

A) General Information: -

1. Name of the Institute: DIET Ghumenhera

2. Details of the Investigator(s):

Name	Designation	Place of posting at the time of project completion	Present place of posting	Contact No.	E-mail
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3. Project/ Study Conducted Academic Session: 2013- 2015

4. Institute where Project/Study submitted: DIET Pitampura,Delhi

5. Theme of the Project/Study: Teacher and Teaching

6. Level of the study: Teacher Education

B) Summary of the Conducted Research work/Project/Study: -

1. Title: Contribution of School Experience Programme Towards Building Attitude and Aptitude Towards Teaching Profession of E.T.E.Students of North West District of Delhi.

2. Introduction: S.E.P.(.School Experience Programme) is one of the best and essential feature of two Year E.T.E. course presently named as **“D.El.Ed.(Diploma in Elementary Education)”**course of Delhi Govt. DIETs .During this trainees along with classroom teaching skills ,experience each and every activity of school like a regular

faculty. The present research project entitled “ contribution of school experience programme towards building attitude and aptitude towards teaching profession of ETE students of North-West District” was undertaken with the aim of studying the effectiveness of school experience Programme and its contribution in building attitude and aptitude of ETE trainees of North-West District of Delhi

3. Objectives:

- 1.) To study inputs provided by Teacher training Institutes(DIET NW DIET) before and during S.E.P. in building Attitude and Aptitude towards teaching.
- 2) To Study the Attitude and Aptitude of ETE trainees towards teaching profession before commencement of S.E.P. and after completion of SEP.
- 3) To Study the Contribution of SEP in building Attitude and Aptitude of ETE trainees towards teaching with respect to Sex and Socioeconomic status .

4. Research Design:

- **Research method(s):** First the project was undertaken for 1 year (for session 2013-14), then it extend to another 1 year (session 2014-15) and aptitude was also studies during second year only. ETE trainees of ETE diploma course in ETE I Yr. and then same students when entered in E.T.E. II yr. (session 2013-15) were studied. Single Group Pre-test, Post – test type design selected for the study. This means attitude score of Pre-test (before commencement of SEP 1st Yr.) and Post test attitude scores (after completion of SEP) were compared for session 2013-14 and when same students entered in ETE-IInd Yr. session 2014-15 they were again compared with respect to Pre-test and Post-Test scores (attitude and aptitude). Also pre-test attitude score of ETE 1st year trainees. and Post-test attitude scores of ETE IInd year trainees were compared. Only ETE - IInd Yr. trainees were compared w.r. to Aptitude scores Test for Equality of Variance. (Independent Sample test
- **Tools and techniques used :**
 - “ Teaching Attitude Inventory (TAI) by S.P. Ahluwalia”, “Teaching Aptitude Test Battery (T.A. T.B.) by R.P. Singh and S.N. Sharma”, ”Socio – economic status scale

questionnaire (SESSQ – Urban) by Jalota, Singh and Kapoor” were used as research tool to collect data.

- Data was analysed by applying Chi-Square Test (‘t’ test) and Levene’s test for equality of Variance (Independent Sample Test).

5. Research findings:

(1.) was found that there is maximum change in building of attitude during SEP among below average attitude trainees and moderate change in the attitude having average attitude and minor change in attitude of above average ETE trainees. (2) It was found that there is maximum change in building of attitude among below average attitude trainees and moderate change in average attitude trainees and minor change among above average trainees. Which is coincide with the findings dealing with change of aptitude before and after SEP. As there was found no significant difference among ETE-2nd Yr. trainees with regard to Aptitude (3). There was found no significant difference as far as gender is concerned in building attitude and aptitude among ETE trainees after completion of SEP. (4) Equal status among ETE trainees was found out after administration of SESSQ since same status among ETE learners it is quite clear that in the present sample Socio-economic status of ETE trainees can not be studied to find out the effect of SEP in building of attitude and aptitude. Hence, the study revealed that ETE trainees having below average and average attitude had developed more favorable attitude towards teaching and benefitted a lot from SEP but trainees already having above average attitude do not get same benefit. SEP is not contributing in developing aptitude of ETE trainees. SEP’s activities and programmes are equally suited to both gender and helpful equally in building attitude and aptitude towards teaching of both male and female trainees equally.

- ## **6. Educational implications:**
- School Experience Programme (S.E.P.) designed for ETE 2nd year diploma course requires more attention and there is need to incorporate extra inputs and activities in ETE 2nd Yr. S.E.P. especially for above average attitude and aptitude trainees

7. **Scope of the study:** As per findings of this study School Experience Programme of D.El.Ed. 2ndyear course urgently needs to be redesigned so that more competent teachers can be prepared having right teaching attitude and aptitude towards teaching profession.