A Study of Students- Teachers' Perception Towards Quality in Primary Teacher Education Programme

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Abstract

Quest for quality has been a major concern of human civilization. Quality is not an act, it is a habit. It generally signifies the degree of excellence. It is the totality of features and characteristics of the product, process or services that bear on its ability to satisfy the stated or implied needs. The term 'quality' has several meanings. Quality is fitness for use or purpose. The Idea was first developed in 1940's by an American, Mr. Edward Deming , who tested it on industrial process using statistically techniques. The concept of quality in education has attracted scholarly attention in India as well as in the west.Indian scriptures professed education as an emancipating and liberating force, a process that manifests 'perfection' already existent in man. The Chhandyoga Upanishad called upon quality in all actions. . According to Swami Vivekananda, Education is the manifestation of perfection already in man. Quality refers to the features of education which has to satisfy the needs of students, parents and the society at large by developing appropriate curriculum transaction strategies, designing knowledge and skills.Quality in Teacher Education refers to the availability of competent teachers, an ideal student-teacher ratio, adequate infrastructure facilities, quality of students, quality of contents, quality of teaching etc. To improve the quality, the emphasis should be laid on relevance of knowledge, skills personal characteristicsand motivation .

Key words- Student-Teacher:- It means students who are studying in B.T.C. courses or in primary teacher education programme. Perception:- Perception is an act of perceiving. Perception is the process of getting to know objects and objective facts by use of senses. Quality:-Quality in education refers to the features of education which has to satisfy the needs of students, parents and society at large by developing appropriateKnowledge and skills.

Introduction

Globally, there is an overwhelming concern over the quality and relevance of education, especially in the developing countries, India has been also facing the challenges of paramount expansion of the education system including teacher education over the years. Development in the teacher education during the post independence period indicate that the system of teacher education needs renewal and change to meet the emerging challenges and the future needs. Quality teacher education is becoming an important issue in the present context of globalization as well as internationalization. Quality of school education is the direct consequence and outcome of the quality of teachers and the teacher education system. The quality of teacher education is deteriorating day by day and there is need for a drastic change in all the aspects of teacher education programme, so as to enable teachers to face the challenges of the dynamic world.

The main goal of colleges of education is to prepare teachers with competencies and skills, but commissions and committees from time to time have pointed out the defects of teacher education programme. All agree that teacher training programme have failed to develop desirable teaching skills in prospective teachers. The teacher-training programme has no impact on classroom teaching, consequent upon the lack of efficiency and desirable skills in the teachers, the quality of instruction is deteriorating year after year. So there is a strong need to organize teacher education programme in such a way that it equips the prospective teachers(student-teachers) with required competencies.

As, the total education system of our country depends upon the quality of teacher education programme. Therefore, researcher found a problem related to the quality of teacher education programme. In the present study the researcher has attempted to know the quality of primary teacher education programme in terms of student-teachers' perception. The need of the study is to understand the hurdles and raise the issues which are hindrances in the path of upgradation of quality in teacher education programme. The researcher, through this has tried to present the clear picture of primary teacher education programme through which certain reformative action can be taken for its quality improvement.

Review of Related Literature

A large chunk of literature on student- teachers' perception towards quality in primary teacher education programme has been published for the past about five decades. The review of literature to the concerns study has been divided into two

parts viz,- (i) review related to the Perception in Abroad and India and (ii) review related to Quality in Abroad and India.

(i) Review related to the Perception in Abroad and India :-

Entwistle & Ramsden(1983) studied "Understanding students learning". They found that when students were asked for their perceptions about learning, mainly there approaches to learning occur. Surface approaches to learning describe an intention to complete the learning task with little personal engagement, seeing the work as unwelcome external imposition. This intention is often associated with routine and unreflective memorization and procedural problem solving with restricted conceptual understanding an inevitable outcome. **Hill et.al.(2003)** studied perception of quality in higher education. The investigator found that two factors that influenced students perceptions to the quality of higher education were the teachers' quality and quality of the student support system (including schoolmate, family, college service etc.). **Barnett Houston(2007)** conducted   a study on " TQM and Higher education: a critical systems perspective on fitness on purpose". The researcher note that the quality perception   depends on the perspectives of various stake holders, academic community and its disciplinary bodies, students as consumers, employers, professionals / professional establishments, governmental bodies etc.

Das (2007) conducted a study on students' perception of immediacy behaviour of university teachers to obtain certain objectives as :- To study students' rating of teachers' immediacy behaviour in the classroom, To study students' rating of teachers verbal immediacy behaviour, To study students' rating of teachers nonverbal immediacy behaviour, To study students' perception on teachers' level of immediacy behaviour. The investigator found that overall immediacy behaviour and Non- verbal immediacy behaviour were present most of the time. **Sai(2008)** studied the awareness of quality among college students. Investigator found that the awareness of quality is learnt by students only during accreditation exercise, specific to the period. This awareness wanes off with time. In component scale analysis it was found that students role perception was poor. Poor role perception in quality issues generally put the onus of quality on the institution, university and government. Awareness along can enlighten the role of students in quality management. **Jaiswal & Kumar (2010)** conducted   a study " students' perception of quality higher education: A case study". They found that the perception of quality of higher education may vary among different stakeholders viz. students, teachers, parents, management etc. but the perception of students, who are the major stake holders about the quality

of higher education that they are receiving, shows that the quality of higher education is average.

(ii) Review related to Quality in Abroad and India:-

Sallis & Burkhalter (1996) through their study entitled "Total Quality Management in Education" presented a comparative picture of quality and ordinary institution. They reported that 160 universities in the US were actively involve in Total Quality Management and $50\%_0$ of universities had established the equivalent of quality councils. **Chang(1996)** conducted a study on " Organizational culture and Total Quality Management". He found that the link between organizational culture and total quality management performance is less straight forward. **Sahney et Al.(2004)** have pointed out that "the quality of education is becoming important, particularly so in HEI (Higher Education Institute), where the product/ outputs of the system can have direct impact on the quality of their employer organizations. Herein lies its relevance and need for educational institutions. Quality Management originally developed for business enter prices needs to be adopted to suit educational institutions.

Bhosale (2005) studied local wisdom qualitative improvement in teacher training programme. The investigator analysed the existing curriculam in teacher education programme at the B.T.C. level taking into account aspects like the essential care characteristics of a teacher in relation to his subject, expectations of the society and the school management from the teachers & so on. **Umesh (2007)** in his article "Assuring quality in teacher education in present scenario" concluded that the teacher training institutions determine the level of quality of teacher education in India. If these institutions function at high level of the efficacy, the multiplier effect would reach every school in the country. **Anadan & Manimaran(2009)** studied" Quality perspectives in teacher education". They analysed that there is a significant high positive opinion towards quality perspectives in teacher education of student teachers. This shows that they are satisfied with the quality in which they are studying in their colleges of education. Of course it is a positive stroke. **Goswami(2010)** worked on "Student teachers perception of quality teacher education". He take in account different aspects of quality education like curriculum of the programmes, practice in teaching, quality of teaching, infrastructure and learning resources. He found that the quality of secondary teacher education programme is far from satisfactory.

Objective of the Study:-

Following objective have been formulated to be achieved through this study:-

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1. To study student- teachers' perception towards quality in primary teacher education programme.

2. To find out difference between the perception of Students- teachers towards quality in primary teacher education programme in Govt. and Self- Financed colleges.

3. To find out the difference between the perception of Graduate and Post-Graduate Students-teachers towards quality in primary teacher education programme.

4. To find out the difference between the perception of rural and urban student-teachers towards quality in primary teacher education programme.

5. To give suggestions for quality in primary teacher education programme on the basis of Student- teachers' perception.

Hypotheses:-

Following are the hypothesis of present study :-

1. There is no significant difference between the perception of Student-teachers towards quality in Primary Teacher Education Programme in Govt. and self- financed college .

2. There is no significant difference between the perception of Graduate and Post graduate Students- teachers towards the quality in primary teacher education programme.

3. There is no significant difference between the perception of Rural and Urban student teachers towards quality in teacher education.

Methods Used:-

Considering the nature and objectives of the present study as well as the resources of the researcher, the Normative survey method has been used in the present study.

Sample of The Study:-

The sample comprised 100 Students- teachers in which 38 students from Govt. college and 62 student- teachers from self- financed college were selected. Therefore, the student-teachers from the selected colleges were selected by random cluster technique.

Tool Used:-

The researcher constructed a "Perception Scale for Student-Teachers' perception of Quality Teacher Education" to measure their perception towards quality in primary teacher education programme. This perception scale is comprised 40 items related to different aspects of quality education. The main aspects included in perception scale were- i) Quality of curriculum , ii) Quality of practice teaching , iii)

Quality of teaching and iv) Infrastructure facilities present in institutions. The perception scale was four point scale which has responses like Strongly Agreed(SA), Agreed(A), Disagreed(DA) and Strongly Disagreed(SD).

Data Collection and Organization:-

For collecting data this perception scale was administered on 100 student-teachers. The component and number of student-teacher are as under:-

S.N.	Component	Level	Number
1.	Nature of Institutes	Govt. College	38
		Self -finance college	62
2.	Nature of Locality	Rural	38
		Urban	62
3.	Nature of Education	Graduate	52
		Post Graduate	48

Instruction were given to the subjects. All 40 items have been exposed to four alternatives namely SA, A, DA, SD. The students-teachers had to choose any one alternative which he/she considered best. All the positive statements which regard to quality teacher education where scored as SA(4), A(3), DA(2), SD(1) and the negative statement opposing the topic were scored as SA(1), A(2), DA(3), SD(4).

Statistical Techniques Used:-

To derive the meaningful results and conclusion of the present study, suitable statistical technique were employed by the investigator. The statistical techniques were used to analysed the data are as-

(i) Percentage value of responses of Student-Teachers is calculated to study the perception of student-teachers towards quality teacher education.

(ii) Mean value is computed to describe the average status of the perception of student-teachers towards quality teacher education.

(iii) Standard deviation is used to study the variation in the scores of items.

(iv) Under the Test of significance, "t"-test is used to compare perception of student-teachers towards quality in teacher education between Rural & Urban student-teachers studying in Govt. & Self- finance College having Graduation & Post Graduation.

Analysis And Interpretation of Data:-

The analysis and interpretation has been done in the following steps:-

Responses of Student-Teachers Towards Quality Teacher Education:-

The researcher administered student-teachers' perception scale to extract the perception of student- teachers towards quality teacher education. The analysis has been done in the percentage values of the responses for each item. The percentage values of the responses for each item were calculated : SA $\%_0$ (Strongly Agree), A$\%_0$ (AGREE), DA$\%_0$ (Disagree) and SD $\%_0$ (Strogly Disagree) on each item. All the percentage value with item are given below:-

(i) <u>Student-Teachers' Perception about Quality of curriculum</u>

Quality of education obviously depends upon the quality of content or curriculum. It must fulfill the standards of excellence. Table 1 depicts student-teachers' perception about quality of curriculum.

Table-1: Student- teachers' perception about Quality of curriculum

S.No.	Items	SA$\%_0$	A$\%_0$	DA$\%_0$	SD$\%_0$
1.	You are satisfied with curriculum	33	40	24	3
2.	Curriculum is too theoretical	30	38	19	13
3.	Practical has title space in curriculum	20	30	30	20
4.	Curriculum satisfies the needs of students	15	55	26	4
5.	Curriculum satisfies the needs of society	20	46	29	5
6.	It is helpful in personality development of student teachers	32	52	11	5
7.	There is provision of project and assignment work in the curriculum	35	52	11	2
8.	Co- curriculur activities are properly placed in curriculum	25	54	18	3
9.	Computer education is included in curriculum	34	40	21	5
10.	There is place for aesthetic education in curriculum	17	53	26	4
11.	There is place for physical education in curriculum	27	45	23	5

Table 1 shows that 73$\%_0$ students- teachers were satisfied with existing curriculum and 68$\%_0$ responded that curriculum is too theoretical. Practical work found little space in curriculum with responses of 50$\%_0$ curriculum satisfies the needs of student-teachers and society with responses of 70$\%_0$ and 66$\%_0$ respectively. The present curriculum is helpful in personality development of student-teachers' with responses 84$\%_0$. Provision of project work and assignment work in the curriculum found appropriate place with responces of 87$\%_0$. Co- curricular activities were properly placed in curriculum with responses 79$\%_0$. 34$\%_0$ student-teachers were strongly agreed

that computer education was included in curriculum and 40% were agreed which shows that computer education was included in curriculum. 70% and 72% student-teachers responded that there was a place of aesthetic & physical education in curriculum. Further 50% student- teachers demanded for practical work in curriculum and 26% students- teachers demanded for computer education to be included in curriculum. Table 1 reveals that curriculum satisfied the student- teachers except that curriculum is too theoretical it should be practical, computer education, physical education and aesthetic education should also be included. It can be interpreted that curriculum of Primary Teacher Education Programme is appropriate but it should be more practical. The curriculum is helpful in personality development and satisfies the needs of society and students, but the computer education should be included in curriculum to provide current knowledge for the student- teachers.

(ii) Student-Teachers' perception about quality of practice Teaching

Practice teaching plays an important role in teacher education programme. Its main purpose is to help the student- teachers acquire power of observation, attention, imagination and a sense of time. Teaching practice should be given more importance in the programme. Quality of teacher education programme depends on the quality of practice teaching because only practice teaching develops their teaching skills.

Table- 2 : Students-Teachers' perception about Quality of Practice Teaching

S.No.	Items	SA%	A%	DA%	SD%
1.	Required 20 lessons during practice teaching are sufficient	35	56	9	0
2.	Practice teaching preparatory classes are adequate	18	65	15	3
3.	Proper supervision is done by teacher educators	25	60	11	4
4.	Teacher feel problem to get schools for practice teaching	26	47	20	7
5.	Practice teaching is done with lesson plan	40	46	9	5
6.	Teaching aids are used in practice teaching	48	45	4	3
7.	It is helpful in teaching skills development	45	48	4	3
8.	Proper feedback is given by teacher educators	28	55	14	3
9.	Practice teaching trains pupil teacher to keep their students record	28	53	15	4
10.	Students- teachers get training for different activities to be done by teachers during practice teaching	29	55	13	3

Table 2 depicts student- teachers' perception about quality of practice teaching $35^0/_0$ student-teachers were strongly agreed and $56^0/_0$ were agreed that required 20 lessons during practice teaching sufficient. Practice teaching preparatory classes were adequate with responses $18^0/_0$ SA and $64^0/_0$. A supervision of practice by teacher educators is must, $85^0/_0$ of the respondents said that their practice teaching was properly supervised by the teacher educators, while $15^0/_0$ said that their practice teaching was not properly supervised. B.T.C. colleges are facing the problem to get schools for practice teaching as most schools are not interested to allow the B.T.C. students for practice teaching in their schools as , they think, it may harm their regular teaching activities, $86^0/_0$ student- teachers responded that their practice teaching was done with a lesson plan, $48^0/_0$ student- teachers were strongly agreed & $45^0/_0$ agreed that teaching aids were used in their practice teaching. Most of the students responded that it is helpful in teaching skill development , $83^0/_0$ student-teachers were agreed that proper feedback was given to them by teacher educators, $81^0/_0$ respondents said that practice teaching trains student- teachers to keep their students record. However $19^0/_0$ respondents said that practice teaching does not trains them to keep their students record. $84^0/_0$ student-teachers said that they get training for different activities to be done by teachers during practice teaching.

(iii) Student- Teachers' perception about Quality of teaching

Success of education depends to a great extent on the quality of teaching. Efficient delivery and attentive reception are the pillars of success of an education system. It is obligatory on the part of the teacher to teach effectively and to the jolliest, in the best possible way, in required time with the help of available resources, ensuring also that students gain as desired. The students- teachers expressed their perception in regard to the quality of teaching in their institutions in terms of strongly Agree, Agree, Disagree and Strongly Disagree. Table 3 shows that $31^0/_0$ students-teachers were strongly agreed that teachers respect the view of the students and $45^0/_0$ were agreed about this statement, $22^0/_0$ student- teachers were strongly agreed with methods of class room teaching and $54^0/_0$ said that it was average. $87^0/_0$ student-teachers accepted that teachers were aware with current knowledge. $78^0/_0$ student-teachers were agreed that Audio- Visual aids are used in teaching. Only $19^0/_0$ student-teachers were strongly agreed that ICT is integrated in the classes. Only $28^0/_0$ student-teachers were satisfied with classroom interaction. Teachers were regular and punctual with $40^0/_0$ SA responses and $45^0/_0$ Agree responses. $84^0/_0$ student-teachers said that teachers solve students' problems. Only $27^0/_0$ student- teachers were strongly agreed

with evaluation method. However 24% were disagreed with evaluation method. 33% student-teachers said that there is a partiality in evaluation while 67% said that evaluation is fair, there is no partiality in evaluation. Thus, the perception of student-teachers towards quality of teaching is average except the student-teachers demand that ICT should be integrated in the classes and student-teachers also claim for the free evaluation.

Table-3 : Student- Teachers' perception about Quality of teaching

S.No.	Items	SA%	A%	DA%	SD%
1.	Teachers respect the view of the students	41	45	11	3
2.	Methods of classroom teaching are satisfactory	22	54	21	3
3.	Teachers are aware with current knowledge	39	48	9	4
4.	Audio-Visual aids are used in teaching	33	45	15	7
5.	ICT is integrated in the classes	19	50	21	10
6.	Teachers give opportunity for proper classroom interaction	28	55	9	8
7.	Teachers are regular and punctual	40	45	11	4
8.	Teachers solve students problems	38	46	8	8
9.	Evaluation method is satisfactory	27	49	18	6
10.	There is no partiality in evaluation	25	42	25	8

(iv)   Student-Teachers' perception about Quality of Infrastructure facility

Apart from the quality of curriculum and teaching input, the infrastructure facilities available for learning and their use also affect the quality of education in general. The lack of atmosphere of learning is made worse by the lack of appropriate infrastructure facilities like library, laboratory, sufficient books, magazines and journals, computer and internet, hostels for students, extra-curricular facilities etc. with under-equipped laboratories, ill-stock and ill- maintained libraries, our institutions can not complete in the global society today.

Table-4 : Student-Teachers' perception about Quality of Infrastructure facilities

S.No.	Items	SA%	A%	DA%	SD%
1.	Separate library and reading rooms are provided	48	40	8	4
2.	Adequate no. of books are in the library	28	51	17	4
3.	Books are issued from library properly	41	45	14	0
4.	Adequate no. of magazines and journals in the library	27	51	16	6

5.	There is hostel facility for students	26	45	21	8
6.	Sports and playground facilities are in the college for students	30	44	16	10
7.	Psychological laboratory exists in the college	23	39	29	9
8.	Technological laboratory is used in the college	27	41	24	8
9.	Computer with internet facilities is provided for teachers and students	30	37	24	9

The table 4 reveals that most of the facilities are available in the colleges. 88% student teachers said that the reading rooms and library are available in these colleges. 79% accepted the availability of adequate number of books in the library. 86% student teachers said that books are issued from library properly but 14% student-teachers denied to this statement. Only 26% student-teachers were satisfied with hostel facilities but 45% said that it was average. 74% students-teachers accepted the availability of sport facilities in their college. Only 62% pupil-teachers responded to the availability of psychological laboratory exist in the college but 38% student-teachers did not accept the availability of psychological laboratory in their college. 32% student-teachers said that the technological laboratory did not exist in their college. 67% student-teachers said that they have the facility of computer with interned for teachers and students. But 33% students-teachers said that they do not have any computer & internet facility in their college for students as well as for teachers.

Comparision Between the Perception of Student- Teachers of Govt. and Self Finance College Towards Quality Teacher Education

The student-teachers perception scale was administered on 100 student-teachers, out of which 38 were from Govt. colleges and 62 were from self – finance colleges. Their perception scores were tabulated and were compared by calculating "t- value" to test whether the null hypothesis framed to compare their perception is rejected or accepted.

Hypothesis No. 1 is stated as There is no significant difference between the perception of Student-teachers towards quality in Primary Teacher Education Programme in Govt. and self- finance college

Table- 5 : Mean, SD and "t" value of student-teachers of Perception Scores of Govt. and self- finance college

S.No.	Aspects	Group	Mean	SD	"t" value	Remarks
1.	Curriculum	Govt.	27.78	3.69	6.27**	SD
		Self-Finance	34.13	3.48		
2.	Practice Teaching	Govt.	29	3.10	2.88**	SD
		Self- Finance	30.54	2.92		
3.	Teaching	Govt.	28.23	5.48	4.12**	SD
		Self- Finance	31.98	4.11		
4.	Infrastructure Facilities	Govt.	25.11	4.27	4.26**	SD
		Self- Finance	28.6	4.89		

** Significant at both level of significance.

Table 5 shows that there is significant difference at 0.01 level in the mean scores of perception among the Student- teachers of Govt. and Self- finance colleges towards quality in Primary Teacher Education Programme with various aspects such as curriculum, Practice-teaching, Teaching and Infrastructure facilities. In these aspects student-teachers of self- finance college are having significant higher mean score of perception towards Quality in Primary Teacher Education Programme. From the above table it can be interpreted that the perception towards quality in Primary Teacher Education Programme among self-finance college Student-teachers is higher than the Govt. college Student- teachers i.e. Self-finance college student teachers perceive teacher education programme as more qualitative than Govt. aided. So, it can be said that Govt. aided college student teachers expect more quality in teacher education programme . Hence, the stated Null Hypothesis that there is no significant difference between the perception of Student-teachers towards quality in Primary Teacher Education Programme in Govt. and self- finance college is rejected.

Comparision Between the Perception of Graduate and Post Graduate Student-Teachers Towards the Quality in Primary Teacher Education Programme

The perception scale was administered on 100 student-teachers out of which 52 student-teachers were from science stream and 48 student- teachers were from graduation. Their perception scores were tabulated and were compared by calculating "t"-value to test whether the null hypothesis framed to compare their perception is rejected or accepted.

Hypothesis No.2 is stated as - There is no significant difference between the perception of Graduate and Post Graduate Students- teachers towards the quality in primary teacher education programme.

Table 6: Mean, SD and "t" value of Perception Scores of Graduate and Post Graduate Student-teachers

S.N. Aspects	Level	Mean	SD	"t" value	Remarks
1. Curriculum	Graduate	27.42	4.81	.64	NSD
	Post Graduate	26.82	4.58		
2. Practice Teaching	Post Graduate	30.47	2.87	.59	NSD
	Post Graduate	31.90	3.19		
3. Teaching	Graduate	31.10	5.31	.18	NSD
	Post Graduate	30.83	4.69		
4. Infrastructure Facilities	Graduate	30.47	4.89	.73	NSD
	Post Graduate	29.93	4.63		

The Mean score and the calculated "t" value from the table 6 shows that there is no significant difference at .05 level for the various aspects of perception towards Quality Teacher Education such as Curriculum, Practice teaching, Teaching and Infrastructure facilities among Graduate and Post Graduate Student Teachers. From the above table it can be understood that the perception towards Quality in Primary Teacher Education Programme among Graduate and Post Graduate Student-Teacher is not different statistically. Hence, the stated Null Hyopothesis is that there is no significant difference between the perception of Graduate and Post Graduate Students- teachers towards the quality in primary teacher education programme.

Comparision Between the Perception of Rural Student- Teachers and Urban Student Teachers Towards Quality in Teacher Education

The Student-teachers perception scale was administered on 100 Student-teachers out of which 38 were rural student-teachers and 62 were urban student-teachers. Their perception scores were tabulated and were compared by t-value, to test whether the null hypothesis framed to compare their perception is rejected or accepted.

Hypothesis No. 3 is stated as There is no significant difference between the perception of Rural and Urban student teachers towards quality in teacher education.

Table- 7 : Mean, SD and "t" value of Perception Scores of Rural and Urban student teachers

S.N. Aspects	Locality	Mean	SD	"t: value	Remarks
1. Curriculum	Rural	33.48	3.55	4.28**	SD
	Urban	30.92	4.16		
2. Practice Teaching	Rural	28.13	4.50	1.08	NSD
	Urban	27.22	4.74		
3. Teaching	Rural	30.68	4.88	.34	NSD
	Urban	30.42	5.20		
4. InfrastructureFacilities	Rural	31.24	3.07	.68	NSD
	Urban	30.72	3.09		

The mean scores and the calculated "t" value from the table 7 shows that there is no significant difference in aspects such as Practice teaching, Teaching and Infrastructure facilities but there is significant difference in Curriculum at 0.01 level. From the above table it can be understood that the perception of male and female Pupil- Teachers towards Quality in Secondary Teacher Education Programme is same. Hence, the stated Null Hypothesis that there is no significant difference between the perception of Rural and Urban Student Teachers towards quality in Primary Teacher Education Programme is accepted.

The calculated "t" value 4.28 in the table 7 reveals that there exists a significant difference between the mean scores at 0.01 level. It is noted that with respective to Curriculum aspect, the perception towards Quality in Primary Education Programme among the Rural Student- Teachers is higher than the Urban Student- Teachers. Hence, with respective to Curriculum the stated Null Hypothesis is that there is no significant difference between the perception of Rural and Urban Student -Teachers towards Quality in Primary Teacher Education Programme is rejected. On the basis of mean values on curriculam aspect, it can be said that urban student teachers expect more quality in curriculum rather than rural.

Table 8 : Mean, SD AND "t" value of Govt. and Self Finance college, Graduate and Post Graduate Rural and Urban student- teachers

S.N.Aspects	Component	Mean		SD	"t" value	Remarks
1. Curriculum	Inst.	Govt.	27.78	3.69	6.27**	SD
		Self-Finance	34.13	3.48		
	Eduction	Graduate	27.42	3.81	0.64	NSD

			Post Graduate	26.82	3.58		
		Locality	Rural	33.48	3.55	4.28**	SD
			Urban	30.92	3.16		
2.	Practice Teaching	Inst.	Govt.	29.00		3.10	2.88**SD
			Self-Finance	30.54	2.92		
		Education	Graduate	30.47	4.73	.59	NSD
			Post Graduate	31.90	3.69		
		Locality	Rural	28.13	4.50	1.08	NSD
			Urban	27.22	4.74		
3.	Teaching	Inst.	Govt.	28.23	5.48	4.12**	SD
			Self-Finance	31.98	4.11		
		Education	Graduate	31.10	2.87	.18	NSD
			Post Graduate	30.83	3.19		
		Locality	Rural	30.68	4.88	.34	NSD
			Urban	30.42	5.22		
4.	Infrastructure Facilities	Inst.	Govt.	25.11	4.27	4.26**SD	
			Self-Finance	28.60	3.89		
		Education	Graduate	30.47	5.31	.73	NSD
			Post Graduate	29.93	4.69		
		Locality	Rural	31.24	3.07	.68	NSD
			Urbans	30.72	3.09		

It is inferred from the above table 8 that there is a significant difference between the perception towards Quality Teacher Education in Govt. and Self- finance college Student-teachers but there is no significance difference between the perception of Quality in Primary Teacher Education of Graduate and Post Graduate Student- Teachers. The above table also shows that there is no significant difference between the perception of Quality in Primary Teacher Education of Rural and Urban Student-teachers except curriculum aspect. From the above table it can be understood that there is no effect of education and Locality on the Student- teachers' perception towards quality in Primary Teacher Education Programme but the Nature of Institutes has affected the Student- teachers' perception towards quality in Primary Teacher Education Progamme.

Findings:-

Findings are given according to the objectives of the study. These are as:-

Student-Teachers' Perception towards Quality In Primary Teacher Education Programme :-

The mean value of scores of Students- teachers on perception scale is 120.57 which shows the total as well as components such as Nature of Institute, Education level and Locality has positive high Quality in Teacher Education among Student-teachers.

Difference between the Perception of Student-Teachers towards quality in teacher education in Govt. and Self-Finance college:-

The mean value of self-financed college Student-teachers is 125.32 and the mean value of Govt. college Student-teachers is 112.46 which shows that Student-teachers of Self-financed college perceive high Quality in Primary Teacher Education than Govt. college Student-teachers.

Difference between the Perception of Student-Teachers of Graduate and Post- Graduate level towards Quality in Primary Teacher Education:-

The mean value of Graduate Student-teachers is 120.25 and the mean value of Post- Graduate Student-teachers is 120.72 which shows that there is no significant difference between their perception towards Quality Education.

Difference between the Perception of Rural and Urban Student-Teachers towards Quality in Primary Teacher Education:-

The mean value of Rural Student-teachers is 123.71 and Urban Student-Teachers is 119.18. In curriculum aspect Rural Student-teachers show high significant difference than their counter part but in other aspects such as Practice Teaching, Teaching and Infrastructure facilities they perceive similar Quality in Teacher Education. We can say that Rural and Urban Student-teachers perceive similar Quality except Curriculum of Teacher Education.

Conclusions:-

The significant high perception towards Quality in Primary Teacher Education of Student-teachers shows that, they are satisfied with the Quality in which they are studying in their colleges of Education. Of course it is a positive stroke. The result shows that Student-teachers of Self-Financed college perceive more Quality than their counterpart. This may be interpreted that Self-financed colleges of Education are maintaining the standards due to competition. When they established the Quality, they think that this may be a kind of advertisement for future survival otherwise students may not come. The result shows that Education level and Locality are not the influencing factor in determining Quality in Teacher Education.

Suggestions for further Research:-

Several problems related with this study had emerged at the time of making investigation attentions could not be paid to them as they would have deviated the researcher from the main objectives of the study. Hence, the researcher is giving some suggestions for further research on the same problem. These are as follows:-

1. On the basis of this micro study conducted on a very limited population it is not possible to produce more dependable knowledge in a generalized way. Hence, this study can be replicated on relatively larger samples for establishing the correctness of the results in order to arrive at more dependable knowledge.

2. Studies using more variable should be under taken with regard to the present problem.

3. Investigation like the present one should be extended to other universities and area for a more comprehensive study.

4. This study is confined to the Bulandshahr district only, other studies should also be constructed on the other areas of country.

5. In present study, only four aspects of quality are included. The main aspects are Quality of curriculum, Quality of practice teaching, Quality of teaching and Quality of infrastructural facilities provided by institutions, other studies should be constructed by under taken more aspects of quality.

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