

Student Teachers' Perception Towards Curriculum Reform in Teacher Education Programme in Odisha

P.K. Sahoo* and Priyanka Sharma

Department of Education, University of Allahabad, Allahabad, U.P., India

*Corresponding author: pksahooald@rediffmail.com

ABSTRACT

According to NCTE document National Curriculum Framework for Teacher Education (2009), the curriculum of teacher education is broadly dealt under three areas, viz; foundation of Education, curriculum and pedagogy and school internship. The foundation of education includes learner studies, contemporary studies and educational studies. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies. According to revised norm of NCTE (2014), the curriculum of teacher Education broader focus on two years long duration of B.Ed. and M.Ed. and give emphasis on relevant learning experiences involving engagement with the field and Internship programmes. In this study the student teachers perception towards curriculum reform in various teacher Education Programme (B.Ed, M.Ed & D.El.Ed) have been studied. Population for the study is taken from Teacher Education institutions of Odisha. The sample of the study consisted of 300 students of teacher education programmes offered by RIE, Bhubaneswar (50 B.A./B.Sc. B.Ed., 50 B.Ed. and 50 M.Ed) and Radhanath IASE, Cuttack (50 D.El.Ed, 50 B.Ed and 50 M.Ed). Data were collected with the help of a questionnaire. The components of the tool consisted of different areas of curriculum, viz; Perspectives in Education, Curriculum Pedagogic studies and Practicum and school Internship. Data were analyzed descriptively. It was noticed that a large majority of M.Ed students gave high opinion about different items covering three components of curriculum. A large majority of B.Ed. and B.A./B.Sc. B.Ed. programme students gave favorable opinion about curriculum reform. Similarly, a large majority of D.El.Ed. Students expressed positive views about different areas of few teacher education curriculums. This is concluded that the curriculum reform in teacher education has been appreciated by the student teachers. Hence, appropriate steps must be taken to stabilize teacher education curriculum in view of making it more realistic and relevant to teaching learning system.

Keywords: Perception, curriculum reform

Teacher Education Curriculum is designed keeping in view the National Curriculum Framework of School Education. In the Indian context, Universalisation of Elementary Education, Right of children to free and compulsory Education Act, 2009 and Rashtriya Madhyamik Shiksha Abhiyan have demanded recruitment quality teachers for elementary education and secondary education. Reforms in teacher education focus on production of qualified and competent teachers at elementary stage as well as secondary stage. Academic and professional standards of teacher education are to be ensured through development of well planned

teacher education programme and its suitable implementation strategies. An inbuilt mechanism is to evolved to strengthen relationship between teacher education curriculum and school system. The preparatory teacher education programme will not only develop knowledge base of teachers and pedagogic competencies but also will sensitize them to solve school related problems in different context. Traditional practices of teacher education gave emphasis on some of these points. However, a comprehensive perspective of teacher development must be evolved to cater to learner specific needs and quality school education.

The curriculum framework of Teacher Education developed by NCTE, 2009, emphasised on provision of suitable curricular practices to the student teachers in various areas, such as:

- ❑ understanding children and relating to them;
- ❑ understanding self and engagement self, engagement in critical reflection and innovation by student teachers;
- ❑ engagement with subject content and its linkage with learners environment;
- ❑ development of professional skills in pedagogy and organization of various teaching learning activities inside and outside schools.

The Curriculum Framework of NCTE covered three major areas, viz; Foundations of Education, Curriculum and Pedagogy and School Internship. The NCTE Regulation, 2014, insisted on implementing National Curriculum framework of Teacher Education through longer duration of teacher education courses and accommodating various forms of integrated approaches in teacher preparation at elementary level and secondary level. The NCTE has prepared the guidelines for implementation of Integrated B.El.Ed. programme, BA.B.Ed/B.Sc.B.Ed programme, Integrated B.Ed., M.Ed. programme and other areas. It gives due emphasis on minimum credits to be earned for specific stage specific teacher education programme viz; D.El.Ed. ;B.Ed.; and M.Ed. programmes respectively. Curricular areas have been expanded and duration of B.Ed. and M.Ed. programmes have been doubled from two semesters to four semesters. The curricular practices of teacher education emphasise on prolonged internship activities in schools situated in the vicinity of teacher education institutions. The M.Ed. programme has been designed to prepare teacher educators for different stages with different areas of specializations.

Educational Technology and ICT have been included as integral component of curriculum transactions. Practicums, hands on experiences in teaching learning, field visits, projects and various kinds of group learning practices have been incorporated in curriculum transaction process. Emphasis has been led on theoretical presentations along with performance based practices in different subject areas. Creative expressions, yoga and activity based experiences have become integrated

component of teacher education curriculum. Language competencies are developed through various kinds of activities. Research skills have to be developed among would be teacher educators through dissertation work as an essential component of M.Ed. Observation skills, Interaction skills and expression skills have been emphasized in every kind of teacher education programme.

Physical education, sports yoga, art, music, dance, drama and literary expositions have become significant components of such curriculum. Teachers' qualifications have been earmarked curriculum area wise along with guidelines for basic infrastructure support for teacher education programmes.

The curriculum reform introduced by NCTE need to be assessed through exploration of experiences of stakeholders of teacher education programmes. The experienced teacher educators have presented their views regarding curriculum reform brought by NCTE. However, research on teacher education students' perceptions of curriculum reforms are considered significant in this respect. Some such studies conducted in India and abroad reveal meaningful conclusions about teacher education curriculum in general and Internship practices in specific. Parveen (2012) conducted a study on attitude of pupil teachers towards Internship and revealed that in a Sindh province of Pakistan. The Principals and pupil-teachers showed positive attitude towards internship. Majority of pupil-teachers agreed that internship programme was effective and useful for them. Most of them agreed that the internship activities provided them opportunities for planning and delivery of lessons. However, they believed that the programme failed for enable them to critically reflect on their teaching practices.

A study was conducted by Singh (2013) on attitude of student teachers towards internship. Gender and locality had no significant effect on their attitude. Panda & Nayak (2014) studied about different problems faced by students-teachers during internship. A large majority of students reported about problems like management of students, time-management, maintaining discipline and designing curricular and co-curricular activities. Chennat (2014) did a comparative study of internship programmes in India, Canada, and Finland. She highlighted that a set criteria be adopted for selection of mentor

teachers, proper orientation of subject-teachers in assessing the pupil-teachers, maintaining proper co-ordination, peer observation and reflective practices. Kumar (2016) reported about effect of gender of pupil-teachers on their attitude towards internship as a part of B.Ed internship. The female pupil-teachers from different streams showed more positive attitude towards internship than that of their male counterparts. There was significant interaction effect of gender, stream and qualification on pupil-teachers, attitude towards internship programme. Commenting on problems of implementation of NCTE regulation, 2014 on teacher education programme Kothari (2017) was apprehensive about Internship programme, availability, supervision of Internship activities, time management, balancing theory courses and practicum etc. He was critical about human resource support to carry out activities as per NCTE. Norm. He stated about downfall of system in terms non-availability of teachers education institutions and suggested for retrieving to one-year B.Ed. programme without internship. Of course, his observation were not supported by any empirical research.

So far no study has been conducted on implementation of new teacher education curriculum. The present study intends to explore teacher education students' perception towards reforms in the context of different programme background. Since a drastic step has been taken by NCTE to introduce reform in teacher education with major emphasis on Internship and practicum this is imperative to explore student teachers perception about such reform. It is presumed that the reputed teacher educations having exposures to such reform provide meaningful curricular experiences to student teachers. Hence, empirical evidences gathered from student teachers of reputed teacher education institutions like RIEs and IASES will provide relevant feedback about new curriculum.

Objectives of the Study

1. To explore the student teachers perception towards curriculum reform in teacher education programme at B.Ed. level;
2. To explore the student teachers perception towards curriculum reform in teacher education programme at B.A./B.Sc B.Ed level;

3. To explore the student teachers perception towards curriculum reform in teacher education programme at D.El.Ed level; and
4. To explore the student teachers perception towards curriculum reform in teacher education programme at M.Ed level.

Delimitations of the Study

This study is delimited student teachers of B.Ed., M.Ed., D.El.Ed. and B.A./B.Sc. B.Ed. programmes conducted in reputed teacher education institutions of Odisha state like Regional Institute of Education and IASEs.

Methods and Procedures of the Study

The method of the study was descriptive survey method was used to conduct the study. The population for the study covered all the students of B.Ed., M.Ed., D.El.Ed. and B.A./B.Sc. B.Ed. programmes offered in the Government institutions of Teacher Education of Odisha. The sample of the study was drawn from two reputed institutions of odisha viz; Regional Institute of Education, Bhubaneswar and Radhanath Institute of Advanced studies in Education, Cuttack. The quota sampling technique was used in the present study. The sample of the study consisted of 300 students of teacher education programmes offered by RIE, Bhubaneswar, (50 B.A./B.Sc. B.Ed., 50 B.Ed. and 50 M.Ed.) and Radhanath IASE, Cuttack ,(50 D.El. Ed., 50 B.Ed. and 50 M.Ed.).The Researchers used self -made questionnaire for the study. Data were analysed with the help of percentages.

Analysis and Interpretation of Data

The analysis and interpretation of the study have been stated objective wise in the following tables.

It can be noticed from Table 1 that a large majority of the B.Ed sample respondents (84-89%) expressed positive opinion on the curriculum dimension of Perspectives in Education. It was noticed that almost all student teachers (89%) agreed on the foundation courses on Educational theory, aims of education and teaching and learning help student teachers to understand theoretical background of education. Besides a very large number of student teachers (86-88%) agreed on teaching foundation areas develop understanding of education discipline ; the

Table 1: B.Ed student Teachers' perception towards the curriculum reform in Teacher Education Programme (in percentage)

Sl. No.	Item	Agree	Disagree	Not decided	Total %
Theory courses					
Perspectives In Education:					
1	The foundation courses on education theory, aims of education etc help student teachers to understand theoretical background of education.	89 (89%)	8 (8%)	3 (3%)	100
2	Foundation courses provide in depth study of processes of child development and learning concepts and perspectives in education.	76(76%)	20(20%)	4(4%)	100
3	The theory courses engaging students in autobiographical notes give opportunities for reflection on educational problems.	80(80%)	9(9%)	11(11%)	100
4	The courses on language communication, critical and creative thinking are useful for performing teaching activities.	87(87%)	7(7%)	6(6%)	100
5	Indian constitution, human rights and environment education develop sociological understanding of teachers.	78(78%)	12(12%)	10(10%)	100
6	Skills pertaining to ICT and Educational technology integrated in various courses contribute to develop teaching competency of student teachers.	75(75%)	20(20%)	5(5%)	100
7	Reflections on short field studies in a variety of contexts encourage linkage of ground reality with theoretical understanding.	84(84%)	10(10%)	6(6%)	100
8	The students observation and interaction with children and teachers in a range of settings help student teachers to clarify the educational needs and problems of children very well.	88(88%)	7(7%)	5(5%)	100
9	Teaching of foundation areas develop understanding of education discipline.	86(86%)	7(7%)	7(7%)	100
10	Educational studies facilitate pupil –teachers to learn key concepts and principles related to Secondary school teaching.	78(78%)	16(16%)	6(6%)	100
Curriculum and pedagogic studies:					
11	The Pedagogic courses provides opportunities to integrate subject knowledge with experiences of teaching in schools.	88(88%)	11(11%)	1(1%)	100
12	Basic knowledge about school subjects provide sound base for teaching in schools.	81(81%)	18(18%)	1(1%)	100
13	Student teachers specializing in teaching different school subjects give major emphasis on in-depth study of own branch of study in science or Arts simultaneously.	76(76%)	17(17%)	7(7%)	100
14	Language courses develop communicative capabilities of the language in which students teach.	84(84%)	13(13%)	3(3%)	100
15	ICT courses provide opportunities for the development of expressive and receptive capacities of students by using ICT.	80(80%)	11(11%)	9(9%)	100
16	Self development, performing arts and languages are useful in development of teachers personality.	88(88%)	5(5%)	7(7%)	100
Practicum and school internship:					
17	School internship help student teachers learn and enhance their professional role in real school situation	85(85%)	13(13%)	2(2%)	100
18	A minimum of 20 weeks of internship in school during the course enables student teachers to critically reflect on school practices.	83(83%)	11(11%)	6(6%)	100
19	Students teachers are engaged at upper primary and secondary / senior secondary classes to deal with both levels of teaching effectively.	84(84%)	12(12%)	4(4%)	100
20	Visits to innovative centers of pedagogy and learning innovative schools, educational centers and teaching-learning centers develop acquaintances of student teachers with ideal institutional system	79(79%)	18(18%)	3(3%)	100
21	The schools provide full co-operation for practice teaching activities.	87(87%)	12(12%)	1(1%)	100

courses on language, communication, critical and creative thinking are useful for performing teaching activities; and student observation and interaction with children and teachers in a range of settings help student teachers to clarify the educational needs and problems of children very well.

Table 1 also reveals that a large majority of B.Ed sample respondents (88%) expressed positive opinion on the curriculum dimension of Curriculum and pedagogic studies. Besides a large number of students (88%) agreed on the Pedagogic courses provides opportunities to integrate subject knowledge with experiences of teaching in schools and Self development, performing arts and languages were found useful in development of teachers personality.

Table 1 also reveals that a large majority of B.Ed sample respondents (85-87%) expressed positive opinion on Practicum and School internship. Besides a very large number of student teachers (85%) agreed on School internship in teaching to help student teachers learn and enhance their professional role in real school situation. They agreed that the schools provided full co-operation for practice teaching activities.

As a whole a large majority of respondents expressed positive opinion on all the dimensions of curriculum reforms of B.Ed programmes as stated in Table 1.

It can be noticed from Table 2 that a large majority of the B.A./B.Sc.B.Ed. sample respondents (86-90%) expressed positive opinion on the curriculum dimension of Perspectives of Education. It was noticed that almost all student teachers (90%) agree on the student observation and interaction with children and teachers in a range of settings helped student teachers to understand the educational needs and problems of children very well Besides, a very large number of student teachers (86%) agree on the foundation courses on education theory, aims of education etc helped student teachers to understand theoretical background of education. They agreed that Educational studies facilitated student-teachers to learn key concepts and principles related t secondary school teaching.

Table 2 also reveals that a large majority of B.A./B.Sc.B.Ed. sample respondents expressed (84%) positive opinion on the curriculum dimension of

curriculum and pedagogic studies. Besides a very large number student teachers (84%) agreed on the study of pedagogic studies on own B.Sc./B.A level subjects was useful to link subject knowledge with pedagogic principles and experience of teaching in schools. They agreed on self-development, performing arts and languages activities were useful in development of teacher's personality.

Table 2 also reveals that almost all of the of B.A./B.Sc.B.Ed. sample respondents expressed (94-96%) positive opinion on the curriculum dimension Practicum and school Internship. It was noticed that almost all students (96%) agreed on a minimum of 20 weeks of internship in school during the course enables student teachers to reflect on school practices. They agreed that Integrated course students getting opportunity for practicum in the 3rd year and fourth year of the programme were useful to develop teaching competencies in own subject areas.

As a whole a large majority of respondents expressed positive opinion on all the dimensions of curriculum reforms of B.A. B.Ed./B.Sc.B.Ed. programmes as stated in Table 2.

It can be noticed from Table 3 that almost all DE.EI.Ed sample respondents (96%) expressed positive opinion on the curriculum dimension of theory courses. It was noticed that almost all student teachers (96%) agree on the foundation courses, discipline-based courses and curriculum and pedagogic courses are essential to develop theoretical understanding of the students and Perspectives or foundation courses to provide in depth study of processes of child development and learning concepts and perspectives in education and also on the compulsory courses with focus on pedagogic approaches in language, mathematics and environmental studies at primary stage are essential for every elementary teachers.

Table 3 also reveals that a almost all DE.EI.ED sample respondents (96%) expressed positive opinion on the curriculum dimension of Practicum. Besides a vast number of student teachers (96%) agreed on the practicum components were appropriate to build connections between theory observation and classroom teaching.

Table 3 also reveals that almost all of DE.EI.Ed. sample respondents (96-98%) expressed positive

Table 2: B.A./B.ScB.Ed. student Teachers perception towards the curriculum reform in Teacher Education Programme (in percentage)

Sl. No.	Item	Agree	Disagree	Not decided	Total %
Theory courses					
Perspectives In Education:					
1	The foundation courses on education theory, aims of education etc help student teachers to understand theoretical background of education.	43 (86%)	6(12%)	1(2%)	100
2	Division of basic and advanced level foundation courses are relevant to the integrated programme students background.	40(80%)	6(12%)	4(8%)	100
3	Foundation courses provide in depth study of processes of child development and learning concepts and perspectives in education.	36(72%)	7(14%)	7(14%)	100
4	The theory courses engaging students in autobiographical notes give opportunities for reflection on educational problems.	42(84%)	2(4%)	6(12%)	100
5	The courses on language, communication ,critical and creative thinking are useful for performing teaching activities very well.	37(74%)	5(10%)	8(16%)	100
6	Indian constitution, human rights and environment education develop sociological understanding of teachers preparation.	35(70%)	7(14%)	8(16%)	100
7	Skills pertaining to ICT and Educational technology integrated in various courses contribute to develop teaching competency of student teachers.	40(80%)	5(10%)	5(10%)	100
8	Reflections on short field studies in a variety of contexts encourage linkage of ground reality with theoretical understanding.	41(82%)	7(14%)	2(4%)	100
9	The students observation and interaction with children and teachers in a range of settings help student teachers to clarify the educational needs and problems of children very well.	45(90%)	4(8%)	1(2%)	100
10	Teaching of foundation area develop understanding of education discipline.	40(80%)	5(10%)	5(10%)	100
11	Educational studies facilitate student teachers to learn key concepts and principles related to Secondary school teaching .	43(86%)	2(4%)	5(10%)	100
Curriculum and pedagogic studies:					
12	Study of pedagogic studies on own B.Sc/B.A level subjects is useful to link subject knowledge with pedagogic principles of teaching in schools..	42(84%)	3(6%)	5(10%)	100
13	The Pedagogic courses provides opportunities to integrate subject knowledge with of teaching experiences in schools.	35(70%)	2(4%)	13(26%)	100
14	Basic knowledge about school subjects provide sound base for teaching in schools.	39(78%)	5(10%)	6(12%)	100
15	Student teachers specializing in teaching different school subjects give major emphasis on in-depth study of own branch of study in science or Arts simultaneously.	31(62%)	9(18%)	10(20%)	100
16	Language courses develop communicative capabilities of the language in which they teach.	40(80%)	4(8%)	6(12%)	100
17	ICT courses provide opportunities for the development of expressive and receptive capacities of students by using ICT.	40(80%)	5(10%)	5(10%)	100
18	Self-development, performing arts and languages are useful in development of teachers personality.	42(84%)	2(4%)	6(12%)	100
Practicum and school internship:					
19	School internship help student teachers learn and enhance their professional role in real school situation	40(80%)	5(10%)	5(10%)	100
20	Integrated course students getting opportunity for practicum in the 3 rd year and fourth year of the programme are useful to develop teaching competencies in own subject areas.	47(94%)	2(4%)	1(2%)	100

21	A minimum of 20 weeks of internship in school during the course enables student teachers to critically reflect on school practices.	48(96%)	0(0%)	2(4%)	100
22	Students teachers engaged at upper primary and secondary classes to deal with both levels of teaching effectively.	41(82%)	7(14%)	2(4%)	100
23	Visits to innovative centers pedagogy and learning innovative schools, educational centers and teaching-learning centers develop acquaintances of student teachers with ideal institutional system.	35(70%)	12(24%)	3(6%)	100
24	The schools provide full co-operation for practice teaching activities.	45(90%)	1(2%)	4(8%)	100

Table 3: D.El.Ed student Teachers perception towards the curriculum reform in Teacher Education Programme (in percentage)

Sl. No.	Item	Agree	Disagree	Not decided	Total %
Theory courses					
1	The foundation courses, discipline-based courses and curriculum and pedagogic courses are essential to develop theoretical understanding of the students.	48(96%)	1(2%)	1(2%)	100
2	The theory courses including assignments and projects encourage learner centric teaching-learning.	47(94%)	3(6%)	0(0%)	100
3	The theory and practicum courses is well balanced in the Curriculum.	45(90%)	4(8%)	1(2%)	100
4	Foundation courses provide in depth study of processes of child development and learning concepts and perspectives in education.	48(96%)	1(2%)	1(2%)	100
5	Curriculum and pedagogic studies develop core teaching perspectives and skills specific to the teaching of children between ages of 6 to 14 years.	47(94%)	1(2%)	2(4%)	100
6	The compulsory courses with focus on pedagogic approaches in language, mathematics and environmental studies at primary stage are essential for every elementary teachers.	48(96%)	1(2%)	1(2%)	100
7	Optional Courses focusing on the language ,mathematics natural science and social science for specialization in one subject are appropriate for teaching at upper primary stage.	45(90%)	3(6%)	2(4%)	100
8	The discipline –based course enrich student –teachers knowledge–base in the concerned discipline.	46(92%)	4(8%)	0(0%)	100
Practicum:					
9	Field engagement give opportunities to acquire professional skills of student teachers.	46(92%)	4(8%)	0(0%)	100
10	Field study is useful for development of capacities in craft arts, work and education of student teachers.	45(90%)	3(6%)	2(4%)	100
11	The practicum components are appropriate to build connections between theory observation and classroom teaching.	48(96%)	1(2%)	1(2%)	100
School internship:					
12	Varied opportunities for students teachers of engagement with school children in real situations improve management skills of student teachers.	48(96%)	1(2%)	1(2%)	100
13	Engagement of student –teachers with schools enhances their experience to deal with ground reality.	47(94%)	1(2%)	2(4%)	100
14	Sustained engagement of student teachers with learners and the school is useful to develop experiential learning of student teachers.	45(90%)	4(8%)	1(2%)	100
15	Visits to innovative centers of pedagogy and learning innovative schools, educational centers and teaching-learning centers develop acquaintances of student teachers with ideal institutional system.	44(88%)	4(8%)	2(4%)	100

16	A minimum of 20 weeks of internship in school during the course enables student teachers to critically reflect on school practices.	45(90%)	1(2%)	4(8%)	100
17	Internship dedicated to classroom observation during first year help student teachers to be well prepared for the practicals at primary school stage.	49(98%)	1(2%)	0(0%)	100
18	Regular classroom observation by student teachers is useful for teaching lessons preparation.	47(94%)	1(2%)	2(4%)	100
19	Student teachers engaged in teaching at primary and upper primary levels make them efficient to deal with both the levels of elementary education.	47(94%)	1(2%)	2(4%)	100
20	Student teacher getting opportunities to teach in government and private schools help them understand their role in different management situations effectively.	48(96%)	2(4%)	0(0%)	100
21	Field work and practice teaching related activities of student teachers are useful to develop teaching competencies among student teachers.	47(94%)	1(2%)	2(4%)	100
22	The schools provide full co-operation for practice teaching activities.	48(96%)	1(2%)	1(2%)	100

opinion on the curriculum dimension of school internship. Besides, a vast number of elementary student teachers (98%) agreed on Internship dedicated to classroom observation during first year help student teachers to be well prepared for the practical. They agreed that varied opportunities for students teachers of engagement with school children in real situations improved management skills of student teachers and student teachers getting opportunities to teach in government and private schools helped them understand their role in different management situations and also agree that the schools provided full co-operation for practice teaching activities and internship activities.

As a whole a large majority of respondents expressed positive opinion on all the dimensions of curriculum reforms of D.El.Ed. programmes as stated in Table 3.

It can be noticed from Table-4 that a large majority of the M.Ed sample respondents (84-87%) expressed positive opinion on the curriculum dimension of Theory courses. It was noticed that a vast majority student teachers (84%) agree on Dissertation work develops research skills of PG students. Besides, a very large number of student teachers (87%) agreed that on skills pertaining to ICT integrated in various courses contributed to develop teaching competency of student teachers.

Table 4 also reveals that a large majority of M.Ed. sample respondents expressed (85-87%) positive opinion on the dimension of practicum. Besides

a very large number student teachers (87%) agree on the Field-based activities develop reflective thinking of student teachers on educational issues. The practicum programme contributed to understand the ground reality at school stage as well as at teacher education level; (85%) student teachers agreed that on Yoga education as an integral part of the curriculum was useful for personality development of students. They agreed that organization of workshops, practicum activities, projects and seminars enhanced professional skills and understanding of the students.

Table 4 also reveals that a large majority of M.Ed. sample respondents expressed (89%) positive opinion on the curriculum dimension Internship. It was noticed that almost all student teachers (89%) agree on Engaging students in different levels of teacher education institutions help students to establish linkage of ground reality with theoretical courses and 84% Engaging students in different levels of teacher education institutions help students to establish linkage of theory with the ground reality.

As a whole a large majority of respondents expressed positive opinion on all the dimensions of curriculum reforms of M.Ed. programmes as stated in Table 4.

CONCLUSION

The students of teacher education programmes are considered as major stakeholders. Their views on

Table 4: M.Ed student Teachers perception towards the curriculum reform in Teacher Education Programme (in percentage)

Sl. No.	Item	Agree	Disagree	Not decided	Total %
Theory courses					
1	The curriculum provide a suitable platform to would be teacher educators for study of theory courses of education Perspectives courses, teacher educational research, self-development and school related experiences.	79(79%)	13(13%)	8%(8%)	100
2	Perspectives courses in the area of philosophy education, Sociology history, political economy of education and psychology of education develop theoretical background education discipline.	78(78%)	13(13%)	9(9%)	100
3	Critical reflection on gender, childhood, disability and marginalization in relation to education are suitable to meet the masters degree level objectives..	73(73%)	16(16%)	11(11%)	100
4	The programme enable the students to work towards inclusive classroom environments and education.	80(80%)	9(9%)	11(11%)	100
5	Research tools in basic and advance level education research methods develop proper understanding on different areas of educational research.	75(75%)	12(12%)	13(13%)	100
6	Division of basic and advanced level foundation courses are relevant to the background of PG level students.	74(74%)	10(10%)	16(16%)	100
7	Foundation courses provide in depth study of processes of child development and learning concepts.	81(81%)	7(7%)	12(12%)	100
8	Dissertation work develop research skills among PG students.	84(84%)	9(9%)	7(7%)	100
9	ICT skills integrated in various courses contribute to develop teaching competency of student teachers.	87(87%)	9(9%)	4(4%)	100
10	The specialization in one of the school stages (elementary or secondary level) enable student teachers to focus on needs and requirements of specific teacher education programme at elementary or secondary level.	79(79%)	10(10%)	11(11%)	100
Practicum:					
11	Organization of workshops, practicum activities, projects and seminars enhance professional skills of the students.	85(85%)	10(10%)	5(5%)	100
12	The field based activities contribute to understand the ground reality at school stage as well as at teacher education level.	87(87%)	5(5%)	8(8%)	100
13	Exposure to real school situation develop reflective thinking of students on educational issues.	87(87%)	3(3%)	10(10%)	100
14	School based attachments provide enough opportunities for organising student centered learning activities.	79(79%)	10(10%)	11(11%)	100
15	Study of specialization area develop in-depth understanding of teacher education concerning the specific course.	82(82%)	9(9%)	9(9%)	100
16	Yoga education as an integral part of the curriculum is useful for personality development of students	85(85%)	10(10%)	5(5%)	100
Internship:					
17	Engaging students in different levels of teacher education institutions help students to establish linkage of theory with the ground reality.	84(84%)	9(9%)	7(7%)	100
18	Engaging students in different levels of teacher education institutions help students to establish linkage of ground reality with theoretical courses.	89(89%)	4(4%)	7(7%)	100
19	Dissertation in specialised area at elementary/secondary level develop problem solving skills among the M.Ed. students.	83(83%)	9(9%)	8(8%)	100

different components of revised teacher education curriculum reveal encouraging results of curriculum reform introduced by N.C.T.E. Cutting across different stages of teacher education the students of two leading institutes of teacher education in Odisha expressed very high opinion about different components of curriculum. The perspectives in Education dimension of curriculum has been viewed with significance of theoretical understanding of education discipline, its interdisciplinary nature; aims and objectives of the discipline and its relevance in teacher development. Besides the courses on language and communication, curriculum transaction and students participatory exercises in teaching learning system have been very well appreciated by the respondent's student teachers. As a significant feature of teacher education curriculum at M.Ed. stage research oriented skills have been well accommodated in the curriculum. The respondents have given high opinion about dissertation work as an integral component of curriculum. Similarly at M.Ed. level, integration of ICT and Educational Technology with various courses contributed to develop teaching competency of would be teacher educators. The B.A.B.Ed./B.Sc.B.Ed. students gave high opinion about the activities focusing on interaction of student teachers with school children and teachers. It helped them to understand the educational needs and problems of children. In other words, theoretical background of education has been strengthened by curricular inputs provided through interaction mode, ICT supported activities, observation, project practices etc.

The second dimension of teacher education highlighting curriculum and pedagogic studies at B.A.B.Ed./B.Sc.B.Ed. and D.El.Ed. programmes have been highly appreciated by student teachers of different institutions. They also expressed positive opinion about integrating subject knowledge with school level teaching practices, Especially, the B.A.B.Ed. and B.Sc.B.Ed. students appreciated the study of discipline based knowledge in Science and Arts integrated with teaching subjects at school level. As a special feature Personality development activities, performing arts and languages including yoga have been highly appreciated by the student teachers. The M.Ed. students gave positive opinion on the practicum's and teacher education component of curriculum. They stated about field based

activities developing reflective thinking of student teachers on educational issues. The practicum programme contributed to understand the ground reality at school stage. Group learning activities contributed to development of professional skills and understanding of students.

The school internship activities have been treated as a special feature of new curriculum framework. Very large number of student teachers at B.Ed, B.A.B.Ed and B.Sc .B.Ed and D.El.Ed. have agreed that professional role of would be teachers is very much realized in school situation. Teaching competency development practices are developed in real school environment. The M.Ed. students expressed that their theoretical understanding was very well linked with the practices of teacher education institutions through internship activities. The student teachers were satisfied with co-operation from the schools as well as teacher education institutions for internship activities. As a whole, the curriculum reform in teacher education introduced by NCTE, 2014 has been appreciated by the reputed institutions of teacher education in Odisha state. It is concluded that from students' perspective teacher education reforms have been valued with high weightage. The empirical studies may be extended to different levels of teacher education institutions in the country with coverage of other groups of stakeholders like teacher educators and educational planners, administrators and policymakers.

REFERENCES

- Chennat, S. 2014. Internship in pre-service teacher education programme A global perspective, *International Journal of Research in Applied, Natural and Social Science*, 2(11): 2321-8851; 2347-4580.
- Kothari, R.G. 2017. Restructuring Teacher Education: Rationale & Risks, *MIER Journal of Educational studies, Trends & Practices*, 7(2): 0976-8203.
- Kumar, Ashok 2016. Attitude of pupil teachers towards internship as a part of B.Ed curriculum in relation to gender, stream and academic qualification, *International Journal of Engineering Science and Computing*, 6(7), xxxx xxxx©2016 IJESC.
- NCTE 2009. Curriculum Framework for Teacher Education, New Delhi.
- NCTE. 2014. Gazette of India. New Delhi: NCTE.
- Panda, S. and Nayak, N.R. 2014. Problems of student teacher during internship programme: Issues and concerns, *International Journals of Humanities, Arts Medicine and Science*, 2(8): 2348-0521.

Parveen, S. and Mirza, N. 2012. Internship programme in Education: Effectiveness problems and prospects, *International Journal of Learning & Development*, 2(1): 2164-4063.

Singh, H. 2012. A Critical Appraisal of NCTE Norms and Regulations for Quality Assurance in Teachers Educations. (Unpublished D.Lit. Thesis, CCS University, Meerut).

Singh, P. 2013. Attitudes of B.Ed students towards internship as a part of B.Ed curriculum. (Unpublished M.Ed dissertation, University of Jammu, 2013).

The Gazette of India, 2009. Right of Children to Free and Compulsory Education Act, 2009. New Delhi.

The Gazette of India, 2014. Right of Children to Free and Compulsory Education Act, 2009. New Delhi.

