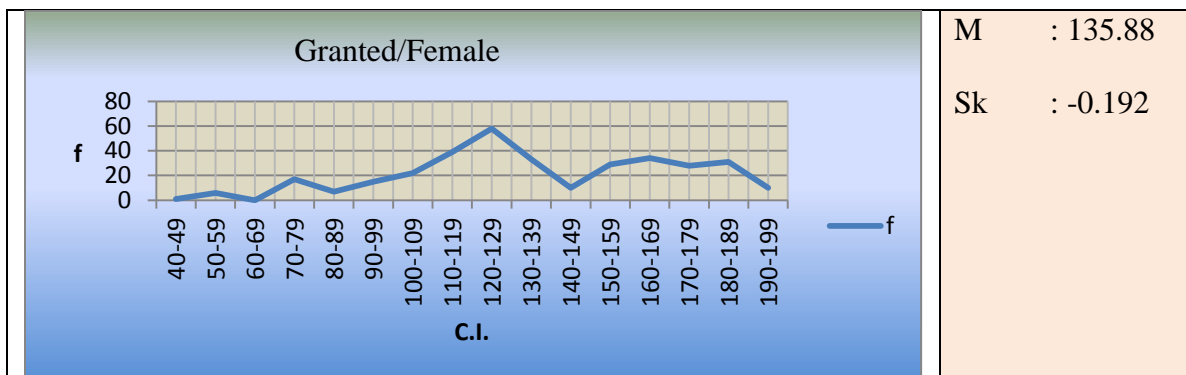
Graph plotted using the data obtained from the Male sample of Granted Colleges (Table 76) is as in Graph 63. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

9. Granted/Female

Table 77: Frequency Distribution of Attitude Scores obtained from the Female Sample of Granted Colleges

C.I.	F	M. Pt.	F	d	fd	fd ²
190-199	10	194.5	340	+7	70	490
180-189	31	184.5	330	+6	186	1116
170-179	28	174.5	299	+5	140	700
160-169	34	164.5	271	+4	136	544
150-159	29	154.5	237	+3	87	261
140-149	10	144.5	208	+2	20	40
130-139	33	134.5	198	+1	33	33
120-129	58	124.5	165	0	0	0
110-119	39	114.5	107	-1	-39	39
100-109	22	104.5	68	-2	-44	88
90-99	15	94.5	46	-3	-45	135
80-89	7	84.5	31	-4	-28	112
70-79	17	74.5	24	-5	-85	425
60-69	0	64.5	7	-6	0	0
50-59	6	54.5	7	-7	-42	294
40-49	1	44.5	1	-8	-8	64
	N=340				Σfd=381	Σ fd ² =4341

Graph 64: Frequency Polygon for Attitude Scores obtained from the Female Sample of Granted Colleges



Interpretation

Graph plotted using the data obtained from the Female sample of Granted Colleges (Table 77) is as in Graph 64. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is

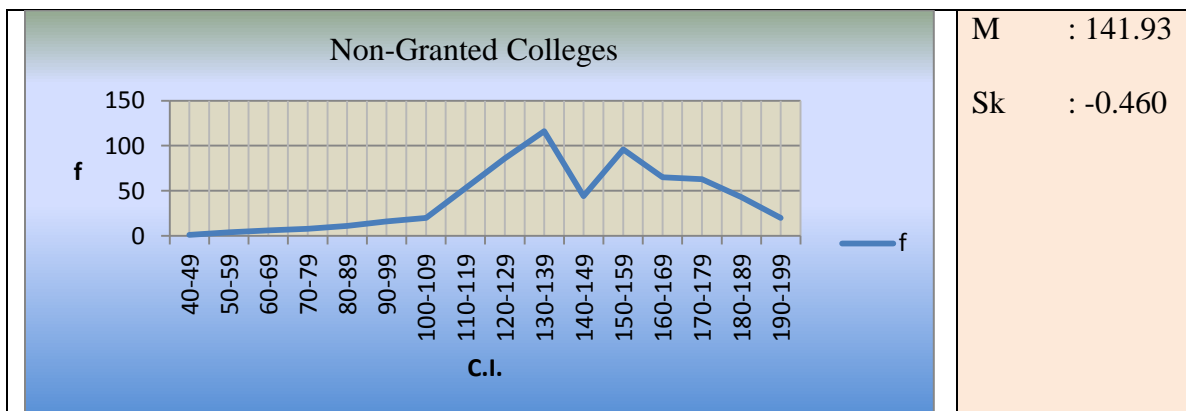
negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

10. Non-Granted Colleges

Table 78: Frequency Distribution of Attitude Scores obtained from the Sample of Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	20	194.5	652	+6	120	720
180-189	43	184.5	632	+5	215	1075
170-179	63	174.5	589	+4	252	1008
160-169	65	164.5	526	+3	195	585
150-159	96	154.5	461	+2	192	384
140-149	44	144.5	365	+1	44	44
130-139	116	134.5	321	0	0	0
120-129	86	124.5	205	-1	-86	86
110-119	53	114.5	119	-2	-106	212
100-109	20	104.5	66	-3	-60	180
90-99	16	94.5	46	-4	-64	256
80-89	11	84.5	30	-5	-55	275
70-79	8	74.5	19	-6	-48	288
60-69	6	64.5	11	-7	-42	294
50-59	4	54.5	5	-8	-32	256
40-49	1	44.5	1	-9	-9	81
	N=652				Σfd=324	Σ fd ² =5744

Graph 65: Frequency Polygon for Attitude Scores obtained from the Sample of Non-Granted Colleges



Interpretation

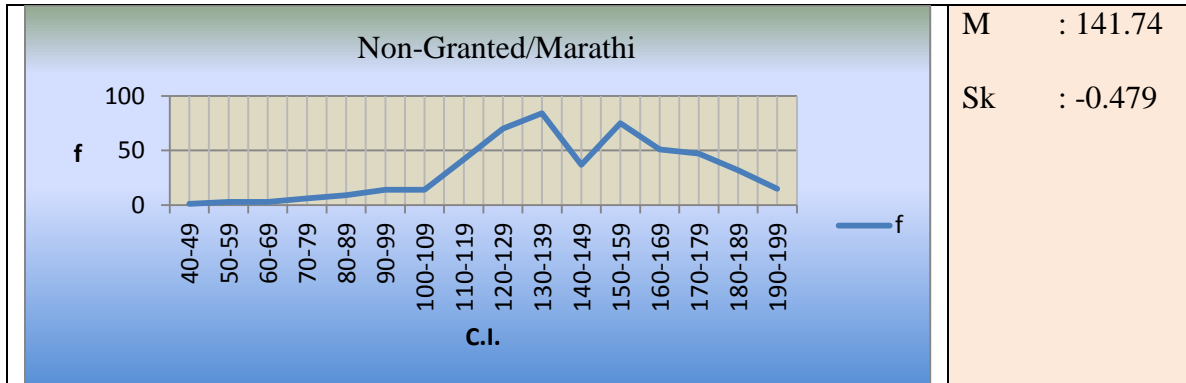
Graph plotted using the data obtained from the sample of Non-granted Colleges (Table 78) is as in Graph 65. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

11. Non-Granted/Marathi

Table 79: Frequency Distribution of Attitude Scores obtained from the Sample of Marathi Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd²
190-199	15	194.5	503	+6	90	540
180-189	32	184.5	488	+5	160	800
170-179	47	174.5	456	+4	188	752
160-169	51	164.5	409	+3	153	459
150-159	75	154.5	358	+2	150	300
140-149	37	144.5	283	+1	37	37
130-139	84	134.5	246	0	0	0
120-129	70	124.5	162	-1	-70	70
110-119	42	114.5	92	-2	-84	168
100-109	14	104.5	50	-3	-42	126
90-99	14	94.5	36	-4	-56	224
80-89	9	84.5	22	-5	-45	225
70-79	6	74.5	13	-6	-36	216
60-69	3	64.5	7	-7	-21	147
50-59	3	54.5	4	-8	-24	192
40-49	1	44.5	1	-9	-9	81
	N=503				Σfd=391	Σ fd ² =4337

Graph 66: Frequency Polygon for Attitude Scores obtained from the Sample of Marathi Medium Non-Granted Colleges



Interpretation

Graph plotted using the data obtained from the sample of Marathi medium Non-granted Colleges (Table 79) is as in Graph 66. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. From appearance of the graph line and the value of Skewness it is clear that the graph is negatively skewed, indicating that most of the scores are massed at the *high* end of the scale. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

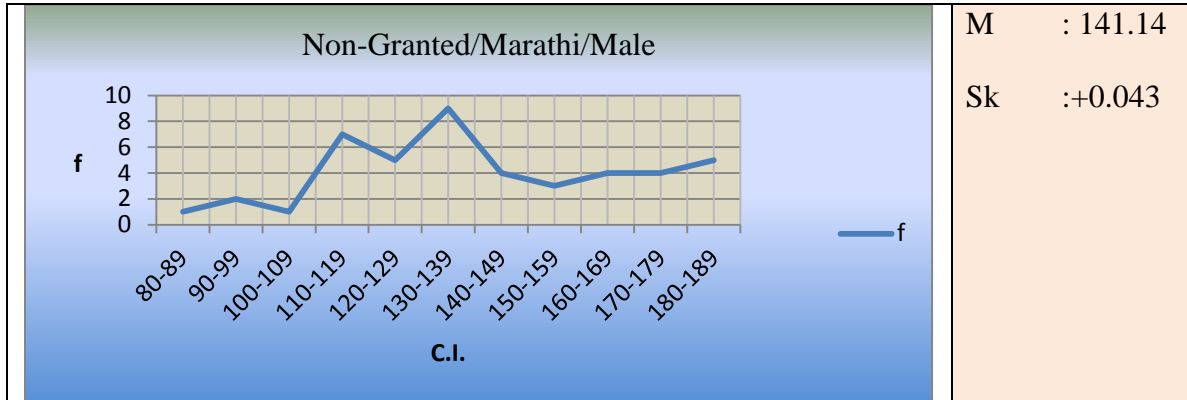
12. Non-Granted/Marathi/Male

Table 80: Frequency Distribution of Attitude Scores obtained from the Male Sample of Marathi Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
180-189	5	184.5	45	+5	25	75
170-179	4	174.5	40	+4	16	64
160-169	4	164.5	36	+3	12	36
150-159	3	154.5	32	+2	6	12
140-149	4	144.5	29	+1	4	4
130-139	9	134.5	25	0	0	0
120-129	5	124.5	16	-1	-5	5
110-119	7	114.5	11	-2	-14	28
100-109	1	104.5	4	-3	-3	9
90-99	2	94.5	3	-4	-8	32
80-89	1	84.5	1	-5	-5	25

	N=45				$\Sigma fd=28$	$\Sigma fd^2=290$
--	------	--	--	--	----------------	-------------------

Graph 67: Frequency Polygon for Attitude Scores obtained from the Male Sample of Marathi Medium Non- Granted Colleges



Interpretation

Graph plotted using the data obtained from the Male sample of Marathi medium Non-granted Colleges (Table 80) is as in Graph 67. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is positive but negligible. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

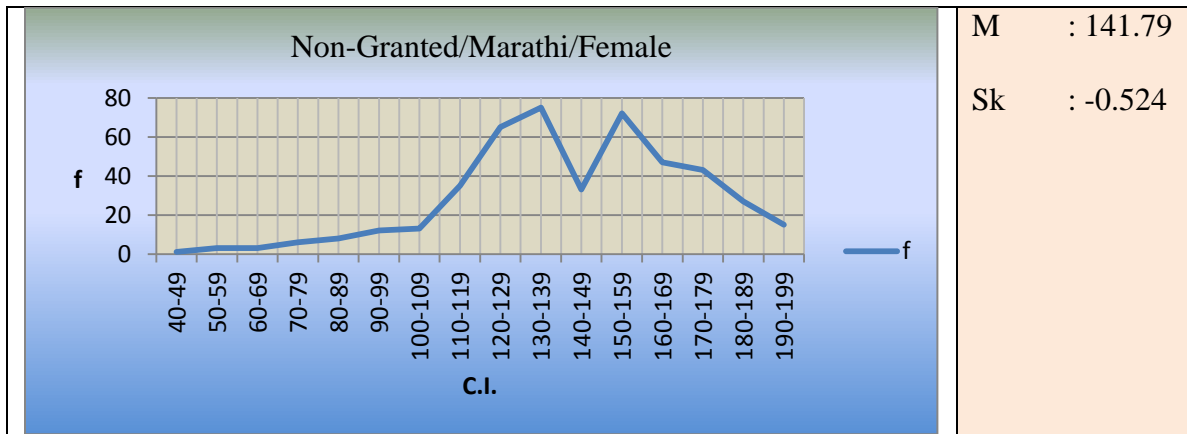
13. Non-Granted/Marathi/Female

Table 81: Frequency Distribution of Attitude Scores obtained from the Female Sample of Marathi Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	15	194.5	458	+6	90	540
180-189	27	184.5	443	+5	135	675
170-179	43	174.5	416	+4	172	688
160-169	47	164.5	373	+3	141	423
150-159	72	154.5	326	+2	144	288
140-149	33	144.5	254	+1	33	33
130-139	75	134.5	221	0	0	0
120-129	65	124.5	146	-1	-65	65
110-119	35	114.5	81	-2	-70	140
100-109	13	104.5	46	-3	-39	117
90-99	12	94.5	33	-4	-48	192

80-89	8	84.5	21	-5	-40	200
70-79	6	74.5	13	-6	-36	216
60-69	3	64.5	7	-7	-21	147
50-59	3	54.5	4	-8	-24	192
40-49	1	44.5	1	-9	-9	27
	N=458				$\Sigma fd=363$	$\Sigma fd^2=3943$

Graph 68: Frequency Polygon for Attitude Scores obtained from the Female Sample of Marathi Medium Non- Granted Colleges



Interpretation

Graph plotted using the data obtained from the Female sample of Marathi medium Non-granted Colleges (Table 81) is as in Graph 68. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. Most of the scores are massed at the *high* end of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

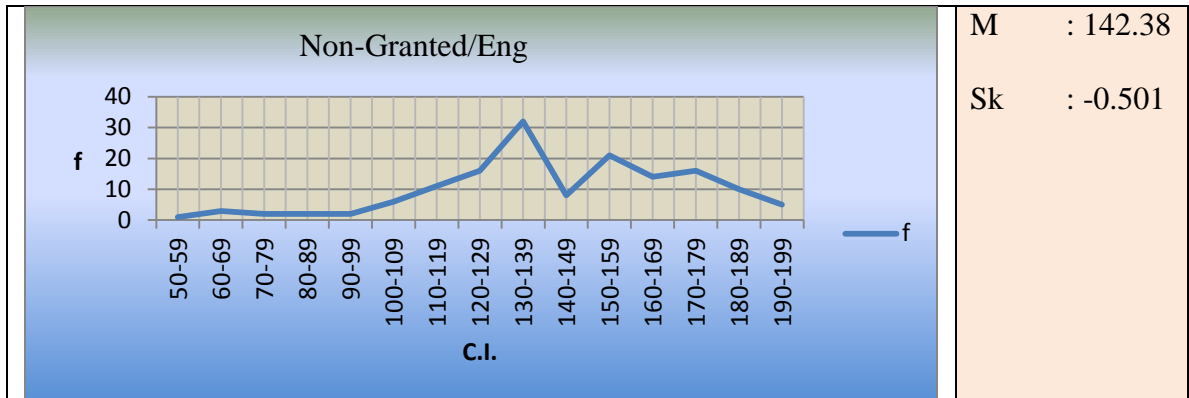
14. Non-Granted/English

Table 82: Frequency Distribution of Attitude Scores obtained from the Sample of English Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	5	194.5	149	+6	30	180
180-189	10	184.5	144	+5	50	250
170-179	16	174.5	134	+4	64	256
160-169	14	164.5	118	+3	42	126

150-159	21	154.5	104	+2	42	84
140-149	8	144.5	83	+1	8	8
130-139	32	134.5	75	0	0	0
120-129	16	124.5	43	-1	-16	16
110-119	11	114.5	27	-2	-22	44
100-109	6	104.5	16	-3	-18	54
90-99	2	94.5	10	-4	-8	40
80-89	2	84.5	8	-5	-10	50
70-79	2	74.5	6	-6	-12	72
60-69	3	64.5	4	-7	-21	147
50-59	1	54.5	1	-8	-8	64
	N=149				$\Sigma fd=121$	$\Sigma fd^2=1400$

Graph 69: Frequency Polygon for Attitude Scores obtained from the Sample of English Medium Non- Granted Colleges



Interpretation

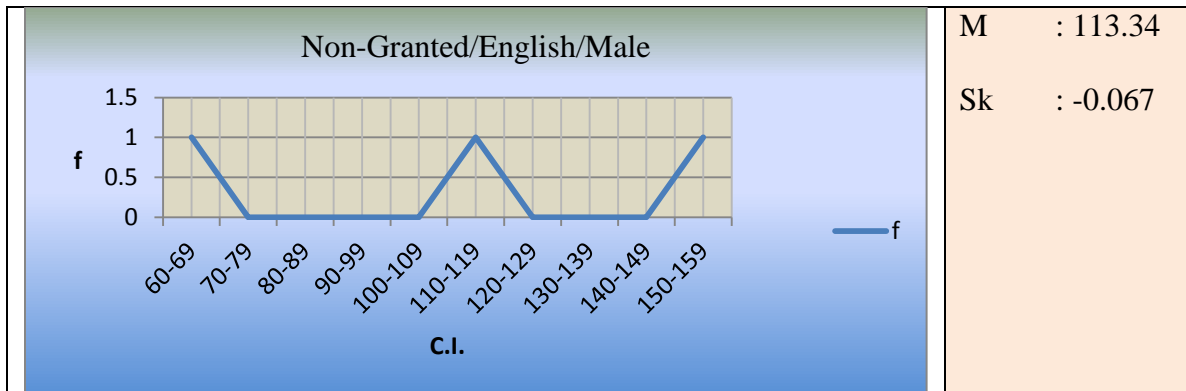
Graph plotted using the data obtained from the sample of English medium Non-granted Colleges (Table 82) is as in Graph 69. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. Most of the scores are massed at the *high* end of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

15. Non-Granted/English/Male

Table 83: Frequency Distribution of Attitude Scores obtained from the Male Sample of English Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
150-159	1	154.5	3	+4	4	16
140-149	0	144.5	2	+3	0	0
130-139	0	134.5	2	+2	0	0
120-129	0	124.5	2	+1	0	0
110-119	1	114.5	2	0	0	0
100-109	0	104.5	1	-1	0	0
90-99	0	94.5	1	-2	0	0
80-89	0	84.5	1	-3	0	0
70-79	0	74.5	1	-4	0	0
60-69	1	64.5	1	-5	-5	25
	N=3				Σfd=-1	Σ fd ² =41

Graph 70: Frequency Polygon for Attitude Scores obtained from the Male Sample of English Medium Non- Granted Colleges



Interpretation

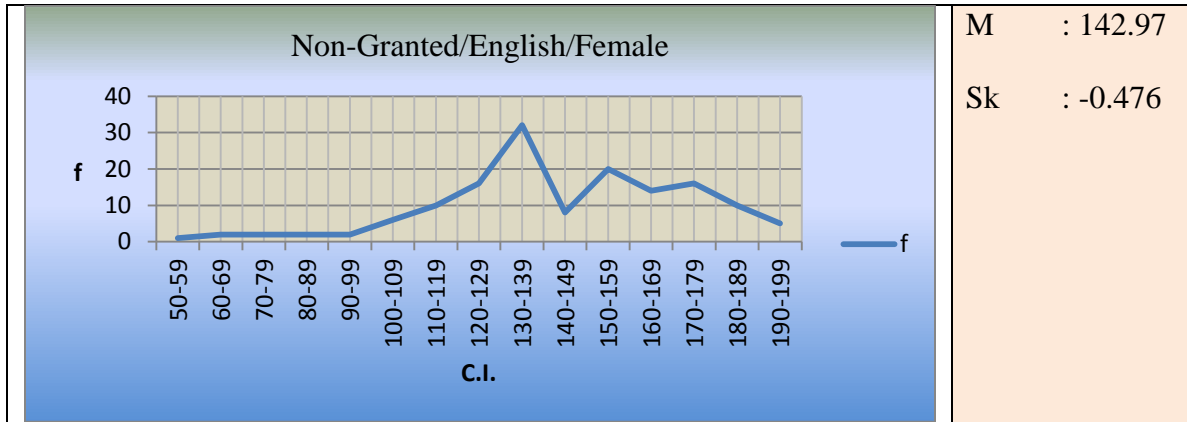
Graph plotted using the data obtained from the Male sample of English medium Non-granted Colleges (Table 83) is as in Graph 70. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited unfavourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative and very negligible. The sample for the present study have unfavourable attitude towards teacher training and Teaching Profession.

16. Non-Granted/English/Female

Table 84: Frequency Distribution of Attitude Scores obtained from the Female Sample of English Medium Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	5	194.5	146	+6	30	180
180-189	10	184.5	141	+5	50	250
170-179	16	174.5	131	+4	64	256
160-169	14	164.5	115	+3	52	156
150-159	20	154.5	101	+2	40	80
140-149	8	144.5	81	+1	8	8
130-139	32	134.5	73	0	0	0
120-129	16	124.5	41	-1	-16	16
110-119	10	114.5	25	-2	-20	40
100-109	6	104.5	15	-3	-18	54
90-99	2	94.5	9	-4	-8	32
80-89	2	84.5	7	-5	-10	50
70-79	2	74.5	5	-6	-12	72
60-69	2	64.5	3	-7	-14	98
50-59	1	54.5	1	-8	-8	64
	N=146				Σfd=138	Σ fd ² =1356

Graph 71: Frequency Polygon for Attitude Scores obtained from the Female Sample of English Medium Non- Granted Colleges



Interpretation

Graph plotted using the data obtained from the Female sample of English medium Non-granted Colleges (Table 84) is as in Graph 71. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of

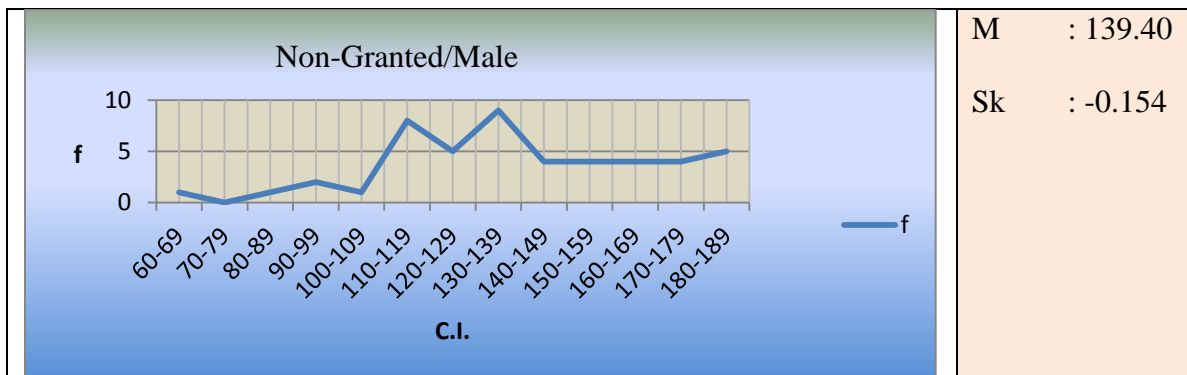
Skewness is negative. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

17. Non-Granted/Male

Table 85: Frequency Distribution of Attitude Scores obtained from the Male Sample of Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
180-189	5	184.5	48	+5	25	75
170-179	4	174.5	43	+4	16	64
160-169	4	164.5	39	+3	12	36
150-159	4	154.5	35	+2	8	16
140-149	4	144.5	31	+1	4	4
130-139	9	134.5	27	0	0	0
120-129	5	124.5	18	-1	-5	5
110-119	8	114.5	13	-2	-16	32
100-109	1	104.5	5	-3	-3	9
90-99	2	94.5	4	-4	-8	32
80-89	1	84.5	2	-5	-5	25
70-79	0	74.5	1	-6	0	0
60-69	1	64.5	1	-7	-7	49
	N=48				Σfd=6	Σ fd ² =347

Graph 72: Frequency Polygon for Attitude Scores obtained from the Male Sample of Non- Granted Colleges



Interpretation

Graph plotted using the data obtained from the Male sample of Non-granted Colleges (Table 85) is as in Graph 72. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited

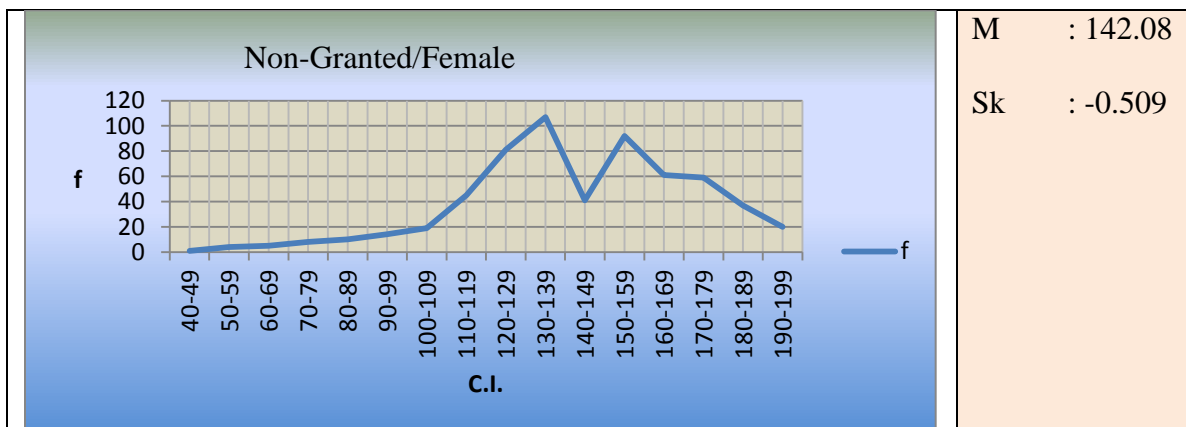
favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. The scores are more distributed towards *high* end of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

18. Non-Granted/Female

Table 86: Frequency Distribution of Attitude Scores obtained from the Female Sample of Non-Granted Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	20	194.5	604	+6	120	720
180-189	37	184.5	584	+5	185	925
170-179	59	174.5	547	+4	236	944
160-169	61	164.5	488	+3	183	549
150-159	92	154.5	427	+2	184	368
140-149	41	144.5	335	+1	41	41
130-139	107	134.5	294	0	0	0
120-129	81	124.5	187	-1	-81	81
110-119	45	114.5	106	-2	-90	180
100-109	19	104.5	61	-3	-57	171
90-99	14	94.5	42	-4	-56	224
80-89	10	84.5	28	-5	-50	250
70-79	8	74.5	18	-6	-48	288
60-69	5	64.5	10	-7	-35	245
50-59	4	54.5	5	-8	-32	256
40-49	1	44.5	1	-9	-9	81
	N=604				Σfd=491	Σ fd ² =5323

Graph 73: Frequency Polygon for Attitude Scores obtained from the Female Sample of Non-Granted Colleges



Interpretation

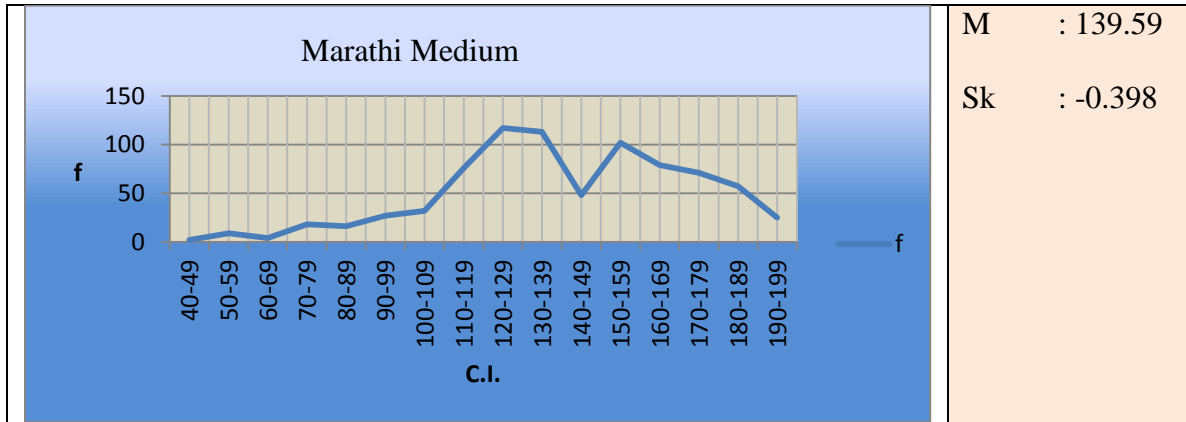
Graph plotted using the data obtained from the Female sample of Non-granted Colleges (Table 86) is as in Graph 73. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. The scores are more distributed towards *high* end of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

19. Marathi Medium

Table 87: Frequency Distribution of Attitude Scores obtained from the Sample of Marathi Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd²
190-199	25	194.5	796	+7	175	1225
180-189	57	184.5	771	+6	342	2052
170-179	71	174.5	714	+5	355	1775
160-169	79	164.5	643	+4	316	1264
150-159	102	154.5	564	+3	306	918
140-149	48	144.5	462	+2	96	192
130-139	113	134.5	414	+1	113	113
120-129	117	124.5	301	0	0	0
110-119	76	114.5	184	-1	-76	76
100-109	32	104.5	108	-2	-64	128
90-99	27	94.5	76	-3	-81	243
80-89	16	84.5	49	-4	-64	256
70-79	18	74.5	33	-5	-90	450
60-69	4	64.5	15	-6	-24	144
50-59	9	54.5	11	-7	-63	441
40-49	2	44.5	2	-8	-16	128
	N=796				Σfd=1225	Σ fd ² =9405

Graph 74: Frequency Polygon for Attitude Scores obtained from the Sample of Marathi Medium Colleges



Interpretation

Graph plotted using the data obtained from the sample of Marathi medium Colleges (Table 87) is as in Graph 74. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. The scores are more distributed towards *high* end of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

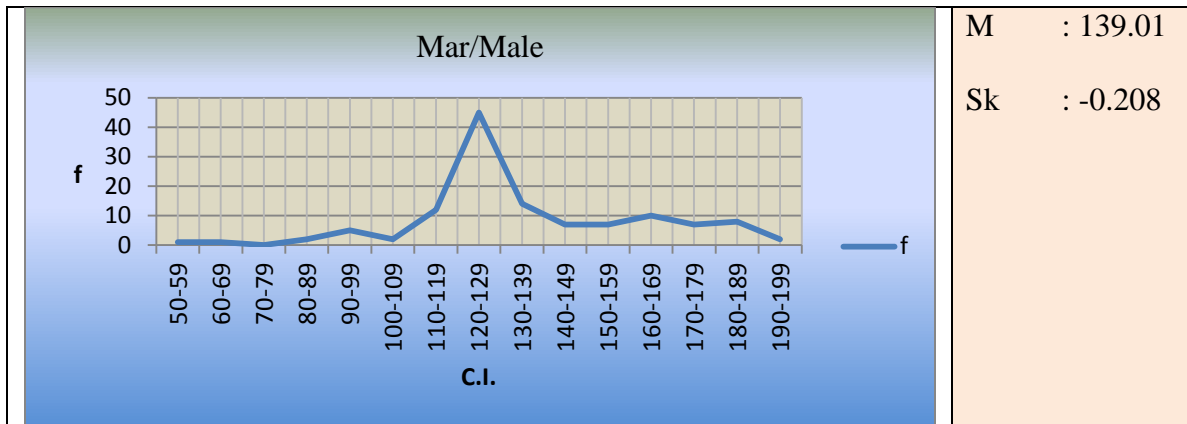
20. Marathi/Male

Table 88: Frequency Distribution of Attitude Scores obtained from the Male Sample of Marathi Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	2	194.5	93	+7	14	98
180-189	8	184.5	91	+6	48	288
170-179	7	174.5	83	+5	35	175
160-169	10	164.5	76	+4	40	160
150-159	7	154.5	66	+3	21	63
140-149	7	144.5	59	+2	14	28
130-139	14	134.5	52	+1	14	14
120-129	45	124.5	38	0	0	0
110-119	12	114.5	23	-1	-12	12
100-109	2	104.5	11	-2	-4	8
90-99	5	94.5	9	-3	-15	45
80-89	2	84.5	4	-4	-8	32

70-79	0	74.5	2	-5	0	0
60-69	1	64.5	2	-6	-6	36
50-59	1	54.5	1	-7	-7	49
	N=93				$\Sigma fd=134$	$\Sigma fd^2=1008$

Graph 75: Frequency Polygon for Attitude Scores obtained from the Male Sample of Marathi Medium Colleges



Interpretation

Graph plotted using the data obtained from the Male sample of Marathi medium Colleges (Table 88) is as in Graph 75. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. The maximum scores are in the middle of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

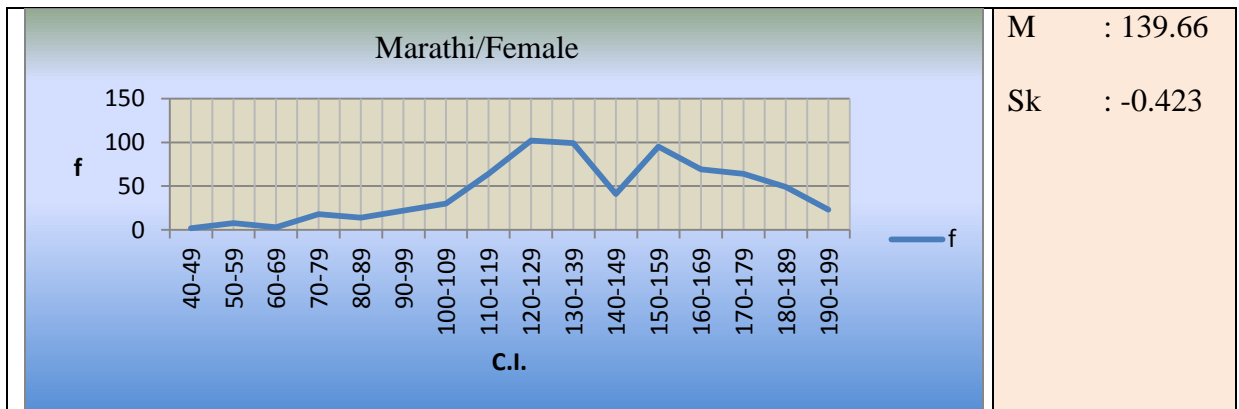
21. Marathi/Female

Table 89: Frequency Distribution of Attitude Scores obtained from the Female Sample of Marathi Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	23	194.5	703	+7	161	1127
180-189	49	184.5	680	+6	294	1764
170-179	64	174.5	631	+5	320	1600
160-169	69	164.5	567	+4	276	1104
150-159	95	154.5	498	+3	285	855
140-149	41	144.5	403	+2	82	164
130-139	99	134.5	362	+1	99	99

120-129	102	124.5	263	0	0	0
110-119	64	114.5	161	-1	-64	64
100-109	30	104.5	97	-2	-60	120
90-99	22	94.5	67	-3	-66	198
80-89	14	84.5	45	-4	-56	224
70-79	18	74.5	31	-5	-90	450
60-69	3	64.5	13	-6	-18	108
50-59	8	54.5	10	-7	-56	392
40-49	2	44.5	2	-8	-16	128
	N=703				$\Sigma fd=1091$	$\Sigma fd^2=8397$

Graph 76: Frequency Polygon for Attitude Scores obtained from the Female Sample of Marathi Medium Colleges



Interpretation

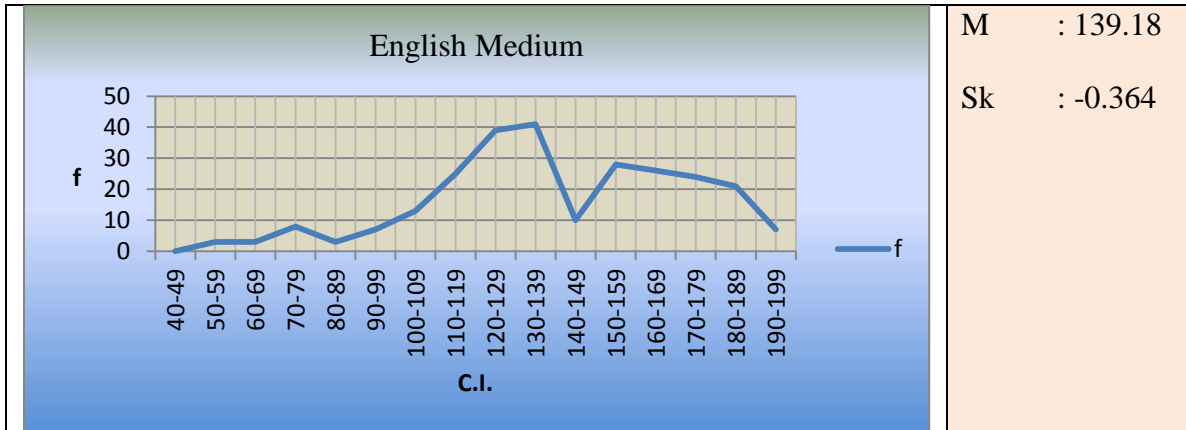
Graph plotted using the data obtained from the Female sample of Marathi medium Colleges (Table 89) is as in Graph 76. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. The maximum scores are distributed towards *high* end of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

22. English Medium

Table 90: Frequency Distribution of Attitude Scores obtained from the Sample of English Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	7	194.5	258	+6	42	252
180-189	21	184.5	251	+5	110	550
170-179	24	174.5	230	+4	96	384
160-169	26	164.5	206	+3	78	234
150-159	28	154.5	180	+2	56	112
140-149	10	144.5	152	+1	10	10
130-139	41	134.5	142	0	0	0
120-129	39	124.5	101	-1	-39	39
110-119	25	114.5	62	-2	-50	100
100-109	13	104.5	37	-3	-39	112
90-99	7	94.5	24	-4	-28	94
80-89	3	84.5	17	-5	-15	75
70-79	8	74.5	14	-6	-48	288
60-69	3	64.5	6	-7	-21	147
50-59	3	54.5	3	-8	-24	192
	N=258				Σfd=128	Σ fd ² =2589

Graph 77: Frequency Polygon for Attitude Scores obtained from the Sample of English Medium Colleges



Interpretation

Graph plotted using the data obtained from the sample of English medium Colleges (Table 90) is as in Graph 77. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited

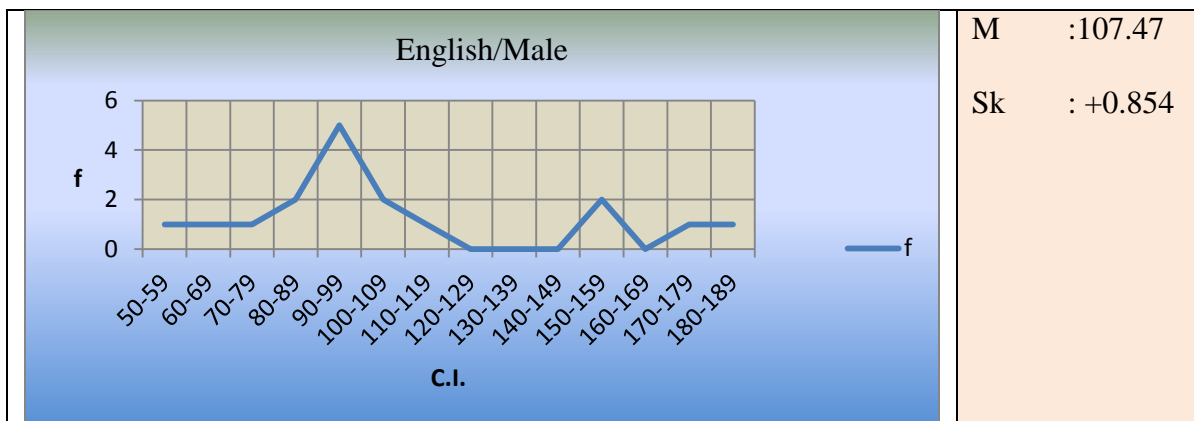
favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. The maximum scores are distributed towards *high* end of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

23. English/Male

Table 91: Frequency Distribution of Attitude Scores obtained from the Male Sample of English Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd ²
180-189	1	184.5	17	+7	7	49
170-179	1	174.5	16	+6	6	36
160-169	0	164.5	15	+5	0	0
150-159	2	154.5	15	+4	8	32
140-149	0	144.5	13	+3	0	0
130-139	0	134.5	13	+2	0	0
120-129	0	124.5	13	+1	0	0
110-119	1	114.5	13	0	0	0
100-109	2	104.5	12	-1	-2	2
90-99	5	94.5	10	-2	-10	20
80-89	2	84.5	5	-3	-6	18
70-79	1	74.5	3	-4	-4	16
60-69	1	64.5	2	-5	-5	25
50-59	1	54.5	1	-6	-6	36
	N=17				Σfd=-12	Σ fd ² =234

Graph 78: Frequency Polygon for Attitude Scores obtained from the Male Sample of English Medium Colleges



Interpretation

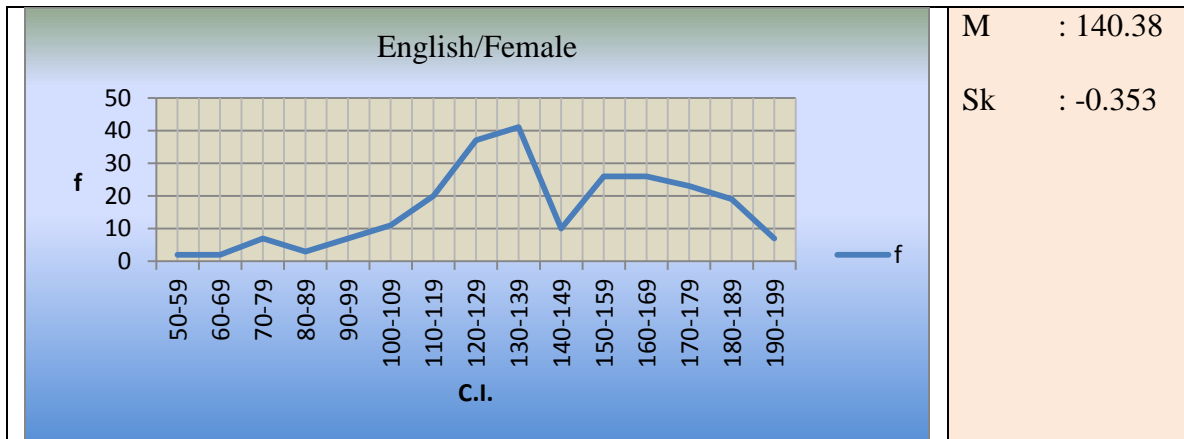
Graph plotted using the data obtained from the Male sample of English medium Colleges (Table 91) is as in Graph 78. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited unfavourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is positive. The maximum scores are distributed towards *low* end of the graph. The sample for the present study have unfavourable attitude towards teacher training and Teaching Profession.

24. English/Female

Table 92: Frequency Distribution of Attitude Scores obtained from the Female Sample of English Medium Colleges

C.I.	f	M. Pt.	F	d	fd	fd²
190-199	7	194.5	241	+6	42	252
180-189	19	184.5	34	+5	95	475
170-179	23	174.5	215	+4	92	368
160-169	26	164.5	192	+3	78	234
150-159	26	154.5	166	+2	52	104
140-149	10	144.5	140	+1	10	10
130-139	41	134.5	130	0	0	0
120-129	37	124.5	89	-1	-37	37
110-119	20	114.5	52	-2	-40	80
100-109	11	104.5	32	-3	-33	99
90-99	7	94.5	21	-4	-28	112
80-89	3	84.5	14	-5	-15	75
70-79	7	74.5	11	-6	-42	252
60-69	2	64.5	4	-7	-14	98
50-59	2	54.5	2	-8	-16	128
	N=241				Σfd=14	Σ fd ² =2324

Graph 79: Frequency Polygon for Attitude Scores obtained from the Female Sample of English Medium Colleges



Interpretation

Graph plotted using the data obtained from the Female sample of English medium Colleges (Table 92) is as in Graph 79. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative. The maximum scores are distributed towards *high* end of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

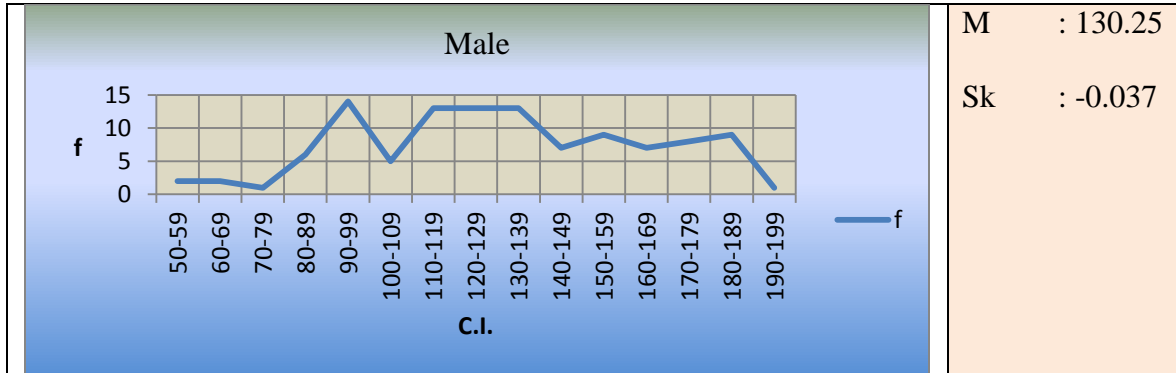
25. Male

Table 93: Frequency Distribution of Attitude Scores obtained from the Male Sample

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	1	194.5	110	+7	7	49
180-189	9	184.5	109	+6	54	324
170-179	8	174.5	100	+5	40	200
160-169	7	164.5	92	+4	28	112
150-159	9	154.5	85	+3	27	81
140-149	7	144.5	76	+2	14	28
130-139	13	134.5	69	+1	13	13
120-129	13	124.5	56	0	0	0
110-119	13	114.5	43	-1	-13	13
100-109	5	104.5	30	-2	-10	20
90-99	14	94.5	25	-3	-42	126
80-89	6	84.5	11	-4	-24	96

70-79	1	74.5	5	-5	-5	25
60-69	2	64.5	4	-6	-12	72
50-59	2	54.5	2	-7	-14	98
	N=110				$\Sigma fd=63$	$\Sigma fd^2=1257$

Graph 80: Frequency Polygon for Attitude Scores obtained from the Male Sample



Interpretation

Graph plotted using the data obtained from the Male sample of the present study (Table 93) is as in Graph 80. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative and very negligible. The maximum scores are massed in the middle part of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

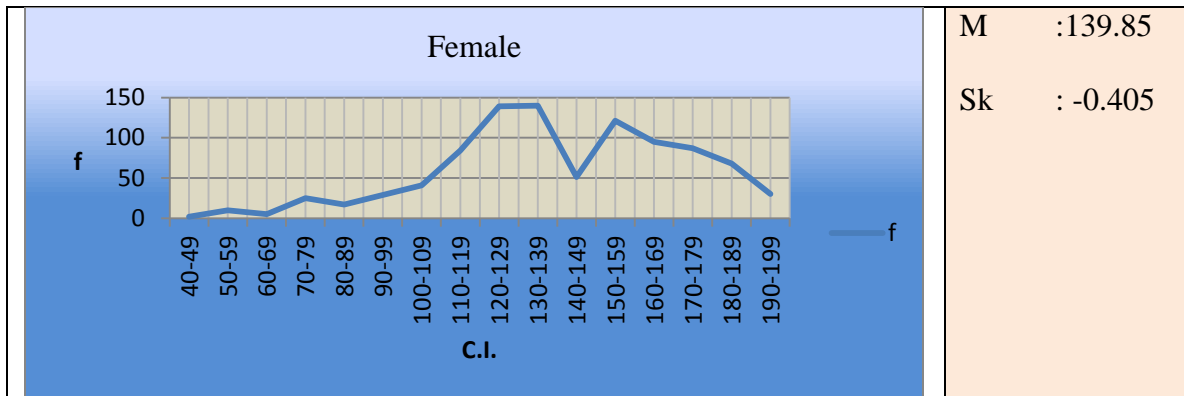
26. Female

Table 94: Frequency Distribution of Attitude Scores obtained from the Female Sample

C.I.	f	M. Pt.	F	d	fd	fd ²
190-199	30	194.5	944	+6	180	1080
180-189	68	184.5	914	+5	340	1700
170-179	87	174.5	846	+4	348	1392
160-169	95	164.5	759	+3	285	855
150-159	121	154.5	664	+2	242	484
140-149	51	144.5	543	+1	51	51
130-139	140	134.5	492	0	0	0
120-129	139	124.5	352	-1	-139	139
110-119	84	114.5	213	-2	-168	336

100-109	41	104.5	129	-3	-123	369
90-99	29	94.5	88	-4	-116	464
80-89	17	84.5	59	-5	-85	425
70-79	25	74.5	42	-6	-150	900
60-69	5	64.5	17	-7	-35	245
50-59	10	54.5	12	-8	-80	640
40-49	2	44.5	2	-9	-18	162
	N=944				$\Sigma fd=532$	$\Sigma fd^2=9242$

Graph 81: Frequency Polygon for Attitude Scores obtained from the Female Sample



Interpretation

Graph plotted using the data obtained from the Female sample of the present study (Table 94) is as in Graph 81. The line graph and the values obtained from the Frequency Distribution Table indicate that most of the teacher trainees exhibited favourable attitude towards B.Ed. Course and Teaching Profession. Value of Skewness is negative and very negligible. The maximum scores are massed at the *high* end of the graph. The sample for the present study have favourable attitude towards teacher training and Teaching Profession.

4.5.3a Summary of Interpretations from Analysis of Data for Objective 3

Following table presents Summary of Interpretations from Analysis of Data for Objective 3-

Table 95: Summary of Interpretations from Analysis of Data for Objective 3

Sr. No.	Category	Type of Attitude
1	Whole Sample (N=1054)	Favourable
2	Granted Colleges	Favourable
3	Granted/Marathi Medium	Favourable
4	Granted/Marathi/Male	Favourable
5	Granted/Marathi/Female	Favourable
6	Granted/English Medium	Favourable
7	Granted/English/Male	Unfavourable
8	Granted/English/Female	Favourable
9	Granted/Male	Favourable
10	Granted/Female	Favourable
11	Non-Granted Colleges	Favourable
12	Non-Granted/Marathi	Favourable
13	Non-Granted/Marathi/Male	Favourable
14	Non-Granted/Marathi/Female	Favourable
15	Non-Granted/English	Favourable
16	Non-Granted/English/Male	Unfavourable
17	Non-Granted/English/Female	Favourable
18	Non-Granted/Male	Favourable
19	Non-Granted/Female	Favourable
20	Marathi Medium	Favourable
21	Marathi/Male	Favourable
22	Marathi/Female	Favourable
23	English Medium	Favourable
24	English/Male	Unfavourable
25	English/Female	Favourable
26	Male	Favourable
27	Female	Favourable

A glance at Table 95 indicates that Male students from English Medium Granted as well as Non-granted B.Ed. Colleges exhibited unfavourable attitude towards teacher training and Teaching Profession. Sample from remaining categories have favourable attitude towards the same.

Percentages of attitude scores obtained for all the categories are as follows -

Sr. No.	Category	Percentage of the Sample for Type of Attitude	
		Favourable	Unfavourable
1	Whole Sample (N=1054)	76.38	23.62
2	Granted Colleges	68.41	31.59
3	Granted/Marathi	68.60	31.40
4	Granted/Marathi/Male	75.00	25.00
5	Granted/Marathi/Female	67.35	32.65
6	Granted/English	67.89	32.11
7	Granted/English/Male	42.86	57.14
8	Granted/English/Female	71.58	28.42
9	Granted/Male	67.74	32.26
10	Granted/Female	68.53	31.47
11	Non-Granted Colleges	81.75	18.25
12	Non-Granted/Marathi	81.71	18.29
13	Non-Granted/Marathi/Male	75.55	24.45
14	Non-Granted/Marathi/Female	82.31	17.69
15	Non-Granted/English	81.88	18.12
16	Non-Granted/English/Male	33.33	66.67
17	Non-Granted/English/Female	82.88	17.12
18	Non-Granted/Male	72.92	27.08
19	Non-Granted/Female	82.45	17.55
20	Marathi Medium	76.88	23.12
21	Marathi/Male	75.27	24.73
22	Marathi/Female	77.10	22.90
23	English Medium	75.97	24.03
24	English/Male	41.18	58.82
25	English/Female	78.42	21.58
26	Male	70.00	30.00
27	Female	77.44	22.56

- *Study of Table 67 and Table 95 together indicates the sample who perceived to the moderate extent about teacher training and Teaching Profession exhibited unfavourable attitude towards the same.*

4.5.3b Item wise Analysis of Attitude Inventory

Percentages of Attitude scores were calculated and used for *item-wise analysis*.

A] B.Ed. Training:

1) *I was forced to join this course by my parents or elders.*

Almost 80% of the sample disagrees with the given statement indicating that they were not forced to join B.Ed. course by their parents or elders.

2) *I have taken admission to this course because of my friend/friends.*

More than 75% of the respondents disagreed with the statement that they have taken admission to this course because of their friend/friends.

3) *B.Ed. training helps to generate new ideas and thoughts.*

70% of the respondents agreed with the statement that B.Ed. training helps to generate new ideas and thoughts.

4) *I feel shy to disclose in public therefore to get confidence I took admission to B.Ed. course.*

Out of 1054, 54% of the sample disagreed with the statement whereas 44% of the respondents agreed with the statement that they feel shy to disclose in public therefore to get confidence they took admission to the B.Ed. course.

5) *I took admission to teacher's training course because I was not getting admission to some other course.*

Almost 70% of the sample showed disagreement with the statement whereas 27% of them agreed that they took admission to teacher's training course because they were not getting admission to some other course.

6) *Teacher training nourishes and flourishes the personality of the pupil – teacher.*

Mixed responses were obtained on this item. 50% of the sample did not agree whereas 45% of the sample agreed that Teacher training nourishes and flourishes the personality of the pupil – teacher.

7) *Teacher training provides classroom confidence.*

79% of the sample opined that teacher training provides classroom confidence.

8) *One year teacher training is just a waste of time.*

Almost 86% of the teacher trainees disagree with the statement that one year teacher training is just a waste of time.

9) *Microteaching is an essential component of the teacher's training course.*

76% of the B.Ed. students felt that Microteaching is an essential component of the teacher's training course.

10) *I get bored in preparing a lesson note.*

Almost equal percentages of the sample, i.e., 48% and 50% respectively, agreed and disagreed with the statement that they get bored in preparing a lesson note.

11) *It is boring to prepare and use a teaching aid.*

According to 43% of the sample, it is boring to prepare and use a teaching aid whereas as per the opinion of 54% of the sample it is not boring to prepare and use a teaching aid.

12) *Teacher training is interesting only in the initial days.*

64% of the sample disagreed with the statement stating that teacher training is interesting only in the initial days whereas 30% of the sample opined that teacher training is interesting only in the initial days.

13) *B.Ed. training helps to mould a person to be a better teacher.*

Majority of the sample, i.e., 78% opined positively that B.Ed. training helps to mould a person to be a better teacher.

14) *B.Ed. training helps to develop positive attitude towards the teaching profession.*

68% of the sample exhibited positive opinion about the statement that B.Ed. training helps to develop positive attitude towards the teaching profession whereas 27% of them disagreed with the same.

B) Teaching Profession:

1) I like teaching profession.

Majority of the sample, i.e., agreed with the statement that they like teaching profession but 23% of them do not like teaching profession though they took admission to the course.

2) Teaching profession is better than any other profession.

49% and 39% of the samples exhibited agreement and disagreement respectively with the statement that teaching profession is better than any other profession. 16% of the sample responded to the option- Undecided.

3) This profession is neglected by government as well as by public.

49% of the sample disagree with the statement that this profession is neglected by government as well as by public whereas 35% of the sample agreed with the same. 14% of them responded to the option- Undecided.

4) Teaching is a cultured profession.

Almost 62% of the teacher trainees opined positively that teaching is a cultured profession.

5) Teaching profession is not as degraded as being done by some people in the society.

64% and 28% of the samples respectively agreed and disagreed respectively with the statement that teaching profession is not as degraded as being done by some people in the society.

6) *As a profession, teaching ensures a comfortable life.*

According to 48% of the B.Ed. students, as a profession, teaching ensures a comfortable life whereas as per 41%, it does not. Remaining 11% of the sample opted to the option 'Undecided'.

7) *Its a peaceful and noble profession.*

Out of 1054 samples, 96% of B.Ed. students agreed with the statement that teaching profession is a peaceful and noble profession.

8) *I like this profession because a teacher can punish mischievous students.*

42% of the sample liked this profession because a teacher can punish mischievous students whereas 53% of them disagree with the same.

9) *Teacher is an artist who shapes the personality of the pupils.*

Almost equal responses were obtained on this statement. According to 48% of the B.Ed. students, teacher is an artist who shapes the personality of the pupils but 47% of them did not agree with the statement given.

10) *The teacher need not consider the personal needs and problems of the pupils.*

As per 70% of the sample teacher should consider the personal needs and problems of the pupils i.e., they are disagree with the statement. 27% of the sample agreed with the same.

11) *Fault finding and correcting mistakes is the duty of a teacher.*

Almost equal responses were obtained on this statement. 48% of the sample agreed that fault finding and correcting mistakes is the duty of a teacher. Simultaneously 49% of the sample disagrees with the statement.

12) *Teaching profession is just a means for livelihood like any other profession.*

According to 53% of the B.Ed. students teaching profession is just a means for livelihood like any other profession but 41% of the sample did not agree with the same.

13) Teaching gives knowledge to both teachers and students.

79% of the B.Ed. students agreed with the statement that teaching gives knowledge to both teachers and students. 14% of the sample disagreed with the same.

14) Teaching is a routine job.

56% of the sample responded that teaching is not a routine job whereas according to 40% of them it's a routine job.

15) To be a teacher, is a gift to my future life.

As per 64% of the B.Ed. students to be a teacher is a gift to their future life but 32% of the sample disagreed with the statement.

16) Through this profession a lot of money cannot be earned.

Almost 61% of the sample opined that a lot of money cannot be earned through teaching profession. 28% of the sample did not agree with the statement given. Around 9% of the sample was not in a position to give their opinion on the same.

17) Now- a- days, students are not respectful and obedient to the teachers.

43% of the sample felt that now- a- days, students are not respectful and obedient to the teachers. 51% of the sample disagreed and opined that now- a- days students are respectful and obedient to the teachers.

18) A good teacher is neglected by all.

More than 90% of the teacher trainees exhibited disagreement with the statement that a good teacher is neglected by all.

19) Using teachers for activities other than teaching bothers me.

30% of the sample disagreed with the statement whereas 66% of them agreed with the statement that using teachers for activities other than teaching bothers them.

20) *I feel that, this profession gives self-satisfaction.*

75% of the sample felt that teaching profession gives them self-satisfaction whereas 23% of them do not feel the same.

21) *Paper correction is a boring job associated with teaching.*

According to 54% of the sample paper correction is a boring job associated with teaching whereas 41% of them disagree with the same.

22) *During examinations, working as a supervisor or an invigilator is very boring.*

According to 64% of the teacher trainees working as a supervisor or an invigilator during examinations is very boring whereas 30% of them do not feel the same.

23) *Teaching profession contributes in national development.*

56% of the sample agreed that teaching profession contributes in national development whereas 36% of them showed disagreement with the same statement.

24) *There is freedom of expression in teaching job.*

39% of the sample showed disagreement with the statement that there is freedom of expression in teaching job. 43% of them opined positively with the same. Almost 16% of the sample opted for the option 'Undecided'.

25) *Teaching is not my priority; I can do any other job along with teaching.*

72% of the sample disagreed with the statement but almost 25% of them showed agreement with the same stating that teaching is not their priority; they can do any other job along with teaching.

26) *As a teacher, females work more effectively than males.*

77% of the sample agreed with the statement that as a teacher, females work more effectively than males. Almost 16% of the sample disagreed with the same.

4.5.4 Analysis of Data for Objective 4

Objective 4: To investigate into perception about and attitude towards teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female).

To investigate into perception and attitude towards teacher training and teaching profession, as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) considering perception scores and attitude scores, frequency polygons were plotted and superimposed. Most stable measure of central tendency and measure of variability, i.e., Mean and Standard Deviation respectively and a value of Skewness were calculated for each category.

[*Note:* Short-forms used in following tables are – **M** = Mean, **σ** = Standard Deviation, **Sk** = Skewness, **N** = Total number of Scores in the respective category, **r** = Pearson's Product Moment Coefficient of Correlation.]

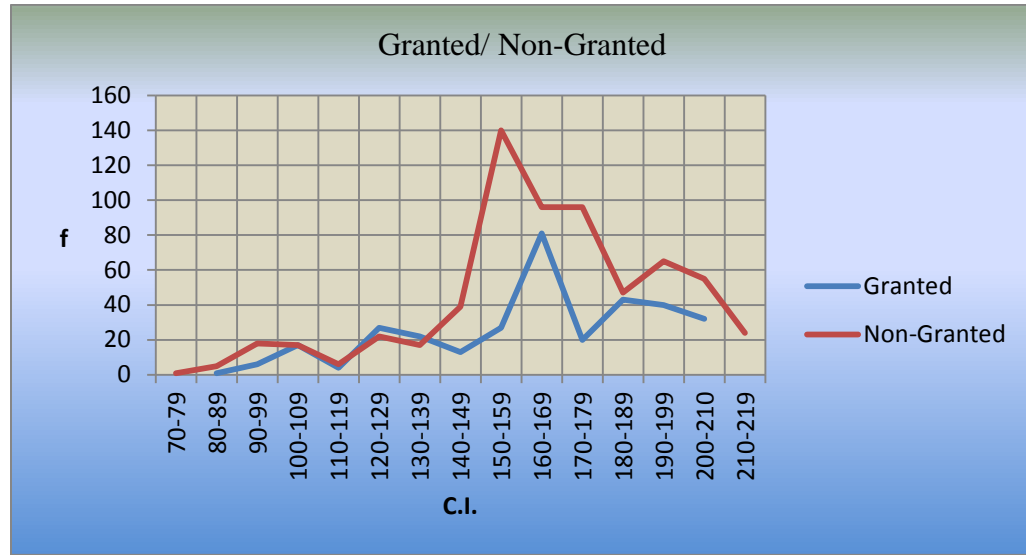
1] Perception-

A] As per the type of Institution (Granted/ Non-granted)

Table 96: Mean, Standard Deviation and Skewness values as per the type of Institution

Category	M	Σ	Sk	N
Granted	162.98	34.02	-0.327	402
Non-granted	166.06	28.27	-0.595	652

Graph 82: Frequency Polygon for Perception Scores as per the type of Institution



Interpretation

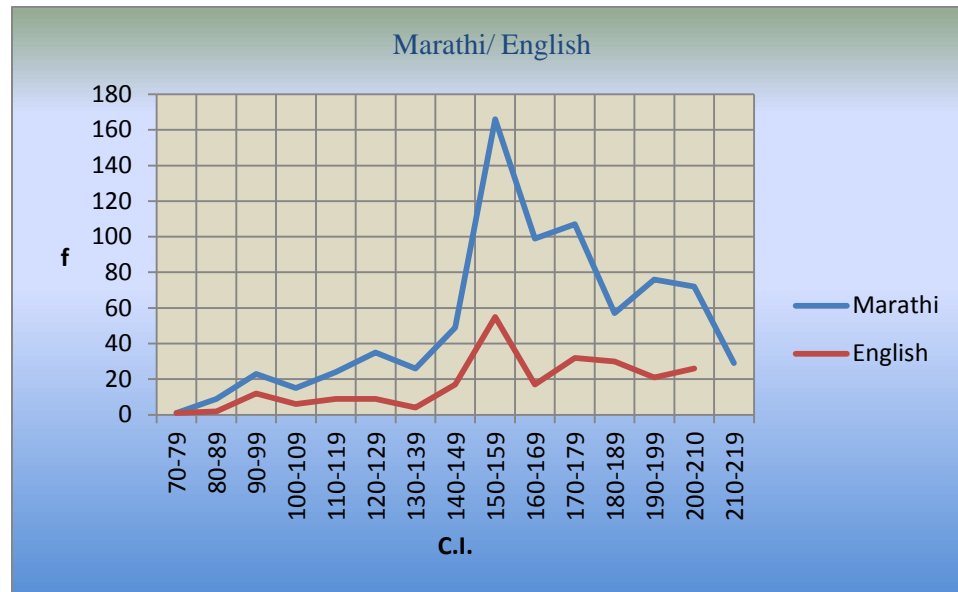
Frequency Polygons plotted for the categories like Granted and Non-granted show that in both the cases distribution of perception scores are negatively skewed i.e., maximum scores are massed at the high end of the scale as shown in the Graph 82. Mean values calculated are 162.98 and 166.06 respectively as given in the Table 96 suggest that B.Ed. students belonging to these categories had perception to the maximum extent about teacher training and teaching profession.

B) As per Medium of Instruction (Marathi/ English)

Table 97: Mean, Standard Deviation and Skewness values as per Medium of Instruction

Category	M	σ	Sk	N
Marathi	164.48	29.86	-0.458	796
English	165.26	32.86	-0.553	258

Graph 83: Frequency Polygon for Perception Scores as per Medium of Instruction



Interpretation

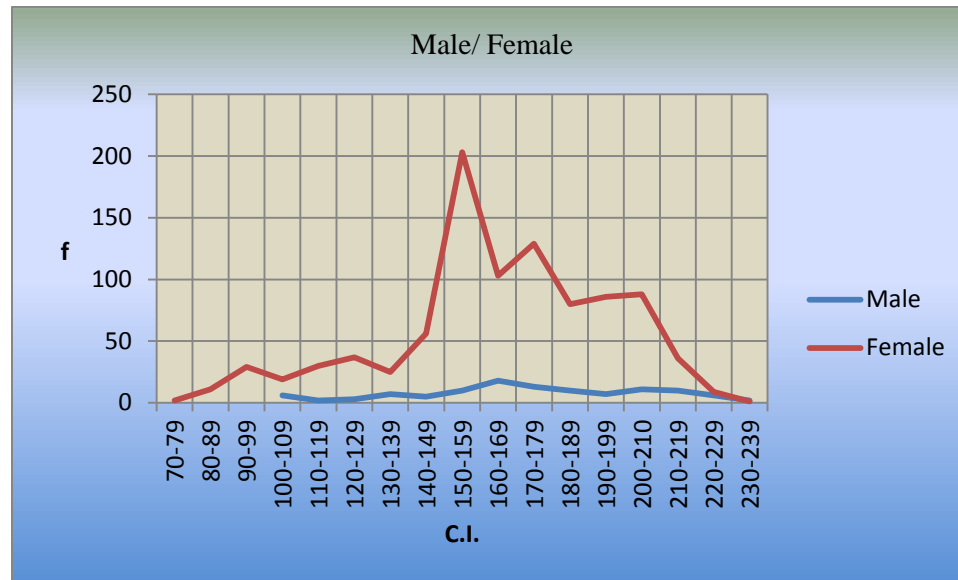
Frequency Polygons plotted for the categories like Marathi and English Medium of Instruction show that in both the cases distribution of perception scores are negatively skewed i.e., maximum scores are massed at the high end of the scale as shown in the Graph 83. Mean values calculated are 164.48 and 165.26 respectively as given in the Table 97 suggest that B.Ed. students belonging to these categories had perception to the maximum extent towards teacher training and teaching profession.

C] As per the Gender (Male/ Female)

Table 98: Mean, Standard Deviation and Skewness values as per the Gender

Category	M	σ	Sk	N
Male	163.91	32.72	-0.282	110
Female	164.76	30.37	-0.512	944

Graph 84: Frequency Polygon for Perception Scores as per the Gender



Interpretation

Frequency Polygons plotted for the categories like Male and Female genders show that in both the cases distribution of perception scores are negatively skewed i.e., maximum scores are massed at the high end of the scale as shown in the Graph 84. Mean values as given in the Table 98 are 163.91 and 164.76 respectively indicate that B.Ed. students belonging to these categories had perception to the maximum extent about teacher training and teaching profession.

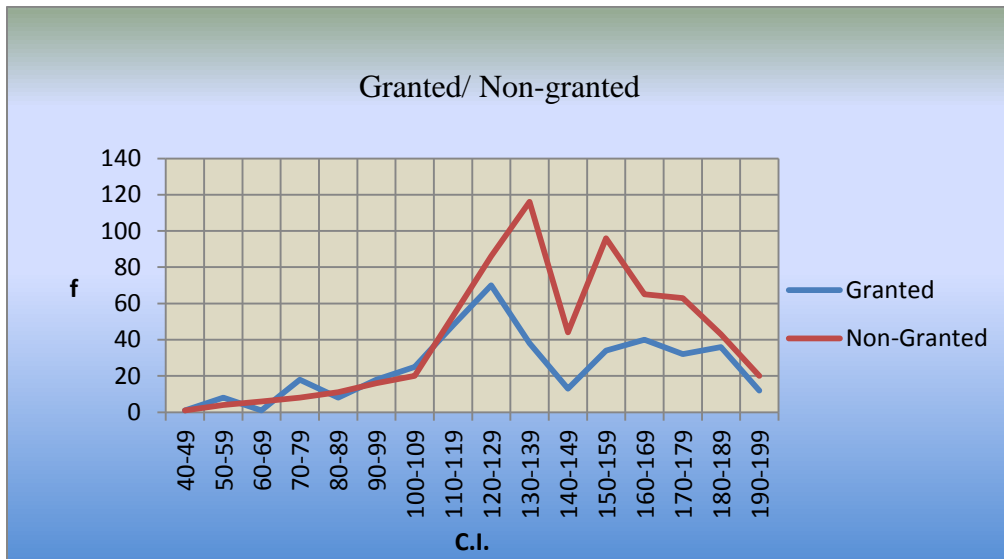
2] Attitude-

A] As per the type of institution (Granted/ Non-granted)

Table 99: Mean, Standard Deviation and Skewness values as per the type of institution

Category	M	σ	Sk	N
Granted	135.61	33.82	-0.201	402
Non-granted	141.93	28.41	-0.460	652

Graph 85: Frequency Polygon for Attitude Scores as per the type of institution



Interpretation

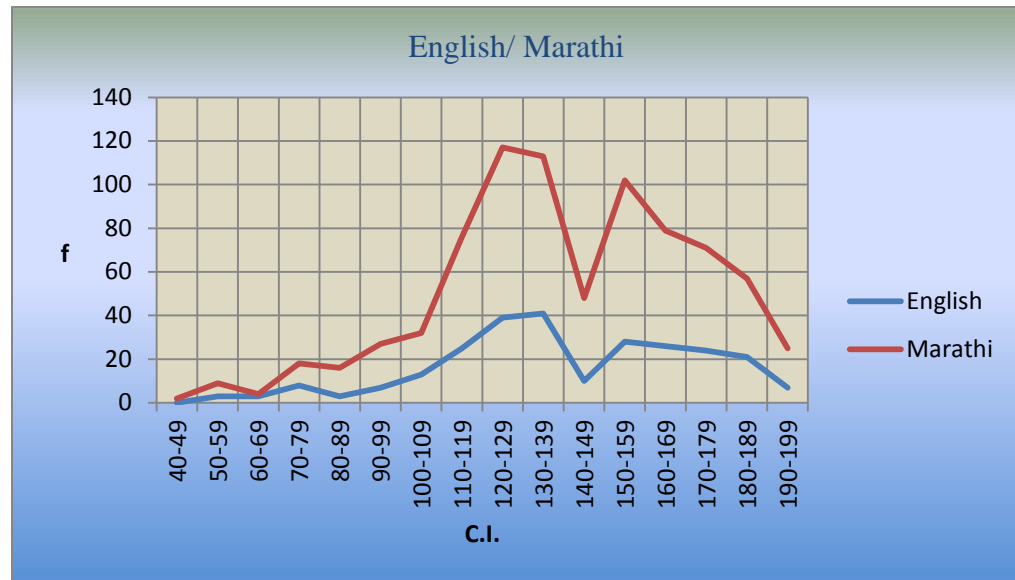
Frequency Polygons plotted for the categories like Granted and Non-granted show that in both the cases distribution of attitude scores are negatively skewed i.e., maximum scores are massed at the high end of the scale as shown in the Graph 85. Mean values calculated are 162.98 and 166.06 respectively as given in the Table 99 suggest that B.Ed. students belonging to these categories had favourable attitude towards teacher training and teaching profession.

B] As per Medium of Instruction (Marathi/ English)

Table 100: Mean, Standard Deviation and Skewness values as per Medium of Instruction

Category	M	σ	Sk	N
Marathi	139.59	30.47	-0.398	796
English	139.18	31.41	-0.364	258

Graph 86: Frequency Polygon for Attitude Scores as per Medium of Instruction



Interpretation

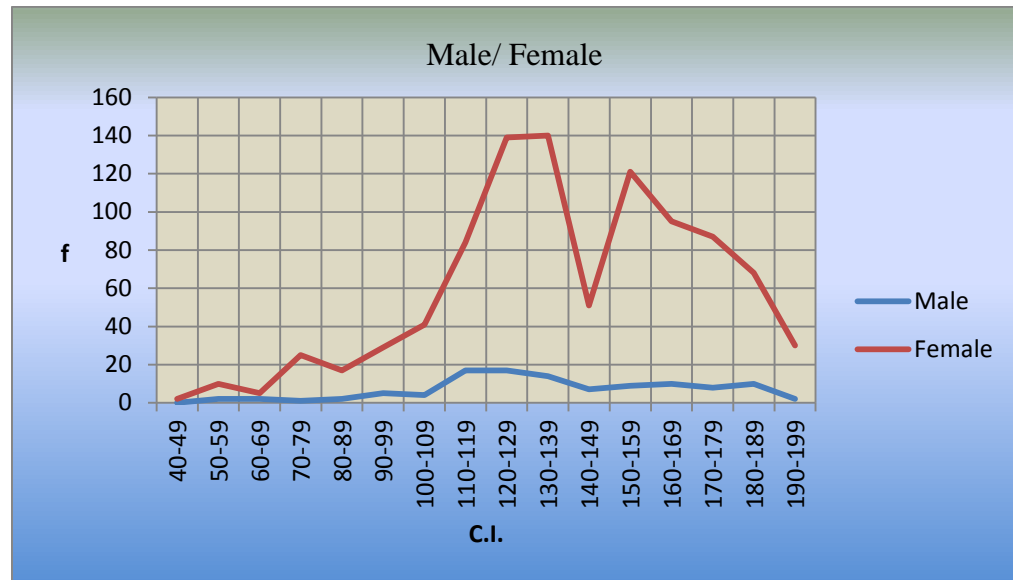
Frequency Polygons plotted for the categories like Marathi and English Medium of Instruction show that in both the cases distribution of attitude scores are negatively skewed i.e., maximum scores are massed at the high end of the scale as shown in the Graph 86. Mean values calculated are 139.59 and 139.18 respectively as given in the Table 100 suggest that B.Ed. students belonging to these categories had favourable attitude toward teacher training and teaching profession.

C] As per Gender (Male/ Female)

Table 101: Mean, Standard Deviation and Skewness values as per Gender

Category	M	σ	Sk	N
Male	130.25	33.76	-0.037	110
Female	139.85	30.53	-0.405	944

Graph 87: Frequency Polygon for Attitude Scores as per Gender



Interpretation

Frequency Polygons plotted for the categories like Male and Female genders show that in both the cases distribution of attitude scores are negatively skewed i.e., maximum scores are massed at the high end of the scale as shown in the Graph 87. Skewness values calculated for both the categories are negative but for Male sample it is negligible. Mean values as given in the Table 101 are 130.25 and 139.85 respectively indicate that B.Ed. students belonging to these categories had favourable attitude towards teacher training and teaching profession.

4.5.5 Analysis of Data for Objective 5

Objective 5: To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

For the fulfillment of this objective, Research hypothesis and Null hypothesis were formulated to study the difference between all the three categories.

Research Hypothesis

There will be a significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Null Hypothesis

There will be no significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

't-values' were calculated for hypothesis testing.

A] Granted/Non-Granted

Table 102: t-value for Granted and Non-granted Colleges

Sr. No.	Category	M	σ	N	t-value
1	Granted	162.98	34.02	402	1.519
2	Non-granted	166.06	28.27	652	

't-value' obtained for the sample from Granted and Non-granted B.Ed. colleges is smaller than the table value at 0.05 and 0.01 levels. Hence null hypothesis is accepted and research hypothesis is rejected.

It can be concluded that B.Ed. students from Granted colleges and Non-granted colleges do not differ significantly in their perception about teacher training and teaching profession.

B] Marathi/English Medium

Table 103: t-value for Marathi and English Medium

Sr. No.	Category	M	σ	N	t-value
1	Marathi	164.48	29.86	796	0.34
2	English	165.26	32.86	258	

't-value' obtained for the sample from Marathi medium and English medium B.Ed. colleges is smaller than the table value at 0.05 and 0.01 levels. Hence null hypothesis is accepted and research hypothesis is rejected.

It can be inferred that B.Ed. students from Marathi medium and English medium do not differ significantly in their perception about teacher training and teaching profession.

C] Male/Female

Table 104: t-value for Male and Female Respondents

Sr. No.	Category	M	σ	N	t-value
1	Male	163.91	32.72	110	0.259
2	Female	164.76	30.37	944	

't-value' obtained for the sample of Male and Female B.Ed. students is smaller than the table value at 0.05 and 0.01 levels. Hence null hypothesis is accepted and research hypothesis is rejected.

It can be stated that Male and Female B.Ed. students do not differ significantly in their perception about teacher training and teaching profession.

Conclusion-

There is no significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students about teacher training and teaching profession.

4.5.6 Analysis of Data for Objective 6

Objective 6: To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

To study the difference in attitude of B.Ed. students from Granted/Non-Granted, Marathi/English medium and Male/Female B.Ed. students, Research hypothesis and Null hypothesis were formulated

Research Hypothesis-

There will be a significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Null Hypothesis

There will be no significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

't-values' were calculated for hypothesis testing.

A] Granted/Non-Granted

Table 105: t-value for Granted and Non-Granted

Sr. No.	Category	M	σ	N	t-value
1	Granted	135.61	33.82	402	3.127
2	Non-granted	141.93	28.41	652	

't-value' obtained for the sample from Granted and Non-granted B.Ed. colleges is more than the table value at 0.05 and 0.01 levels. Hence null hypothesis is rejected and research hypothesis is accepted.

It can be concluded that B.Ed. students from Granted colleges and Non-granted colleges differ significantly in their attitude towards teacher training and teaching profession.

B]Marathi/English Medium

Table 106: t-value for Marathi and English Medium

Sr. No.	Category	M	σ	N	t-value
1	Marathi	139.59	30.47	796	0.184
2	English	139.18	31.41	258	

't-value' obtained for the sample from Marathi medium and English medium B.Ed. colleges is smaller than the table value at 0.05 and 0.01 levels. Hence null hypothesis is accepted and research hypothesis is rejected.

It can be inferred that B.Ed. students from Marathi medium and English medium do not differ significantly in their attitude towards teacher training and teaching profession.

C] Male/Female

Table 107: t-value for Male and Female Respondents

Sr. No.	Category	M	σ	N	t-value
1	Male	130.25	33.76	110	+2.85
2	Female	139.85	30.53	944	

't-value' obtained for the sample of Male and Female B.Ed. students is smaller than the table value at 0.05 and 0.01 levels. Hence null hypothesis is rejected and research hypothesis is accepted

It can be stated that Male and Female B.Ed. students differ significantly in their attitude towards teacher training and teaching profession.

Conclusion-

There is a significant difference in the attitudes of B.Ed. students from Granted/Non-granted colleges as well as Male/Female B.Ed. students but there is no

significant difference in the attitude of B.Ed. students from Marathi/English medium towards teacher training and teaching profession.

4.5.7 Analysis of Data for Objective 7

Objective 7: To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Research hypothesis and Null hypothesis were formulated to study the relationship between Socio-economic background and Perception scores of 1054 samples as-

Research Hypothesis-

There will be a significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Null Hypothesis-

There will be no significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Coefficient of correlation 'r' and 't-value' were calculated for hypothesis testing.

Table 108: r and t-value for socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Sr. No.	Category	M	σ	N	r	t-value
1	SESS T-Scores	53.06	14.40	1054	+0.185	+113.487
2	Perception Scores	164.05	31.06	1054		

Value of 'r' indicates positive but low order correlation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

't-value' obtained for the sample is more than the table value at 0.05 and 0.01 levels. Hence null hypothesis is rejected and research hypothesis is accepted.

Conclusion-

It can be concluded that there is a relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

4.5.8 Analysis of Data for Objective 8

Objective 8: To examine the relationship between socio-economic background and attitude of B.Ed. students about teacher training and teaching profession.

Research hypothesis and Null hypothesis were formulated to study the relationship between socio-economic background and attitude scores for the whole sample as-

Research Hypothesis-

There will be a significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

Null Hypothesis-

There will be no significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession

Coefficient of correlation 'r' and 't-value' were calculated for hypothesis testing.

Table 109: r and t-value for socio-economic background and Attitude of B.Ed. students about teacher training and teaching profession.

Sr. No.	Category	M	σ	N	r	t-value
1	SESS T-Scores	53.06	14.40	1054	+0.157	+87.96
2	Attitude Scores	139.52	30.80	1054		

Value of 'r' indicates positive but low order correlation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

't-value' obtained for the sample is more than the table value at 0.05 and 0.01 levels. Hence null hypothesis is rejected and research hypothesis is accepted.

Conclusion-

It can be concluded that there is a relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

4.6 Findings of Data Analysis

Following are major findings of the present study-

Objective 1: To study the Socio-economic background of B.Ed. students.

Finding: The students who take admission to the B.Ed. course belong to Upper Lower Class, Middle Class and Upper Middle Class of Socio-economic Status.

Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.

Finding: The perception of male sample from both Granted and Non-granted English medium B.Ed. colleges about teacher training and teaching profession was to the moderate extent. Sample from rest of the categories perceived to the maximum extent about the same.

Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.

Finding: The attitude exhibited by male students from English Medium Granted as well as Non-granted B.Ed. colleges towards teacher training and Teaching Profession was unfavourable. Sample from remaining categories exhibited favourable attitude towards the same.

- *Data analysis done for Objectives 2 and 3 indicates the sample who perceived to the moderate extent about teacher training and teaching profession exhibited unfavourable attitude towards the same.*

Objective 4: To investigate into perception about and attitude towards teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female).

Findings: 1) Perception of the sample about teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) does not differ to a great extent.

2) Attitude of the sample towards teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) was found to be favourable.

Objective 5: To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

Findings: 1) B.Ed. students from Granted colleges and Non-granted colleges do not differ significantly in their perception about teacher training and teaching profession.

2) B.Ed. students from Marathi medium and English medium do not differ significantly in their perception about teacher training and teaching profession.

3) Male and Female B.Ed. students do not differ significantly in their perception about teacher training and teaching profession.

Objective 6: To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

Findings: 1) B.Ed. students from Granted colleges and Non-granted colleges differ significantly in their attitude towards teacher training and teaching profession.

2) B.Ed. students from Marathi medium and English medium do not differ significantly in their attitude towards teacher training and teaching profession.

3) Male and Female B.Ed. students differ significantly in their attitude towards teacher training and teaching profession.

Objective 7: To examine the relationship between Socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Finding: There is a relation between socio- economic background and perception of B.Ed. students about teacher training and teaching profession.

Objective 8: To examine the relationship between Socio- economic background and attitude of B.Ed. students about teacher training and teaching profession.

Finding: There is a relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.



References

1. Garrette, H.E., *Statistics in Psychology and Education*. Surjeet Publications, Delhi – 07, 2008.
2. Koul, Lokesh. *Methodology of Educational Research*, 4th Edition, Vikas Publishing House Pvt. Ltd., Noida, 2013.
3. Mangal, S. K., *Statistics in Psychology and Education*, 2nd Edition, PHI Learning Pvt. Ltd., New Delhi -01, 2012.



Chapter V

Summary, Findings and Suggestions

5.1 Introduction

Present chapter gives summary of the steps followed in the completion of the research work. It also presents brief outline of the major findings of the research work, suggestions given based on the findings and an idea about related further research topics.

5.2 Summary of the Research Work

Summary of the research methodology followed for the present research work is presented in following points.-

5.2.1 Rationale of the Study

Teacher trainees belonging to low socio-economic background were found to be low in academic achievement with very few exceptions. During researcher's close interactions with B.Ed. students over many years, researcher had observed that students expressed varied opinions in their decision of joining B.Ed. training course. Researcher got intrigued and interested hence decided to understand various factors that motivated the B.Ed. students to join the course. Researcher observed that B.Ed. students have different perceptions about B.Ed. training and teaching profession. These students exhibited varied attitudes towards B.Ed. training and teaching profession; their understanding about B.Ed. training as a course also differed greatly. On the top of it, B.Ed. students expressed a variety of expectations regarding the B.Ed. training course.

These preliminary observations were certainly leading towards some kind of blurred pattern that researcher was attracted to delve into for better understanding of the phenomenon. B.Ed. students from different socio-economic status were exhibiting different patterns about their expectations and understanding of B.Ed. training and teaching profession.

Thus the researcher decided to study these blurred patterns systematically and hence undertook the research with following title.

5.2.2 Title of the Research Problem

Title of the Research Problem was –

“An Evaluative Study of the Relation between Socio-economic Background with Perception and Attitude of B.Ed. Students towards Teacher Training and Teaching Profession.”

5.2.3 Statement of the Problem

Statement of the research problem was as follows –

“To study the relation between Socio-economic Background with Perception and Attitude of B.Ed. students towards teacher training and teaching profession in Pune city.”

5.2.4 Operational Definitions of Terms

Operational definitions of terms included in the study were -

1. *Socio-economic background* –

Socio-economic background refers to social and economic condition of an individual. It includes parameters like – social status, economic condition, educational background and cultural condition of an individual.

2. *Perception* –

Perception refers to organization of information by teacher trainees received about components of training in Education such as B.Ed. entrance examination, nature of B.Ed. course, infrastructural facilities, classroom instructions and evaluation, practical work, management of the college and teaching profession through their senses.

3. *Attitude* –

Attitude denotes inner feelings or belief of B.Ed. students towards various components of training programme and teaching profession. Attitude can be positive or negative, favourable or unfavourable.

4. *B.Ed. (Bachelor of Education) –*

Pre-service teacher training course taken up after graduation which is of one year duration.

5. *B.Ed. Students –*

Students of B.Ed. course for the academic year 2011-12.

5.2.5 Research Objectives

The study was carried out with the objectives of -

1. To study the socio-economic background of B.Ed. students.
2. To study the perception of B.Ed. students about teacher training and teaching profession.
3. To study the attitude of B.Ed. students towards teacher training and teaching profession.
4. To investigate into perception about and attitude of B.Ed. students towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), medium of instruction (Marathi/ English) and gender (Male/ Female).
5. To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.
6. To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.
7. To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.
8. To examine the relationship between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

5.2.6 Hypotheses of the Study

Following were the research and null hypotheses for the objectives 5, 6, 7 and 8 of the present study-

Objective 5 - To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Research Hypothesis-

There will be a significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Null Hypothesis-

There will be no significant difference in the perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Objective 6 - To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Research Hypothesis –

There will be a significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Null Hypothesis –

There will be no significant difference in the attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Objective 7-To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Research Hypothesis –

There will be a significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Null Hypothesis –

There will be no significant relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Objective 8 - To examine the relationship between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

Research Hypothesis-

There will be a significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

Null Hypothesis –

There will be no significant relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

5.2.7 Research Questions

The study was intended to answer the following research questions –

- a) What is the Socio-economic background of students desirous of taking admission for the B.Ed. course?

Objective 1: To study the socio-economic background of B.Ed. students.

- b) What do B.Ed. students feel and think about the teacher training program?

Objective 2: To study the perception of B.Ed. students about teacher training and teaching profession.

Objective 3: To study the attitude of B.Ed. students towards teacher training and teaching profession.

- c) What is the perception about and attitude of B.Ed. students towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), medium of instruction (Marathi/English) and gender (Male/Female)?

Objective 4: To investigate into changes in perception about and attitude of B.Ed. students towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), medium of instruction (Marathi/English) and gender (Male/ Female).

Objective 5: To study the difference in perception of Granted/Non-Granted, Marathi/ English medium and Male/Female B.Ed. students.

Objective 6: To study the difference in attitude of Granted/Non-Granted, Marathi/ English medium and Male/Female B.Ed. students.

- d) What is the relation of socio-economic background of B.Ed. students with their perception about and attitude towards teacher training and teaching profession?

Objective 7: To examine the relationship between socio-economic background and perception of B. Ed. students about teacher training and teaching profession.

Objective 8: To examine the relationship between socio-economic background and attitude of B. Ed. students towards teacher training and teaching profession.

5.2.8 Research Assumptions

Following were the assumptions for the present research –

1. Students from different socio-economic background take admission to the B.Ed. course.

2. Perception of B.Ed. students about teacher training and teaching profession is different.
3. Attitude of B.Ed. students towards teacher training and teaching profession is different.
4. Socio-economic background of B.Ed. students is different and that has relation with their perception about teaching profession.
5. Socio-economic background of B.Ed. students has relation with their attitude towards teaching profession.

5.2.9 Limitations

Aspects like social background, economic background, age, maturity, I.Q., cultural conditions, educational qualification at graduation level, etc. of B.Ed. students were beyond the control of the researcher.

5.2.10 Delimitations

1. The research study was limited to pre-service B.Ed. students mainly from *Pune Vidyapeeth, S.N.D.T. Womens' University, Pune and Tilak Maharashtra Vidyapeeth, Pune.*
2. The research study was related to the sample from academic year 2011-12.
3. The research study was limited to study the relation of only socio-economic background of B.Ed. students with their perception and attitude towards teacher training and teaching profession.
4. The study was limited to few selected B.Ed. colleges from different parts of Pune city only.
5. The research study was applicable to all pre-service B.Ed. students from the State of Maharashtra.

5.2.11 Research Methodology

It was a status study and hence *Survey method* was used for the study.

5.2.12 Variables

In the present study, variables included were *socio-economic background* of B.Ed. students, *perception* and *attitude* of B.Ed. students towards teacher training and teaching profession.

5.2.13 Population, Sampling Procedure and Sample

For the present study all teacher trainees of B.Ed. course in the Maharashtra state formed the population and the sample selected through Purposive Sampling Technique consisted of 1054 teacher trainees from different teacher training colleges in the Pune city of the academic year 2011-12.

5.2.14 Research Tools

Researcher used following three tools to collect data from the sample. –

- A standardized Socio-Economic Status Scale prepared by Rajiv Bhardwaj was used to know about teacher trainees' social and economical status.
- Perception Inventory prepared by the researcher was used to collect information about teacher trainees' perception about B.Ed. training program and teaching profession.
- Attitude Inventory prepared by the researcher was used to get data about teacher trainees' attitude towards B.Ed. training program and teaching profession.

5.2.15 Statistical Treatment and Data analysis (Objective wise)

Statistical techniques used for data analysis were as follows –

For objectives 1, 2 and 3 -

Objective 1: To study the Socio-economic background of B.Ed. students.

Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.

Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.

For the fulfillment of *objectives 1, 2 and 3* Frequency distribution tables were prepared considering SESS T-Scores/Perception Scores/Attitude Scores respectively of all 1054 samples. Frequency polygons were plotted to know and to infer about the distribution of SESS T-Scores/Perception Scores/Attitude Scores of the sample. Statistical techniques like Mean and Skewness were computed.

Percentages were calculated for each option of Perception and Attitude Inventories considering the responses obtained from all 26 categories made to know the extent of perception and type of attitude respectively.

The percentages of Perception/Attitude scores were calculated and used for item-wise analysis.

For objective 4 -

Objective 4: To investigate into perception about and attitude towards teacher training and teaching profession as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/English) and Gender (Male/ Female).

To investigate into perception and attitude towards teacher training and teaching profession, as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) considering perception scores and attitude scores, frequency polygons were plotted. Most stable measure of central tendency and a measure of variability, i.e., Mean, Standard Deviation respectively as well as a value of Skewness were calculated for each category.

For objectives 5 and 6 -

Objective 5: To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

Objective 6: To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students.

For the fulfillment of *objectives 5 and 6*, Research hypothesis and Null hypothesis were formulated to study the difference between all the three categories, t-values were calculated for hypothesis testing.

For objectives 7 and 8 -

Objective 7: To examine the relationship between Socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Objective 8: To examine the relationship between Socio-economic background and attitude of B.Ed. students about teacher training and teaching profession.

Research hypothesis and Null hypothesis were formulated to study the relationship between Socio-economic background and perception/attitude scores as stated in both the *objectives 7 and 8*. 't-Value' was found to test the hypotheses.

5.2.16 Action Plan

For the present study sample was selected from various B.Ed. colleges from Pune city. Perception Inventory and Attitude Inventory were prepared by the researcher to collect information about perception and attitude towards teacher training and teaching profession. Feedback from seven experts was taken on both the inventories. Reliability and validity of both the inventories were found out through pilot study. A standardized Socio-economic Status Scale prepared by Rajiv Bhardwaj was used to know about B.Ed. students' social and economic background. Socio-economic Status Scale, Perception Inventory and Attitude Inventory were administered on the sample selected to

collect data. Data was tabulated, analyzed and interpreted quantitatively as well as qualitatively to draw conclusions.

5.3 Qualitative Feedback

Apart from quantitative analysis, researcher felt that it is necessary to get qualitative feedback from the sample to know their opinions about certain aspects of existing teacher training programme and teaching profession in general. Researcher used an open ended questionnaire as given in *Appendix L*, to know teacher trainees' views about certain aspects like–necessity of completion of B.Ed. course before joining teaching profession, teacher trainees' opinions about Teacher Training Institutes, Practice Lessons, Internal Evaluation, Placement Service and change in attitude towards teaching profession after joining the B.Ed. course, etc. which were not covered in both the inventories – Perception and Attitude Inventories. Representative, qualitative remarks mentioned by the sample are –

- 1) Majority of the sample opined that to know and understand duties and responsibilities of a teacher it is very necessary to complete the B.Ed. course.
- 2) Majority of B.Ed. colleges are not well equipped with sports material and a playground.
- 3) Most of the B.Ed. colleges do not have well equipped audio-visual rooms or mini theaters.
- 4) Most of the unaided B.Ed. colleges observe few special days' celebrations and they also organize very few lectures of experts. Such lectures by experts as well as special days' celebrations contribute towards maintaining a rich extra-curricular environment in the campus.
- 5) Most of the unaided B.Ed. colleges do not have well planned infrastructural facilities like laboratories; spacious and well-equipped library and classrooms with audio-visual facilities like L.C.D. projector, O.H.P. etc.
- 6) Fixed pattern of practice lesson notes does not permit for creative presentation of content.
- 7) Practice teaching and other lessons are mostly restricted to State Board syllabus. It does not facilitate study and practice of other school boards like CBSE and ICSE.

- 8) Practice lessons in the present B.Ed. training programme follow steps as per Herbartian Method. Most of the times limitations of this framework as well as limited time do not allow to practice any other approach for teaching the content.
- 9) Practice lessons in the present training programme do not facilitate technology based lessons adequately or to an optimal level.
- 10) As per opinions of the sample, some teacher educators were biased as well as subjective towards internal assessment.
- 11) Placement services in some colleges are ignored.
- 12) Most the sample felt that the B.Ed. course was like other academic programmes before joining it. But this idea changed after joining the course. Almost 80% of the sample opined that the course is laborious and hence they had to struggle in order to manage time.
- 13) Training received during the B.Ed. course changed attitude of the sample towards teaching profession in a positive way.

5.4 Major Findings

Major findings of the study were-

Objective 1: To study the Socio-economic background of B.Ed. students.

Finding: The students who take admission to the B.Ed. course belong to Upper Lower Class, Middle Class and Upper Middle Class of Socio-economic Status.

Objective 2: To study the perception of B.Ed. Students about teacher training and teaching profession.

Finding: The perception of male sample from both Granted and Non-granted English medium B.Ed. colleges about teacher training and teaching profession was to the moderate extent. Sample from rest of the categories perceived to the maximum extent about the same.

Objective 3: To study the Attitude of B.Ed. students towards teacher training and teaching profession.

Finding: The attitude exhibited by male students from English Medium Granted as well as Non-granted B.Ed. colleges towards teacher training and Teaching Profession was unfavourable. Sample from remaining categories exhibited favourable attitude towards the same.

- *Data analysis done for Objectives 2 and 3 indicates the sample who has perception to the moderate extent about teacher training and teaching profession exhibited unfavourable attitude towards the same and the sample who has perception to the maximum extent about teacher training and teaching profession exhibited favourable attitude towards teacher training and teaching profession.*

Objective 4: To investigate into perception about and attitude towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), Medium of Instruction (Marathi/English) and Gender (Male/Female).

Findings: 1) Perception of the sample about teacher training and teaching profession as per the type of institution (Granted/Non-Granted), Medium of Instruction (Marathi/English) and Gender (Male/Female) does not differ to a great extent.

- 2) Attitude of the sample towards teacher training and teaching profession as per the type of institution (Granted/Non-Granted), Medium of Instruction (Marathi/English) and Gender (Male/Female) was found to be favourable.

Objective 5: To study the difference in perception of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Findings: 1) B.Ed. students from Granted colleges and Non-granted colleges do not differ significantly in their perception about teacher training and teaching profession.

- 2) B.Ed. students from Marathi medium and English medium do not differ significantly in their perception about teacher training and teaching profession.

- 3) Male and Female B.Ed. students do not differ significantly in their perception about teacher training and teaching profession.

Objective 6: To study the difference in attitude of B.Ed. students from Granted/Non-Granted colleges in Marathi/English medium and Male/Female B.Ed. students.

Findings: 1) B.Ed. students from Granted colleges and Non-granted colleges differ significantly in their attitude towards teacher training and teaching profession.

- 2) B.Ed. students from Marathi medium and English medium do not differ significantly in their attitude towards teacher training and teaching profession.

- 3) Male and Female B.Ed. students differ significantly in their attitude towards teacher training and teaching profession.

Objective 7: To examine the relationship between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Finding: There is a relation between socio-economic background and perception of B.Ed. students about teacher training and teaching profession.

Objective 8: To examine the relationship between socio-economic background and attitude of B.Ed. students about teacher training and teaching profession.

Finding: There is a relation between socio-economic background and attitude of B.Ed. students towards teacher training and teaching profession.

5.5 Contribution to Knowledge in the Field

After the thorough data analysis and interpretations, the study was useful to conclude and contribute in following manner in the field of Education.–

1. For quality teacher training, deficiencies in the physical and infrastructural facilities should be removed. Head of the institute should prepare an institutional plan and

constructively remove the deficiencies with the assistance of management of the institution or funding agency. The stakeholders or the beneficiaries like – teacher trainees, parents of teacher trainees and teacher educators should be encouraged to contribute in the development of their parent institute. In spite of the type of institution, whether Granted or Non-granted, all the Teacher Training Institutes must have similar physical and infrastructural facilities so that teacher trainees from varied socio-economic background will get same benefits from teacher training. It will certainly lead to better perception and development of favourable attitude towards teacher training and teaching profession.

2. Teacher training institutes should have day-to-day communication with practicing schools to give their students field experience. It will help in the development of general and specific skills of teaching in teacher trainees as well as to develop positive attitude towards teaching profession.
3. The task of producing quality teachers should be a pre-requisite to achieve qualitative improvement in Teacher Education which will further lead to improve quality of education at various levels such as primary, secondary and higher secondary.
4. As per the opinions of teacher trainees, present day Teacher Education Programme need to be restructured and reorganized keeping in view of the present day needs of the educational system and all technological advances.
5. Salary package for teachers should be restructured so that it will attract more number of students.

5.6 Topics for Further Research

1. Present investigation was limited to Pune city only. Further researchers may undertake the study covering large geographical area than Pune city.
2. Present investigation was limited to urban area; similar study may be undertaken for rural area.
3. Comparative study between urban and rural areas can be carried out for the same problem.

4. For the present study only one background variable was taken into consideration. Other variables like age; previous academic qualification, etc. can be studied.
5. Personal characteristics like perception and attitude were only studied in the present investigation. Other characteristics like styles of learning, style of teaching, study habits, motivation, interest in teaching, etc. can also be explored
6. In the present investigation, relation of socio-economic background of B.Ed. students with their perception about and attitude towards teacher training and teaching profession has been studied predominantly. There is definitive scope for further researchers to undertake a study between above mentioned two or more variables.
7. The sample size taken to conduct present investigation was 1054. However, further research can be done on a larger sample size to get comprehensive picture.
8. Present investigation was limited to samples from three universities namely – Pune University, Shreemati Nathibai Damodar Thackersey Women's University and Tilak Maharashtra Vidyapeeth. The further researches may include other universities from the state of Maharashtra in order to get deeper insight into the field of Teacher Education
9. Present study was limited for pre-service teacher trainees. Future research can be conducted for in-service teacher trainees.
10. Researcher feels that it would be interesting to carry out a comparative study between pre-service and in-service teacher training program.
11. Present study was carried out for regular mode of teacher education program. Further research can be done for distance mode as well.
12. Further researchers may undertake a comparative study between regular and distance mode considering same background variable and personal variables.
13. Present investigation was limited to B.Ed. course. Similar study can be carried out for D.T.Ed. and M.Ed. courses

14. Further researchers may also concentrate on other psycho-social variables which are not included in the present study.

Studies in these directions may help in improving the status of Teacher Education.

•

Reference

1. Koul, Lokesh. *Methodology of Educational Research*, 4th Edition, Vikas Publishing House Pvt. Ltd., Noida, 2013.



Bibliography

Books

1. Best, J.W., & Kahn, J.V. (2010). *Research in Education*, (10th ed). PHI Learning Private Limited. New Delhi-01.
2. Bhardwaj, R.L. (2001). *Manual - Socio-economic Status Scale*. Agra: National Psychological Corporation.
3. Dandpani, S. (2006). *A Textbook of Advanced Educational Psychology*. Anmol Publications Pvt. Ltd., New Delhi-02.
4. Garrette, H.E. (2008). *Statistics in Psychology and Education*. Surjeet Publications, Delhi – 07.
5. Guilford, J.P. (1954). *Psychometric Methods*, Tata McGraw Hill Publishing Company, Haryana.
6. Indira Gandhi National Open University. (2005). *Research Methodology*, School of Social Sciences, New Delhi.
7. Kothari, C.R. (2006). *Research Methodology: Methods and Techniques*, (2nd ed). New Age International Publishers, New Delhi.
8. Koul, L. (2013). *Methodology of Educational Research*, (4th ed). Vikas Publishing House Pvt. Ltd., Noida-01.
9. Lohithakshan, P.M. (2002). *Dictionary of Education - A Practical Approach*, Kanishka Publishers and Distributors, New Delhi.
10. Mangal, S. K. (2012). *Statistics in Psychology and Education*, (2nd ed). PHI Learning Pvt. Ltd., New Delhi-01.
11. Mangal, S. K., & Mangal, S. (2013). *Research Methodology in Behavioural Sciences*. PHI Learning Private Limited, Delhi-92.
12. Sharma, S. (2009). *Teacher Education*, Kanishka Publishers, New Delhi.

Reports:

1. *Challenges of Education - A Policy Perspective* (1986). Ministry of Education, Government of India, New Delhi, p.34.
2. *Curriculum Framework for Teacher Education* (2006). N.C.T.E. & N.C.E.R.T., New Delhi, p. 13, 14.
3. *Kothari Commission Report* (1966). Ministry of Education, Government of India, New Delhi.
4. *National Curriculum Framework* (2005), N.C.E.R.T., New Delhi, p. 107,108.
5. *Program of Action* (1992). - Government of India, Ministry of Human Resource Development, Department of Education, p. 205.
6. *The National Policy on Education* (1968). Program of Action, Ministry of Human Resource Development, Government of India, New Delhi.
7. *The National Policy on Education* (1986). Program of Action, Ministry of Human Resource Development, Government of India, New Delhi.
8. *The Report of the University Education Commission* (1949). Ministry of Education, Government of India, New Delhi.
9. *The Secondary Education Commission* (1953). Ministry of Education, Government of India, New Delhi.

Survey Reports:

1. Buch, M.B. (1968-1972). *First Survey of Research in Education*, Baroda: CASE.
2. Buch, M.B. (1972-1976). *Second Survey of Research in Education*, Baroda: CASE.
3. Buch, M.B. (1978-83). *Third Survey of Research in Education*, New Delhi: NCERT.
4. Buch, M.B. (1983 -88). *Fourth Survey of Research in Education*, New Delhi: NCERT.
5. Buch, M.B. (1988-92). *Fifth Survey of Educational Research*, Vol. II, New Delhi, N.C.E.R.T.

Ph. D. Theses:

1. Budhisagar, M., & Sansanwal, D.N. (1991). *Achievement of B.Ed. Students: Effect of Treatment, Intelligence Attitude towards Teaching Profession and their Interaction*, Indian Educational Review, Vol.27 (4): 47-65: Fifth Survey of Educational Research, (1988-92), Vol. II: N.C.E.R.T.
2. Department of Post-graduate Studies in Education. (1974). *A Study of the Role Expectations of Teachers under Training in the City of Bangalore*. Bangalore University. (In): Second Survey of Research in Education, (1972-78), M.B. Buch, Baroda: CASE.
3. Donga, N.S. (1987). *A Study of Adjustment of Trainees of Teacher Training Colleges in Gujarat*. Doctoral Dissertation. Edu. Saurashtra University. Retrieved Jan. 10, 2013, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>
4. Gopalacharyulu, R.V.V. (1984). *A study of relationship between certain psycho sociological factors and achievement of student teachers in teacher training institutes of Andhra Pradesh*. Fifth Survey of Education Research, Vol. II, New Delhi: NCERT.
5. Hooda, R.C. (1976). *Relation of Attainments in Theory Subjects in B.Ed. Course with Attitude of a Teacher and Teaching Efficiency*. Ph.D. Thesis, Education, Punjab University. (In): Second Survey of Research in Education, (1972-78), M.B. Buch, Baroda: CASE.
6. Kaur, H. (2004). *Impact of Teacher Training Programme on B.Ed. Students' Motives, Attitude towards Teaching and Personality*. Ph.D. Thesis, Punjab University. Retrieved Feb. 14, 2012, from www.eric.ed.gov.
7. Marr, E., & Sabharwal, N. (1968). *Student Teachers: A Study of their Background and Motivation for Teaching*. Ph.D. Thesis, Edu. Department of Teacher Education, N.C.E.R.T., New Delhi. (In): First survey of research in education, (1968-72), M. B. Buch, Baroda: CASE.
8. Mekuria, T.Z. (1991). *Classroom Verbal Behaviour of Teacher to Trainees in Ethiopia in Relation to their Intelligence, Self Concept and Attitude towards Teaching*. Ph. D. Thesis, Punjab University, Chandigarh. Retrieved Jun. 12. 2013, from http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/3642/14/14_bibliography.pdf
9. Patil, C.J. (1984). *A Differential study of Intelligence, Interest, Attitude of B.Ed. College Students as Contributory Factors towards their Achievement in the Compulsory Subjects*. Unpublished Doctoral Thesis, Edu. Nagpur University.

Retrieved Nov. 23, 2013, from
http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf

10. Shah, M. (2002). *Comparative Effectiveness of Teacher Training in Enhancing the Professional Attitudes of B.Ed. Students Admitted in Institutes of Education and Research, NWFP, College of Education, Islamabad and Allama Iqbal Open University, Islamabad*. Pakistan research repository. Retrieved Nov. 26, 2013 from <http://eprints.hec.gov.pk>
11. Skariah, Huber, & Sunny. (1994). *Study of creativity in student teachers in relation to their self concept, attitude towards teaching and success in teaching*. Unpublished Ph.D. Thesis: Department of Education, University of Kerala. Retrieved Jul. 17, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
12. Upadhyay, B. (1984). *A Comparative Study of the Attitude, Values and Motivation of the Pupil-teachers of Sampurnanand Sanskrit Vishwa Vidyalaya and other universities of Uttar Pradesh*. (in Hindi), Ph.D. Thesis, Education, Sampurnanand Sanskrit University. (in) : Fourth Survey of Research in Education, (1983-88), Vol II, M. B. Buch, New Delhi : NCERT.

M.Phil. Dissertations:

1. Anantkrishnan, J. (1988). *A Comprehensive Study of the Socio-economic and Educational Background of Students Selected for B.Ed. Course in Pune (1986-87) vis-a-vis Admission Criterion and Perceptions of Trainees Regarding Impact and Utility of Training*. M. Phil., dissertation, I. I.E., University of Poona.
2. Bose, E.V.C. (1993). *Correlation of teacher effectiveness of student teachers of Biology*. Unpublished M.Phil. thesis, University of Kerala. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf
3. Cornelius. (2000). *Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees*. Unpublished M. Phil. Thesis, University of Kerala. University of Calicut. Retrieved Dec. 6, 2012, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>
4. Mathai, M. (1992). *Some presage variables discriminating between successful and less successful secondary school science teachers of Kerala*. Unpublished M.Phil. Thesis, University of Calicut. Retrieved Dec. 6, 2012, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>

M.Ed. Dissertations:

1. Balan, K. (1996). *Attitude towards teaching profession and self concept of student teachers of Kerala*. Unpublished M.Ed. dissertation, University of Calicut. Retrieved

Dec. 6, 2012, from
http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf

2. Kumar Ajith, V.K. (1995). *A Study of Attitude of Teacher Trainees towards Teaching Profession*. Unpublished M.Ed. Dissertation, University of Kerala. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf

Journals:

1. Chinelo, O'Duze. (2010). *Effects of Participatory Learning Technique on Achievement and Attitude of B. Ed. Students in Educational Research Methods*. Kamla-Raj 2010 J Soc Sci, 22(3): 185-189.
2. Dash, A. (2010). *Knowledge, Attitude and Skill of Pupil-teachers Acquired through Different Modalities of Pre-service Teacher Education in Relation to Certain Background Variables*. Department of Education, Utkal University, Bhubaneswar : University News, AIU, p.35, June (21-27).
3. Devi, N. S. (2004). *Assessment of Attitude towards Teaching*, Edutracks, Vol. 4, No.12, p. 29, August, Neelkamal Publications, New Delhi.
4. Joshi, A.P. (2007). *Common Entrance Test Score and Academic Score of Trainees*. Journal of Community Guidance and Research, 232. Vol. 24, No. 2.
5. Viswanathappa, G. (2005). *Attitude towards Teaching and Teaching Competence*. Edutracks, Vol.4, No. 12, August, pp. 21-27.
6. Yagnik, S. (2010). *Attitudes of Secondary Teacher Trainees towards the Secondary School Teachers' Code of Conduct*. Department of Education, Saurashtra University, Rajkot: University News, p.30, AIU, Jan (04-10).

Internet

1. Amna, I. A., Humaira, J., & Zainab, B. (2011). *A Study on the Perception of B.Ed. Students of AIOU Regarding Distance Teacher Education Programmes of AIOU*. International Journal of Education and Social Sciences (IJESS) Volume 3, Number 1, September 2011. Retrieved Jan 12, 2013, from <http://www.3kbioxml.com/3k/index.php/IJESS/article/view/150>
2. Anderson, B., & Anderson, L. H. (1995). *Pre-service teachers' Attitudes toward children. Implications for teacher education*. Educational – Forum, V. 59, n.3, p. 312-18. Reports – Research (143); Journal – Articles (080). Retrieved Nov. 16, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf

3. Ansarul, H. (2012). *Attitude of B.Ed. Students at VBS Poorvanchal University Jaunpur towards Internal Evaluation*. Educational Research International. Retrieved Mar. 12, 2013, from [http://www.erint.savap.org.pk/PDF/Vol.1\(1\)/ERInt.2013\(1.1-11\).pdf](http://www.erint.savap.org.pk/PDF/Vol.1(1)/ERInt.2013(1.1-11).pdf)
4. Austin, G.G. (1979). *The effects of student teaching and pre-testing on student teacher's attitude*. The Journal of Experimental Education, 48, 36 – 38. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
5. Baxter, & Anthony, G. (1993). *Improving Teaching candidates' Attitude towards learning Theoretical Knowledge: Seeking change in Teacher Education*. Teacher – Education – and – Practice; Vol. 8. No.2. p. 15-25. Fall- Win. Reports Research (143). Journal Articles (080). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
6. Benton, Gary, Richardson, & Gloria. (1993). *A professional development school's impact on student teachers' attitudes*. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
7. Bhargava, & Pathy. (2011). *Perception of Student Teachers about Teaching Competencies*. Retrieved Jan. 12, 2013, from <http://ajcernet.com/journals/Vol. 1 No.1 July 2011/10.pdf>
8. Bhargava, A. (2011). *Perception of Student Teachers about Teaching Competencies*. American International Journal of Contemporary Research Vol. 1 No.1; July 2011. Retrieved Jan. 12, 2013, from www.ajcernet.com
9. Britzman, D.P. (1993). *Beyond Rolling Models: Gender and Multicultural Education*. In: S.K. Biklin & D. Pollard (Eds.), *Gender and Education* (p.p. 25-42). Chicago: University of Chicago Press. Retrieved Jun. 28, 2011, from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1642&context=ajte>
10. Charles, G. and Linda, A.C. (2011). *Trainee teachers' perception of the Nature of Science and implications for Pre-service Teacher Training in England*. Research in Teacher Education, Vol. 1(No.2), 9–13. Retrieved Jan. 10, 2013, from www.uel.ac.uk/rite/issues/vol1/2/pp9-13
11. Chaudhari, A. (2012). *Attitudes of B.Ed. Trainees towards Modernization*. International Research & Review. Vol. I, Issue-1, April, 2012. International Indexed & Referred Research Journal, ISSN- 2250-2556; Vol. I, Issue-1, April, 2012. Retrieved Dec. 2, 2012, from <http://www.ssmrae.com/review/admin/images/15281b3f9ab152aea1d9151cff03c0d5.pdf>

12. Chaudhari, D. (2011). *Attitude of B.Ed. Students towards Yoga*. Indian Streams Research Journal. Retrieved Dec. 2, 2012, from <http://www.isrj.net/ArticleDetails.aspx?id=1560>
13. Chaudhari, D. (2012). *Attitude of B.Ed. Students towards Democracy*. Quest International Multidisciplinary Research Journal. Vol. I, Issue – II December – 2012. Retrieved Jan 2, 2013 from www.mahidachintan.com/documents
14. Chester, & Mitchell, D. (1991). *Changes in Attitudes within First Year Teachers in Urban Schools*. Retrieved Nov. 26, 2013, from www.eric.ed.gov
15. Downing, J. E., Filer, Janet, D., Chamberlain, & Robert, A. (1997). *Science Process, Skills and Attitudes of Pre-service Elementary Teachers*. Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
16. Garg, M., & Gokhar, S. (2011). *Re-searching Secondary Teacher Trainees in Distance Education and Face-to-Face Mode: Study of their Background Variables, Personal Characteristics and Academic Performance*. Retrieved Dec. 6, 2012, from http://tojde.anadolu.edu.tr/tojde43/pdf/article_8.pdf-Garg
17. Garg, M. (2011). *Peeping into the Learning World of Secondary Teacher Trainees: Can their Academic Success be Predicted?* Australian Journal of Teacher Education: Vol. 36: Iss. 12, Article 8. Retrieved Feb. 22, 2013, from <http://ro.ecu.edu.au/ajte/vol36/iss12/8>
18. Goodwin, Deborah, P., Deering, & Rose Marie, J. (1993). *The interactive video approach to pre-service teacher training: An analysis of students' perceptions and attitudes*. *Teacher – Education – and – Practice*. Vol. 9, N.1, p. 11-19. Retrieved Sep. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
19. Hollingsworth, S. (1989). *Prior beliefs and cognitive change in learning to teach*. American Educational Research Journal. Retrieved Dec. 22, 2012, from <http://aer.sagepub.com/content/26/2/160.abstract>
20. Kahlick, Pamela, A., Dorminery, & Julia, J. (1993). *Role Perceptions of Early Childhood Teachers*. (ED 357020) ERIC. Retrieved Jan. 12, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
21. Khan, Shafqat, H. & Saeed, M. (2009). *Effectiveness of Pre-service Teacher Education Programme (B.Ed.) in Pakistan: Perceptions of Graduates and their Supervisors*. Bulletin of Education and Research. June 2009, Vol. 31, No. 1 pp. 83-98. Retrieved Dec. 6, 2012, from http://pu.edu.pk/images/journal/ier/bulletin-pdf/5_Perceptions

22. Koontz, F. (1992). *An assessment of teacher trainees' attitudes toward selected instructional media*. Reports Research (143), Speeches – or Meeting – papers (150). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
23. Marso, Ronald, N., Pigge, & Fred, L. (1996). *Relationship between pre and post preparation development of attitudes, anxieties and confidence about teaching and candidate's success or failure in making the transition to teaching*. Paper presented at the annual meeting of the Mid Western Educational Research Association, Chicago, IL, Oct. 25, 1996 (ERIC Identifier ED 403252). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
24. McLeod, S. A. (2007). *Carl Rogers - Simply Psychology*. Retrieved Jun. 16, 2011, from <http://www.simplypsychology.org/carl-rogers.html>
25. Mehrotra, (1973). *Effect of Teacher Education Programmes on the Attitude of Teachers towards the Teaching Profession*. CIE, Delhi, 1973. Retrieved Jan. 20, 2012, from http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/14111/9/09_chapter%202.pdf
26. Nemser, Feinman, S., & Floden, R. E. (1986). *The Cultures of Teaching*. In M.C. Wittrock (Ed.), *Handbook of research in teaching*. American Educational Research Association, Cllies: Macmillan. Retrieved Jun. 28, 2011, from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1642&context=ajte>
27. Pajares, F.M. (1992). *Teachers' Beliefs and Educational Research: Cleaning up a Messy Construct*. *Review of Educational Research*, Vol. 62, No. 3 (Autumn, 1992), pp. 307-332. Retrieved Nov. 12, 2012, from <http://www.jstor.org/stable/1170741>
28. Patel, A. (2012). *Attitude of B.Ed. Student-teachers towards Yoga*. *Research Expo International Multidisciplinary Research Journal Volume - II, Issue - II June – 2012*. Retrieved Dec. 2, 2012, from <http://researchjournals.in/documents/June-2012/2232.pdf>
29. Pedersen, J.E., & McCurdy, D. W. (1992). *The effects on hands- on minds-on teaching experience on attitudes of pre-service elementary teachers*. *Science Education*, Vol. 76, n.2, p. 141-46. Reports Research (143). Journal Articles (080). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf

30. Piel, J. A., Green, & Michael. (1992). *Educational attitudes of pre-service teachers or "Redesigning the Edcel" of teacher education*. Reports – Descriptive (141). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf

31. Pigge, F. L., Marso, & Ronald, N. (1997). *Development of attitude toward teaching career in a longitudinal sample of teacher candidates progressing through preparation and five years of teaching*. Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf

32. Powell. (1992). *The influence of prior experience on pedagogical constructs of traditional and non-traditional pre-service teachers*. *Teaching and Teacher Education*, 8 (3) 225-238. Retrieved Dec. 6, 2012, from <http://conference.nie.edu.sg/paper/covert/ab00613.pdf>

33. Pugh, A. F. & others (1991). *An investigation of pre-service teachers' attitudes towards theory and practical application in teacher preparation*. *Speeches-or-Meeting-Papers* (150); *Reports Research* (143). Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf

34. Rawat, & Sreevastava, R.K. (1984). *Attitude of male and female teacher-trainees towards teaching – a comparative study*. *Asian journal of Psychology and Education*, 13, 54-58. Retrieved Jan. 20, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf

35. Reddy, K.B. (1995). *A Study of Student-teacher's Success in relation to criteria of Admission and Attitude towards teaching*. *The Progress of Education*, Pune, LXX, 12-14. Retrieved Jan. 20, 2012, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>

36. Roose, Marie, & others (1995). *The influence of early field experiences on the attitudes of pre-service teachers*. *Speeches – or Meeting – Papers* (150); *Reports – Research* (143). Retrieved Dec. 24, 2013, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf

37. Sahu, Pradhan. (2011). *Pupil-teachers' Perception of Quality Teacher Education Programme*. Retrieved Nov. 10, 2013, from http://www.academia.edu/720614/Pupil-teachers_perception_of_quality_teacher_education_programme

38. Schultz, G. F. (1993). *Socio-economic advantage and achievement motivation: Important mediators of academic performance in minority children in urban schools*. *Urban Review*, 25, 221-232. Retrieved Dec. 9, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf

39. Struthers, C. W., Menec, V. H., Schonwetter, D. J., & Perry, R. P. (1996). *The effects of perceived attributions, action control, and creativity on college students' motivation and performance: A field study*. *Learning and Individual Differences*, 8(2), 121-139. Retrieved Jun. 28, 2011, from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1642&context=ajte>
40. Subethra, Pather. (2011). *First Year Teacher Education Students' Perceptions of Learning and Teaching Mathematics*. Retrieved Jan. 16, 2013, from http://www.fyhe.com.au/past_papers/papers12/Papers/12E.pdf
41. Sundarajan, S., Krishna Kumar, R. & Bala Krishnan, K., (1991). *Student Teacher's Attitude towards teaching and their Interest in it*, *Experiments in Education*. Vol. XIX (10), Oct. 1991. Retrieved Feb. 22, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/8012/7/07_abstract.pdf
42. Swars. (2005). *Perceptions of Mathematics Teaching Effectiveness Among Elementary Pre-Service Teachers with High and Low Levels of Mathematics Teacher Efficacy*. Retrieved Dec. 22, 2012, from <http://www.iejme.com/022012/d1.pdf>
43. Taiwo, D. (1980). *The influence of previous exposure to science education on attitudes of pre-service science teacher towards science teaching*. *Journal of Research in Science Teaching*, 17, 84-89. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/13/13_bibliography.pdf
44. Tsayang, G. (2011). *Bachelor of Education in Educational Management Students' Perception of their Programme of Study: Case of University of Botswana*. *International Journal of Scientific Research in Education*, 4(1), 17-26. Retrieved Jan. 10, 2013, from <http://www.ij sre.com>
45. Uchenna, U. & Charity, E. (2011). *Practicing Teachers' Perception of Undergraduate Preparation for Science Teaching in Secondary Schools in Nigeria*. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 2(6):531-536 (ISSN:2141-6990). Retrieved Mar. 12, 2013, from <http://jeteraps.scholarlinkresearch.org/abstractview.php?id=200>
46. Vasanthi, R. and Anandi, E. (1997) *A Study of Some Factors Effecting Teacher Effectiveness*. *The Progress of Education*, Vol. 71, No.6, pp. 137-140. Retrieved Jan. 20, 2012, from <http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09-chapter%202.pdf>
47. Wasim Qazi, Khalid J., Rawat, Muhammad Y. S., & Shila Devi. (2008). *Teacher Perception about Implementation Strategy of B.Ed. Teaching practice in Real School*

- Classrooms: Issues and Challenges*. Sindh University Journal of Education 38 (2008): Retrieved Jan. 10, 2013, from http://works.bepress.com/wasim_qazi/6
48. Woodman, R. (1999). *Investigation of factors that influence student retention and success rate in Open University courses in the East Anglia region*. Retrieved Dec. 6, 2012, from http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/9/09_chapter%202.pdf
49. http://discover-your-mind.co.uk/1e_perception%20diagram.htm
50. <http://pluslucis.univie.ac.at/Archiv/ICPE/D2.html>
51. http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/3642/14/14_bibliography.pdf
52. http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf
53. <https://tojde.anadolu.edu.tr/tojde23/articles/article15.htm>
54. www.eric.ed.gov.



T. M. Regd. No. 564838
Copyright Regd. No. © A-73256/2005 Dt. 13.5.05

Rajeev Lochan Bharadwaj (Aligarh)

Consumable Booklet

OF

B S E S S

(English Version)

Please fill up the following informations :—

Name _____

Age _____ Sex _____

Education _____ Religion _____

Home Address _____

INSTRUCTIONS

1. Facts in respect of yourself and your parents are under investigation and are to be utilized for the purpose of research work.
2. Informations given by you will be kept strictly confidential.
3. In case of your father or mother not being alive, information to be provided as of their life time.
4. Kindly read the informations very carefully before filling with ticks in the boxes. A sincere effort to follow instructions will be deeply appreciated.

Estd. 1971

© : (0562) 2464926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

2 | Consumable Booklet of B S E S S

Instructions :

There are five answer probabilities to the enquiries. Informations in respect of your father, mother and yourself (Case) are to be recorded in separate boxes provided for each, in accordance with the following weightage :—

- for 'very high' tick box against 1
- for 'high' tick box against 2
- for 'ordinary' tick box against 3
- for 'low' tick box against 4
- for 'very low' tick box against 5

Sr. No.	INFORMATIONS	Father	Mother	Self
*				
1. SOCIAL PERSPECTIVE :—				
	(a) What is the status attained by you in the society as a social worker ?	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) Capacity for social-work depends on your education, training, health, financial position and the urge for social work. Considering all the above factors how do you evaluate your social service capacity ?	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>
2. FAMILY PERSPECTIVE :—				
	(a) How do your neighbours look at your family for its utility in terms of social service ?	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) How do your neighbours consider your family for its capacity in terms of social service ?	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*				

*

Sr. No.	INFORMATIONS	Father	Mother	Self
(c)	How do your neighbours regard and respect your family for the actual social service done by it as upto the present date ?	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d)	The number of institutions rendering social service, of which an individual is a member is also a criteria for determining the scope of social service rendered considering this criteria, how would you evaluate the scope of social service activity of your family ?	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>

3. EDUCATIONAL PERSPECTIVE :—

Instruction : Given below are seven educational spans. Put proper ticks in the proper box.

(a) D. Litt./D.Sc./LL.D./Ph.D./M.D./M.S./M.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) M.A. / M.Com. / M.Sc. / M.Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) M. B. B. S. / B. E. / LL. B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) B. A. / B.Sc. / B.Com.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Intermediate / Higher Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Upto High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Illiterate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. PROFESSIONAL PERSPECTIVE :—

(a) *If in Medicine :*

Professor in a Medical College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.B.B.S. in Govt. Medical Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychologist / Homeopath / Diploma-holder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unani / Witch Craft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) *If in Education and a Principal :*

P. G. / Graduate / Engg. / Medical College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate / H. S. or Equivalent College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Junior / Primary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*

*

Sr. No.	INFORMATIONS	Father	Mother	Self
---------	--------------	--------	--------	------

(c) If a Government Officer

- Commissioner / District Magistrate
- Civil Judge / Administrator
- I. A. S. / P. C. S. / Equivalent Post

(d) If in Indian Army

- Air Force
 - Commissioned
 - Non-Commissioned
- Ground Force
 - Commissioned
 - Non-Commissioned
- Navy Force
 - Commissioned
 - Non-Commissioned
- C. R. P. / B. S. F. / Police
 - Officer
 - Subordinate

(e) If an Officer:

- Income Tax / Railway / Education / Forest

(f) If a lawyer

-

(g) If a Teacher:

- College Lecturer
- Intermediate / H. S.
- School — Junior and Primary

(h) If an Author:

- Literature
- Text-books
- Notes / Guides etc.

(i) If a Trader:

- Owner of a big factory
- Owner of a small factory
- Chemist / Cloth merchant
- Hotel / Restaurant / General merchant /
- Book-seller / Goldsmith / Food material
- Carpet / Vessel ware / Foot wear industries

*

*

Sr. No.	INFORMATIONS	Father	Mother	Self
(j)	<i>If an Artist:</i>			
	Musician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Dancer / Artist / Dramatist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k)	<i>If an Engineer:</i>			
	Civil / Electrical / Mechanical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Architect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l)	<i>If a Leader:</i>			
	Minister / M.P.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M.L.A. / M.L.C. / Unions / Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student / Accidental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m)	<i>If a Manager:</i>			
	Trade / Bank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Farm / Dairy / Cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(n)	<i>If a Farmer:</i>			
	Owner of a farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Less land cultivator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Agricultural labourer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(o)	<i>Are you / your parents any of these ?</i>			
	Contractor / Selling and purchasing officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Insurance Corporation / Bank employee / Accountant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Craftman / Peon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Labourer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. PROPERTY PERSPECTIVE :—

Kindly make an evaluation of your movable-immovable property in terms of cash value. Also give an account of property and cash acquired by you :

Over 50 lacs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 35 lacs to 49 lacs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 15 lacs to 34 lacs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 5 lacs to 14 lacs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 26 thousand to 4 lacs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Below 25,000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*

*

Sr. No.	INFORMATIONS	Father	Mother	Self
---------	--------------	--------	--------	------

6. MONTHLY INCOME PERSPECTIVE :—

Note down the income of the family. In case of father, mother or both, not being alive, existing income as accrues from their assets left by them, (Landed property, fixed deposits, house rent etc.) may be noted down in their columns.

Rs. 46,000/- or above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From Rs. 21,000/- to Rs. 45,000/-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From Rs. 11,000/- to Rs. 30,000/-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From Rs. 3,100/- to Rs. 10,000/-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From Rs. 1,000/- to Rs. 3,000/-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rs. 1,000/- or below of it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. CASTE PERSPECTIVE :—

High caste	<input type="checkbox"/>	<input type="checkbox"/>	
Backward caste	<input type="checkbox"/>	<input type="checkbox"/>	
Scheduled caste/tribe	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="text"/>	<input type="text"/>	

*

TABLE 1

Put area-wise total of weighted scores from the test for Father, Mother and Self

AREAS	FATHER	MOTHER	SELF
Family			
Social			
Education			
Profession			
Caste			
Total Assets			
Monthly Income			

TABLE 2

Put area-wise Z-scores (From Manual Tables 4, 5 and 6) corresponding to area-wise total of weighted scores of Table 1 for Father, Mother and Self separately. To determine any status scores take help with the Manual Table 3

AREAS	ASCRIBED		ACHIEVED
	FATHER	MOTHER	SELF
Social			
Family			
Education			
Profession			
Caste			
Total			

Total

[A] (Ascribed)
Social Status

[B] (Achieved)
Social Status

[C] (As a whole)
Social Status

Total Assets			
Monthly Income			
Total			

Total

[D] (Ascribed)
Economic Status

[E] (Achieved)
Economic Status

[F] (As a whole)
Economic Status

Total

[G] (Ascribed)
Socio-Economic
Status

[H] (Achieved)
Socio-Economic
Status

[I] (As a whole)
Socio-Economic
Status

TABLE 3

Put various status score from the Table 2 and write the category with the help of T-Scores (From Manual Tables 7, 8 and 9)

Sr. No.	Status	Status Score	T-Score	Category
A	Social Status (ascribed)			
B	Social Status (achieved)			
C	Social Status (as a whole)			
D	Economic Status (ascribed)			
E	Economic Status (achieved)			
F	Economic Status (as a whole)			
G	Socio-Eco. Status (ascribed)			
H	Socio-Eco. Status (achieved)			
I	Socio-Eco. Status (as a whole)			

Appendix B
Perception Inventory

Dear Students,

This research questionnaire is related to perception of B.Ed. trainees towards B.Ed. training and teaching profession. Statements related to various aspects of B.Ed. training and teaching profession are given in the questionnaire. Please read each statement carefully so as to know about your perception towards B.Ed. training and teaching profession. Answer every statement by putting (√) mark in the given brackets for –

to the maximum extent (**Max. Ext.**)

to the moderate extent (**Mod. Ext.**)

to the minimum extent (**Min. Ext.**)

No question should be left unmarked. There is no question of right or wrong answers. These questions are useful to know your perception towards B. Ed. training and teaching profession in general. You should select the response that appropriately refers to your perception to the issue in the statement.

This exercise is purely for the research purpose. All information will be kept confidential. I will always be grateful to you for your help.

Mrs. Gunjal M.A.

Perception Inventory

Name :

Gender :

College :

Items	Max. Ext.	Mod. Ext.	Min. Ext.
A] Entrance Examination –			
Do you feel that an entrance examination for teacher training programme is –			
1) essential to test an entrant's attitude towards teaching profession ?	()	()	()
2) essential to test an entrant's aptitude towards teaching profession ?	()	()	()
3) appropriate ?	()	()	()

B] B.Ed. Course –

Do you feel that the B.Ed. course –

1) is interesting ?	()	()	()
2) is challenging ?	()	()	()
3) is hectic and laborious ?	()	()	()
4) has a need-based syllabus ?	()	()	()
5) has an interesting syllabus ?	()	()	()
6) present duration is satisfactory ?	()	()	()
7) removes stage fear ?	()	()	()

C] Infrastructural Facilities –

Do you feel that the infrastructural facilities in your institution are satisfactory with respect to

the following points ? –

- | | | | |
|--|-----|-----|-----|
| 1) sufficient big size of classrooms | () | () | () |
| 2) availability of method rooms | () | () | () |
| 3) availability of Science laboratory | () | () | () |
| 4) availability of Psychology laboratory | () | () | () |
| 5) availability of Language laboratory | () | () | () |
| 6) availability of audio-visual room | () | () | () |
| 7) availability of seminar hall | () | () | () |
| 8) availability of ladies common room | () | () | () |
| 9) availability of gents common room | () | () | () |
| 10) availability of recreation hall | () | () | () |
| 11) availability of sports material | () | () | () |
| 12) availability of work-experience activities | () | () | () |
| 13) sufficient number of display and notice boards | () | () | () |
| 14) clean ladies washroom | () | () | () |
| 15) clean gents washroom | () | () | () |
| 16) availability of drinking water | () | () | () |
| 17) availability of playground | () | () | () |
| 18) campus is disabled friendly | () | () | () |
| 19) hostel facility for female pupil-teachers | () | () | () |
| 20) hostel facility for male pupil-teachers | () | () | () |

D] Facilities –

1) Do you feel that the library facility is satisfactory

with respect to the following ? –

- | | | | |
|-------------------------|-----|-----|-----|
| a. Reference books | () | () | () |
| b. School textbooks | () | () | () |
| c. Educational journals | () | () | () |

- d. Educational C.Ds. () () ()
- e. Maps and Earth globes () () ()
- f. Computers () () ()
- g. Internet facility () () ()
- h. Reading Hall () () ()

2) Do you agree that furniture in your Institution is adequate ? () () ()

3) Do you feel that sufficient technical assistance is available in laboratories ? () () ()

E] Classroom Instructions and Evaluation –

1) Do you feel that classroom instruction is satisfactory in the following respects ? –

- a) availability of lecturers () () ()
- b) availability of Subject Education teachers () () ()
- c) appropriate methodology followed () () ()
- d) pupil-teachers' participation in classroom instruction () () ()
- e) use of audio-visual aids in classroom instruction () () ()
- f) positive attitude of teacher-educators () () ()
- g) competent teacher-educators () () ()

2) Do you think that lecturers evaluate your performance objectively in theory and practicals? () () ()

F] Practical Work –

Do you feel that the course related practical work is satisfactory in the following respects ? –

- 1) appropriateness of paper-related practical work. () () ()

- 2) correlation between theory and practicals in training () () ()
- 3) microteaching () () ()
- 4) Practice lessons –
- a. traditional method is appropriate () () ()
 - b. necessity of model-based lessons () () ()
 - c. necessity of technology-based lessons () () ()
 - d. necessity of Content-cum-methodology approach () () ()
 - e. necessity of team teaching () () ()
- 5) observation of teaching of other pupil-teachers
is useful in your teaching () () ()
- 6) selection of practicing schools () () ()
- 7) the writing of records, observations is definitely useful
in your teaching () () ()
- 8) Feedback –
- a. essential from Subject Education teachers () () ()
 - b. essential from peers () () ()
 - c. an eyewash () () ()

G] Management of the College –

- 1) Do you feel that the management of your college is –
- a) co-operative ? () () ()
 - b) interferes in day-to-day activities ? () () ()
- 2) Do you feel that there is cordial relation between
the Principal and pupil-teachers ? () () ()
- 3) Do you feel that the non-teaching staff is
co-operative with –
- a. teaching staff () () ()
 - b. pupil-teachers () () ()

H] Teaching Profession –

According to you,

- 1) teaching is a noble profession. () () ()
- 2) teaching is a thankless job () () ()
- 3) teaching is a comfortable job. () () ()
- 4) teaching profession provides security. () () ()
- 5) B.Ed. training helps in teaching profession. () () ()
- 6) teaching profession gives an opportunity to interact,
share knowledge and guide to students. () () ()
- 7) teaching profession provides disciplined life. () () ()
- 8) teaching profession helps to develop oral and
communication skills. () () ()
- 9) teaching is a sufficient salaried job. () () ()
- 10) extra income can be earned through tuitions. () () ()
- 11) teaching provides an opportunity to reach
to higher level in the job, i.e. promotion ? () () ()
- 12) teaching profession provides opportunity
for higher education ? () () ()



Appendix C
Attitude Inventory

Dear Students,

This is the research questionnaire related to attitude of B.Ed. trainees towards B.Ed. training and teaching profession. Statements related to various aspects of B.Ed. training and teaching profession are given in the questionnaire. Please read each statement carefully in terms of its contribution to your attitude towards B.Ed. training and teaching profession and answer it by putting (√) mark in the given brackets for –

Strongly Agree (S.A.)

Agree (A.)

Undecided (U.D.)

Disagree (D.)

Strongly Disagree (S.D.)

No question should be left unmarked. There is no question of right or wrong answers. These questions are useful to know your attitude towards B. Ed. training and teaching profession in general. You should select the response that appropriately refers to your attitude to the issue in the statement.

This exercise is purely for the research purpose. All information will be kept confidential. I will be ever grateful to you for your help.

Mrs. Gunjal M.A.

Attitude Inventory

Name :

Gender :

College :

Statements	S.A.	A.	U.D.	D.	S.D.
A] B.Ed. Training :					
1) I was forced to join this course by my parents or elders.	()	()	()	()	()
2) I have taken admission to this course because of my friend/friends.	()	()	()	()	()
3) B.Ed. training helps to generate new ideas and thoughts.	()	()	()	()	()
4) I feel shy to disclose in public therefore to get confidence I took admission to B.Ed. course.	()	()	()	()	()
5) I took admission to teacher's training course because I was not getting admission to some other course.	()	()	()	()	()
6) Teacher training nourishes and flourishes the personality of the pupil – teacher.	()	()	()	()	()
7) Teacher training provides class room confidence.	()	()	()	()	()
8) One year teacher training is just a waste of time.	()	()	()	()	()
9) Microteaching is an essential component of the teacher's training course.	()	()	()	()	()

- 10) I get bored in preparing a lesson note. () () () () ()
- 11) It is boring to prepare and use a teaching aid. () () () () ()
- 12) Teacher training is interesting only in the initial days. () () () () ()
- 13) B.Ed. training helps to mould a person to be a better teacher. () () () () ()
- 14) B.Ed. training helps to develop positive attitude towards the teaching profession. () () () () ()

B] Teaching Profession :

- 1) I like teaching profession. () () () () ()
- 2) Teaching profession is better than any other profession. () () () () ()
- 3) This profession is neglected by government as well as by public. () () () () ()
- 4) Teaching is a cultured profession. () () () () ()
- 5) Teaching profession is not as degraded as being done by some people in the society. () () () () ()
- 6) As a profession, teaching ensures a comfortable life. () () () () ()
- 7) Its a peaceful and noble profession. () () () () ()
- 8) I like this profession because a teacher can punish mischievous students. () () () () ()
- 9) Teacher is an artist who shapes the

- personality of the pupils. () () () () ()
- 10) The teacher need not consider the personal needs and problems of the pupils. () () () () ()
- 11) Fault finding and correcting mistakes is the duty of a teacher. () () () () ()
- 12) Teaching profession is just a means for livelihood like any other profession. () () () () ()
- 13) Teaching gives knowledge to both teachers and students. () () () () ()
- 14) Teaching is a routine job. () () () () ()
- 15) To be a teacher, is a gift to my future life. () () () () ()
- 16) Through this profession a lot of money cannot be earned. () () () () ()
- 17) An ideal teacher is a social misfit. () () () () ()
- 18) Now- a- days, students are not respectful and obedient to the teachers. () () () () ()
- 19) A good teacher is neglected by all. () () () () ()
- 20) Using teachers for activities other than teaching bothers me. () () () () ()
- 21) I feel that, this profession gives self-satisfaction. () () () () ()
- 22) Paper correction is a boring job associated with teaching. () () () () ()
- 23) During examinations, working as a supervisor or an invigilator is very boring. () () () () ()
- 24) Teaching profession contributes in

national development.

() () () () ()

25) There is freedom of expression in

The teaching job.

() () () () ()

26) Teaching is not my priority, I can do

any other job along with teaching.

() () () () ()

27) As a teacher, females work more

effectively than males.

() () () () ()



Appendix D

Experts' Feedback on Perception and Attitude Inventories

Sr. No.	Name of the Expert	Date on which Inventories were given for Feedback	Date on which Feedback was received	Feedback/Suggestions
1	Dr. Anita Belapurkar	30/09/2011	03/10/2011	<ul style="list-style-type: none"> • In the Perception Inventory, replace the word 'Aspects' by 'Items' • In the Perception Inventory, add some more items on Infrastructural facilities, such as – common rooms, display boards, playground, etc. • Attitude Inventory – Good attempt to study attitude of B.Ed. students.
2	Mrs. Vaishali Shinde	01/10/2011	05/10/2011	<ul style="list-style-type: none"> • In the Perception Inventory, add a point in Evaluation part related to the objective evaluation done by Teacher Educators in both theory and practicals. • Attitude Inventory - ✓
3	Dr. Bharati Sahastrabuddhe	01/10/2011	07/10/2011	<ul style="list-style-type: none"> • In the Perception Inventory, add question on correlation between theory and practicals in the training. • Attitude Inventory – Researcher has taken into consideration almost all the aspects about teacher training and teaching profession.
4	Dr. Madhav Punekar	05/10/2011	07/10/2011	<ul style="list-style-type: none"> • In the Perception Inventory, add a point related to the attitude of Teacher Educators

				towards evaluation of Teacher Trainees. <ul style="list-style-type: none"> • Content of Attitude Inventory – O.k.
5	Dr. Lalita Vartak	01/10/2011	13/10/2011	<ul style="list-style-type: none"> • In the Perception Inventory, add items related to B.Ed. Internship programme. • Attitude Inventory – Good.
6	Dr. Sunanda Roy			

Appendix E

Discrimination Values of Items in the Pilot Form of Perception Inventory

Statement No.	Total Score of the top group on each statement	Mean (M1)	Total Score of the bottom group on each statement	Mean (M2)	Discrimination Index DI = M1 – M2
A)	B.Ed. Entrance Examination:				
1	190	3.80	129	2.58	1.22
2	173	3.46	99	1.98	1.48
3	179	3.58	145	2.90	0.68
B)	Various Aspects of B.Ed. Course:				
1	144	2.88	103	2.06	0.82
2	153	3.06	103	2.06	1.00
3	163	3.26	177	3.54	-0.28 *
4	162	3.24	138	2.76	0.48
5	220	4.40	180	3.60	0.80
6	162	3.24	125	2.50	0.74
7	144	2.88	103	2.06	0.82
8	127	2.54	121	2.42	0.12 *
9	235	4.70	189	3.78	0.92
C)	Infrastructural Facilities:				
1	168	3.36	127	2.54	0.82
2	244	4.88	224	4.48	0.40
3	226	4.52	146	2.92	1.60
4	225	4.50	176	3.52	0.98
5	236	4.72	217	4.34	0.38
6	160	3.20	159	3.18	0.02 *
7	147	2.94	127	2.54	0.40
8	155	3.10	98	1.96	1.14
9	208	4.16	163	3.26	0.90
10	170	3.46	112	2.24	1.22
11	151	3.02	129	2.58	0.44
12	194	3.88	121	2.42	1.46
13	168	3.36	113	2.26	1.10
14	219	4.38	193	3.86	0.52
15	216	4.32	130	2.60	1.72
16	229	4.28	192	3.84	0.74
17	197	3.94	175	3.50	0.44
18	222	4.44	145	2.90	1.54
19	194	3.88	115	2.30	1.58
20	218	4.36	187	3.74	0.62
21	120	2.40	98	1.96	0.44
D)	Educational Facilities:				
1	190	3.80	129	2.58	1.22

2	173	3.46	99	1.98	1.48
3	179	3.58	145	2.90	0.68
4	190	3.80	129	2.58	1.22
5	222	4.44	205	4.10	0.34
6	162	3.24	138	2.76	0.48
7	220	4.40	180	3.60	0.48
8	162	3.24	125	2.50	0.74
9	144	2.88	103	2.06	0.82
10	153	3.06	103	2.06	1.00
E)	Classroom Instructions and Evaluation:				
1	190	3.80	128	2.56	1.24
2	168	3.36	127	2.54	0.82
3	106	2.12	96	1.92	0.20*
4	167	3.34	88	1.76	1.58
5	224	4.48	147	2.94	1.54
6	147	2.94	127	2.54	0.40
7	130	2.60	96	1.92	0.68
8	151	3.02	88	1.76	1.26
9	222	4.44	168	3.36	1.08
10	188	3.76	161	3.22	0.54
F)	Practical Work:				
1	218	4.36	187	3.74	0.62
2	120	2.40	98	1.96	0.44
3	237	4.74	205	4.10	0.64
4	191	3.82	106	2.12	1.70
5	185	3.70	97	1.94	1.76
6	200	4.00	158	3.16	0.84
7	231	4.62	126	2.52	2.10
8	121	2.42	88	1.76	0.66
9	201	4.02	149	2.98	1.04
10	188	3.76	161	3.22	0.54
11	193	3.86	106	2.12	1.74
12	222	4.44	168	3.36	1.08
13	151	3.02	120	2.40	0.62
14	116	2.32	95	1.90	0.42
15	159	3.18	125	2.50	1.96
G)	Management of the Institution/College:				
1	228	4.56	130	2.60	1.12
2	183	3.66	127	2.54	1.12
3	185	3.70	97	1.94	1.76
4	167	3.34	88	1.76	1.58
5	224	4.48	147	2.94	1.54
6	159	3.18	145	2.90	0.20*
H)	Teaching Profession:				
1	201	4.02	167	3.34	0.68

2	222	4.44	145	2.90	1.54
3	216	4.32	130	2.60	1.72
4	197	3.94	175	3.50	0.44
5	219	4.38	193	3.86	0.52
6	138	2.76	96	1.92	0.84
7	186	3.72	101	2.02	1.70
8	152	3.04	94	1.88	1.16
9	192	3.84	130	2.60	1.24
10	211	4.22	181	3.62	0.60
11	157	3.14	96	1.92	1.22
12	212	4.24	104	2.08	2.16

•

Appendix F

Item wise Perception Scores

Sr. No.	Items	Max. Extent	Mod. Extent	Min. Extent	Total
A]	Entrance Examination : Do you feel that an entrance examination for teacher training programme is –				
1)	essential to test an entrant’s attitude towards teaching profession ?	86	206	762	1054
2)	essential to test an entrant’s aptitude towards teaching profession ?	94	187	773	1054
3)	appropriate ?	118	134	802	1054
B]	B.Ed. Course : Do you feel that the B.Ed. course –				
1)	is interesting ?	324	310	420	1054
2)	is challenging ?	232	309	513	1054
3)	is hectic and laborious ?	498	307	249	1054
4)	has a need-based syllabus ?	226	439	389	1054
5)	has an interesting syllabus ?	354	416	284	1054
6)	present duration is satisfactory ?	206	390	458	1054
7)	removes stage fear ?	502	324	228	1054
C]	Infrastructural Facilities : Do you feel that the infrastructural facilities in your institution are satisfactory with respect to the following points ? –				
1)	sufficient big size of classrooms	282	438	334	1054
2)	availability of method rooms	218	324	512	1054
3)	availability of Science laboratory	158	301	595	1054
4)	availability of Psychology laboratory	164	325	565	1054
5)	availability of Language laboratory	097	133	824	1054
6)	availability of audio-visual room	134	172	748	1054
7)	availability of seminar hall	396	370	288	1054
8)	availability of ladies common room	375	402	277	1054
9)	availability of gents common room	324	398	332	1054
10)	availability of recreation hall	092	172	790	1054
11)	availability of sports material	104	216	734	1054
12)	availability of work-experience activities	232	344	478	1054
13)	sufficient number of display and notice boards	354	418	282	1054

14)	clean ladies washroom	224	383	337	1054
15)	clean gents washroom	09	27	74	1054
16)	availability of drinking water	572	314	168	1054
17)	availability of playground	356	279	419	1054
18)	campus is disabled friendly	183	261	610	1054
19)	hostel facility for female pupil-teachers	073	172	809	1054
20)	hostel facility for male pupil-teachers	154	160	740	1054
D]	Facilities :				
1)	Do you feel that the library facility is satisfactory with respect to the following? –				
	a. Reference books	502	354	198	1054
	b. School textbooks	418	322	314	1054
	c. Educational journals	210	372	472	1054
	d. Educational C.Ds.	092	114	848	1054
	e. Maps and Earth globes	314	474	266	1054
	f. Computers	590	412	052	1054
	g. Internet facility	118	202	734	1054
	h. Reading Hall	612	354	088	1054
2)	Do you agree that furniture in your Institution is adequate ?	604	450	000	1054
3)	Do you feel that sufficient technical assistance is available in laboratories ?	021	124	909	1054
E]	Classroom Instructions and Evaluation:				
1)	Do you feel that classroom instruction is satisfactory in the following respects ? –				
	a. availability of lecturers	504	419	131	1054
	b. availability of Subject Education teachers	614	309	131	1054
	c. appropriate methodology followed	502	327	225	1054
	d. pupil-teachers' participation in classroom instruction	356	426	272	1054
	e. use of audio-visual aids in classroom instruction	251	372	431	1054
	f. positive attitude of teacher-educators	418	322	314	1054
	g. competent teacher-educators	422	218	414	1054
2)	Do you think that lecturers evaluate your performance objectively in theory and practicals?	312	608	134	1054
F]	Practical Work :				
	Do you feel that the course related practical				

	work is satisfactory in the following respects? –				
1)	appropriateness of paper-related practical work	324	371	359	1054
2)	correlation between theory and practicals in training	516	304	234	1054
3)	Microteaching	587	356	111	1054
4)	Practice lessons –				
	a. traditional method is appropriate	176	390	488	1054
	b. necessity of model-based lessons	348	372	334	1054
	c. necessity of technology-based lessons	571	436	047	1054
	d. necessity of Content-cum-Methodology approach	479	408	167	1054
	e. necessity of team teaching	184	291	579	1054
5)	observation of teaching of other pupil-teachers is useful in your teaching	612	344	098	1054
6)	selection of practicing schools	458	271	325	1054
7)	the writing of records, observations is definitely useful in my teaching	507	362	185	1054
8)	Feedback –				
	a. essential from Subject Education teachers	616	329	109	1054
	b. essential from peers	458	368	228	1054
	c. an eyewash	354	373	327	1054
G]	Management of the College :				
1)	Do you feel that the management of your college is –				
	a. co-operative ?	438	312	304	1054
	b. interferes in day-to-day activities ?	576	354	124	1054
2)	Do you feel that there is cordial relation between the Principal and pupil-teachers?	309	254	491	1054
3)	Do you feel that the non-teaching staff is co-operative with –				
	a. teaching staff	672	356	026	1054
	b. pupil-teachers	650	317	087	1054
H]	Teaching Profession :				
1)	According to you-teaching is a noble profession.	574	368	112	1054
2)	teaching is a thankless job.	348	379	327	1054
3)	teaching is a comfortable job.	284	309	461	1054

4)	teaching profession provides security.	278	374	402	1054
5)	B.Ed. training helps in teaching profession.	371	353	330	1054
6)	teaching profession gives an opportunity to interact, share knowledge and guide to students.	602	314	138	1054
7)	teaching profession provides disciplined life.	509	392	153	1054
8)	teaching profession helps to develop oral and communication skills.	414	371	269	1054
9)	teaching is a sufficient salaried job.	211	352	491	1054
10)	extra income can be earned through tuitions.	614	378	062	1054
11)	teaching provides an opportunity to reach to higher level in the job, i.e. promotion ?	251	312	491	1054
12)	teaching profession provides opportunity for higher education ?	458	426	170	1054

•

Appendix G

Percentages of Item wise Perception Scores

Sr. No.	Items	Max. Extent	Mod. Extent	Min. Extent	Total %
A]	Entrance Examination :				
	Do you feel that an entrance examination for teacher training programme is –				
1)	essential to test an entrant’s attitude towards teaching profession ?	8.17	19.44	72.39	100
2)	essential to test an entrant’s aptitude towards teaching profession ?	8.93	17.64	73.43	100
3)	appropriate ?	11.21	12.63	76.16	100
B]	B.Ed. Course :				
	Do you feel that the B.Ed. course –				
1)	is interesting ?	30.65	29.45	39.90	100
2)	is challenging ?	22.04	29.14	48.73	100
3)	is hectic and laborious ?	47.31	29.14	23.55	100
4)	has a need-based syllabus ?	21.47	41.57	36.96	100
5)	has an interesting syllabus ?	33.63	39.52	26.85	100
6)	present duration is satisfactory ?	19.57	37.05	43.38	100
7)	removes stage fear ?	47.69	30.78	21.53	100
C]	Infrastructural Facilities :				
	Do you feel that the infrastructural facilities in your institution are satisfactory with respect to the following points ? –				
1)	sufficient big size of classrooms	26.78	41.51	31.71	100
2)	availability of method rooms	20.71	30.65	48.64	100
3)	availability of Science laboratory	15.01	28.47	56.52	100
4)	availability of Psychology laboratory	15.58	30.74	53.68	100
5)	availability of Language laboratory	9.21	12053	78.26	100
6)	availability of audio-visual room	12.72	16.24	71.04	100
7)	availability of seminar hall	37.62	35.12	27.26	100
8)	availability of ladies common room	35.52	38.17	26.31	100
9)	availability of gents common room	30.74	37.72	31.54	100
10)	availability of recreation hall	8.74	16.22	75.04	100
11)	availability of sports material	9.86	20.74	69.67	100

12)	availability of work-experience activities	22.04	32.58	45.38	100
13)	sufficient number of display and notice boards	33.63	39.68	26.69	100
14)	clean ladies washroom	23.74	40.87	35.39	100
15)	clean gents washroom	8.18	24.54	67.28	100
16)	availability of drinking water	54.34	29.83	15.83	100
17)	availability of playground	33.82	26.36	39.80	100
18)	campus is disabled friendly	17.38	24.66	57.95	100
19)	hostel facility for female pupil-teachers	6.93	16.24	76.73	100
20)	hostel facility for male pupil-teachers	14.50	15.20	70.30	100
D]	Facilities –				
1)	Do you feel that the library facility is satisfactory with respect to the following ? –			18.76	
	a. Reference books	47.67	33.57		100
	b. School textbooks	39.71	30.46	29.83	100
	c. Educational journals	19.95	35.22	44.83	100
	d. Educational C.Ds.	8.74	10.72	80.54	100
	e. Maps and Earth globes	29.83	45.02	25.15	100
	f. Computers	56.05	39.12	4.83	100
	g. Internet facility	11.21	19.07	69.72	100
	h. Reading Hall	58.14	33.54	8.32	100
2)	Do you agree that furniture in your Institution is adequate?	57.25	42.75	0.00	100
3)	Do you feel that sufficient technical assistance is available in laboratories?	1.96	11.68	86.36	100
E]	Classroom Instructions and Evaluation:				
1)	Do you feel that classroom instruction is satisfactory in the following respects? –				
	a. availability of lecturers	47.88	39.80	12.32	100
	b. availability of Subject Education teachers	58.32	29.23	12.45	100
	c. appropriate methodology followed	47.69	31.06	21.25	100
	d. pupil-teachers' participation in classroom instruction	33.71	40.46	25.83	100
	e. use of audio-visual aids in classroom instruction	23.84	35.3	40.93	100
	f. positive attitude of teacher-educators	39.71	30.49	29.80	100
	g. competent teacher-educators	40.09	20.69	39.22	100
2)	Do you think that lecturers evaluate your performance objectively in theory and practicals?				

		29.64	57.63	12.73	100
F]	Practical Work : Do you feel that the course related practical work is satisfactory in the following respects ? –				
1)	appropriateness of paper-related practical work	30.65	35.24	34.11	100
2)	correlation between theory and practicals in training	49.02	28.76	22.22	100
3)	Microteaching	55.64	33.82	10.54	100
4)	Practice lessons –				
	a. traditional method is appropriate	16.72	37.05	46.23	100
	b. necessity of model-based lessons	33.06	35.24	31.70	100
	c. necessity of technology-based lessons	54.22	41.32	4.46	100
	d. necessity of Content-cum-Methodology approach	45.50	38.63	15.87	100
	e. necessity of team teaching	17.36	27.63	55.01	100
5)	observation of teaching of other pupil-teachers is useful in your teaching	58.14	32.55	9.31	100
6)	selection of practicing schools	43.51	25.74	30.75	100
7)	the writing of records, observations is definitely useful in my teaching	48.16	34.27	17.57	100
8)	Feedback –				
	a. essential from Subject Education teachers	58.52	31.12	10.36	100
	b. essential from peers	43.51	34.96	21.53	100
	c. an eyewash	33.51	35.43	31.06	100
G]	Management of the College :				
1)	Do you feel that the management of your college is –				
	a. co-operative ?	41.61	29.65	28.74	100
	b. interferes in day-to-day activities ?	54.72	33.63	11.65	100
2)	Do you feel that there is cordial relation between the Principal and pupil-teachers?	29.35	24.13	46.52	100
3)	Do you feel that the non-teaching staff is co-operative with –				
	a. teaching staff	63.82	33.82	2.36	100
	b. pupil-teachers	61.75	30.11	8.14	100

H]	Teaching Profession : According to you-				
1)	teaching is a noble profession.	54.43	34.94	10.63	100
2)	teaching is a thankless job.	33.06	36.01	30.93	100
3)	teaching is a comfortable job.	26.98	29.23	43.79	100
4)	teaching profession provides security.	26.41	35.43	38.16	100
5)	B.Ed. training helps in teaching profession.	35.24	33.51	31.25	100
6)	teaching profession gives an opportunity to interact, share knowledge and guide to students.	57.19	29.73	13.08	100
7)	teaching profession provides disciplined life.	48.35	37.22	14.43	100
8)	teaching profession helps to develop oral and communication skills.	39.33	35.12	25.55	100
9)	teaching is a sufficient salaried job.	20.04	33.44	46.52	100
10)	extra income can be earned through tuitions.	58.32	35.81	5.87	100
11)	teaching provides an opportunity to reach to higher level in the job, i.e. promotion ?	23.84	29.52	46.64	100
12)	teaching profession provides opportunity for higher education ?	43.51	40.34	16.15	100



Appendix H

Discrimination Values of Items in the Pilot Form of Attitude Inventory

Statement No.	Total Score of the top group on each statement	Mean (M1)	Total Score of the bottom group on each statement	Mean (M2)	Discrimination Index DI = M1 – M2
A)	B.Ed. Training Programme:				
1	172	3.44	115	2.30	1.14
2	195	3.90	145	2.90	1.00
3	185	3.70	130	2.60	1.10
4	177	3.54	145	2.90	0.64
5	197	3.94	137	2.74	1.20
6	159	3.18	128	2.56	0.62
7	179	3.58	120	2.40	1.18
8	196	3.92	177	3.54	0.38
9	165	3.30	112	2.24	1.06
10	165	3.30	99	1.98	1.32
11	190	3.80	118	2.36	1.44
12	196	3.92	118	2.36	1.56
13	188	3.76	158	3.16	0.60
14	180	3.60	130	2.60	1.00
B)	Teaching Profession:				
1	201	4.02	180	3.60	0.42
2	200	4.00	145	2.90	1.10
3	180	3.60	158	3.16	0.44
4	157	3.14	112	2.24	0.90
5	202	4.04	157	3.14	0.90
6	177	3.54	128	2.56	0.98
7	171	3.42	129	2.58	0.84
8	199	3.98	158	3.16	0.82
9	184	3.68	130	2.60	1.08
10	195	3.90	148	2.96	0.94
11	185	3.70	120	2.40	1.30
12	202	4.04	161	3.22	0.82
13	180	3.60	104	2.08	1.52
14	145	2.90	139	2.78	0.12 *
15	172	3.44	129	2.58	0.86
16	195	3.90	113	2.26	1.64
17	177	3.54	145	2.90	0.64
18	203	4.06	162	3.24	0.82
19	184	3.68	137	2.74	0.94
20	158	3.16	115	2.30	0.86
21	195	3.90	157	3.14	0.76

22	190	3.80	112	2.24	1.56
23	202	4.04	177	3.54	0.50
24	180	3.60	137	2.74	0.86
25	171	3.42	128	2.56	0.86
26	202	4.04	162	3.24	0.80
27	199	3.98	148	2.96	1.02

•

Appendix I

Item wise Attitude Scores

Sr. No.	Statements	S.A.	A.	U.D.	D.A.	S.D.	Total
A]	B.Ed. Training :						
1)	I was forced to join this course by my parents or elders.	92	104	06	698	154	1054
2)	I have taken admission to this course because of my friend/friends.	58	176	12	628	180	1054
3)	B.Ed. training helps to generate new ideas and thoughts.	193	548	27	184	102	1054
4)	I feel shy to disclose in public therefore to get confidence I took admission to B.Ed. course.	112	357	12	509	64	1054
5)	I took admission to teacher's training course because I was not getting admission to some other course.	14	272	27	633	108	1054
6)	Teacher training nourishes and flourishes the personality of the pupil – teacher.	160	316	45	355	178	1054
7)	Teacher training provides classroom confidence.	262	578	06	138	70	1054
8)	One year teacher training is just a waste of time.	54	67	24	697	212	1054
9)	Microteaching is an essential component of the teacher's training course.	190	613	15	138	98	1054
10)	I get bored in preparing a lesson note.	158	354	09	363	170	1054
11)	It is boring to prepare and use a teaching aid.	202	254	18	468	112	1054
12)	Teacher training is interesting only in the initial days.	90	256	48	538	142	1054
13)	B.Ed. training helps to mould a person to be a better teacher.	258	570	36	162	28	1054
14)	B.Ed. training helps to develop positive attitude towards the teaching profession.	211	508	42	201	92	1054
B]	Teaching Profession :						
1)	I like teaching profession.	193	578	36	119	130	1054
2)	Teaching profession is better than any other profession.	186	332	177	207	152	1054
3)	This profession is neglected by government as well as by public.	172	204	156	307	215	1054
4)	Teaching is a cultured profession.	202	456	90	249	57	1054

5)	Teaching profession is not as degraded as being done by some people in the society.	162	512	75	221	84	1054
6)	As a profession, teaching ensures a comfortable life.	160	348	105	310	131	1054
7)	It's a peaceful and noble profession.	207	812	09	26	00	1054
8)	I like this profession because a teacher can punish mischievous students.	195	252	39	350	218	1054
9)	Teacher is an artist who shapes the personality of the pupils.	214	295	42	398	105	1054
10)	The teacher need not consider the personal needs and problems of the pupils.	136	159	15	454	290	1054
11)	Fault finding and correcting mistakes is the duty of a teacher.	108	402	27	363	154	1054
12)	Teaching profession is just a means for livelihood like any other profession.	170	398	54	276	156	1054
13)	Teaching gives knowledge to both teachers and students.	382	450	72	98	52	1054
14)	Teaching is a routine job.	208	218	36	372	220	1054
15)	To be a teacher, is a gift to my future life.	202	479	27	254	92	1054
16)	Through this profession a lot of money cannot be earned.	115	536	105	221	77	1054
17)	Now- a- days, students are not respectful and obedient to the teachers.	194	262	54	369	175	1054
18)	A good teacher is neglected by all.	06	57	12	670	309	1054
19)	Using teachers for activities other than teaching bothers me.	195	508	27	210	114	1054
20)	I feel that, this profession gives self-satisfaction.	300	498	12	156	88	1054
21)	Paper correction is a boring job associated with teaching.	254	318	42	304	136	1054
22)	During examinations, working as a supervisor or an invigilator is very boring.	266	414	54	200	120	1054
23)	Teaching profession contributes in national development.	138	456	60	302	98	1054
24)	There is freedom of expression in teaching job.	112	350	178	256	158	1054
25)	Teaching is not my priority, I can do any other job along with teaching.	95	167	30	492	270	1054
26)	As a teacher, females work more effectively than males.	478	340	57	112	67	1054

Appendix J

Percentages of Item wise Attitude Scores

Sr. No.	Statements	S.A.	A.	U.D.	D.A.	S.D.	Total %
A]	B.Ed. Training :						
1)	I was forced to join this course by my parents or elders.	8.74	9.88	0.57	66.31	14.50	100
2)	I have taken admission to this course because of my friend/friends.	5.51	16.72	1.14	59.53	17.10	100
3)	B.Ed. training helps to generate new ideas and thoughts.	18.21	52.06	2.57	17.48	9.68	100
4)	I feel shy to disclose in public therefore to get confidence I took admission to B.Ed. course.	10.64	33.92	1.14	48.22	6.08	100
5)	I took admission to teacher's training course because I was not getting admission to some other course.	1.33	25.84	2.43	60.14	10.26	100
6)	Teacher training nourishes and flourishes the personality of the pupil – teacher.	15.20	30.02	4.14	33.72	16.92	100
7)	Teacher training provides classroom confidence.	24.76	54.91	0.57	13.11	6.65	100
8)	One year teacher training is just a waste of time.	5.13	6.24	2.28	66.21	20.14	100
9)	Microteaching is an essential component of the teacher's training course.	18.05	58.23	1.30	13.11	9.11	100
10)	I get bored in preparing a lesson note.	15.01	33.63	0.85	34.48	16.03	100
11)	It is boring to prepare and use a teaching aid.	19.19	24.13	1.71	44.46	10.51	100
12)	Teacher training is interesting only in the initial days.	8.55	22.42	4.43	51.11	13.49	100
13)	B.Ed. training helps to mould a person to be a better teacher.	24.51	54.15	3.42	15.26	2.66	100
14)	B.Ed. training helps to develop positive attitude towards the teaching profession.	20.04	48.26	3.99	19.09	8.62	100
B]	Teaching Profession :						
1)	I like teaching profession.	18.33	54.73	3.42	11.17	12.35	100

2)	Teaching profession is better than any other profession.	17.67	31.54	16.70	19.66	14.43	100
3)	This profession is neglected by government as well as by public.	16.34	19.38	14.70	29.16	20.42	100
4)	Teaching is a cultured profession.	19.07	43.32	8.55	23.65	5.41	100
5)	Teaching profession is not as degraded as being done by some people in the society.	15.39	48.64	7.12	20.87	7.98	100
6)	As a profession, teaching ensures a comfortable life.	15.21	33.06	9.84	29.45	12.44	100
7)	Its a peaceful and noble profession.	19.53	77.14	0.85	2.47	00.00	100
8)	I like this profession because a teacher can punish mischievous students.	18.52	23.95	3.57	33.25	20.71	100
9)	Teacher is an artist who shapes the personality of the pupils.	20.33	28.02	3.99	37.81	9.85	100
10)	The teacher need not consider the personal needs and problems of the pupils.	12.79	15.11	1.42	43.13	27.55	100
11)	Fault finding and correcting mistakes is the duty of a teacher.	10.27	38.19	2.43	34.48	14.63	100
12)	Teaching profession is just a means for livelihood like any other profession.	16.15	37.68	5.13	26.22	14.82	100
13)	Teaching gives knowledge to both teachers and students.	36.49	42.62	6.84	9.31	4.94	100
14)	Teaching is a routine job.	19.63	20.71	3.42	35.34	20.90	100
15)	To be a teacher, is a gift to my future life.	19.19	45.38	2.56	24.13	8.74	100
16)	Through this profession a lot of money cannot be earned.	10.79	50.92	9.97	20.99	7.33	100
17)	Now- a- days, students are not respectful and obedient to the teachers.	18.43	24.77	5.13	35.05	16.62	100
18)	A good teacher is neglected by all.	0.57	5.41	1.14	63.65	29.13	100
19)	Using teachers for activities other than teaching bothers me.	18.40	48.26	2.56	19.95	10.83	100
20)	I feel that, this profession gives self-satisfaction.	28.50	47.24	1.14	14.82	8.24	100
21)	Paper correction is a boring job associated with teaching.	24.13	30.21	3.87	28.89	12.92	100
22)	During examinations, working as a supervisor or an invigilator is very boring.	25.27	39.21	5.12	19.00	11.40	100

23)	Teaching profession contributes in national development.	13.11	43.32	5.70	28.56	9.30	100
24)	There is freedom of expression in teaching job.	10.64	33.25	16.78	24.32	15.01	100
25)	Teaching is not my priority, I can do any other job along with teaching.	9.02	15.74	2.85	46.74	25.65	100
26)	As a teacher, females work more effectively than males.	45.41	32.30	5.41	10.52	6.36	100

•

Appendix K

Formulae used for Data Analysis

For objectives 1, 2 and 3 -

- Frequency distribution tables – For SESS T-Scores/Perception Scores/Attitude Scores of all 1054 samples.
- Frequency polygons – (Mid-point of class-intervals Vs. Frequency of corresponding class-interval) – For SESS T-Scores/Perception Scores/Attitude Scores.
- Calculation of Mean and Skewness.

$$\text{Mean} = \text{AM} + \frac{\sum fd}{N} \times i$$

Where,

A.M. = Assumed mean

f = Frequency of the class-interval

d = Deviation of the mid-points of the
class-intervals from the assumed mean

$\sum fd$ = Sum of product of frequency of the
class-interval and deviation

N = Total number of frequencies

i = Size of the class-interval

$$\text{sk} = \frac{3(\text{Mean} - \text{Median})}{\sigma}$$

Where,

sk = Skewness

σ = Standard Deviation

- Item-wise analysis of Perception/ Attitude scores – Percentages.

For objective 4 –

To investigate into perception and attitude towards teacher training and teaching profession, as per the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female) –

- Superimposed Frequency polygons - (Mid-point of class-intervals Vs. Frequency of corresponding class-interval) – For the categories like- the type of institution (Granted/ Non-Granted), Medium of Instruction (Marathi/ English) and Gender (Male/ Female).
- Calculation of Mean and Skewness.

$$\text{Mean} = \text{AM} + \frac{\sum fd}{N} \times i$$

$$\text{sk} = \frac{3(\text{Mean} - \text{Median})}{\sigma}$$

Where,

A.M. = Assumed mean

f = Frequency of the class-interval

d = Deviation of the mid-points of the
class-intervals from the assumed mean

Σfd = Sum of product of frequency of the
class-interval and deviation

N = Total number of frequencies

i = Size of the class-interval

Where,

sk = Skewness

σ = Standard Deviation

For objectives 5 and 6 -

To study the difference between all the three categories, i.e., Granted/Non-Granted colleges in Marathi/ English medium and Male/Female B.Ed. students –

- Calculation of t-values – for hypothesis testing

When, $N_1 \neq N_2$,

$$SEM_1 = \frac{\sigma_1}{\sqrt{N_1}}$$

$$SEM_2 = \frac{\sigma_2}{\sqrt{N_2}}$$

$$SED_M = \sqrt{(SEM_1)^2 + (SEM_2)^2}$$

$$df = N_1 + N_2 - 2$$

$$D_M = |M_1 - M_2|$$

$$t = \frac{D_M}{SED_M}$$

Where,

N_1, N_2 = Total number of scores of category 1 and category 2 respectively

SEM_1, SEM_2 = Standard Error of the Mean of category 1 and category 2 respectively

σ_1, σ_2 = Standard Deviation values of category 1 and category 2 respectively

SED_M = Standard Error of Difference between Means

df = Degrees of Freedom

D_M = Difference between means of both the categories

t = t-value

For objectives 7 and 8 -

To study the relationship between Socio-economic background and perception / attitude scores –

- Calculation of t-values – for hypothesis testing

When, $N_1 = N_2$,

$$\mathbf{SEM}_1 = \frac{\sigma_1}{\sqrt{N_1}}$$

$$\mathbf{SEM}_2 = \frac{\sigma_2}{\sqrt{N_2}}$$

$$\mathbf{SED}_M = \sqrt{(\mathbf{SEM}_1)^2 + (\mathbf{SEM}_2)^2 - 2r(\mathbf{SEM}_1)(\mathbf{SEM}_2)}$$

$$\mathbf{df} = N - 1$$

$$\mathbf{D}_M = |M_1 - M_2|$$

$$\mathbf{t} = \frac{\mathbf{D}_M}{\mathbf{SED}_M}$$

Where,

N_1, N_2 = Total number of scores of category 1 and category 2 respectively

SEM_1, SEM_2 = Standard Error of the Mean of category 1 and category 2 respectively

σ_1, σ_2 = Standard Deviation values of category 1 and category 2 respectively

SED_M = Standard Error of Difference between Means

r = Pearson's Product Moment Coefficient of Correlation

df = Degrees of Freedom

D_M = Difference between means of both the categories

t = t-value

•

Appendix L

Questionnaire for Qualitative Feedback

1. Do you think that completion of *B.Ed. Course* is necessary before joining *teaching profession*? Why?

2. As a teacher trainee, what is your opinion about -

- a) Teacher Training Institutes?

- b) Practice Lessons?

- c) Internal Evaluation?

- d) Placement Service?

- -----
3. What was your idea about the ***B.Ed. Course*** before joining it? Has it changed after joining the Course? How?

4. Do you think that ***training*** received during the ***B.Ed. Course*** changed your attitude towards ***teaching profession***? How?



Appendix M

Representative Photographs of Survey Activity

