

A STUDY OF TEACHING APTITUDE IN RELATION TO ACADEMIC ACHIEVEMENT OF DIPLOMA IN ELEMENTARY EDUCATION STUDENT TEACHERS IN ASSAM

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ABSTRACT

The Diploma in Elementary Education (D. El. Ed) is a two year diploma programme in India designed to train individuals to become primary and elementary school teachers. It ensures a strong foundation for elementary education, aligning with national guidelines like the Right to Education (RTE) Act and emphasizing holistic development. This study is to assess the teaching aptitude of prospective teachers, which is a predictor of future success in Assam those who are continuing and preparing to take the responsibilities for shaping the future of the nation. In this study, Analytic survey method is used for administering the tools and collection of data. The study revealed number of findings like i) in total group, about 1.80 percent male & 2.80 female student teachers are having excellent teaching aptitude. In Arts total group about 3.44 percent male & 1.16 female student teachers are having excellent teaching aptitude. In Science total group about no student teachers are having excellent teaching aptitude, ii) female student teachers possess high teaching aptitude in comparison to male student teachers in all three total groups, Arts and Science stream, iii) there exist significant and positive relationship between teaching aptitude and academic achievement of total group, Arts and Science stream male and female student teachers.

Key words – D. EL. Ed, student teachers, teaching aptitude, quality, teachers etc

INTRODUCTION

The Diploma in Elementary Education is a comprehensive teacher training program designed to prepare teachers for the elementary education sector, encompassing grades 1-8. It is a crucial stepping stone for aspiring teachers, equipping them with the necessary knowledge, skills and attitudes to create a supportive and engaging learning environment. SCERT Assam is conducting 2-years D. El. Ed. course through regular mode to make teachers professionally competent in bringing quality to education. The National Council for Teacher Education (NCTE) defined teacher education as a program of education, research and training of persons to teach from pre-primary to higher education level. It refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classrooms, schools and wider community. It is a program related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The International commission on Education for 21st century in its report (**Learning, The treasure within, UNESCO, 1996**) makes an excellent observation on this point when it says, the commission does not see education as a miracle cure or a magic formula opening the door to a world in which all ideals will be attained but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. The teaching profession is a vital component of any education system, and the quality of teachers play a significant role in shaping the learning experiences of students. However, there is a growing concern about the quality of teacher preparation and the suitability of student teachers for the teaching profession. This study aims to investigate the teaching aptitude and its connection with the academic achievement in D. El. Ed. programs in Assam.

RATIONALE OF THE STUDY

The success of educational system depends on the quality of teachers, if a teacher is committed, it is sure that his/her performance will be better and his/her efforts will be fruitful when she/he works in the teaching field. Teacher education institutions are catalyst to provide a wide-ranging platform for the growth and development of student

teachers. The curriculum of teacher education has undergone a sea change. Privatization, globalization and liberalization added quality components to teacher education. The private public partnership has given opportunity for value addition in this context. Teacher education is a responsible activity to address the social aspirations of elementary, middle and secondary schools. Due to commercialization of education and marketing of services of teachers, teaching requires a radical transformation. In the present context, quality teacher education becomes mandatory to compete in the global market. The factors that are inherent and acquired need to be identified and empowered for making the teacher powerful and effective. Prospective teachers can explore the hidden capacities of the students and mould their behaviour in desirable directions. In order to know the prospective teachers and their attributes a proper and systematic study in this regard is warranted.

OBJECTIVES OF THE STUDY

Following objectives were kept in focus –

- ❖ To investigate the levels of teaching aptitude of total group, Arts and Science stream male and female D. El. Ed. student teachers in Assam.
- ❖ To find out the significant difference that exists between male and female D. El. Ed. student-teachers of total group, Arts and Science stream with respect to teaching aptitude.
- ❖ To investigate the relationship between teaching aptitude and academic achievement of total group, Arts and Science student-teachers of D. El. Ed. in Assam.

HYPOTHESES OF THE STUDY

The study was designed to test the following hypotheses –

H01: There is no difference between the levels of teaching aptitude of Total group, Arts and Science stream male and female D. El. Ed. student teachers.

H02: The mean value of teaching aptitude scores of male student teachers is not different from the female student teachers in Total group, Arts and Science stream D. El. Ed. student teachers.

H03: There is no positive relationship between teaching aptitude and academic achievement of Total group, Arts and Science stream male and female D. El. Ed. student teachers.

METHODOLOGY

In the present study, Analytical Survey method was used. Both field work and document analysis were done. 200 D. El. Ed. student teachers from five different teacher preparation institutions under private management in Assam were taken as sample.

SAMPLE

The representative proportion of the population is called sample. In this study, out of fifteen private run teacher preparation institutions (D. El. Ed.), five teacher preparation institutions awarding D. El. Ed. degrees were randomly selected that comprises of 33.33% as sample institutions. Utmost care was taken to select equal number of samples keeping in view the streams (Science & Arts) of student teachers. The investigator selected 200 student teachers from five private run teacher preparation institutions offering D. El. Ed. degree in Assam.

TOOLS USED IN THE STUDY

For the present study, the investigator used the following standardized tool -

1. Teaching Aptitude Test Battery (TATB)

- By Dr. R.P. Singh and Dr. R. N. Sharma

STATISTICAL TECHNIQUES USED

The data were gathered and tabulated with the aid of the research tool already mentioned. The unprocessed raw scores were analyzed. For the analysis and interpretation of the data, descriptive & inferential statistics like mean, median, mode, skewness, kurtosis, standard deviation, correlation and percentage were computed and used. In addition to this, frequency polygons were created to display the distribution of scores for various variables.

DELIMITATION OF THE STUDY

The present Study was delimited to the followings:

- ❖ The study was delimited to the Diploma in Elementary Education (D. El. Ed.) student teachers of five Private Teacher preparation Institutions managed by the Private Organizations in Assam.
- ❖ Student Teachers enrolled in the Govt. run institutions pursuing D. El. Ed. was not covered in this study.

ANALYSIS AND INTERPRETATION OF THE DATA

The data obtained through the procedure does not serve the purpose unless it is systematically classified, tabulated and interpreted in consistent manner with the inherent meaning and scope of the problem. Tabulation denotes the recording of the classified data in quantified terms. Data obtained were tabulated as required by descriptive and inferential statistics. The obtained data have been analyzed under the following sub heads:

Objective No - 1

1.1 Levels of Teaching Aptitude of Total Group, Arts and Science stream Male and Female D. El. Ed. Student Teachers

In order to study the levels of teaching aptitude of the total group, Arts and Science stream male and female student teachers, data collected through the teaching aptitude test battery were tabulated and analyzed. Six cutting points were determined. The respondents those who scored z value +2.01 and above included in the excellent teaching aptitude category, those who scored z value between +1.26 to 2.00 included in the high teaching aptitude category, those who obtained z score between 0.51 to 1.25 included in above average aptitude category, the student teachers who scored z value between -0.50 to +0.50 placed in the average teaching aptitude, the respondents who obtained z value between -0.51 to -1.25 included in the below average and those who scored z value between -1.26 to -2.00 placed in the low teaching aptitude category. The following Table -1 shows the number and percentage of student teachers in excellent, high, above average, average, below average and low teaching aptitude category.

Table-1 Levels of Teaching Aptitude of Total Group, Male and Female D. El. Ed Student Teachers

GROUPS	CATEGORIES						N
	Low Teaching Aptitude	Below Average Teaching Aptitude	Average Teaching Aptitude	Above Average Teaching Aptitude	High Teaching Aptitude	Excellent Teaching Aptitude	
Total Group	7 (3.50)	10 (5.00)	15 (7.50)	106 (53.00)	57 (28.50)	5 (2.50)	200
Male Student Teachers	2 (3.50)	5 (8.77)	9 (15.78)	26 (45.61)	14 (24.56)	1 (1.75)	57
Female Student Teachers	6 (4.19)	5 (3.49)	6 (4.19)	79 (55.24)	43 (30.06)	4 (2.79)	143

(Numerical values given in parentheses are percentages)

The Table-1 represents that about 2.50 percent student teachers were having excellent teaching aptitude, about 28.50 percent high teaching aptitude, about 53.00 percent above average teaching aptitude, about 7.50 percent average teaching aptitude, about 5.00 percent below teaching aptitude and about 3.50 percent low teaching aptitude in total group. It indicates the quality of student teachers of our state who are given the responsibility to make the future of our nation.

The Table further indicates the level of teaching aptitude of male student teachers About 1.75 percent male student teachers were having excellent teaching aptitude, about 24.56 percent high teaching aptitude, about 45.61 percent above average teaching aptitude, about 15.78 percent average teaching aptitude, about 8.77 percent below average teaching aptitude and about 3.50 percent low teaching aptitude in male student teacher group. The Table also reveals the level of teaching aptitude of female student teachers About 2.79 percent female student teachers were having excellent teaching aptitude, about 30.06 percent high teaching aptitude, about 55.24 percent above average teaching aptitude, about 4.19 percent average teaching aptitude, about 3.49 percent below average teaching aptitude and about 4.19 percent low teaching aptitude.

1.2 Level of Teaching Aptitude of Arts Stream Total Group, Male and Female D. El. Ed. Student Teachers

TABLE-2 Levels of Teaching Aptitude of Arts Stream, Total Group, Male and Female D. El. Ed. Students Teachers

GROUPS	CATEGORIES						N
	Low Teaching Aptitude	Below Average Teaching Aptitude	Average Teaching Aptitude	Above Average Teaching Aptitude	High Teaching Aptitude	Excellent Teaching Aptitude	
Total Group	8 (4.65)	7 (4.06)	13 (7.55)	91 (52.90)	48 (27.90)	5 (2.90)	172
Male Student Teachers	2 (4.87)	3 (7.31)	7 (17.07)	17 (41.46)	11 (26.82)	1 (2.43)	41
Female Student Teachers	4 (3.05)	2 (1.52)	4 (3.05)	78 (59.54)	39 (29.77)	4 (3.05)	131

(Numerical values given in parentheses are percentages)

The Table-2, represents that about 2.90 percent student teachers were having excellent teaching aptitude, about 27.90 percent high teaching aptitude, about 52.90 percent above average teaching aptitude, about 7.55 percent average teaching aptitude, about 4.06 percent below average teaching aptitude and about 4.65 percent low teaching aptitude in total group. It indicates the quality of Arts stream student teachers who are given the responsibilities to make the future of the nation. The Table further indicates the level of teaching aptitude of Arts stream male student teachers. About 2.43 percent male student teachers were having excellent teaching aptitude, about 26.82 percent high teaching aptitude, about 41.46 percent above average teaching aptitude, about 17.07 percent average teaching aptitude about 7.31 percent below average and about 4.87 percent low teaching aptitude in Arts stream male student teacher group. The Table also reveals the level of teaching aptitude of Arts stream female student teachers. About 3.05 percent female student teachers were having excellent teaching aptitude, about 29.77 percent high teaching aptitude, about 59.54 percent above average, about 3.05 percent average teaching aptitude, about 1.52 percent below average and about 3.05 percent low teaching aptitude.

1.3 Level of Teaching Aptitude of Science Stream Total Group, Male and Female D. El. Ed. Student Teachers

Table-3
Levels of Teaching Aptitude of Science Stream Total Group, Male & Female D. El. Ed. Student Teachers

GROUPS	CATEGORIES						N
	Low Teaching Aptitude	Below Average Teaching Aptitude	Average Teaching Aptitude	Above Average Teaching Aptitude	High Teaching Aptitude	Excellent Teaching Aptitude	
Total Group	0 (0.00)	2 (7.14)	2 (7.14)	15 (53.57)	9 (32.14)	0 (0.00)	28
Male Student Teachers	0 (0.00)	1 (6.25)	2 (12.50)	10 (62.50)	3 (18.75)	0 (0.00)	16
Female Student Teachers	0 (0.00)	1 (8.33)	0 (0.00)	5 (41.66)	6 (50.00)	0 (0.00)	12

(Numerical values given in parentheses are percentages)

The Table-3 represents that 0.00 percent Science stream student teachers were having excellent teaching aptitude, about 32.10 percent high teaching aptitude, about 53.80 percent above average teaching aptitude, about 7.10 percent average, about 7.10 below average and about 0.00 percent low teaching aptitude in total group. It indicates the quality of Science stream student teachers of our state who are given the responsibility to make the future of our nation. The Table further indicates the level of teaching aptitude of Science stream male student teachers. About 0.00 percent male student teachers were having excellent teaching aptitude, about 18.75 percent high teaching aptitude, about 62.50 percent above average, about 12.50 average, about 6.25 percent below average teaching aptitude and about 0.00 percent low teaching aptitude in male science student teacher group.

The Table also reveals the level of teaching aptitude of female Science stream teachers. About 0.00 percent female student-teachers were having excellent teaching aptitude, about 50.00 percent high teaching aptitude, about 41.70 percent above average, about 0.00 average teaching aptitude, about 8.30 percent below average and about 0.00 percent low teaching aptitude.

Objective No -2 Nature of Distribution of Scores in Independent Variables

2.1 Teaching aptitude of Total Group, Male and Female D. El. Ed. Student Teachers.

Data were tabulated to investigate the nature of distribution of scores for teaching aptitude of Total D. El. Ed. student teachers. The mean, median, mode, standard deviation, skewness and kurtosis were computed for teaching aptitude and the measures were recorded in Table 4

Table-4 The Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of Teaching Aptitude For Total Group, Male & Female D. El. Ed. Student Teachers

Groups	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Total Group	200	92.46	96.00	96.00	13.68	-1.42	2.40
Male Student Teachers	57	90.10	95.00	95.00	14.47	-0.99	0.78

Female Student Teachers	143	93.22	96.00	96.00	13.83	-1.80	4.08
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Table-4 shows that the values of mean, median and mode appear to resemble for total group in case of the variable teaching aptitude. The mean, median and mode of teaching aptitude were 92.46, 96.00 and 96.00 respectively. The value of standard deviation was found to be 13.68. The values of skewness and kurtosis were -1.42 and 2.40 respectively. The above values revealed that the distribution was slightly negatively skewed and the kurtosis disclosed the fact that it was leptokurtic in nature. Table 4 shows that the mean, median, mode and standard deviation of the male student teachers were 90.10, 95.00, 95.00 and 14.47 respectively. The skewness and kurtosis values were -0.99 and 0.78 respectively. It disclosed the fact that the distribution of teaching aptitude of male student teachers was slightly negatively skewed and was of leptokurtic in nature. Similarly, the mean, median, mode and standard deviation of the female student teachers were found out to be 93.22, 96.00, 96.00 and 13.83 respectively. The skewness and kurtosis values were -1.80 and 4.08 respectively. It disclosed the fact that the distribution of teaching aptitude of female student teachers was slightly negatively skewed and was leptokurtic in nature. The negligible degree of negative skewness and kurtosis show how closely these distributions approach to normal form.

2.2 Teaching aptitude of Arts Stream Total Group, Male and Female D. El. Ed. Student Teachers.

Table-5 The Mean, Median, Mode, Standard Deviation, Skewness And Kurtosis of Teaching Aptitude For Arts Stream Total Group, Male & Female D. El. Ed. Student Teachers

Groups	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Total Group	172	92.00	94.50	96.00	14.35	-1.47	2.69
Male Student Teachers	41	89.00	92.00	102.00	15.58	-0.81	0.45
Female Student Teachers	131	94.67	96.00	96.00	11.84	-2.03	6.80

Table-5 shows that the values of mean, median and mode appear to resemble for Arts total group in case of the variable teaching aptitude. The mean, median and mode of teaching aptitude were 92.00, 94.50 and 96.00 respectively. The value of standard deviation was found to be 14.35. The values of skewness and kurtosis were -1.47 and 2.69 respectively. The above values revealed that the distribution was slightly negatively skewed and the kurtosis disclosed the fact that it was leptokurtic in nature.

Table-5 shows that the mean, median, mode and standard deviation of the Arts male student teachers were found 89.00, 92.00, 102.00 and 15.58 respectively. The skewness and kurtosis values were -0.81 and 0.45 respectively. It disclosed the fact that the distribution of teaching aptitude of Arts male student teachers was slightly negatively skewed and was leptokurtic in nature. Similarly, the mean, median, mode and standard deviation of the Arts female student teachers were found out to be 94.67, 96.00, 96.00 and 11.84 respectively. The skewness and kurtosis values were -2.03 and 6.80 respectively. It disclosed the fact that the distribution of teaching aptitude of Arts female student teachers was slightly negatively skewed and was leptokurtic in nature. The negligible degree of negative skewness and kurtosis show how closely these distributions approach to normal form.

2.3 Teaching aptitude of Science Stream Total Group, Male and Female D. El. Ed. Student Teachers.

Table-6 The Mean, Median, Mode, Standard Deviation, Skewness And Kurtosis of Teaching Aptitude For Science Stream Total Group, Male & Female D. El. Ed. Student Teachers

Groups	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Total Group	28	94.39	98.00	98.00	12.07	-2.01	3.79
Male Student Teachers	16	92.93	98.00	98.00	11.06	-1.64	2.09
Female Student Teachers	12	96.33	100.00	99.00	13.56	-2.78	8.42

Table-6 shows that the values of mean, median and mode appear to resemble for Science Total Group in case of the variable teaching aptitude. The mean, median and mode of teaching aptitude were 94.39, 98.00 and 98.00 respectively.

The value of standard deviation was found to be 12.07. The values of skewness and kurtosis were -2.01 and 3.79 respectively. The above values revealed that the distribution was slightly negatively skewed and the kurtosis disclosed the fact that it was leptokurtic in nature.

Table-6 shows that the mean, median, mode and standard deviation of the Science male student teachers were found 92.93, 98.00, 98.00 and 11.06 respectively. The skewness and kurtosis values were -1.64 and 2.09 respectively. It disclosed the fact that the distribution of teaching aptitude of Science male student teachers was slightly negatively skewed and was of leptokurtic in nature. Similarly, the mean, median, mode and standard deviation of the Science Female student teachers were found out to be 96.33, 100.00, 99.00 and 13.56 respectively. The skewness and kurtosis values were -2.78 and 8.42 respectively. It disclosed the fact that the distribution of teaching aptitude of Science female student teachers was slightly negatively skewed and was leptokurtic in nature. The negligible degree of negative skewness and kurtosis show how closely these distributions approach to normal form.

Objective No – 3

3.0 Relationship between Teaching Aptitude Score and Academic Achievement Score of Total Group, Arts Stream and Science Stream Male and Female D. El. Ed. Student Teachers

This section deals with the relationship between teaching aptitude score and academic achievement score of D. El. Ed. student teachers. The quality of input for teacher education institutions is very much dependent on teaching aptitude of student teachers. Quality of any nation building is expected from the competent and skillful teachers appointed by the state. Aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent that can enable to acquire suitable training, acquiring knowledge, skill or composite of knowledge, understanding and skills. The teaching aptitude of a teacher may also affect the job satisfaction and his responsibilities towards academic activities.

Many of the states have centralized admission procedure by conducting entrance test. The entrance tests differ by their content, nature and style. Many institutions in our country have developed their own admission procedure. For the selection of D. El. Ed. students for different teacher education institutions, the SCERT, Assam (Govt. of Assam) conducts a state level entrance test. In order to identify the competent and qualitative teachers, an attempt has been made to examine the teaching aptitude with their academic achievement in D. El. Ed. program. Students are selected both from Science and Arts streams. To know the relationship between teaching aptitude and academic achievement of total group, Arts and Science stream male and female student teachers, coefficient of correlations was computed. Teaching aptitude scores of D. El. Ed. Student teachers were correlated with the academic achievement keeping in view the streams. The results of coefficient of correlation are given in Table 7.

Table-7 Relationship between Teaching Aptitude Score and Academic Achievement Score of Total Group, Arts Stream and Science Stream Male and Female D. El. Ed. Student Teachers

Streams / Groups	Categories	Number (N)	Product moment coefficient of correlation (r)
Total Group	Total Group Student Teachers	200	r = 0.440
	Male Student Teachers	57	r = 0.537
	Female Student Teachers	143	r = 0.417
Arts	Total Group Student Teachers	172	r = 0.434
	Male Student Teachers	41	r = 0.610
	Female Student Teachers	131	r = 0.399
Science	Total Group Student Teachers	28	r = 0.359
	Male Student Teachers	16	r = 0.307
	Female Student Teachers	12	r = 0.104

Significant at 0.05 level of confidence

The Table-7 shows that in total group, male and female categories correlation coefficient ranges from 0.417 to 0.537. Similarly, correlation coefficient for different categories in Arts stream D. El. Ed student teachers ranges from 0.399 to 0.610. In Science Stream, correlation coefficient ranges from 0.104 to 0.359 and found significant for total group, male and female student teachers. The relationship between teaching aptitude score and academic achievement score

was found significant at 0.01 level of confidence for total group, Arts and Science categories of student teachers. The above result led to the rejection of null hypothesis **H₀₃** namely "There is no positive relationship between teaching aptitude and academic achievement of total group, male and female D. El. Ed. student teachers"

The correlation of coefficient between teaching aptitude score and academic achievement in Arts stream for total group, male and female student teachers found significant at 0.01 level of confidence. Hence the null hypothesis **H₀₃** namely "There is no positive relationship between teaching aptitude and academic achievement of total group, male and female Arts stream D. El. Ed. student teachers" was rejected. The correlation of coefficient between teaching aptitude score and academic achievement in Science stream for total group, male and female student teachers found significant even at 0.01 level of confidence. Hence the null hypothesis **H₀₃** namely "There is no positive relationship between teaching aptitude and academic achievement of total group, male and female Science stream D. El. Ed. student teachers" was rejected.

FINDINGS OF THE STUDY

The findings of the present study pertaining to the teaching aptitude of D. El. Ed student teachers in Assam have been presented below:

- The Study revealed that in total group about 1.75 percent male student teachers are having excellent teaching aptitude, whereas about 2.79 percent female student teachers are qualified for this group.
- About 24.60 percent male and 30.10 percent female student teachers are having high teaching aptitude in total group.
- About 45.60 percent male and 55.20 percent female student teachers are having above average teaching aptitude in total group.
- About 15.80 percent male and about 4.20 percent female student teachers are having average teaching aptitude in total group.
- About 8.80 percent male and about 3.50 percent female student teachers are having below average teaching aptitude in total group.
- About 3.50 percent male and about 4.20 percent female student teachers are having low teaching aptitude in total group.
- The Study revealed that in Arts total group about 3.44 percent male student teachers are having excellent teaching aptitude, whereas only about 1.16 percent female student teachers are qualified for this group.
- About 26.80 percent male and 29.80 percent female Arts student teachers are having high teaching aptitude.
- About 41.50 percent male and 59.50 percent female Arts student teachers are having above average teaching aptitude.
- About 17.10 percent male and about 3.10 percent female Arts student teachers are having average teaching aptitude.
- About 7.30 percent male and about 1.50 percent female Arts student teachers are having below average teaching aptitude.
- About 4.90 percent male and about 3.10 percent female Arts student teachers are having low teaching aptitude.
- The Study revealed that in Science total group about no male and female student teachers are having excellent teaching aptitude.
- About 18.75 percent male and 50.00 percent female Science student teachers are having high teaching aptitude for this group.
- About 62.50 percent male and 41.70 percent female Science student are having above average teaching aptitude teachers.
- About 12.50 percent male and about 0.00 percent female Science student teachers are having average teaching aptitude.
- About 6.25 percent male and about 8.30 percent female Science student teachers are having below average teaching aptitude.
- No male and female Science student teachers are having low teaching aptitude.
- There exists significant difference of mean in teaching aptitude between male and female D. El. Ed. student teachers in total group. The female student teachers possess better teaching aptitude than the male student teachers.
- There exists significant difference of mean in teaching aptitude between male and female Arts stream D. El. Ed. student teachers. The female student teachers possess better teaching aptitude than the male student teachers.
- There exists significant difference of mean in teaching aptitude between male and female Science stream D. El. Ed. student teachers. The female student teachers possess better teaching aptitude than the male student teachers.
- Male and female D. El. Ed. student teachers differ significantly on teaching aptitude. Female student teachers possess high teaching aptitude in comparison to male student teachers in all three total groups, Arts and Science stream.
- There exist significant and positive relationship between teaching aptitude and academic achievement of total group, male and female student teachers.

- There exist significant and positive relationship between teaching aptitude and academic achievement of total group, male and female D. El. Ed. student teachers in Arts stream.
- There exist significant and positive relationship between teaching aptitude and academic achievement of total group, male and female D. El. Ed. student teachers in Science stream.

SUGGESTIONS FOR FURTHER STUDY

Further investigations can be made on the following lines-

- ❖ The study is limited to Assam state only. It can be extended to other states of India for a comparative study.
- ❖ The study is confined to D. El. Ed. student teachers only. It may be extended to other teacher trainees like B. T. C., D. I. E. T., B. Ed., M.Ed., B. P. Ed., etc. which are new areas for research where independent variables like personality, study habits, intelligence, professional values, interest etc. may be studied.

EDUCATIONAL IMPLICATIONS

The teacher plays a vital role in imparting education and building up a healthy society towards cognitive, social, intellectual, emotional development, etc. of 21st century children. Teachers' teaching aptitude directly affects students' attitudes are in turn, influenced by their culture and belief system. Teachers' negative personal and professional behavior and poor social image are serious factors responsible for teacher's low status. For being a good teacher one not only need to be wise but also be patient and understanding. A positive attitude is a key to maintain a positive classroom environment. The primary function of teachers is to motivate the learners who are not motivated and to nurture those who are already well motivated to the task of learning. Thus, teachers' teaching aptitude is an essential component that affects the teaching learning process.

CONCLUSION

Teaching is a very respectable profession but even then, not all choose and continue towards teaching profession. Hence, we must be careful at the time of admission of prospective teachers and should select those individuals who adopt this profession as their best choice and taking it as a challenge and not as a last resort after losing in other fields of life. He/she must possess high level of teaching aptitude besides personal qualities like grooming personality, psychological information concerning child growth and development, good physical and mental health etc. The present study investigates the teaching aptitude of D. El. Ed. student teachers in the state of Assam, in relation to their gender and stream of study.

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