



Evaluation Of Teachers' Education Programme In West Bengal Through Student Teachers' Perception

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ABSTRACT:

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. The philosophical, social, and psychological aspects that make up pedagogical theory give teachers a solid foundation on which to practice their teaching techniques in the classroom. The idea is stage-specific and is built around the needs and specifications unique to that level and giving instructors education and practice in various strategies, tactics, and approaches can help them design and deliver lessons, provide students the reinforcement they need, and perform efficient assessments. In this article, evaluation of student teachers perception of teachers' education programme in West Bengal has been highlighted.

Keywords: Student, Teachers, Perception, Education, West Bengal

INTRODUCTION:

The aim and objectives of the present research were to investigate student-teachers perception of Secondary Teacher Education Programme; to investigate student-teachers perception regarding Core Curriculum, Dimension of secondary teacher education programme; to investigate student-teachers perception regarding extra-curriculum, Dimension of secondary teacher education programme; to investigate student-teachers perception regarding Pedagogy of Practice Teaching dimension of Secondary Teacher Education Programme; to investigate student-teachers Perception Regarding Evaluation Practices dimension followed by Teacher Education College in West Bengal and to study the significant difference in student-teachers perception of Secondary teacher education programme when they are classified according to their Age, Sex, Caste, Locality, Discipline, Type of Management, Father and Mother Education, Father and Mother Occupation. [1-5]

RESEARCH METHODOLOGY:

Research Hypotheses:

The study was designed with following hypotheses:

1. There is no significant difference in perception of secondary teacher education programme of student-teachers when they are classified according to their Age, Sex, Caste, Locality, Discipline, Type of Management, Father and Mother Education, Father and Mother Occupation with special reference to STEP.
2. There is no significant difference in perception of secondary teacher education programme of student-teachers when they are classified according to their Age, Sex, Caste, Locality, Discipline, Type of Management, Father and Mother Education, Father and Mother Occupation with special reference to core-curriculum dimension.
3. There is no significant difference in perception of secondary teacher education programme of student-teachers when they are classified according to their Age, Sex, Caste, Locality, Discipline, Type of Management, Father and Mother Education, Father and Mother Occupation with special reference to co-curricular activities dimension.
4. There is no significant difference in perception of secondary teacher education programme of student-teachers when they are classified according to their Age, Sex, Caste, Locality, Discipline, Type of Management, Father and Mother Education, Father and Mother Occupation with special reference to Pedagogy of Practice Teaching dimension.
5. There is no significant difference in perception of secondary teacher education programme of student-teachers when they are classified according to their Age, Sex, Caste, Locality, Discipline, Type of Management, Father and Mother Education, Father and Mother Occupation with special reference to Evaluation Practices dimension.

Variables of the Study:

The investigator selected the following variables into consideration for this study.

- Dependent Variable
 1. Student -teachers Perception.
- Independent Variables
 1. Age
 2. Sex
 3. Caste
 4. Locality
 5. Subject Discipline.

6. Type of Management
7. Parental Education level
8. Parental Occupation

Research Method Used for the Study:

The investigator has adopted descriptive analytical survey method for this study.

Sample of the study:

Population of the present study is secondary student-teachers of West Bengal state studying in B.Ed course. A total of 1600 sample was selected based on region, university and management using stratified random sampling technique.

Table-3.1. Sample drawn for the study

1600 Sample Drawn	
B.Ed colleges	N
Government	285
Aided	445
Unaided	870
Total	1600

The following districts (divisions) were selected for research from West Bengal State:

- Kolkata
- Howrah
- Nadia
- Malda

DATA ANALYSIS, INTERPRETATION, DISCUSSION AND RESULTS:

The responses of the student-teachers to the secondary student teachers perception Scale [STEP Sub Scales are Core Curriculum Perception Scale (CCPS), Co-Curricular Activities Perception Scale (Co.CAS) Pedagogy of Practice Teaching Perception Scale (PPTS) and Evaluation Practices Perception Scale (EPPS)] have constituted raw-data for the study. This data was subjected to organization, tabulation and statistical analysis as per the objectives and hypotheses set for the study. This chapter is devoted to the analysis of data collected for the purpose of the study analysis of data is divided into the following sections:

Section-1: Percentage test was conducted to analyze the proportion of student teachers perception on secondary teacher education programme.

Section-2: Quartile Deviation test was conducted to analyze the level of student teachers perception on secondary teacher education programme.

Section-3: 't' test was conducted to find the difference in the means of perception of secondary teacher education programme among student teachers when they are classified according to their Age, Sex, Caste, Locality, Discipline, Type of Management, Father and Mother Education, Father and Mother Occupation.

FINDINGS AND CONCLUSION:

The following were the findings and conclusion of the research:

1. Student-teachers overall perception on secondary teacher education programme is satisfactory level of desirable on the high order.
2. Core-curriculum and pedagogy of teaching dimensions of B.Ed programme have been emerged as significant in the course.
3. Student-teachers of Kolkata division have more exposure to secondary teacher-education programme.
4. Large number of student-teachers fall under low level of perception (50.31%) and next come under middle (24.93%) and high (24.75%) level of perception.
5. Student-teachers have medium perception about the B.Ed programme. The percentage of student-teacher perception in lower category students in second and higher category, students in lower category in third place. This is evident that there is lot to do for the improvement of B.Ed programme.
6. On the basis of analysis, it can be concluded that, Age, Locality, Caste, Discipline, Father education and Occupation & Mother education and Occupation do not appear to be influential variables, However, Sex, Management type of the institution, have indicated that these are influential on overall student-teachers perception on teacher-education that is being presented in West Bengal.
7. It is evident from the analysis that Age (lower and higher) Locality, Caste, Discipline, Management type (aided & unaided) father occupation & education level & Mother's education and occupation have no impact on student-teacher's perception with special reference to core-curriculum. However, Middle age-group, Sex, Management (Government-Aided and Government-Unaided) have clearly indicated that, these factors influence on student-teacher perception on core-curriculum.
8. On the basis of analysis it is evident that the variables like Age, Locality, Caste,

Discipline, Management, to some extent, Father education and Occupation as well as Mother education and Occupation proved no impact on the perception of student-teachers with special references to co-curricular activities dimension of B.Ed Programme, However, the variables like Sex, student-teacher of Government & Aided and Un-aided & aided found to be different significantly in the perception of their counter-parts. This has to be explored further to find out the unexplored dimension of student-teacher perception.

9. It is evident from the analysis that, variables such as Age (to some extent) Locality, Discipline (to some extent), Management (to some extent) Fathers' educational level and occupational type and Mothers education background found to be non-significant in influencing the perception of student-teacher as far as pedagogy of teaching practice dimension is concerned. But, it is interesting to note that the variables such as Age group 26 to 30 and 31 years and above, Sex, Caste, Discipline Arts and Science and Commerce Combination groups, management type and Mother's Occupation have emerged as influential variables in the Perception of Student teacher on their B.Ed Programme.
10. It may be concluded on the basis of analysis, that Locality, Sex, Caste, Father Education and Occupation & Mother education and Occupation Proved to be non-influential on the perception of student-teachers, as far as, evaluation practices followed in teacher education programme at Secondary level is concerned. However, the variables like, Age Discipline, have found to be influential factors on the phenomenon under research. This has to be further explored for its authenticity.
11. It is clear from the analysis that division as a variable did not influence as a whole on perception of student-teachers on B.Ed programme except Howrah & Nadia, and Nadia and Malda divisions where student-teacher's perception on their secondary teacher education programme is found to be different.

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