

**Effectiveness of B.Ed Programme in Developing Knowledge, Teaching
Attitude and Teaching Competency of Pre-Service Women Teachers**

Thesis Submitted to
Mother Teresa Women's University
for the Award of the Degree of

**DOCTOR OF PHILOSOPHY IN
EDUCATION**

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CHAPTER V

SUMMARY AND CONCLUSION

INTRODUCTION

This chapter begins with the presentation of the problem, hypotheses and objectives of the study. A brief description of the procedure adopted for the study is presented. The major findings arrived at after the analysis of the data is concisely described. The chapter concludes with a discussion of the implications that can be derived from the present study and the suggestions for further research with reference to the effectiveness of B.Ed programme in developing knowledge, teaching attitude and teaching competency of pre-service women teachers.

STATEMENT OF THE PROBLEM

The title of the study is “**EFFECTIVENESS OF B.ED PROGRAMME IN DEVELOPING KNOWLEDGE, TEACHING ATTITUDE AND TEACHING COMPETENCY OF PRE-SERVICE WOMEN TEACHERS.**”

OBJECTIVES OF THE STUDY

- 1.** To find out whether there is any significant difference between the pre-service teachers in their pedagogical knowledge at the initial and at the final stages of the B. Ed Programme.
- 2.** To find out whether there is any significant difference between the pre-service teachers in their teaching attitude at the initial and at the final stages of the B. Ed Programme
- 3.** To find out whether there is any significant difference between the pre-service teachers in their teaching competency at the initial and at the final stages of the B. Ed Programme.

To find out whether there is any significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their

- i) pedagogical knowledge
- ii) knowledge in Core paper-1
- iii) knowledge in Core paper-2
- iv) knowledge in Core paper-3
- v) knowledge in Physical Science optional paper

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between pre-service teachers from rural and urban localities in their

- i) pedagogical knowledge
- ii) knowledge in Core paper-1
- iii) knowledge in Core paper-2
- iv) knowledge in Core paper-3
- v) knowledge in Physical Science optional paper

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between under graduate and post graduate pre-service teachers in their

- i) pedagogical knowledge
- ii) knowledge in Core paper-1
- iii) knowledge in Core paper-2
- iv) knowledge in Core paper-3
- v) knowledge in Physical Science optional paper

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between pre-service teachers majoring in Physics and Chemistry in their

- i) pedagogical knowledge
- ii) knowledge in Core paper-1
- iii) knowledge in Core paper-2
- iv) knowledge in Core paper-3
- v) knowledge in Physical Science optional paper

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between pre-service teachers from Tamil and English medium of instruction in their

- i) pedagogical knowledge
- ii) knowledge in Core paper-1
- iii) knowledge in Core paper-2
- iv) knowledge in Core paper-3
- v) knowledge in Physical Science optional paper

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between pre-service

teachers with and without teaching experience in their

- i) pedagogical knowledge
- ii) knowledge in Core paper-1
- iii) knowledge in Core paper-2
- iv) knowledge in Core paper-3
- v) knowledge in Physical Science optional paper

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their

- i) teaching attitude
- ii) attitude towards academic aspects of teaching
- iii) attitude towards administrative aspects of teaching
- iv) attitude towards social and psychological aspects of teaching
- v) attitude towards co-curricular aspects of teaching
- vi) attitude towards economic aspects

at the initial and at the final stages of the B.Ed Programme.

To find out whether there is any significant difference between pre-service teachers from rural and urban localities in their

- i) teaching attitude
- ii) attitude towards academic aspects of teaching
- iii) attitude towards administrative aspects of teaching
- iv) attitude towards social and psychological aspects of teaching
- v) attitude towards co-curricular aspects of teaching
- vi) attitude towards economic aspects

at the initial and at the final stages of the B.Ed Programme.

To find out whether there is any significant difference between under graduate and post graduate pre-service teachers in their

- i) teaching attitude
- ii) attitude towards academic aspects of teaching
- iii) attitude towards administrative aspects of teaching
- iv) attitude towards social and psychological aspects of teaching
- v) attitude towards co-curricular aspects of teaching
- vi) attitude towards economic aspects

at the initial and at the final stages of the B.Ed Programme.

To find out whether there is any significant difference between pre-service teachers majoring in Physics and Chemistry in their

- i) teaching attitude
- ii) attitude towards academic aspects of teaching
- iii) attitude towards administrative aspects of teaching
- iv) attitude towards social and psychological aspects of teaching
- v) attitude towards co-curricular aspects of teaching
- vi) attitude towards economic aspects

at the initial and at the final stages of the B.Ed Programme.

To find out whether there is any significant difference between pre-service teachers from Tamil and English medium of instruction in their

- i) teaching attitude
- ii) attitude towards academic aspects of teaching
- iii) attitude towards administrative aspects of teaching
- iv) attitude towards social and psychological aspects of teaching
- v) attitude towards co-curricular aspects of teaching
- vi) attitude towards economic aspects

at the initial and at the final stages of the B.Ed Programme

To find out whether there is any significant difference between pre-service teachers with and without teaching experience in their

- i) teaching attitude
- ii) attitude towards academic aspects of teaching
- iii) attitude towards administrative aspects of teaching
- iv) attitude towards social and psychological aspects of teaching
- v) attitude towards co-curricular aspects of teaching
- vi) attitude towards economic aspects

at the initial and at the final stages of the B.Ed Programme.

To find out whether there is any significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their

- i) teaching competency
- ii) planning aspects of teaching competency
- iii) content aspects of teaching competency
- iv) presentation aspects of teaching competency
- v) evaluation aspects of the teaching competency

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between pre-service teachers from rural and urban localities in their

- i) teaching competency
- ii) planning aspects of teaching competency
- iii) content aspects of teaching competency
- iv) presentation aspects of teaching competency
- v) evaluation aspects of the teaching competency

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between under graduate and post graduate pre-service teachers in their

- i) teaching competency
- ii) planning aspects of teaching competency
- iii) content aspects of teaching competency
- iv) presentation aspects of teaching competency
- v) evaluation aspects of the teaching competency

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between pre-service teachers majoring in Physics and Chemistry in their

- i) teaching competency
- ii) planning aspects of teaching competency
- iii) content aspects of teaching competency
- iv) presentation aspects of teaching competency
- v) evaluation aspects of the teaching competency

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between pre-service teachers from Tamil and English medium of instruction in their

- i) teaching competency
- ii) planning aspects of teaching competency
- iii) content aspects of teaching competency
- iv) presentation aspects of teaching competency
- v) evaluation aspects of the teaching competency

at the initial and at the final stages of the B.Ed programme.

To find out whether there is any significant difference between pre-service teachers with and without teaching experience in their

- i) teaching competency
- ii) planning aspects of teaching competency
- iii) content aspects of teaching competency
- iv) presentation aspects of teaching competency
- v) evaluation aspects of the teaching competency

at the initial and at the final stages of the B.Ed programme.

7.1.1 To find out whether there is any significant difference between pre-service teachers

- i) aged 20 to 22 years and above 22 years
- ii) from rural and urban localities
- iii) with under graduate and post graduate degree
- iv) majoring in Physics and Chemistry
- v) having Tamil and English medium of instruction
- vi) with and without teaching experience

in their pedagogical knowledge at the initial stage of the B.Ed programme.

7.2.1 To find out whether there is any significant difference between pre-service teachers

- i) aged 20 to 22 years and above 22 years
- ii) from rural and urban localities
- iii) with under graduate and post graduate degree
- iv) majoring in Physics and Chemistry
- v) having Tamil and English medium of instruction
- vi) with and without teaching experience

in their pedagogical knowledge at the final stage of the B.Ed programme.

8.1.1 To find out whether there is any significant difference between pre-service teachers

- i) aged 20 to 22 years and above 22 years
- ii) from rural and urban localities
- iii) with under graduate and post graduate degree
- iv) majoring in Physics and Chemistry
- v) from Tamil and English medium of instruction
- vi) with and without teaching experience

in their teaching attitude at the initial stage of the B.Ed programme.

8.2.1 To find out whether there is any significant difference between pre-service teachers

- i) aged 20 to 22 years and above 22 years
- ii) from rural and urban localities
- iii) with under graduate and post graduate degree
- iv) majoring in Physics and Chemistry
- v) having Tamil and English medium of instruction
- vi) with and without teaching experience

in their teaching attitude at the final stage of the B.Ed programme.

9.1.1 To find out whether there is any significant difference between pre-service teachers

- i) aged 20 to 22 years and above 22 years
- ii) from rural and urban localities
- iii) with under graduate and post graduate degree
- iv) majoring in Physics and Chemistry
- v) having Tamil and English medium of instruction
- vi) with and without teaching experience

in their teaching competency at the initial stage of the B. Ed Programme.

9.2.1 To find out whether there is any significant difference between pre-service teachers

- i) aged 20 to 22 years and above 22 years
- ii) from rural and urban localities
- iii) with under graduate and post graduate degree
- iv) majoring in Physics and Chemistry
- v) having Tamil and English medium of instruction
- vi) with and without teaching experience

in their teaching competency at the final stage of the B. Ed Programme

5.4 HYPOTHESES OF THE STUDY

1. There is no significant difference between the pre-service teachers in their pedagogical knowledge at the initial and at the final stages of the B. Ed Programme.
2. There is no significant difference between the pre-service teachers in their teaching attitude at the initial and at the final stages of the B. Ed Programme
3. There is no significant difference between the pre-service teachers in their teaching competency at the initial and at the final stages of the B. Ed Programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their pedagogical knowledge at the initial and at the final stages of the B. Ed Programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their knowledge in Core paper-1 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their knowledge in Core paper-2 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their knowledge in Core paper-3 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their knowledge in Physical Science optional paper at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in their pedagogical knowledge at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in their knowledge in Core paper-1 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in their knowledge in Core paper-2 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in their knowledge in Core paper-3 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in their knowledge in Physical science optional paper at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in their pedagogical knowledge at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in their knowledge in Core paper-1 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in their knowledge in Core paper-2 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in their knowledge in Core paper-3 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in their knowledge in Physical science optional paper at the initial and at the final stages of the

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in their pedagogical knowledge at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in their knowledge in Core paper-1 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in their knowledge in Core paper-2 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in their knowledge in Core paper-3 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in their knowledge in Physical science optional paper at the initial and at the final stages of the B.Ed programme

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in their pedagogical knowledge at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in their knowledge in Core paper-1 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in their knowledge in Core paper-2 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in their knowledge in Core paper-3 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in their knowledge in Physical science optional paper at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in their pedagogical knowledge at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in their knowledge in Core paper-1 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in their knowledge in Core paper-2 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in their knowledge in Core paper-3 at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in their knowledge in Physical science optional paper at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in teaching attitude at the initial and at the final stages of the B.Ed Programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in attitude towards academic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in attitude towards administrative aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in attitude towards social and psychological aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in attitude towards co-curricular aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in attitude towards economic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in teaching attitude at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in attitude towards academic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in attitude towards administrative aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in attitude towards social and psychological aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in attitude towards co-curricular aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in attitude towards economic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in teaching attitude at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in attitude towards academic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in attitude towards administrative aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in attitude towards social and psychological aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in attitude towards co-curricular aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in attitude towards economic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in teaching attitude at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in attitude towards academic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in attitude towards administrative aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in attitude towards social and psychological aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in attitude towards co-curricular aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in attitude towards economic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in teaching attitude at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in attitude towards academic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in attitude towards administrative aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in attitude towards social and psychological aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in attitude towards co-curricular aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in attitude towards economic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in teaching attitude at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in attitude towards academic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in attitude towards administrative aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in attitude towards social and psychological aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in attitude towards co-curricular aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in attitude towards economic aspects of teaching at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in the planning aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in the content aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in the presentation aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in the evaluation aspects of the teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in their teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in the planning aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in the content aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in the presentation aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in the evaluation aspects of the teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in their teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in the planning aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in the content aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in the presentation aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in the evaluation aspects of the teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in the planning aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in the content aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in the presentation aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in the evaluation aspects of the teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in their teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in the planning aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in the content aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in the presentation aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in the evaluation aspects of the teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in their teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in the planning aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in the content aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in the presentation aspects of teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in the evaluation aspects of the teaching competency at the initial and at the final stages of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in pedagogical knowledge at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in pedagogical knowledge at the initial stage of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in pedagogical knowledge at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in pedagogical knowledge at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in pedagogical knowledge at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in pedagogical knowledge at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in pedagogical knowledge at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in pedagogical knowledge at the final stage of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in pedagogical knowledge at the final stage of the B. Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in pedagogical knowledge at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in pedagogical knowledge at the final stage of the B.Ed programme

There is no significant difference between pre-service teachers with and without teaching experience in pedagogical knowledge at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in teaching attitude at the initial stage of the B.Ed Programme.

There is no significant difference between pre-service teachers from rural and urban localities in teaching attitude at the initial stage of the B. Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in teaching attitude at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in teaching attitude at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in teaching attitude at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in teaching attitude at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in teaching attitude at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in teaching attitude at the final stage of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in teaching attitude at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in teaching attitude at the final stage of the B. Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in teaching attitude at the final stage of the B. Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in teaching attitude at the final stage of the B. Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in teaching competency at the initial stage of the B. Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in teaching competency at the initial stage of the B. Ed programme

There is no significant difference between under graduate and post graduate pre-service teachers in teaching competency at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in teaching competency at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in teaching competency at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in teaching competency at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in teaching competency at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in teaching competency at the final stage of the B.Ed Programme.

There is no significant difference between under graduate and post graduate pre-service teachers in teaching competency at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in teaching competency at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in teaching competency at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in teaching competency at the final stage of the B.Ed programme.

5.5 MAJOR FINDINGS OF THE STUDY

1. There is significant difference between the pre test and post test scores in the achievement test. The mean value of post test is higher than that of the pre test. Hence it is concluded that the B. Ed Programme is effective in developing the pedagogical knowledge of pre-service teachers.
2. There is significant difference between the pre test and post test attitude scores of pre-service teachers. The mean value of post test is higher than that of the pre test. Hence it is concluded that the B. Ed Programme is effective in developing the teaching attitude of pre-service teachers.
3. There is significant difference between the pre test and post test teaching competency scores of pre-service teachers. The mean value of post test is higher than that of the pre test. Hence it is concluded that the B. Ed Programme is effective in developing the teaching competency of pre-service teachers.

There is significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their pedagogical knowledge at the initial and at the final stages of the B. Ed Programme. The mean value of the knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant

difference in pedagogical knowledge of pre-service teachers of different age groups because of B. Ed Programme.

to 4.1.4 There is significant difference between the pre test and post test scores of both the groups in the three core papers and Physical science optional paper. For both the groups the mean value of the knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in knowledge of pre-service teachers in the three core papers and Physical science optional paper of different age groups because of B. Ed Programme.

There is significant difference between pre-service teachers from rural and urban localities in their pedagogical knowledge at the initial and at the final stages of the B. Ed Programme. The mean value of knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in pedagogical knowledge of pre-service teachers of different localities because of B. Ed Programme.

to 4.2.4 There is significant difference between the pre test and post test scores of both the groups in the three core papers and Physical science optional paper. In both the groups the mean value of the knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in knowledge of pre-service teachers in the three core papers and Physical science optional paper of different localities because of B. Ed Programme.

There is significant difference between under graduate and post graduate pre-service teachers in pedagogical knowledge at the initial and at the final stages of the B. Ed Programme. The mean value of knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in pedagogical knowledge of pre-service teachers of different educational qualifications because of B. Ed Programme.

to 4.3.4 There is significant difference between the pre test and post test scores of both the groups in the three core papers and Physical science optional paper. In both the groups the mean value of the knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in knowledge of graduate and post graduate pre-service teachers in the three core papers and Physical science optional paper of because of B. Ed Programme.

There is significant difference between pre-service teachers majoring in Physics and Chemistry in their knowledge in the three core papers and Physical science optional paper at the initial and at the final stages of the B. Ed Programme. The mean value of the knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in knowledge of pre-service teachers of different major subjects in the three core papers and Physical science optional paper because of B. Ed Programme.

to 4.4.4 There is significant difference between pre-service teachers majoring in Physics and Chemistry in their knowledge in the three core papers and Physical science optional paper at the initial and at the final stages of the B. Ed Programme. The mean value of the knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in knowledge of pre-service teachers of different major subjects in the three core papers and Physical science optional paper because of B. Ed Programme.

There is significant difference between pre-service teachers from Tamil and English medium in the pedagogical knowledge at the initial and at the final stages of the B. Ed Programme. The mean value of knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in pedagogical knowledge of pre-service teachers of different medium of instruction because of B. Ed Programme.

to 4.5.4 There is significant difference between pre-service teachers from Tamil and English medium of instruction in their knowledge in the three core papers and Physical science optional paper at the initial and at the final stages of the B. Ed Programme. The mean value of knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in knowledge of pre-service teachers of different medium of instruction in the three core papers and Physical science optional paper because of B. Ed Programme.

There is significant difference between pre-service teachers with and without teaching experience in their pedagogical knowledge at the initial and at the final stages of the B. Ed Programme. The mean value of knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in pedagogical knowledge of pre-service teachers of different teaching experience because of B. Ed Programme.

to 4.6.4 There is significant difference between pre-service teachers with or without teaching experience in their knowledge in the three core papers and Physical science optional paper at the initial and at the final stages of the B. Ed Programme. The mean value of the knowledge scores at the final stage is greater than that of the initial stage. Hence there is significant difference in knowledge of pre-service teachers of different teaching experience in the three core papers and Physical science optional paper because of B. Ed Programme.

There is significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching attitude of pre-service teachers of different age groups because of B. Ed Programme.

to 5.1.5 There is significant difference between pre-service teachers aged 20 to 22 years and above 22 years in all aspects of teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference between pre-service teachers of different age groups in all aspects of teaching attitude because of B. Ed Programme.

There is significant difference between pre-service teachers from rural and urban localities in their teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching attitude of pre-service teachers from different localities because of B. Ed Programme.

to 5.2.5 There is significant difference between pre-service teachers from rural and urban localities in all aspects of teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference in all aspects of teaching attitude of pre-service teachers from rural and urban localities because of B. Ed Programme.

There is significant difference between under graduate and post graduate pre-service teachers in their teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference between under graduate and post graduate pre-service teachers in teaching attitude from because of B. Ed programme.

to 5.3.5 There is significant difference between under graduate and post graduate pre-service teachers in all the aspects of teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference between under graduate and post graduate pre-service teachers in all aspects of teaching attitude from because of B.Ed programme.

There is significant difference between pre-service teachers majoring in Physics and Chemistry in their teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching attitude of pre-service teachers from different major subjects because of B.Ed Programme.

to 5.4.5 There is significant difference between pre-service teachers majoring in Physics and Chemistry in all aspects of their teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference in all aspects of teaching attitude of pre-service teachers from different major subjects because of B.Ed Programme.

There is significant difference between pre-service teachers from Tamil and English medium of instruction in their teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching attitude of pre-service teachers from Tamil and English medium of instruction because of B.Ed Programme.

to 5.5.5 There is significant difference between pre-service teachers from Tamil and English medium of instruction in all aspects of teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference in all aspects of teaching attitude of pre-service teachers from Tamil and English medium of instruction because of B.Ed programme.

There is significant difference between pre-service teachers with and without teaching experience in their teaching attitude at the initial and at the final stages of the B. Ed Programme. The mean value of attitude scores at the final stage is greater than that of the initial stage. Hence there is significant difference in

teaching attitude of pre-service teachers with and without teaching experience because of B.Ed Programme.

to 5.6.5 There is significant difference between pre-service teachers aged 20 to 22 years and above 22 years in teaching competency at the initial and at the final stages of the B. Ed Programme. The mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching competency of pre-service teachers of different age groups because of B. Ed Programme.

There is significant difference between pre-service teachers aged 20 to 22 years and above 22 years in teaching competency at the initial and at the final stages of the B. Ed Programme. The mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching competency of pre-service teachers of different age groups because of B. Ed Programme.

to 6.1.4 There is significant difference between the pre test and post test scores of both the groups in various dimensions of teaching competency. In both the groups the mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching competency of pre-service teachers all dimensions of teaching competency of different age groups because of B.Ed programme.

There is significant difference between pre-service teachers from rural and urban localities in teaching competency at the initial and at the final stages of the B. Ed Programme. The mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching competency of pre-service teachers of different localities because of B.Ed programme.

to 6.2.4 There is significant difference between the pre test and post test scores of both the groups in various dimensions of teaching competency. For both the groups the mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching competency of pre-service teachers of different localities in all dimensions teaching competency because of B.Ed programme.

There is significant difference between under graduate and post graduate pre-service teachers in teaching competency at the initial and at the final stages of the B. Ed Programme. The mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching competency of pre-service teachers of different educational qualifications because of B.Ed programme.

to 6.3.4 There is significant difference between the pre test and post test scores of both the groups in various dimensions of teaching competency. For both the groups the mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference between the teaching competency of undergraduate and post graduate pre- service teachers in all dimensions of teaching competency because of B.Ed programme.

There is significant difference between pre- service teachers majoring in Physics and Chemistry in teaching competency at the initial and at the final stages of the B. Ed Programme. The mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching competency of pre-service teachers of different major subjects because of B.Ed programme.

to 6.4.4 There is significant difference between pre-service teachers majoring in Physics and Chemistry in all the dimensions of teaching competency at the initial and at the final stages of the B. Ed Programme. The mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference between pre service teachers of different major subjects in all the dimensions of teaching competency because of B.Ed programme.

There is significant difference between pre- service teachers from Tamil and English medium of instruction in the teaching competency at the initial and at the final stages of the B. Ed Programme. The mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in the teaching competency of pre-service teachers of different medium of instruction because of B.Ed programme.

to 6.5.4 There is significant difference between pre-service teachers from Tamil and English medium of instruction in all dimensions of teaching competency at the initial and at the final stages of the B. Ed Programme. The mean value of

teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in all dimensions of teaching competency of pre-service teachers of different medium of instruction in the because of B.Ed programme.

There is significant difference between pre- service teachers with and without teaching experience the teaching competency at the initial and at the final stages of the B. Ed Programme. The mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in teaching competency scores of pre-service teachers of different teaching experience because of B. Ed Programme.

to 6.6.4 There is significant difference between pre-service teachers with or without teaching experience in all dimensions of teaching competency at the initial and at the final stages of the B. Ed Programme. The mean value of teaching competency scores at the final stage is greater than that of the initial stage. Hence there is significant difference in all dimensions of teaching competency of pre-service teachers with or without teaching experience because of B. Ed Programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in their knowledge at the initial stage of the B.Ed programme.

There is significant difference in the knowledge of pre-service teachers from rural and urban localities at the initial stage of the B.Ed programme. The mean score of rural pre-service teachers is greater than that of urban pre-service teachers.

There is no significant difference between undergraduate and post graduate pre-service teachers in their knowledge at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in their knowledge at the initial stage of the B.Ed programme.

There is significant difference between pre-service teachers from Tamil and English medium of instruction in their knowledge as at the initial stage of the B.Ed programme. The mean value of Tamil medium pre-service teachers is higher than that of the mean value of English medium pre-service teachers at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in their knowledge at the initial stage of the B.Ed programme.

There is no significant difference in the knowledge of pre-service teachers aged 20-22 years and above 20 years at the final stage of the B.Ed programme.

There is no significant difference in the knowledge of pre-service teachers from rural and urban localities at the final stage of the B.Ed programme.

There is significant difference in the knowledge of under graduate and post graduate pre-service teachers at the final stage of the B.Ed programme. The mean value of post graduate pre-service teachers is greater than that of under graduate pre-service teachers.

There is no significant difference in the knowledge of pre-service teachers majoring Physics and Chemistry at the final stage of the B.Ed programme.

There is no significant difference in the knowledge of pre-service teachers from Tamil and English medium of instruction at the final stage of the B.Ed programme.

There is no significant difference in the knowledge of pre-service teachers with and without teaching experience at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers aged 20 to 22 years and above 22 years in all aspects of teaching attitude at the initial stage of the B.Ed programme.

There is significant difference between pre-service teachers from rural and urban localities in their teaching attitude at the initial stage of the B.Ed programme. The mean value of urban pre-service teachers is greater than that of the rural pre-service teachers.

There is no significant difference between under graduate and post graduate pre-service teachers in their teaching attitude at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in their teaching attitude at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in their teaching attitude at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers with and without teaching experience in their teaching attitude at the initial stage of the B.Ed programme.

There is no significant difference in pre- service teachers aged 20 to 22 years and above 22 years all the aspects of teaching attitude at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers from rural and urban localities in their teaching attitude at the final stage of the B.Ed programme.

There is no significant difference between under graduate and post graduate pre-service teachers in their teaching attitude at the final stage of the B .Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in their teaching attitude at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in their teaching attitude at the final stage of the B.Ed programme.

There is no significant difference between pre-service teachers with or without teaching experience in their teaching attitude at the final stage of the B.Ed programme.

There is significant difference in the teaching competency of pre-service teachers aged 20 to 22 years and above 22 years at the initial stage of the B. Ed Programme.

There is significant difference between the pre-service teachers from rural and urban localities in their teaching competency at the initial stage of the B.Ed programme.

There is no significant difference in the teaching competency of under graduate and post graduate pre-service teachers at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers majoring in Physics and Chemistry in their teaching competency at the initial stage of the B.Ed programme.

There is no significant difference between pre-service teachers from Tamil and English medium of instruction in their teaching competency at the initial stage of the B. Ed Programme.

There is no significant difference between pre-service teachers with or without teaching experience in their teaching competency at the initial stage of the B. Ed Programme.

There is no significant difference in the teaching competency of pre-service teachers aged 20 to 22 years and above 22 years at the final stage of the B.Ed Programme

There is no significant difference in the teaching competency of pre-service teachers from rural and urban localities at the final stage of the B.Ed programme.

There is no significant difference in the teaching competency of undergraduate and post graduate pre-service teachers at the final stage of the B.Ed programme.

There is no significant difference in the teaching competency of pre-service teachers majoring in Physics and Chemistry at the final stage of the B.Ed programme.

There is no significant difference in the teaching competency of pre-service teachers from Tamil and English medium of instruction at the final stage of B.Ed programme.

There is no significant difference in the teaching competency of pre-service teachers with and without teaching experience at the final stage of the B.Ed programme.

DISCUSSION

Irrespective of the age group, locality, educational qualification, major subject, medium of instruction and teaching experience, B.Ed programme is effective in promoting the knowledge of pre – service teachers.

B.Ed programme provides a sound knowledge in all the core papers and optional paper and prepares the pre service teachers to be competent and mastery over their subject.

B.Ed programme is very successful in imparting the knowledge of the concepts that the teacher should know for their students' achievement, guidance, intelligence personality, and curriculum construction and so on.

B.Ed programme gives the training for both the Tamil and English medium pre service teachers to develop the characteristic potentials in each one of them. It helps the pre service teachers to adopt better approaches and operations for teaching and learning irrespective of their medium of instruction in their learning and teaching process.

B.Ed programme promotes the knowledge of pre-service teachers, in the various teaching techniques, government schemes, types of schools, individual differences, curriculum construction, different learning modes, and modules and also develops their intellectual development.

B.Ed programme plays an important role in modifying the attitude of pre service teachers towards teaching profession as a favorable one irrespective of age groups, locality, educational qualification, major subjects, medium of instruction and teaching experience.

B.Ed programme is successful in developing the teaching competency of pre service teachers towards teaching profession as a favourable one irrespective of age groups, locality, educational qualification, major subjects, medium of instruction and teaching experience

B.Ed programme makes the pre service teachers to identify the appropriate strategies and materials to improve their competency irrespective of their age in teaching science with the necessary skills. B.Ed programme is very useful in imparting various skills involved in science teaching, as interaction skills, monitoring skills, demonstration skills, motivation skills, explaining skills, stimulus variation skills, classroom management skills, mastery over the subject , evaluation and closure etc.

This reveals the fact that the B.Ed programme fulfills the need of the society which is nothing but the competent teacher with excellent communication skills and the agent of social change who encourages the discoveries and inventions in science.

In relation to the literature reviewed in the present study,Wilkes, Ron(1994) Using Shulman's Model of Pedagogical Reasoning and Action in a Pre service Program. Lee Shulman's model of pedagogical reasoning and action is related to the theory of pedagogical content knowledge .The study revealed that the student-teachers to whom the model was taught reacted to it with varying degrees of understanding and

enthusiasm and it had its own positive effects on teaching. Similarly the present study reveals that B.Ed programme has its own effectiveness in imparting the pedagogical knowledge to the pre-service teachers.

Gonca Keçeci and Fikriye Kırbag Zengin(2017) conducted a study on Observing the technological pedagogical and content knowledge levels of science teacher candidates. This study was planned to observe the technological pedagogical and content knowledge of teacher candidates. The fact that the pre- and post-study scores were significantly different in favor of the post test suggests that it is important for teacher candidates to have the opportunity to make self-evaluations. It is very important for the teacher candidates to attend the courses where they can evaluate their technology, pedagogy, and content knowledge competencies especially in their teacher training programs and to make up for their deficiencies without starting to their professional life. This is similar in the case of the present study where the post test scores shows the effectiveness of B.Ed programme in developing the pedagogical knowledge, attitude towards teaching profession and teaching competency of pre service teachers when compared with the pre test scores.

Srivastava (1982) conducted a study on Effectiveness of the Teacher Education Program. The study was a normative survey to ascertain the most desirable changes needed for making the program effective. The results showed that there is a need for immediate desired changes in the program. They were curriculum, organization of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher-educators" orientation and research facilities. The present study also aimed at finding out the strengths and weaknesses of the present B.Ed., programme an evaluation is necessary. Since the teacher education programmes are severely criticized from all sides, the researcher found out teacher education programmes are effective in developing the knowledge, attitude towards teaching profession and the teaching competency of pre-service teachers. Above all the present study revealed the present status of teacher education programme and effectiveness of the same.

EDUCATIONAL IMPLICATIONS

This study revealed that the B.Ed programme is effective in developing the knowledge, teaching attitude and teaching competency of pre-service teachers.

Whenever policy decisions regarding educational programmes are made programme evaluation like this will be helpful in making important decisions.

Even though there are many criticisms regarding the effectiveness of B.Ed programme in the society this study argues against those criticisms. Also the study clearly depicts the improvement in knowledge, attitude teaching competency of pre-service teachers because of B.Ed programme. When the schools appoint these teachers they will be able to function as effective teachers in school.

It is clear that B.Ed programme influences the cognitive, affective and psychomotor domain of pre-service teachers in order to achieve the objectives of teacher education programme.

The primary aim to take up a B.Ed programme is, to learn the art of teaching. Many of us own a wealth of knowledge but to extend or distribute the same to young learners is the challenge. To pass on knowledge from one individual teacher to a class of students is not easy. Hence, in the B.Ed Programme would be teachers are taught, how to gain attention from students so that they actively participate and learn in class. Nowadays, B.Ed Programme includes e-learning sessions, where soon-to-be teachers are taught about the use of computers and internet for benefit of their students.

During the course of a B.Ed. degree, prospective teachers are given the opportunity to walk into schools and teach students in a classroom environment. This gives real-life classroom exposure about the experience of teaching and what all challenges they could potentially face. Apart from this, the prospective teachers become confident and get to explore different teaching methods. Hence, this useful feature is offered at the time of the course itself, offering a huge benefit to the prospective teachers.

The main aim to pursue a B.Ed. programme is to learn how to teach. Many of us have a vast amount of knowledge but when it comes to imparting it to others, it is a completely different cup of tea. This is what a B.Ed. course exactly helps us to do. Hence, in the course, the prospective teachers are taught how to gain attention of the students so that they try to learn the knowledge the teachers impart.

SUGGESTIONS FOR FURTHER STUDY

1. A similar programme evaluation can be done for M.Ed programme.
2. This study can also be done for D.T.Ed course
3. This study can undertaken for the two years B.Ed / M.Ed courses to find out their effectiveness.

4. The B.Ed programme evaluation can be done in Colleges of Education districts in other districts of TamilNadu also.
5. This programme evaluation can be compared with the programmes offered by different universities in TamilNadu
6. This programme evaluation can be done for the distance learning B.Ed programme.
7. B.Ed programme evaluation can be done for openuniversity B.Ed Programme also.

CONCLUSION

This study on the effectiveness of B.Ed programme (ie) the B.Ed programme evaluation is an eye opener to all educationists, research scholars, mentors, pre- service teachers and those who want to choose teaching as their profession. The results revealed that the effectiveness of B.Ed programme on the knowledge, attitude towards teaching profession and teaching competency of pre-service teachers is good.

It can be concluded that any student from arts and science college would not become a teacher with mastery over the subject and with teaching competency without completing a B.Ed course. Teacher Education involves the three basic components skills.

Teacher education = Teaching skills + Pedagogical theory + Professional

In order to prepare teachers to be competent enough to face the challenges of the dynamic society, teacher education (ie) B.Ed programme is helpful in keeping abreast of recent developments and trends.

It is also revealed that the entire process of teacher education is very conscious in developing the knowledge of the pre-service teachers' positive attitude towards teaching profession in various aspects and brings out effective performance of all observable teacher behavior that brings about desired pupil outcome.

It can be concluded that this one year B.Ed programme itself has made a great impact on the pre- service teachers and it is understood that the two year B.Ed programme which is being introduced now by NCTE, will have a greater impact on

the knowledge, attitude and teaching competency since there exists more provision of curricular activities, practicum components, language proficiency, life skills, school experiences and knowledge about the school subjects. More provision for project works develop problem solving skills etc. Hence there is a need to have a programme evaluation in order to bring changes in various aspects of teacher education programme now and then.