Student Teachers Perception towards the Restructuring of Teacher Education Programmes

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ABSTRACT

According to revised norm of NCTE (2014), the structure of teacher education programmes were revised on different dimensions. It insisted on two years long duration of B.Ed. and M.Ed. and gave emphasis on gaining learning experiences in composite institutions. It also dealt with introduction of four year integrated B.EI.Ed and B.A.B.Ed. and B.Sc.B.Ed. programmes. At masters degree level it introduced B.Ed.M.Ed. integrated programme and brought the entire teacher education system into fold of Higher Education. The present study has focused on exploring views of student teachers towards curriculum reform in various teacher Education Programmes. Population for the study covered all the Teacher Education institutions of Odisha. The sample of the study consisted of 200 students of two teacher education Institution of Odisha such as RIE, Bhubaneswar, (40 B.A./B.Sc. B.Ed., 35 B.Ed. and 20 M.Ed.) and Radhanath IASE, Cuttack, (50 D.EI.Ed., 35 B.Ed. and 20 M.Ed.). The Researchers used self-made questionnaire for data collection of the study. Data were collected with the help of a questionnaire. The components of the tool consisted of different areas of reforms such as duration, composite institution eligibility, time table, teaching strategies, teacher and learner centered activities, project and assignment activities, evaluation and assessment of teacher education Institution. Data were analyzed descriptively. It was noticed that a large majority of M.Ed students gave high opinion about different items covering components of reform in teacher education. A large majority of B.Ed. and B.A.B.Ed./B.Sc. B.Ed. programme students gave favorable opinion about time duration. This is concluded that as a whole the student teachers perception towards restructuring of teacher education programme is favorable but critical on some point. As a whole, the teacher education students have expressed positive opinion about structural reforms in teacher education introduced as per NCTE regulation, 2014. The opinion of student teachers are supportive to strengthening reform in the teacher education institutions of Odisha state.

Keywords: Programmes, teacher education, Odisha state, NCTE, learning experiences

Indian system of teacher education has been revamped after implementation of NCTE Regulation, 2014. The pre-service teacher education programme has been designed to develop professional competencies of student teachers. It aims at acquainting them with school based situations in different context. The holistic perspective of teacher education has been developed to cater to meet the expectations of quality school education in India. The major focus of teacher education remains on development of professional qualities and competencies among persons who have aptitudes for teaching.

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.

NCTE has highlighted the process dimension of above areas of curriculum do develop professionalism among student teachers of different stages of school system. It insisted on longer duration of each programme and a holistic perspective of teacher education programme. Therefore NCTE regulation prescribed 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 elementary level teacher education and secondary level teacher education programme. Different specialization incorporated like educational administration management, specialisation educational technology etc. Educational Technology and ICT have been included as integral component of curriculum transactions in all kinds of teacher education programmes. Practicum, 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. Different practical orientation like on Physical education, sports yoga, art, music, dance, drama and literary

expositions have been added as essential component of curriculum. Hence teacher educators with academic background in such areas have to be recruited besides pedagogy and perspectives of education background. Major focus is led on upgrading the status of teacher education to higher education. Hence, programme like Bachelor of Elementary Education, M.Ed. Elementary Education integrated and integrated B.Ed and M.Ed have been emphasised in the new regulation.

The structural reform in Teacher Education introduced by NCTE need to be linked with the needs and aspirations of student teachers, working teachers and teacher educators. The students' reactions towards such reforms are considered significant in this respect. Researches conducted in India reveal meaningful findings about structural reform in teacher education curriculum. Sushma (2014) found no significant difference in the attitude of government, aided and unaided teacher educators attitude towards two years B.Ed. Programme. Barua (2015) Study on quality of public and private funded B.Ed. programme in northern region revealed favourable response of students towards learning enhancement through 2 years B.Ed programme. Public-Funded trainees from rural background, and economically weaker sections of society had favourable perception regarding learning enhancement. Public-funded Institutions students expressed more favourable perception than that of their private funded institution counter parts.

Nataraja R. (2016) studied the attitude of teacher trainees towards two year B.Ed. programme and their future in selected B.Ed. colleges of Hassan city, Karnataka. He found that most of the student teachers opinion was that two year B.Ed. programme was not favourable. However, they agreed that the teacher trainees' competencies will improve by two years programme. And they will have good hope for their future / job security. Commenting on problems of implementation of NCTE regulation, 2014 on teacher education programme. Adhikary (2017) found that the teacher trainees showed a mixed perception towards the two-year B.Ed programme in Assam. The greater percentage of the sample trainees were dissatisfied with the curriculum distribution of the two-year B.Ed program. Some of them stated that there was more theoretical of the two-year B.Ed programme. The papers included in

the second year of the course was more complex. The teacher education as an optional paper is point of dissatisfaction for most of them, they suggested that teacher education it should be the core paper of B.Ed programme in Assam. So far no major study has been conducted on structural reform of teacher education in a comprehensive form. In this context, Sahoo and Sharma (2018) conducted study on" Student teachers' perception towards curriculum reform in teacher education programme in Odisha. It was concluded by Sahoo and Sharma 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.

The present study intends to explore student teachers perception towards structural reforms in the context of different programme background. It is presumed that the students of reputed teacher education institutions having exposures to such reform will provide sound feedback about the reform in teacher education. Hence, empirical evidences gathered from student teachers of reputed teacher education institutions like RIEs and IASE of Odisha state will provide data on success of new structure of Teacher Education in the state.

Objectives of the Study

1. To study the perception of student teachers towards different dimensions of structural reform in Teacher Education such as: duration, eligibility,time table, teaching strategies, teacher centric activities, learner centred activities,project of teacher education programmes, assessment & evaluation and teacher education institution.

2. To compare the perception of student teachers of D.El.Ed, B.Ed, B.A/B.Sc. B.Ed. and M.Ed. programmes towards different structural reforms in Teacher Education dimensionwise.

Delimitations of the Study

This study is delimited to student teachers enrolled in D.El.Ed., B.Ed., B.A./B.Sc. B.Ed., and M.Ed. programmes conducted in reputed teacher education institutions of Odisha state like Regional Institute of Education, Bhubaneswar and Radha Nath Institute of Advanced Study in Education, Cuttack.

Methods and Procedures of the Study

Descriptive survey method was used to conduct the study. The population for the study covered all the students of D.El.Ed., B.Ed., B.A./B.Sc. B.Ed., and M.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 200 students of teacher education programmes offered by RIE, Bhubaneswar, (40 B.A./B.Sc. B.Ed., 35 B.Ed. and 20 M.Ed.) and Radhanath IASE, Cuttack, (50 D.El.Ed., 35 B.Ed. and 20 M.Ed.). The Researchers used self-made questionnaire for data collection of the study. Data were analysed with the help of percentages.

Analysis and Interpretation of Data

The analysis and interpretation of the study have been presented in the table 1.

It can be noticed from Table 1 that a large majority of D.El.Ed. & M.Ed. students (95-96%) agreed that the duration of two year B.Ed. and M.Ed. programme are more comprehensive to deal theoretical and practical components of teacher education, while 64 to 65% B.Ed and B.A./B.Sc./B.Ed. students agreed on this point. Similarly, majority (57-94%) of students of B.Ed, B.AB.Ed, BSc.B.Ed. and M.Ed. students agreed on major attraction of students towards B.A./B.Ed./B.Sc B.Ed. teacher Education programme. A large chunk of students of these courses except B.Ed. (78-93%) favoured increased duration which did justice to cover content of respective programmes. However, only a half strength of B.Ed. programme agreed on this point. The enhancement of duration of B.Ed. and M.Ed. programme and introduction of integrated B.Ed. programme have been appreciated by a large majority of students respondents. On the contrary, a sizable strength of B.Ed. students (29 to 46%) did not appreciate the above reforms in teacher education. It indicates that the reforms concerning increased duration have been well appreciated by a huge majority of all the teacher education programmes, where as a just majority of B.Ed. students agreed on these items. As a whole, it can be observed that majority students of different teacher education programmes (74 to 78%) expressed

Table 1: Teacher Education Students perception towards the Duration of Teacher Education Programmes

Duration:	D.El.Ed.				B.Ed.				B.A./B.Sc.B.Ed.				M.Ed.				GT	
	A	Dis.	NA	T	A	Dis.	NA	T	A	Dis.	NA	T	A	Dis.	NA	T	A	Dis.	NA	Tot
Two year B.Ed and M.Ed programme are more comprehensive to deal theoretical and practical components of teacher education.	47 (94%)	1 (2%)	2 (4%)	50 (100%)	45 (64.2%)	20 (28.5%)	5 (7.1%)	70 (100%)	26 (65%)	8 (20%)	6 (15%)	40 (100%)	38 (95%)	1 (2.5)	1 (2.5%)	40 (100%)	156 (78%)	30 (15%)	14 (7%)	200
Candidates are attracted towards :- BA/B.Sc B.Ed teacher education program.	47 (94%)	2 (4%)	1 (2%)	50 (100%)	40 (57.14%)	20 (28.5%)	10 (14.28%)	70 (100%)	32 (80%)	0 (0%)	8 (20%)	40 (100%)	32 (80%)	0 (0%)	8 (20%)	40 (100%)	152 (76%)	22 (11%)	27 (13%)	200
Increased time duration of different programmes do justice to course contents to be covered by teacher educators.	45 (90%)	4 (8%)	1 (2%)	50 (100%)	35 (50%)	32 (45.71%)	3 (4.2%)	70 (100%)	31 (77.5%)	8 (20%)	1 (2.5%)	40 (100%)	37 (92.5%)	2 (5%)	1 (2.5%)	40 (100%)	148 (74%)	47 (23%)	6 (3%)	200

Table 2: Teacher Education Student perception towards Composite Institution eligibility of Teacher Education Programmes

Composite Institution Eligibility	D.El.Ed.				B.Ed.				B.A./B.Sc.B.Ed				M.Ed.				GT			
	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis	NA	tot
Promote interaction between basic disciplines with teacher education programme	47 (94%)	1 (2%)	2 (4%)	50	43 (61.42%)	25 (35.71%)	2 (2.85%)	70	33 (82.5%)	2 (5%)	5 (12.5%)	40	36 (90%)	1 (2.5%)	3 (7.5%)	40	159 (79.5%)	29 (14.5%)	12 (6%)	200
Easy to promote integrated courses like BA/B.Sc., B.Ed. program in the institution.	48 (96%)	1 (2%)	1 (2%)	50	36 (51.42%)	30 (42.85%)	4 (5.71%)	70	33 (82.5%)	6 (15%)	1 (2.5%)	40	39 (97.5%)	0 (0%)	1 (2.5%)	40	156 (78%)	37 (18.5%)	7 (3.5%)	200
Sharing of academic resources become feasible.	46 (92%)	3 (6%)	1 (2%)	50	35 (50%)	32 (45.71%)	3 (4.2%)	70	34 (85%)	2 (5%)	4 (10%)	40	34 (85%)	2 (5%)	4 (10%)	40	149 (74.5%)	39 (19.5%)	12 (6%)	200
Sharing of teachers resources become feasible.	46 (92%)	4 (8%)	0 (0%)	50	38 (54.28%)	30 (42.85%)	2 (2.85%)	70	32 (80%)	2 (5%)	6 (15%)	40	31 (77.5%)	3 (7.5%)	7 (17.5%)	40	147 (73.5%)	39 (19.5%)	14 (7%)	200
Teacher Education being upgraded to higher education through composite institutes.	44 (88%)	4 (8%)	2 (4%)	50	37 (52.85%)	32 (45.71%)	1 (1.42%)	70	29 (72.5%)	5 (12.5%)	6 (15%)	40	39 (97.5%)	0 (0%)	1 (2.5%)	40	149 (74.5%)	41 (20.5%)	10 (5%)	200

favourable opinion about reform on extended duration of teacher education programmes, with an exception to B.Ed. students perception. A significant strength of B.Ed students expressed reservation about two year duration.

It can be noticed from Table 2 that a huge majority of D.El.Ed., B.A B.Ed./B.Sc. B.Ed. and M.Ed (90-94%) agreed that composite Institution system promoted interaction between basic discipline with teacher education programme. Also 61% of B.Ed students agreed on this. Almost all (96-97%) student teachers agreed that they found it easy to promote integrated courses like BA.B.Sc B.Ed. program in the composite institutions. Similarly, 85 to 92% students of different teacher education programmes, except B.Ed. agreed that sharing of teachers resources become feasible in the composite institutions. It was also noticed that very large majority (88-97%) of students of these programmes agreed that teacher education being upgraded to higher education through composite institutions was a commendable matter. The status of teacher education as a professional programme can get due recognition because of higher education. While above expressions were made by a large majority of students, (74 to 84%) of different programmes, a sizable number of B.Ed students (36-45%) were critical about these points in the context of composite institution provision for B.Ed. programme.

It can be noticed from Table 3 that a large majority of D.El.Ed., B.A. B.Ed./B.Sc. B.Ed. and M.Ed programme respondents (80-94%) agreed that enough time was allotted to cover each and every area of curriculum. On the contrary, only average number (50%) of B.Ed students agreed on this point. However, a vast majority of students from all the programmes except B.Ed. (85-94%) expressed that the present course structure was too vast to be covered within a time limit. Similarly a large majority of students of different teacher education programmes (88-95%) expressed that the calendar for all the activities to be organized in the two academic years was very much useful of course, Only 50 percent students of B.Ed. programme were favouring this statement. It can be noticed further that a majority of student teachers (53-96%) cutting across different teacher education programmes background, agreed that proper time allotment was made for school internship in the concerned of

programme. Proper arrangement was made for the internship as well as other school based activities of the programme. Proper time allotment was done to the other co-curricular activities like arts, music, drama yoga education. Proper time was allotted for each and every subject covering optional and theory courses and Semester system reduced the burden of course requirement.

As a whole, it can be said that the increased course duration was appreciated by a large majority of D.El.Ed., B.A./B.Sc./B.Ed. and M.Ed. students (76 to 85%) from the point of coverage of courses, optional courses, theory courses, co-curricular activities and Internship. They also agreed that the course content was quite bulky to be covered within prescribed time i.e. in spite of increase of course duration. On the contrary, a large chunk of B.Ed. Students (29 to 46 percent) were critical about different provisions concerning time table of teacher education programme.

It can be noticed from Table 4 that, majority of students (90-95%) of all the teacher education programmes, except B.Ed. agreed that various methods like case studies, discussions session method used during teaching made the programmes learner centric. However, (57.1%) of B.Ed. student agreed on this point. Similarly, (92 to 96%) student teachers from all the courses except B.Ed. agreed that teacher observational the activities of the students helped in providing feedback to student. A large majority of student teachers (92 to 95%) agreed that opportunities for reflective thinking was promoted through various course activities. Also majority of (60-96%) student teachers agreed that use of both inductive as well as deductive methods of teaching helped clarification of theory paper contents. Teachers applied various constructive approaches to develop divergent thinking among students. Workshops were organized to develop interpersonal relationship among student teachers. It was also noticed that majority of students (90-92%) expressed about student group based learning were used for development of teaching skills. A large number of (60-94%) student teachers agreed that in Micro-teaching practice were well organized to develop various skills of teaching among trainees. A large number of (57-90%) student teachers agreed that in micro-teaching practice proper time allotment were done to develop each skill. It can

Table 3: Teacher Education Student perception towards Time table of Teacher Education Programmes

Time-Table	D.El.Ed.				B.Ed.				B.A./B.Sc.B.Ed.				M.Ed.				GT			
	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	DIS	NA	tot
Enough time is allotted to cover each and every area of curriculum.	45 (90%)	3 (6%)	2 (4%)	50	35 (50%)	32 (45.71%)	3 (4.2%)	70	32 (80%)	7 (17.5%)	1 (2.5%)	40	35 (87.5%)	3 (7.5%)	2 (5%)	40	147 (73.5%)	45 (22.5%)	8 (4%)	200
Present course structure is too vast to cover the entire syllabus within a time limit.	47 (94%)	2 (4%)	1 (2%)	50	35 (50%)	30 (42.85%)	5 (7.14%)	70	34 (85%)	6 (15%)	0 (0%)	40	37 (92.5%)	2 (5%)	1 (2.5%)	40	153 (76.5%)	40 (20%)	7 (3.5%)	200
A calendar for all the activities to be organized in the two year academic programme is very much useful.	44 (88%)	4 (8%)	2 (4%)	50	35 (50%)	23 (32.85%)	12 (17.14%)	70	35 (87.5%)	2 (5%)	3 (7.5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	152 (76%)	30 (15%)	18 (9%)	200
Proper time allotment is made for school internship in the concerned of the programmes	48 (96%)	1 (2%)	1 (2%)	50	37 (52.85%)	32 (45.71%)	1 (1.42%)	70	35 (87.5%)	4 (10%)	1 (2.5%)	40	35 (87.5%)	4 (10%)	1 (2.5%)	40	155 (77.5%)	41 (20.5%)	4 (2%)	200
Proper arrangements is made for the internship as well as other school based activities of the programme.	47 (94%)	1 (2%)	2 (4%)	50	40 (57.14%)	20 (28.5%)	10 (14.28%)	70	34 (85%)	4 (10%)	2 (5%)	40	38 (95%)	2 (5%)	0 (0%)	40	159 (79.5%)	27 (13.5%)	14 (7%)	200
Proper time allotment is done to the other co-curricular activities like arts ,music, drama, yoga education.	45 (90%)	4 (8%)	1 (2%)	50	48 (68.57%)	20 (28.5%)	2 (2.85%)	70	32 (80%)	6 (15%)	2 (5%)	40	32 (80%)	6 (15%)	2 (5%)	40	157 (78.5%)	36 (18%)	7 (3.5%)	200
Proper time is allotted for each and every subject covering optional and theory courses.	44 (88%)	4 (8%)	2 (4%)	50	44 (62.85%)	22 (31.42%)	4 (5.71%)	70	33 (82.5%)	5 (12.5%)	2 (5%)	40	33 (82.5%)	2(5%)	5 (12.5%)	40	154 (77%)	33 (16.5%)	13 (6.5%)	200
Semester system reduce the burden of course requirement.	45 (90%)	1 (2%)	4 (8%)	50	42 (60%)	20 (28.5%)	8 (11.4%)	70	29 (72.5%)	8 (20%)	3 (7.5%)	40	35 (87.5%)	3 (7.5%)	2 (5%)	40	151 (75.5%)	32 (16%)	17 (8.5%)	200
Enough time is provided to cover different area of curriculum.	49 (98%)	1 (2%)	0 (0%)	50	45 (64.28%)	15 (21.42%)	10 (14.28%)	70	27 (67.5%)	12 (30%)	1 (2.5%)	40	29 (72.5%)	10 (25%)	1 (2.5%)	40	150 (75%)	38 (19%)	12 (6%)	200

Table 4: Teacher Education students perception towards Teaching strategies of Teacher Education Programmes

Teaching-Strategies	D.El.Ed.				B.Ed.				B.A./B.Sc.B.Ed.				M.Ed.				GT			
	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	tot
Various methods like case studies, discussions session method while teaching make the programme learner centric.	47 (94%)	1 (2%)	2 (4%)	50	40 (57.14%)	15 (21.42%)	15 (21.42%)	70	38 (95%)	2 (5%)	0 (0%)	Total	36 (90%)	2 (5%)	2 (5%)	40	161 (80.5%)	20 (10%)	19 (9.5%)	200
Teacher observational the activities of the students help in providing feedback to student.	48 (96%)	0 (0%)	2 (4%)	50	40 (57.14%)	20 (28.5%)	10 (14.28%)	70	37 (92.5%)	2 (5%)	1 (2.5%)	200	37 (92.5%)	2 (5%)	1 (2.5%)	40	162 (81%)	24 (12%)	14 (7%)	200
Opportunities for reflective thinking is promoted course activities through various.	47 (94%)	1 (2%)	2 (4%)	50	45 (64.28%)	14 (20%)	11 (15.71%)	70	38 (95%)	0 (0%)	2 (5%)	200	37 (92.5%)	1 (2.5%)	2 (5%)	40	167 (83.5%)	16 (8%)	17 (8.5%)	200
Use of both inductive as well as deductive methods of teaching help clarification of theory paper contents.	48 (96%)	1 (2%)	1 (2%)	50	42 (60%)	20 (28.5%)	8 (11.4%)	70	34 (85%)	2 (5%)	4 (10%)	200	34 (85%)	2 (5%)	4 (10%)	40	158 (79%)	25 (12.5%)	17 (8.5%)	200
Teachers apply various constructive approaches to develop divergent thinking among students.	48 (96%)	1 (2%)	1 (2%)	50	48 (68.57%)	20 (28.5%)	2 (2.85%)	70	35 (87.5%)	3 (7.5%)	2 (5%)	200	38 (95%)	1 (2.5%)	1 (2.5%)	40	169 (84.5%)	25 (12.5%)	6 (3%)	200
Workshop areorganized to develop interpersonal relationship among students teachers.	47 (94%)	3 (6%)	0 (0%)	50	44 (62.85%)	23 (4.2%)	3 (4.2%)	70	35 (87.5%)	4 (10%)	1 (2.5%)	40	35 (87.5%)	4 (10%)	1 (2.5%)	40	161 (80.5%)	34 (17%)	5 (2.5%)	200
Student group based learning are used for development of teaching skills.	45 (90%)	4 (8%)	1 (2%)	50	41 (58.57%)	20 (28.5%)	9 (12.85%)	70	36 (90%)	2 (5%)	2 (5%)	40	37 (92.5%)	2 (5%)	1 (2.5%)	40	159 (79.5%)	28 (14%)	13 (6.5%)	200
In micro-teaching practices are well organized to develop teaching competencies.	47 (94%)	2 (4%)	1 (2%)	50	42 (60%)	20 (28.5%)	8 (11.4%)	70	37 (92.5%)	3 (7.5%)	0 (0%)	40	37 (92.5%)	1 (2.5%)	2 (5%)	40	163 (81.5%)	26 (13%)	11 (5.5%)	200
Micro-teaching practice are well organized to develop various skills of teaching in students.	47 (94%)	1 (2%)	2 (4%)	50	44 (62.85%)	22 (2.85%)	4 (5.71%)	70	34 (85%)	5 (12.5%)	1 (2.5%)	40	34 (85%)	1 (2.5%)	5 (12.5%)	40	159 (79.5%)	29 (14.5%)	12 (6%)	200
In Micro-teaching practiceproper time allotment are given to each skills.	45 (90%)	3 (6%)	2 (4%)	50	40 (57.14%)	22 (2.85%)	8 (11.4%)	70	33 (82.5%)	4 (10%)	3 (7.5%)	40	33 (82.5%)	4 (10%)	3 (7.5%)	40	151 (75.5%)	33 (16.5%)	16 (8%)	200

also be commented that a sizable member of B.Ed students (20 to 32%) did not agree on process dimension items covering teaching strategies during two year of B.Ed. programme. In general, 76 to 85% percent of total sample students expressed positive opinion about teaching strategies.

It can be noticed from Table 5 that very large majority of student teachers from D.El.Ed.,BA.B.Ed./B. Sc.B.Ed. and M.Ed. students (82.5 to 95%) agreed that teachers were allotted theory papers accordance to their specialization in the subject area. In the case of B.Ed. only 64.28% students agreed on this point. It can also be noticed that 90-92% student teachers from D.El.Ed. & M.Ed. agreed that team teaching was encouraged to provide opportunities for exposure to expertise in different fields.61.42 to 72.5% B.Ed and B.A/B.Sc B.Ed students expressed agreement on this point. A sizable number (24.2%) of B.Ed. students did not agree on this point. A huge number of (76-95%) student teachers from D.El.Ed,B. Ed. and M.Ed. programmes agreed that various ICT based teaching methods were used for interactive teaching learning process. 60% B.Ed. D.El.Ed. and B.Ed. students agreed on this point. A large majority of (64 to 96%) student teachers from agreed that the overall learning of the students were assessed through participation of teachers and learners .It was found that 64 to 74 % B.Ed. and B.A.B.Ed./ B.Sc. B.Ed. students who agreed on this point. Getting opportunities to develop skills in their specialization area and teachers providing sound environment for learning was appreciated by 95 to 96% D.El.Ed. and M.Ed. students. 62 to 73% B.Ed and B.A. B.Ed./B. Sc B.Ed student agreed on this. It was also noticed that 75 to 96 percent student of M.Ed. and D.El.Ed. agreed about teachers provided sound environment for learning. Only 67% B.Ed. students agreed on this point. A sizable number of (17.5-18.5%) B.Ed students did not agreed on this point. In all total 77 to 80 percent of total students expressed positive views about teacher centred practices in different teacher education programmes.

It can be noticed from Table 6 that 90 to 95 percent student teachers agreed about enough resources were provided for self-study by the student teachers. Majority B.Ed students (70%) agreed on this point A huge majority of student teachers (90 to 98%) from all the courses except B.Ed. agreed that collaborative learning among themselves was encouraged, where

as 58.5% B.Ed students agreed on this. Similarly 88 to 95% student teachers from all the courses except B.Ed. agreed that enough resources support was provided for practice teaching, 64.2% B.Ed. students agreed on this point. A large majority of (82-96%) student teachers from all the programmes agreed that due importance was given to teach each and every optional paper; teacher solved the student problems in teaching learning process; students performed all the activities timely; full-time participation in the course study was encouraged; Innovative knowledge was gained in the field of education. Due importance was given to each and every subject to be covered in the semester system. As a whole, it can be commented that structural reforms in teacher education concerning learner centric activities have gone well among large majority (77 to 82%) students of different teacher education programmes. However,around 21 to 29% B.Ed. students gave negative remarks about this component.

It can be noticed from Table 7 that majority (85-90%) of student teacher respondents from agreed all the programmes except B.Ed that school teachers organised events for students like guest lectures and colloquium. Majority B.Ed (62%) students agreed on this point. It was also noticed that 85 to 96% student teachers from different courses agreed about assignments were given to student timely; and and teachers allotted research project to students to their interest in different specialization area. Similarly; almost all (95-96%) of the student teachers agreed that teacher providing grades/marks served as professional feedback. They felt it provided the opportunity to improve their performances. It was revealed by 87 to 90% student teachers that their participation in the workshop were appreciable and they were actively involved in the projects and assignments. As a whole, a large majority of student teachers from different courses (77 to 82%) expressed positive views about this component of reforms in teacher education. But a sizable number (28-32%) of B.Ed students did not agree on the above components.

It can be noticed that from Table 8 that a large majority of student teachers except B.Ed.(82-92%) agreed that continuous internal assessment as an integral part of curriculum was an encouraging step. 57% B.Ed students agreed on this point. It was

Table 5: Teacher Education Students perception towards Teacher centric activities of Teacher Education Programmes

Teacher Activities	D.El.Ed.				B.Ed.				B.A./B.Sc.B.Ed.				M.Ed.				GT			
	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	Tot
Teachers are allotted theory paper accordance to their specialization in the subject area.	45 (90%)	1 (2%)	4 (8%)	50	45 (64.28%)	15 (21.42%)	10 (14.28%)	70	33 (82.5%)	4 (10%)	3 (7.5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	161 (80.5%)	21 (10.5%)	18 (9%)	200
Team teaching is encouraged to provide opportunities for exposure to expertise in different fields.	46 (92%)	4 (8%)	0 (0%)	50	43 (61.42%)	17 (24.28%)	10 (14.28%)	70	29 (72.5%)	10 (25%)	1 (2.5%)	40	36 (90%)	4 (10%)	0 (0%)	40	154 (77%)	35 (17.5%)	11 (5.5%)	200
Various ICT based teaching methods are used for interactive teaching learning process.	45 (90%)	3 (6%)	2 (4%)	50	42 (60%)	20 (28.5%)	8 (11.4%)	70	31 (77.5%)	8 (20%)	1 (2.5)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	156 (78%)	32 (16%)	12 (6%)	200
The overall learning of the students are assessed through participation of teachers and learners.	48 (96%)	1 (2%)	1 (2%)	50	45 (64.28%)	15 (21.42%)	10 (14.28%)	70	28 (70%)	9 (22.5%)	3 (7.5%)	40	33 (82.5%)	4 (10%)	3 (7.5%)	40	154 (77%)	29 (14.5%)	17 (8.5%)	200
Students get opportunities to develop skills in their specialization area.	48 (96%)	1 (2%)	1 (2%)	50	44 (62.85%)	15 (21.42%)	11 (15.71%)	70	29 (72.5%)	9 (22.5%)	2 (5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	159 (79.5%)	26 (13%)	15 (7.5%)	200
Teacher provides sound environment for learning.	48 (96%)	1 (2%)	1 (2%)	50	47 (67.14%)	13 (18.57%)	10 (14.28%)	70	30 (75%)	7 (17.5%)	3 (7.5%)	40	36 (90%)	3 (7.5%)	1 (2.5%)	40	161 (80.5%)	24 (12%)	15 (7.5%)	200
Teacher appreciates students ideas in teaching -learning process.	47 (94%)	1 (2%)	2 (4%)	50	46 (65.71%)	12 (17.14%)	12 (17.14%)	70	30 (75%)	6 (15%)	4 (10%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	161 (80.5%)	20 (10%)	19 (9.5%)	200
Teacher engages student in the learning process by effective methods of teaching.	45 (90%)	4 (8%)	1 (2%)	50	41 (58.57%)	19 (27.14%)	10 (14.28%)	70	29 (72.5%)	6 (15%)	5 (12.5%)	40	30 (75%)	5 (12.5%)	5 (12.5%)	40	145 (72.5%)	35 (17.5%)	20 (10%)	200

Table 6: Teacher Education Students perception towards Learner centred activities of Teacher Education Programmes

Learner Centred Activities	D.El.Ed. A	Dis.	NA	N	B.Ed. A	Dis.	NA	N	B.A./B.Sc.B.Ed. A	Dis.	NA	N	M.Ed. A	Dis.	NA	N	GT A	Dis.	NA	Tot
Enough resources are provided for self-study.	45 (90%)	1 (2%)	4 (8%)	50	49 (70%)	20 (28.5%)	1 (1.42%)	70	32 (80%)	6 (15%)	2 (5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	164 (82%)	28 (14%)	8 (4%)	200
Collaborative learning is encouraged.	49 (98%)	1 (2%)	0 (0%)	50	41 (58.57%)	19 (27.14%)	10 (14.28%)	70	36 (90%)	3 (7.5%)	1 (2.5%)	40	36 (90%)	3 (7.5%)	1 (2.5%)	40	162 (81%)	26 (13%)	12 (6%)	200
Enough resources support is provided for practice teaching.	47 (94%)	1 (2%)	2 (4%)	50	45 (64.28%)	15 (21.42%)	10 (14.28%)	70	35 (87.5%)	4 (10%)	1 (2.5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	165 (82.5%)	21 (10.5%)	14 (7%)	200
Due importance given to teach each and every optional paper.	47 (94%)	1 (2%)	2 (4%)	50	42 (60%)	28 (40%)	0 (0%)	70	33 (82.5%)	5 (12.5%)	2 (5%)	40	33 (82.5%)	2 (5%)	5 (12.5%)	40	155 (77.5%)	36 (18%)	9 (4.5%)	200
Teacher solve the students problems in teaching-learning process.	48 (96%)	2 (4%)	0 (0%)	50	43 (61.42%)	20 (28.5%)	7 (%)	70	35 (87.5%)	4 (10%)	1 (2.5%)	40	35 (87.5%)	4 (10%)	1 (2.5%)	40	161 (80.5%)	30 (15%)	9 (4.5%)	200
Students perform all the activities timely.	47 (94%)	1 (2%)	2 (4%)	50	40 (57.14%)	15 (21.42%)	5 (7.14%)	70	36 (90%)	3 (7.5%)	1 (2.5%)	40	36 (90%)	1 (2.5%)	3 (7.5%)	40	159 (79.5%)	20 (10%)	21 (10.5%)	200
Full-time participation in the course study.	48 (96%)	1 (2%)	1 (2%)	50	40 (57.14%)	20 (28.5%)	10 (14.28%)	70	34 (85%)	4 (10%)	2 (5%)	40	34 (85%)	4 (10%)	2 (5%)	40	154 (77%)	29 (14.5%)	17 (8.5%)	200
Innovative knowledge is gain in the field of education.	48 (96%)	1 (2%)	1 (2%)	50	45 (64.28%)	14 (5.71%)	11 (15.71%)	70	32 (80%)	7 (17.5%)	1 (2.5%)	40	32 (80%)	1 (2.5%)	7 (17.5%)	40	157 (78.5%)	23 (11.5%)	20 (10%)	200
Due importance given to each and every subject is possible in the semester system	48 (96%)	1 (2%)	1 (2%)	50	42 (60%)	20 (28.5%)	8 (11.4%)	70	33 (82.5%)	6 (15%)	1 (2.5%)	40	34 (85%)	2 (5%)	4 (10%)	40	157 (78.5%)	29 (14.5%)	14 (7%)	200

Table 7: Teacher Education Students perception towards the Projects and Assignment activities

Projects and Assignment	D.El.Ed.				B.Ed.				B.A./B.Sc.B.Ed.				M.Ed.				GT			
	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis	NA	Tot
School teachers organized events for students like guest lectures and organizing colloquium.	45 (90%)	4 (8%)	1 (2%)	50	44 (62.85%)	23 (32.8%)	3 (4.2%)	70	34 (85%)	4 (10%)	2 (5%)	40	34 (85%)	2 (5%)	4 (10%)	40	157 (78.5%)	33 (16.5%)	10 (5%)	200
Assignments are given to students timely.	48 (96%)	1 (2%)	1 (2%)	50	41 (58.57%)	20 (28.5%)	9 (12.85%)	70	34 (85%)	5 (12.5%)	1 (2.5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	161 (80.5%)	27 (13.5%)	12 (6%)	200
Teacher allot research project to students to their interest in different specialization area.	47 (94%)	1 (2%)	2 (4%)	50	42 (60%)	20 (28.5%)	8 (11.4%)	70	32 (80%)	6 (15%)	2 (5%)	40	37 (92.5%)	2 (5%)	1 (2.5%)	40	158 (79%)	29 (14.5%)	13 (6.5%)	200
Teacher provides grades/marks as part of professional feedback so that they get the opportunity to improve their performance.	48 (96%)	1 (2%)	1 (2%)	50	44 (62.85%)	22 (32.42%)	4 (5.71%)	70	33 (82.5%)	5 (12.5%)	2 (5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	163 (81.5%)	29 (14.5%)	8 (4%)	200
Students participation in the workshops are appreciable.	45 (90%)	3 (6%)	2 (4%)	50	40 (57.14%)	22 (31.42%)	8 (11.4%)	70	35 (87.5%)	4 (10%)	1 (2.5%)	40	35 (87.5%)	4 (10%)	1 (2.5%)	40	155 (77.5%)	33 (16.5%)	12 (6%)	200
Students actively involved in the projects and assignments.	46 (92%)	4 (8%)	0 (0%)	50	48 (68.57%)	20 (28.5%)	2 (2.85%)	70	35 (87.5%)	3 (7.5%)	2 (5%)	40	35 (87.5%)	2 (2.5%)	3 (7.5%)	40	164 (82%)	29 (14.5%)	7 (3.5%)	200

Table 8: Teacher Education Students perception towards the Assessment & Evaluation of Students Performance

Assessment & Evaluation	D.El.Ed.				B.Ed.				B.A./B.Sc.B.Ed.				M.Ed.				GT			
	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis	NA	Tot
Continuous internal assessment is an integral part of curriculum.	46 (92%)	4 (8%)	0 (0%)	50	40 (57.14%)	20 (28.5%)	10 (14.28%)	70	33 (82.5%)	5 (12.5%)	2(5%)	40	37 (92.5%)	2 (2.5%)	1 (2.5%)	40	156 (78%)	31 (15.5%)	13 (6.5%)	200
High weightage is given to practice teaching.	45 (90%)	3 (6%)	2 (4%)	50	48 (68.57%)	20 (28.5%)	2 (2.85%)	70	33 (82.5%)	4 (10%)	3 (7.5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	164 (82%)	28 (14%)	8 (4%)	200
Teachers evaluate individual and group assignments continuously.	48 (96%)	1 (2%)	1 (2%)	50	44 (62.85%)	22 (2.85%)	4 (5.71%)	70	33 (82.5%)	3 (7.5%)	4 (10%)	40	36 (90%)	3 (7.5%)	1 (2.5%)	40	161 (80.5%)	29 (14.5%)	10 (5%)	200
Teachers evaluate the entire course of engagement of the learner with field work as well as project work.	47 (94%)	1 (2%)	2 (4%)	50	42 (60%)	20 (28.5%)	8 (11.4%)	70	33 (82.5%)	6 (15%)	1 (2.5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	160 (80%)	28 (14%)	12 (6%)	200
There is enough scope for teachers to provide feedback for practice teaching.	48 (96%)	1 (2%)	1 (2%)	50	45 (64.28%)	15 (21.42%)	10 (14.28%)	70	32 (80%)	6 (15%)	2(5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	163 (81.5%)	23 (11.5%)	14 (7%)	200
There is enough scope for teachers to provide feedback for Internship.	47 (94%)	1 (2%)	2 (4%)	50	43 (61.42%)	17 (24.28%)	10 (14.28%)	70	35 (87.5%)	4 (10%)	1 (2.5%)	40	35 (87.5%)	4 (10%)	1 (2.5%)	40	160 (80%)	26 (13%)	14 (7%)	200
Grading system encourage proper evaluation of learners progress in studies.	45 (90%)	4 (8%)	1 (2%)	50	42 (60%)	20 (28.5%)	8 (11.4%)	70	32 (80%)	6 (15%)	2 (5%)	40	32 (80%)	2 (5%)	6 (15%)	40	151 (75.5%)	32 (16%)	17 (8.5%)	200
Credit system provide flexible opportunities to study different courses as per learners choice.	44 (88%)	4 (8%)	2 (4%)	50	45 (64.28%)	15 (21.42%)	10 (14.28%)	70	33 (82.5%)	4 (10%)	3 (7.5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	160 (80%)	24 (12%)	16 (8%)	200

Table 9: Teacher Education Students perception towards Assessment of Teacher Education Institutions of Teacher Education

Assessment of Teacher Education Institutions	D.El.Ed.				B.Ed.				B.A./B.Sc.B.Ed.				M.Ed.				GT			
	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis.	NA	N	A	Dis	NA	Tot
Institution emphasises on assessment of own programmes as per norm of N.C.T.E	49 (98%)	1 (2%)	0 (0%)	50	42 (60%)	20 (28.5%)	8 (11.4%)	70	34 (85%)	4 (10%)	2 (5%)	40	34 (85%)	2 (5%)	4 (10%)	40	159 (79.5%)	27 (13.5%)	14 (7%)	200
The Institution quality assessed by NAAC is of high esteem.	47 (94%)	1 (2%)	2 (4%)	50	45 (64.28%)	15 (21.42%)	10 (14.28%)	70	35 (87.5%)	3 (7.5%)	2 (5%)	40	38 (95%)	1 (2.5%)	1 (2.5%)	40	165 (82.5%)	20 (10%)	15 (7.5%)	200
Institution gets registration on TeachR web portal to project its own performance.	47 (94%)	1 (2%)	2 (4%)	50	44 (62.85%)	15 (21.42%)	11 (15.71%)	70	36 (90%)	3 (7.5%)	1 (2.5%)	40	36 (90%)	1 (2.5%)	3 (7.5%)	40	163 (81.5%)	20 (10%)	17 (8.5%)	200
The institution welcomes the self-evaluation procedures to enhance quality.	48 (96%)	1 (2%)	1 (2%)	50	47 (67.14%)	13 (18.57%)	10 (14.28%)	70	34 (85%)	3 (7.5%)	3 (7.5%)	40	34 (85%)	3 (7.5%)	3 (7.5%)	40	163 (81.5%)	20 (10%)	17 (8.55)	200
Assessment process involving AV recording and proctored test are significant quality measures of teacher education institutions.	47 (94%)	2 (4%)	1(2%)	50	41 (58.57%)	19 (27.14%)	10 (14.28%)	70	29 (72.5%)	5 (12.5%)	6(15%)	40	36 (90%)	3 (7.5%)	1 (2.5%)	40	153 (76.5%)	29 (14.5%)	18 (9%)	200
Regular feedback from TEI students and teachers are useful to enhance quality.	46 (92%)	3 (6%)	1 (2%)	50	42 (60%)	18 (25.71%)	10 (14.28%)	70	33 (82.5%)	4 (10%)	3 (7.5%)	40	35 (87.5%)	4 (10%)	1 (2.5%)	40	156 (78%)	29 (14.5%)	15 (7.5%)	200

reported by 59 to 59% student teachers that high weightage was given to practice teaching ,teachers evaluated individual and group assignments continuously; teachers evaluated the entire course of engagement of the learner with field work as well as project work; there was enough scope for teachers to provide feedback for practice teaching. There was enough scope for teachers to provide feedback for Internship and grading system encouraged proper evaluation of learners progress in studies. It was also revealed by 88 to 95% students that credit system provided flexible opportunities to study different courses as per learners choice. In all total positive sign was noticed by large majority of students (78 to 82%) about new assessment and evaluation process adopted in different teacher education programmes. Of course, 19 to 29 percent B.Ed students expressed disagreements about this component.

It can be noticed from Table 9 that a large majority of student teachers (85 to 98%) except B.Ed expressed proper implementation of teacher education programmes as per norm of N.C.T.E. Around 57% B.Ed students agreed on this point. On the contrary, around 18% B.Ed students did not agreed on this component. They agreed that Institution quality assessed by NAAC was of high esteem; Institutions got registration on Teacher web portal to project its own performance; and the institutions welcomed the self-evaluation procedures to enhance quality. It was also appreciated by the student teachers that Assessment process involving AV recording and proctored test were significant quality measures of teacher education institution. It was noted by a large majority of student teachers that regular feedback from TEI students and teachers were useful to enhance quality of teacher education programmes with an exception to B.Ed students response, the student teachers from all the programmes (77 to 83%) appreciated above reforms.

CONCLUSION

The study revealed that there was favourable opinion of different groups of sample respondents towards increased duration of B.Ed. and M.Ed. programmes. Of course, the B.Ed students had a divided opinion on this point. The reforms concerning composite Institution was appreciated by D.El.Ed, B.Ed.,B.A/B. ScB.Ed. and M.Ed. student respondents with a view to get recognition as higher education programme.

A large chunk of B.Ed. students were critical about this point. The provision of timetable was liked by a large majority of student teachers from different groups, whereas only 50 percent B.Ed. students gave positive opinion on this. The student teachers gave high positive opinion about student centric methods of teacher education programmes, ICT Integrated instruction, self instruction practices evaluation and internship practices. They also favoured the provision for assessment of institutions by NAAC and transparency adopted in institutional practices. As a whole, the teacher education students have expressed positive opinion about structural reforms in teacher education introduced as per NCTE regulation, 2014. Such perceptions of student teachers have significant implications in strengthening teacher education programmes in the teacher education institutions.

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