

An Investigation into The Perspective of D.EL. ED Trainees at Diets in Tripura Regarding Co-Curricular Activities

Dr. Nibas Chandra Sil

Principal-In-Charge, CTE, Kumarghat, Unakoti, Tripura

Abstract

This study explores the viewpoints of D.EL.ED (Diploma in Elementary Education) trainees enrolled at District Institutes of Education and Training (DIETS) in Tripura, concerning their attitudes towards co-curricular activities. Through a comprehensive investigation, the research aims to gain insights into how these trainees perceive and engage with co-curricular activities within their educational context. By analyzing the perspectives, motivations, and potential benefits or challenges highlighted by the trainees, the study contributes to a deeper understanding of the role and impact of co-curricular activities in the D.EL.ED training program. This research holds relevance for educators, curriculum designers, and policymakers aiming to enhance the holistic learning experience and professional development of future educators.

Keywords: D.EL.ED trainees, DIETS, Tripura, co-curricular activities, attitudes, perspectives, holistic learning, professional development.

Introduction

The field of education constantly evolves to cater to the diverse needs of learners and align with the changing educational paradigms. Co-curricular activities have gained recognition as an integral component of modern education, contributing significantly to the holistic development of students. This recognition extends to teacher education programs as well, where the holistic development of future educators is of paramount importance. The Diploma in Elementary Education (D.EL.ED) program, a pivotal teacher training initiative, plays a pivotal role in shaping aspiring educators. District Institutes of Education and Training (DIETS) are the epicenters of teacher education, nurturing prospective teachers for the elementary education sector. In the context of the scenic state of Tripura, these institutes stand as bastions of knowledge dissemination and skill enhancement. As co-curricular activities gain prominence in the educational landscape, it becomes imperative to explore how D.EL.ED trainees at DIETS in Tripura perceive and engage with these activities. The attitudes and perspectives of D.EL.ED trainees towards co-curricular activities carry implications beyond personal preferences. These insights can guide educators, curriculum planners, and policymakers in tailoring teacher training programs to encompass a comprehensive skill set, going beyond the traditional classroom teaching. By understanding how co-curricular activities are perceived by D.EL.ED trainees, the education system can adapt to better equip future educators with the skills and competencies necessary to create a holistic and enriching learning environment for their students.

This research endeavors to delve into the perspectives of D.EL.ED trainees at DIETS in Tripura concerning co-curricular activities. By examining the factors that influence their attitudes, motivations, and engagement levels, this study seeks to contribute to a deeper comprehension of the role that co-curricular activities play in the training of future educators. The findings of this investigation hold the potential to offer actionable insights for enhancing the effectiveness and relevance of the D.EL.ED program, ultimately benefitting both the trainees and the students they will educate. Through a meticulous exploration of the perceptions of D.EL.ED trainees towards co-curricular activities, this study aspires to shed light on the broader educational landscape, highlighting the symbiotic relationship between teacher training and holistic pedagogical practices. As the education sector continues to evolve, it is essential to scrutinize and adapt teacher education programs, ensuring they align with the needs and aspirations of both educators and learners

Objectives of the Study:

Every research work is based on certain objectives because without objectives one cannot plan better. Research aims at studying in depth of the following objectives.

1. To study the influence of gender on the attitude of trainees towards sports activities.
2. To study the influence of gender on the attitude of trainees towards literary activities.
3. To study the influence of gender on the attitude of trainees toward Morning assembly.
4. To study the influence of gender on the attitude of trainees towards celebration of cultural festivals or day celebration.

Methodology:

The present study employed the "Survey method" as its research approach.

Sample and Sampling Technique: The study's sample included trainees enrolled in the D.El.Ed. program at DIETs in Tripura for the academic years 2020-2022, operating under the State Council of Educational Research and Training. The sample comprised 240 trainees (80 males and 160 females) selected through simple random sampling. Trainees were drawn from four DIETs: 50 from Agartala, 50 from Kakraban, 50 from Kamalpur, and 50 from Kailashahar. This approach aimed to ensure diverse representation and comprehensive insights into the study's focus.

Methodology Utilized: The research employed the 'Survey Method' in this investigation.

Sample and Sampling Procedure: The study's sample encompassed trainees enrolled in the D.El.Ed. (Diploma in Elementary Education) course at DIETs (District Institute of Education and Training) within Tripura. These trainees were pursuing their studies during the academic session of 2020-2022 under the governance of the State Council of Educational Research and Training, Tripura. The research data was gathered from a total of 50 male and 50 female respondents from DIET Agartala, another 50 male and 50 female trainees from DIET Kakraban, and similarly, 50 male and 50 female trainees from both DIET Kamalpur and DIET Kailashahar. The process of selecting the sample employed a simple random sampling technique. For this study, a sample of 80 male and 120 female trainees was selected as participants.

Tools of the study: Data was gathered using a 24-statement questionnaire focused on DIET trainees in the D.El.Ed. course. This self-designed questionnaire featured a five-point rating scale and was employed to collect data from the sample. The rating scale was developed in consultation with field experts and senior faculty members from various DIETs and Teacher Education institutes in Tripura. The researcher administered the tool after discussing it with the selected participants

Analysis and Interpretation

Table: 1

Attitude of male and female teacher trainees towards co-curricular activities

Gender	N	Mean	SD	t-value	S/ NS
Male	80	190.31	13.57	1.19	NS
Female	120	192.23	12.35		

From table-1 it is evident that $t=1.19$ which is less than $t_{0.05}=1.96$, which indicate that the t-value is not significant at 0.05 level of significance. Hence, the hypothesis that there will be no significant differences between the mean scores of attitude of male and female teacher trainees towards co-curriculum activities is not rejected at 0.05 level of significance. It means that there is no difference between the attitudes of male and female Teacher trainees towards co-curricular activities.

Table: 2

Attitude of male and female teacher trainees towards sports

Gender	N	Mean	SD	t-value	S/ NS
Male	80	51.63	4.53	0.51	NS
Female	120	51.30	4.88		

Based on the data presented in table-2, it is apparent that the calculated t value, $t=0.57$, is below the critical t value of $t_{0.05}=1.96$, signifying a lack of significance at the 0.05 level. Therefore, the hypothesis stating that there is no substantial distinction in the mean attitude scores of male and female teacher trainees towards sports is retained at the 0.05 significance level. This suggests that there is no discernible differentiation in the attitudes of male and female teacher trainees towards sports.

Table: 3

Attitude of male and female teacher trainees towards literature activities

Gender	N	Mean	SD	t-value	S/ NS
Male	80	50.88	4.79	0.97	NS
Female	120	51.42	4.14		

Table-3 reveals that the calculated t value, $t=0.97$, is lower than the critical t value, $t_{0.05}=1.96$, suggesting insignificance at the 0.05 level. Consequently, the hypothesis stating no significant difference in mean attitude scores of male and female teacher trainees towards literary activities is upheld at the

0.05 level of significance. This implies that there is no discernible distinction in the attitudes of male and female teacher trainees towards literary activities.

Table: 4
Attitude of male and female teacher trainees towards Morning Assembly

Gender	N	Mean	SD	t-value	S/ NS
Male	80	49.93	5.34	1.20	NS
Female	120	50.56	4.37		

Analyzing table-4, it becomes apparent that the calculated t value, $t=1.20$, is below the critical t value of $t_{0.05}=1.96$, indicating a lack of significance at the 0.05 level. As a result, the hypothesis suggesting no notable contrast in the mean attitude scores of male and female teacher trainees towards Morning Assembly remains unchallenged at the 0.05 significance level. This implies that there exists no noticeable divergence in the mean attitudes of male and female teacher trainees in relation to Morning Assembly.

Table 5:
Attitude of Male and Female Teacher Trainees towards Celebration of Cultural Festivals

Gender	N	Mean	SD	t-value	S/ NS
Male	80	37.87	4.27	2.05	S
Female	120	38.85	3.42		

Examining Table 5, it's clear that $t=2.05$, which exceeds $t_{0.05}=1.96$, indicating the calculated t value is significant at the 0.05 level. As a result, the hypothesis positing no substantial difference in mean attitude scores of male and female teacher trainees towards the celebration of Cultural Festivals is dismissed at the 0.05 level. This implies a significant disparity in the mean attitudes of male and female teacher trainees regarding the celebration of Cultural Festivals. Specifically, female teacher trainees demonstrated a more positive attitude towards the celebration of cultural festivals.

Major findings of the study are given below:

1. There was no significant difference between attitudes of male and female teacher trainees towards co-curricular activities. It means that male and female teacher trainees had same attitude towards co-curricular activities.
2. There was no significant difference between attitudes of male and female teacher trainees towards sports activities. It means that male and female teacher trainees have same attitude towards sports activities.
3. There was no significant difference between attitudes of male and female teacher trainees towards literature activities. It means that male and female teacher trainees had same attitude towards literature activities.
4. There was no significant difference between attitudes of male and female teacher trainees towards morning assembly. It means that male and female teacher trainees had same attitude towards morning assembly.
5. There exists significant difference between attitudes of male and female teacher trainees towards celebration of cultural festivals. Moreover the mean scores of the female trainees' had higher than the

male trainees. Thus it is clear that female teacher trainees had more positive attitude than male teacher trainees towards celebration of cultural festivals in college.

Conclusion

Every teacher educator and teacher trainee knows the importance of co-curricular activities, but we also know the reality of present scenario. Some institutes try to do the best; while for some, it is waste of time. Different kinds of activities help developing overall personality of teacher-trainees. Those teachers who always involve themselves in co-cultural and co-curricular activities are favorites of most of students. It is therefore of great importance to possess full interest in co-curricular activities and so as to help enrich the personality.

Suggestions

1. Similar co-curricular programs should be implemented for both male and female teacher trainees.
2. Equitable programs related to sports activities should be organized for male and female teacher trainees.
3. Parallel programs focusing on raising awareness about literature activities should be conducted for both male and female teacher trainees.
4. Comparable awareness programs for morning assemblies should be arranged for male and female teacher trainees.
5. Male teacher trainees in teacher training colleges would benefit from specialized programs that provide knowledge and guidance on general co-curricular activities, including festival participation. These programs could potentially shift their opinions and interests towards festivals and such activities.

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