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Aspect of students towards B.ED course in Tripura

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Abstract

The Bachelor of Education (B.Ed.) course is regarded as a pivotal undergraduate program designed to cultivate proficient educators who can deliver quality teaching. The B.Ed. course is a vital component of teachers' education, equipping aspiring educators with the necessary knowledge, skill and attitudes to shape young mind. The academic aspects include curriculum and pedagogy, educational psychology, child development, foundations of education, subject methodology, and educational technology. The research was based on a field survey and the survey was conducted through direct interaction with students. The data analysis results show that most students think that this is a certificate. No learning interest was found in Graduation, post-Graduation and B.Ed. levels except M.Ed. level. All thought that we need to overcome every problem. Otherwise, the aim of the B.Ed. course NEP 2020 will never be established in India. The teachers should take responsibility for building students' aspects of the B.Ed. course.

Keywords: B.ED, Tripura, Students, pivotal undergraduate, Graduation, post-Graduation

Introduction

The Bachelor of Education (B.Ed.) course is regarded as a pivotal undergraduate program designed to cultivate proficient educators who can deliver quality teaching. This course is meticulously crafted to enhance pedagogical skills, subject mastery, and critical thinking competencies essential for effective teaching and learning environments.

In the Bachelor of Education (B.Ed.) course, a comprehensive education in various key areas is provided on aspiring educators. The academic aspects cover a wide range of topics, including curriculum and pedagogy, educational psychology, child development, foundations of education, subject methodology, educational technology, inclusive education, educational management, and research methods in education. Furthermore, practical facets involve hands-on experiences such as school internships, teaching practices, microteaching, lesson planning, classroom management, assessment, and evaluation. Skill development components focus on enhancing crucial competencies like communication, critical thinking, leadership, adaptability, time management, and emotional intelligence.

Methodology

The paper was based on a field survey. Several field surveys were conducted at different colleges in Tripura. The data was collected on the basis of direct interaction with students. The data was analysed after interaction with students.

Places of field survey

- Rabindranath thakur Mahavidyalaya, Tripura
- MBB college, Tripura
- Swami Vivekananda Mahavidyalaya, Tripura
- Ishwar Chandra Vidyasagar, Tripura
- Govt. degree college , Dharma Nagar, Tripura
- I.A.S.E , Agartala , Tripura
- C.T.E , Kumarghat, Tripura
- Netaji Subhas Mahavidyalaya, Tripura
- Ramkrishna Mahavidyalaya, Tripura

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Results

Table 1: Analysis of field survey

Levels	Group A (%)	Group B (%)
Graduation level	21.6	69.26
Post-Graduation level	45.13	55.26
B.ed level	25.4	74.6
M.ed level	62.6	37.4

A = Students who want to take admission in B.Ed. course to learn methods or teach, take care of students, give mental support to students, learn educational ethics, learn child psychology and pedagogy.

B = Students who want to take admission in this B.Ed. course only for job purposes

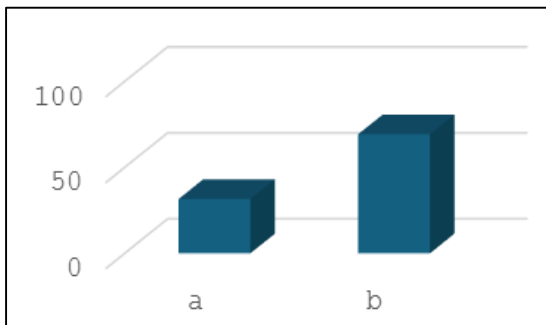


Fig 1: Graduation level

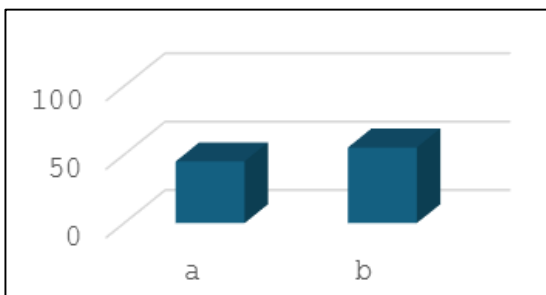


Fig 2: Post-Graduation level

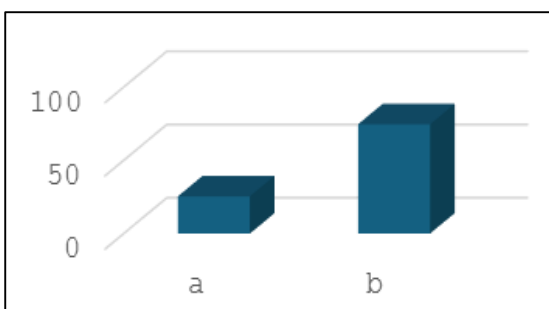


Fig 3: B.Ed. level

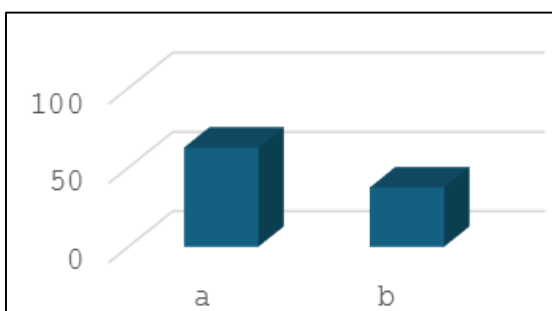


Fig 4: M.Ed. level

On the basis of data analysis the result was showed that less number of a category students were obtained in graduation, Post-graduation and B.Ed. level. Category a students want to take admission in B.Ed. course only for job purpose. But the highest number of a category students were obtained among M.Ed. level.

Discussion

B.Ed. course is very important for every teacher. Before becoming a teacher, everybody needs to understand the basic things about teaching learning methods, psychology, student psychology, ethics of education, but nowadays, the interest on B.Ed. course is gradually increasing day by day among students with a lack of knowledge about the real objectives of B.Ed. course. The result Table 1 shows that students are not interested to learn educational ethics. Most students want to take admission for get a job. The reasons of this attitude among students for various reasons, such as Overemphasis on theoretical aspects, neglecting practical applications, lack of connection between theory and practice. Curriculum not aligned with current educational trends and research has insufficient focus on emerging areas like technology integration and inclusive education. Overemphasis on written exams, neglecting authentic assessments Limited use of technology-enhanced assessments. Limited training for teacher educators (NCTE, 2014) insufficient focus on continuing professional development (CPD), lac of jobs in other fields. All thought that we need to overcome from every problem. Otherwise, the aim of B.Ed. course NEP 2020 will never be established in India. The teachers should take responsibility to build positive aspects among students about B.Ed. course.

Conclusion

The B.Ed. course is a vital component of teachers' education, equipping aspiring educators with the necessary knowledge, skill and attitudes to shape young mind. The course has undergone significant transformation, addressing emerging educational trends and research. The authorities should find out the poverty for established objectives of B.Ed. among students.

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