THE EVALUATION OF STUDENT TEACHERS' PERCEPTION OF DISTANCE MODE TEACHER EDUCATION PROGRAMMES

Md. Athar Hussain, Ph. D.

Assistant Professor (Education), Maulana Azad National Urdu University, Gachibowli, Hyderabad, T.S.

Abstract

Distance Education have come a long way and opened new ways in the field of education. With distance learning opportunities are growing at a high rate at many tertiary institutions. There is a need to ensure that Support Services, Self Instructional Materials, effective feedback on assignments, facilities at the study centers are provided sufficiently. Distance learning programmes are generally designed to serve an off campus population. The purpose of the study is to investigate the perception and experiences of the pupil teachers about different aspects related to the teacher education programmes offered through distance mode. Because the study was descriptive in nature the general survey model was employed. The population of the study was defined as students enrolled into the distance mode B.Ed. programmes in the universities of erstwhile Andhra Pradesh. The sample consisted of 360 student teachers who have taken admission into six different universities of Andhra Pradesh providing B.Ed. course on distance mode. Data were gathered through self made opinion ire with five point scale by using simple percentage.

***Keywords**: Student Teachers, Education, Distance Mode, Distance Learning, Teacher Education.*

INTRODUCTION:

Since the dawn of independence, the Indian education system has undergone drastic changes. The major observable change is the mushrooming of educational institutions. Though these are incompliance with growing needs of increasing population, these institutions lack the true spirit of education that is the development of individual worth. Universities have long experiment with different learning environment to accommodate the needs of their students. Along with the traditional class room we have seen the use of correspondence courses and most recently internet based distance education. The benefits and drawbacks of distance education have been researched by various individual. Whealley & Greer (1995) saw the primary benefits of distance education as saving travel time, given that students do not have to travel to and from a home campus. Distance education or distance learning is a field of education that focuses on teaching method and technology with the aims of delivering

teaching, often on an individual basis to the students who are not physically present in a traditional educational setting such as class room. It is a process to create and provide access to learning when the source of information and the learners are separated by time and distance or both. The types of available technologies used in distance education are divided into two groups: Synchronous and Asynchronous. Distance education provides fast, easy educational opportunities for everyone without concentrating time, distance and space limitations. There are huge tendencies from students for participating in distance education to live the sense of self-development, achievement and responsibility. Whatever there is some kind of problems within distance education it is good concern.

NEED AND PURPOSE OF THE STUDY

With the fast pace of development in the whole world, there is an urgent need for innovation and innovative individuals who could provide a leading role to the development process. This is possible when the education system is geared up to train the learners to become creative and innovative. Teacher education system is an important vehicle to improve the quality of school education. Distance mode of teacher education is widely used around the world in under developed, developing and even in developed countries. Distance education mode has its peculiar potentiality for teacher education which cannot be under estimated for improving both its quality and quantity. The deficiency of teacher education through distance education is not inherent in mode but in its management. Quality of teacher education programs offered through a distance mode is partially based on the counseling session, workshop, practice teaching, school based practical, assignments, academic counsellors, self learning materials, study centers and student support services.

RESEARCH QUESTION

As Study Centers and Universities continue to pour researches into the distance learning format it is important to understand how students respond to taking courses particularly this teacher education course on distance mode. This study addresses the main research question- What is the Student Teachers' perception regarding the teacher education programme offered through Distance Mode in Andhra Pradesh?

OBJECTIVE OF THE STUDY

The purpose of this study is to investigate the perception held by the Student Teachers about different aspect related to teacher education programmes offered through distance mode i.e.

a) University criteria

b) Study Centres

c) Counseling Sessions

d) Personal Problems

DELIMITATIONS

The study was delimited to the Government Universities of erstwhile Andhra Pradesh.

The study was confined to only those Universities which are offering B.Ed. course through Distance Mode.

The investigation was restricted to those student teachers who are in the second year of the B.Ed. programme.

METHOD

Because the study was descriptive in nature. For the present study survey method of descriptive qualitative type was used. The investigator adopted the Survey Method of research for gathering data.

SAMPLE

The sample of for this study consisted of 360 Student Teachers, who are enrolled in B.Ed. distance mode programme and are in their second year at the selected 12 Study Centers of the 6 sampled Universities of erstwhile Andhra Pradesh.

TOOLS

Data were gathered through self made opinion ire and duly validated by experts in the field Teacher Education and Distance Education developed especially for the study. The opinion ire included 55 items, each with five options. The researcher visited each of the selected Study Centre and the opinion ire was personally administered to the students. T he data was collected during Workshop and Counseling Sessions and the data were obtained through personal contact.

DATA ANALYSIS

The main purpose of the study was to evaluate and analyze the perception of the Student Teachers about different aspect related to Teacher Education Programmes offered through Distance Mode. Data thus gathered were arranged, tabulated and analyzed. All data were presented as percentages. Findings of the study have been given as below

Table – 1 Student Teachers' Opinion with regard to the University Criteria

Item No.	Item	Percent Response				
		SA	A	UD	D	SD
1	Student teachers agree with the way the university uses the media to advertise the programmes.	103 (28.61%)	201 (55.83%)	25 (6.94%)	27 (7.50%)	4 (1.11%)
2	Criteria setup by the university is common with other universities.	65 (18.05%)	181 (50.27%)	49 (13.61%)	39 (10.83%)	26 (7.22%)
3	Student teachers agree with the fee structure and the mode of payment.	101 (28.05%)	178 (49.44%)	32(8.88%)	35 (9.72%)	14 (3.88%)
4	Admission brochure was clear and essay to understand.	151 (41.94%)	163 (45.27%)	27 (7.50%)	16 (4.44%)	3 (0.83%)
5	Admission forms were easy to fill it out.	204 (56.66%)	132 (36.66%)	14 (3.88%)	8 (2.22%)	2 (0.55%)
6	Enough assistance was there at the time of admission counseling.	80 (22.22%)	20 (56.94%)5	45 (12.50%)	25 (6.94%)	5 (1.38%)
7	Student teachers are satisfied with the support services provided by the university .	109 (30.27%)	179 (49.72%)	41 (11.38%)	23 (6.38%)	8 (2.22%)
9	Student teachers received the SIMs on time.	83 (23.05%)	138 (38.33%)	40 (11.11%)	62 (17.22%)	37 (10.27%)
49	Contents of the course materials prescribed for this course is helpful.	108 (30%)	214 (59.44%)	21 (5.83%)	13 (3.61%)	4 (1.11%)
50	Assignments and projects are appropriate in achieving the objectives of the course.	101 (28.05%)	231 (64.16%)	213 (5.83%)	3 (0.83%)	4 (1.11%)
51	Length of the time given to complete this course is reasonable.	108 (30%)	211 (58.61%)	29 (8.05%)	9 (2.50%)	3 (0.83%)
55	Learning objectives of this course can be achieved.	114 (31.66%)	218 (60.55%)	19 (5.27%)	6 (1.66%)	3 (0.83%)

Regarding the media used by the University to advertise the programme, it is found that more than 83 per cent of the total respondents gave their positive consent and accepted that they get adequate and clear information given in the advertisement. Whereas a little less than 10 per cent dissatisfied with regard to the way the university uses the media to advertise the programmes. The rest of the respondents i.e. less than 7 per cent are not sure.

Regarding the criteria set up by the University and its commonness with other university, a large number of the respondents i.e. 69 per cent agreed that there is no difference between the criteria set up by their university and other universities. However about 18 per cent of them felt the difference. But a few of them i.e. 13.61 per cent seemed to be neutral.

For the statement 'fee structure and the mode of payment' more than three-fourth of the total respondents have found the fee structure and the mode of payment favourable. Whereas, a small number of the respondents i.e. 18 per cent felt that neither the fee structure nor the mode of payment is agreeable. Only 8.8 per cent were found in a dilemma.

Regarding the admission brochure's clarity more than three-fourth of the total respondents responded that the brochure is very much clear and easy to understand. However a quite few of the respondents i.e. 5 per cent expressed that it should be more clear and easy. But there are 7.5 per cent of the total respondents who were found neither neither agreed nor disagreed with this statement.

About 93 per cent of the total respondents found that the admission forms are easy to fill it out. However, a quite few of them i.e. 2.75 per cent felt that the admission form is complicated and difficult. But a very few of them i.e. 3.88 per cent are not sure whether the admission forms are difficult or not.

For the statement 'assistance at the time of admission counselling' majority of the respondents i.e. 79.8 per cent fond that assistance at the time of counselling is praiseworthy. Whereas 8.25 per cent of them found that the assistance is not enough, so they expressed total disagreement. But a very few of them i.e. 12.5 per cent are not sure.

80 per cent of the respondents felt that they are satisfied with the support sources provided to them by the University. However a quite few of them i.e. 9 per cent expressed total disagreement and 11 per cent are not sure of it.

More than 61 per cent respondents expressed their view that they receive the SIMs on time. However more than one-fourth of the total i.e. 27.5 per cent revealed that they don't receive it on time. 12 per cent are not sure.

89.44 per cent of the total respondents felt that the contents of the course materials prescribed for this course is helpful and are relevant to their occupational needs. Only 5 per cent showed their disagreement. However a little less than 5 per cent are not sure.

Majority of respondents i.e. 92 per cent have observed that assignments and projects are appropriate in achieving the objectives. However, a substantial number i.e., 2 per cent disagreed with the appropriateness of assignments and projects in achieving the objectives of the course. The remaining 6 per cent are seemed to be in a dilemma.

88.61 per cent of the total respondents found the length of the time given to complete this course is reasonable. 3.33 per cent showed their disagreement with the allotted length of time. 8 per cent the respondents are not sure.

About the achievement of the learning objectives of the course, a large number of the respondents i.e. 92 per cent agreed that it should be achieved. Whereas, a little above 2 per cent of the respondents disagreed with this statement. But a little less than 6 per cent of them are found in a dilemma whether the learning objectives of the course would be achieved or not.

Table - 2 Student Teachers' Opinion about the Study Centre

Item No.	Item	Percent Response				
		SA	A	UD	D	SD
8	Study centre is easily accessibly	73 (20.27%)	176 (48.88%)	36 (10%)	47 (13.05%)	28 (7.77%)
10	Timing of counseling sessions are suitable for the student teachers.	79 (21.94%)	168 (46.66%)	39 (10.83%)	36 (10%)	38 (10.55%)
11	Counselling classes are conducted as per the schedule.	124 (34.44%)	148 (41.11%)	41 (11.38%)	28 (7.77%)	19 (5.27%)
12	Student teachers attend the counseling classes regularly.	200 (55.55%)	127 (35.27%)	21 (5.83%)	8 (2.22%)	4 (1.11%)
33	Coordinator of the study center is cooperative.	95 (26.38%)	218 (60.55%)	29 (8.05%)	14 (3.88%)	4 (1.11%)
34	Study centre coordinator answers all the questions asked by the students promptly.	93 (25.83%)	210 (58.33%)	36 (10%)	16 (4.44%)	5 (1.38%)
36	Administrative staff of the study centre is cooperative.	77 (21.38%)	194 (53.88%)	53 (14.72%)	27 (7.50%)	9 (2.50%)
37	Helpfulness of the distance learning staff is appreciated.	143 (39.72%)	161 (44.72%)	32 (8.88%)	16 (4.44%)	8 (2.22%)
38	Students are informed well in advance regarding the changes made in the schedule.	64 (17.77%)	159 (44.16%)	63 (17.50%)	63 (17.50%)	11 (3.05%)
39	Attendance during the practical classes is compulsory.	50 (13.88%)	148 (41.11%)	67 (18.61%)	65 (18.05%)	30 (8.33%)
40	Student Teachers use the library facilities of their study centre.	54 (15%)	161 (44.72%)	68 (18.88%)	59 (16.38%)	18 (5%)
41	Student teachers have access to computer and internet at the study centre.	53 (14.72%)	176 (44.72%)	62 (18.88%)	56 (16.38%)	13 (3.61%)
42	Student teachers are able to easily access the internet as needed for their study.	81 (22.50%)	221 (61.38%)	39 (10.83%)	16 (4.44%)	3 (0.83%)
43	Provision is there to get quick	162	162	21	10	5

	library and media facility.	(45%)	(45%)	(5.83%)	(2.77%)	(1.38%)
44	Student teachers find their educational experiences personally rewarding.	150 (41.66%)	167 (46.38%)	24 (6.66%)	14 (3.88%)	5 (1.38%)

From the table- 2 'viewpoint/ opinion of the Student Teachers with regard to the Study Centre' depicts various responses for the same item asked to different respondents.

The statement 'the study centre is easily accessible' elicited varying responses. About 69.15 per cent of the respondents favoured it and showed their agreement with the statement. However, about 20 per cent of them expressed their negative view point for this statement. But a substantial number i.e. 10 per cent seemed to be in dilemma.

Regarding the 'timing of counseling sessions and its suitability for the students' about 68.5 per cent of the respondents felt that the timing for the counseling session is suitable and sufficient for them. Whereas, a little above 20 per cent of the respondents disagreed with the suitability of time for counseling sessions. Very few respondents i.e. 10.83 per cent neither showed their agreement nor the disagreement with this statement.

For the item no.11 of the above table, about 76 per cent of the total respondents found that the counseling classes are conducted as per the schedule. Whereas, a little above 12 per cent felt that the counseling classes are not conducted as per the schedule. There are 11.38 per cent who were seemed to be in a dilemma.

Regarding the 'regularity in attending the classes' a good number of the respondents i.e. about 91 per cent expressed their positive viewpoint for this statement. It means they regularly attend the counseling classes. However, a very few of them i.e. 3.33 per cent showed their disagreement with this statement and said that they are not regular. But a substantial number i.e. 6 per cent seemed to be in dilemma.

For the statement 'cooperation of the coordinator of the study centre with the students', majority of the respondents i.e. about 87 per cent found their cooperation at the study centre. Whereas, 5 per cent of the respondents expressed their negative viewpoint for this statement and found the coordinator of the study centre non-cooperative. 8 per cent of them are found to be in a dilemma.

Regarding the 'coordinators response to the questions asked by the students' 84 per cent of the respondents are satisfied with the way the coordinator answers the queries put forth by the

students. A quite few of them i.e. 6 per cent are dissatisfied with regard to the response of their queries they get from the coordinators. 10 per cent of the total respondents are not sure.

With regards to the 'administrative staff's cooperation' the percentage of dissatisfied respondents is rather small i.e. 10 per cent. Whereas, those who expressed their satisfaction with this statement is very large i.e. two-third. 15 per cent of them are not sure.

For the statement 'helpfulness of the distance learning staff', more than 83 per cent of the total respondents felt it appreciable. Whereas, 6.66 per showed their disagreement with this statement, means they are not getting adequate help from the distance learning staffs. 8.88 per cent of them are found to be in a dilemma.

For the statement ' information in advance regarding any changes made in the schedule', about 53 per cent of the total respondents felt that they are being well informed in advance in case any changes occurs in the schedule. Whereas, more than 20 per cent of them showed their disagreement with this statement, means they don't get information in advance for the changes made in the schedule. But a quite few of them are seemed to be in a dilemma.

About 55 per cent of the respondents expressed that their attendance is compulsory during the practical classes. Whereas, 26.5 per cent of them felt that it is not compulsory during the practical classes. The rest 18.61 per cent of the total respondents are not sure whether the attendance during practical classes is compulsory or not.

Regarding the 'library facility at the study centre', varying responses came for this statement. Almost 60 per cent of the total respondents expressed that they use library facilities available at the study centre. However, 21.38 per cent of the respondents said that they don't use this facility at the study centre. Whereas, 18.88 per cent of them neither agreed nor disagreed with this statement.

Regarding the 'accessibility to computer and internet at the study centre', a large number of the respondents 89.4 per cent agreed that they have enough access to the computer and the internet at the study centre. Whereas, 20 per cent of them denied their accessibility to the computer and internet. 20 per cent of them are not sure.

For the statement 'easy accessibility to the internet as needed for the study', almost 84 per cent of the total respondents felt that they are able to easily access the internet as needed for the study. Whereas, a little above 5 per cent showed their dissatisfaction with this statement. 10.83 per cent are seemed to be in dilemma.

A very large number of the respondents i.e. 90 per cent have expressed their viewpoint that there is a provision to get quick accessibility to library and media facility for the students. Whereas, a very few i.e. 4.25 per cent felt that there is no provision for them to get quick access to library and media facility. A substantial number 5.83 per cent are not sure.

A large number of the respondents i.e. 88 per cent found that the educational experience they had proved to be personally rewarding for them. Whereas, 5.25 per cent of them disagreed with the statement. 6.66 per cent of them are not sure; hence they are in a dilemma.

Table – 3   Student Teachers' Opinion about Counseling Sessions

Item No.	Item	Percent Response				
		SA	A	UD	D	SD
13	Counseling classes help the student teachers a lot in learning.	164 (45.55%)	157 (43.61%)	22 (6.11%)	11 (3.05%)	6 (1.66%)
14	Counseling classes inculcate a feeling of self confidence among the learners.	148 (41.11%)	170 (47.22%)	23 (6.38%)	14 (3.88%)	5 (1.38%)
15	Counsellors provide the student teachers additional notes in the counseling classes.	83 (23.05%)	174 (48.33%)	40 (11.11%)	45 (12.50%)	18 (05%)
16	Doubts/queries related to the content/programme are solved during the counseling sessions.	99 (27.50%)	203 (56.30%)	36 (10%)	17 (4.72%)	5 (1.38%)
17	Student teachers are comfortable in interacting with the counsellors related to their doubts/queries of the subject.	92 (25.55%)	211 (58.61%)	41 (11.38%)	15 (4.16%)	1 (0.27%)
18	Counsellors provide effective feedback during the counseling sessions.	97 (26.94%)	197 (54.72%)	39 (10.83%)	26 (7.22%)	1 (0.27%)
19	Counsellors totally depend on the SIMs during counseling classes.	75 (20.83%)	175 (48.61%)	46 (12.77%)	46 (12.77%)	18 (5%)
20	Student teachers feel that face-to-face mode for the contact programme is necessary to learn.	94 (26.11%)	218 (60.55%)	28 (7.77%)	19 (5.27%)	1 (0.27%)
21	Counsellors provide adequate help in completion of assignments.	89 (24.72%)	198 (55%)	42 (11.66%)	25 (6.94%)	6 (1.66%)
22	Counsellors motivate the student teachers from time to time to complete the course successfully.	126 (35%)	193 (53.61%)	24 (6.66%)	14 (3.88%)	3 (0.83%)

23	Counsellors come to the class with full preparation.	121 (33.61%)	208 (57.77%)	19 (5.27%)	8 (2.22%)	4 (1.11%)
24	Counsellors have been responsive to students' feedback.	105 (29.16%)	199 (55.27%)	36 (10%)	15 (4.16%)	5 (1.38%)
25	Counsellors present the TLMs in a sequence.	95 (26.38%)	217 (60.27%)	34 (9.44%)	11 (3.05%)	3 (0.83%)
26	Counsellors make an effort to encourage the students in the course.	76 (21.11%)	214 (59.44%)	51 (14.16%)	15 (4.16%)	4 (1.11%)
27	Feedback received from the counsellors is helpful for the students.	65 (18.05%)	222 (61.66%)	46 (12.77%)	22 (6.11%)	5 (1.38%)
28	Comments regarding the student teachers assignments are helpful in improving them.	61 (16.94%)	158 (43.88%)	87 (24.16%)	33 (9.16%)	21 (5.83%)
29	Student teachers get opportunities to discuss assignments and the measures they should take to improve themselves.	114 (31.66%)	191 (53.05%)	37 (10.27%)	13 (3.61%)	3 (1.38%)
30	Counsellors return the assignments to the students for revision promptly.	143 (39.72%)	184 (51.11%)	27 (7.50%)	4 (1.11%)	2 (0.55%)
35	Classes at the study centre are student-centred.	116 (32.22%)	194 (53.88%)	34 (9.44%)	13 (3.61%)	3 (0.83%)
47	Counsellors encourage the students to express their ideas, thoughts and feelings.	134 (37.22%)	192 (53.33%)	23 (6.38%)	6 (1.66%)	5 (1.38%)

How the counseling/contact programmes were useful is explained in the above table-3.

For the statement 'counselling classes help in learning', 89.25 per cent of the total respondents felt that the counseling sessions are very useful, because the healthy discussion took place in that sessions. Whereas 4.75 per cent of them do not agree with this view meaning thereby that they don't get useful. But there are few respondents i.e. 6.11 per cent who neither agreed nor did they disagree with this statement.

For the statement' inculcation of a feeling of self confidence among the learners through counselling', 88.33 per cent of the total respondents felt that counseling classes certainly develops a feeling of self confidence among them. Whereas, 5.25 per cent of them don't think that in any way counseling develops a self confidence among them. But there are quite a few respondents who seemed to found in dilemma.

For the item no. 15 of the above table a large number of respondents i.e.71.33 per cent expressed their view that the counselors provide them additional notes in the counseling classes. However, 12.5 per cent of the total respondents showed their disagreement with this statement and revealed that they don't get any additional notes from their counselors in the counseling sessions. 11.11 per cent of the respondents are not sure.

83.8 per cent of the total respondents have expressed their positive viewpoint for the item no.16 and said that during the counseling sessions their queries/doubts are clarified. However very few respondents i.e. 6.15 seemed to be dissatisfied with this statement. But a very few of the total respondents i.e.10 per cent who neither showed their agreement nor disagreement with this atatement.

For the statement 'comfort ability in interacting with the counsellors in clarifying their doubts', more than 84.5 per cent of the total respondents felt that they are very much comfortable while they interact with the counsellors in clarifying their doubts/queries. Only 4 per cent of the total respondents could not feel comfortable while interacting with the counselors. However the rest of the respondents neither showed their agreement nor disagreement with this statement.

81.65 per cent of the respondents agreed that they get proper and effective feedback from the counsellors during counselling sessions. However 7.5 per cent respondents showed their negative viewpoint with regard to the feedback they get during the session. 10 per cent respondents were found in dilemma.

For the statement 'total/complete dependence of counsellors on the SIMs during the counselling classes', a large number of the respondents i.e. 69.5 per cent agreed that the counsellors while teaching are completely dependent on the SIMs, meaning thereby they teach only with the help of SIMs. Whereas many of the respondents i.e. 17.77 per cent revealed that counselors don't only depend on the SIMs but also take the support of other materials. More than 12 per cent of the respondents neither favoured nor they showed any disagreement with this statement.

Regarding the face-to- face mode of class and its necessity to learn, about 87 per cent of the respondents felt that the face-to-face mode for the contact programme is necessary to learn, meaning thereby that they are very much in favour of the face-to-face classes. However, 5.55 per cent of them don't agree with this statement and found the face-to-face mode class is not necessary to learn. The rest 7.5 per cent of the respondents seemed to be in dilemma.

79.72 per cent of the total respondents felt that their counselors provide them adequate help in the completion of their assignment. Whereas, 8.62 per cent of them denied this and said that they don't get any help from the counselors while they complete their assignments. The rest of them neither agreed nor disagreed with this statement.

For the statement 'motivation from the counselors from time to time with regard to the successful completion of the course', a large number of the respondents i.e. 88.61 per cent found that their counselors motivate them time to time in the completion of their course. Whereas, a quite few of them i.e. 4.5 per cent disagreed with this statement. The rest of them are seemed to in dilemma.

For the statement 'counsellor's full preparation before coming to the class', more than 91 per cent of the total respondents expressed their view that their counselors enter into the class with full preparation. Whereas, only 3.33 per cent revealed that the counselors without having full preparation come to the class. But a quite few of them i.e. 5.27 per cent are not sure about it.

Regarding the responsiveness of the counselors to student's feedback, a little above 84 per cent of the total respondents expressed that the counselors have been responsive to student's feedback. Whereas, 5.5 per cent found that the counselors have not been responsive to student's feedback. The remaining is not sure.

For the statement ' sequence wise presentation of the TLMs by the counselors', majority of the respondents i.e. 86.6 per cent agreed that whatever the TLMs the counselors present in the class are presented sequence wise. However, about 4 per cent of them showed their disagreement and said that these TLMs are not presented sequence wise. 9.44 per cent seemed to be in dilemma.

For the statement 'effort of the counselors in encouraging the students in the course', varying responses are revealed by the respondents. More than 80 per cent of the total respondents felt that the counselors make an effort to encourage the students in the course. 5.27 per cent of the respondents don't agree with this statement and think that no counselors make an effort in encouraging the students in the course. A substantial number of the respondents i.e. 14.16 per cent are not sure.

With regard to the statement 'feedback of the counselors are helpful for the students'. About 80 per cent of the respondents favoured it. Whereas, 7.5 per cent of them don't think that counsellor's feedback in any way help the students. But a substantial number neither showed their agreement nor disagreement with this statement.

With regard to the statement 'comments on the student's assignments by the counsellors', 60.82 per cent of the total respondents found that the comments they receive regarding their

assignments proved to be helpful in improving them. Whereas, about 15 per cent revealed that the comments are not helpful in improving them. The remaining respondents are not sure.

More than 84.5 per cent of the respondents agreed that they get opportunities to discuss assignments and provide measures for further improvement. Whereas, very few of the respondents i.e. 5 per cent revealed that they don't get opportunities to discuss. 10 per cent of the respondents seemed to be in dilemma.

For the statement 'returning of the assignments for the revision', a large number of the total respondents i.e. 91 per cent expressed their view that the counselors return the assignments to them for revision. Whereas, only 1.66 per cent disagreed with this statement. The remaining 7.5 per cent seemed to be neutral.

Regarding the classes held at the study centre, the majority of the respondents i.e. 86 per cent felt that classes are student centred. Whereas, a little above 4 per cent felt that classes are not student centred. Only 9.5 per cent are not sure whether the classes are student cenred or not.

About 90.5 per cent of the total respondents found that the counselors encourage the students to express their ideas, thoughts and feelings. Whereas, only 3 per cent of the respondents expressed their negative viewpoint for this statement. Barely 6.38 per cent seemed to be in a dilemma.

Table – 4 Student Teachers' Opinion with regard to personal problems

Item No.	Item	Percent Response				
		SA	A	UD	D	SD
31	Student teachers are able to manage their study time effectively to complete their assignments on time.	125 (34.72%)	199 (55.27%)	26 (7.22%)	6 (1.66%)	4 (1.11%)
32	Writing assignments help the student teachers in understanding the subject matter thoroughly.	153 (42.5%)	170 (47.22%)	23 (6.38%)	11 (3.05%)	3 (0.83%)
45	This course contributes to the student teachers academic development.	146 (40.55%)	184 (51.11%)	18 (5%)	8 (2.22%)	4 (1.11%)
46	Student teachers can work in a group during workshop.	140 (38.88%)	196 (54.44%)	16 (4.44%)	7 (1.94%)	1 (0.27%)
48	Reason for doing this course in distance mode is for the student teachers professional development.	139 (38.61%)	196 (54.44%)	18 (5%)	5 (1.38%)	2 (0.55%)
52	Group activities encourage sense of cooperation among the student teachers.	127 (35.27%)	196 (54.44%)	26 (7.22%)	7 (1.94%)	4 (1.11%)
53	Student teachers involvement in this course is satisfactory.	143 (39.72%)	180 (50%)	31 (8.61%)	4 (1.11%)	2 (0.55%)
54	Based on the student teachers experience they would recommend their friends to do programmes in the distance mode.	129 (35.83%)	197 (54.72%)	24 (6.66%)	7 (1.94%)	3 (0.83%)

From the table-4 it may be seen that the statement 'effective management of the study time for the completion of assignment on time', has got varying responses from the student teachers. A large number i.e. 90 per cent of the total respondents showed their consent that they are able to manage their study time effectively to complete their assignments on time. 2.77 per cent are dissatisfied with regard to the effective management of their study time for the completion of assignments. However, 7.22 per cent of them remained neutral.

For the statement 'help in understanding the subject matter thoroughly by writing assignments', 89.27 per cent of the total respondents expressed their consent that with the writing of assignments, their understanding of the subject matter got improved meaning thereby that the assignment system is helpful for students. Whereas 3.83 per cent showed their disagreement with this statement. 6.38 per cent of the respondents are not sure.

With regard to the 'contribution of the course in the academic development', majority of the respondents i.e. 91.66 per cent revealed that this course will certainly help or contribute in their academic development. Whereas, 3.33 per cent disagreed with this statement. 5 per cent are found to be in a dilemma.

More than 93 per cent of the total respondents showed their consent that they can easily work in a group during the workshops. However, 2.21 per cent of the total respondents expressed their dissatisfaction with this statement that they can work in group while they are in workshops. 4.44 per cent of the respondents neither agreed nor disagreed with this statement.

For the statement 'reason for doing this course in distance mode is for the personal development'. More than 93 per cent of the total respondents said that they are pursuing this course through distance mode with the objective of their professional development and to get promotion. However, less than 2 per cent of them i.e. 1.93 per cent did not say that the reason is for the professional development. 5 per cent seemed to be in a dilemma.

With regard to the statement ' encouraging sense of cooperation among the learners through group activities', a good number of the total respondents i.e. 89.71 per cent expressed their view that the group activities develop a sense of cooperation among them.

Whereas, 3.5 per cent of the total respondents disagreed with this statement. 7.22 per cent are found to be in a dilemma.

With regard to the statement 'satisfaction by involving in the course', about 90 per cent of the respondents found that their involvement in the course is satisfactory. Whereas, 1.66 per cent

showed their disagreement with this statement. The remaining 8.61 per cent of the respondents seemed to be in a dilemma.

For the item no. 54 of the above table, more than 90 per cent of the total respondents felt that based on their experience they would recommend their friends to do programmes in the distance mode. Whereas, 2.77 per cent of them expressed their viewpoint in negative form. The remaining 6.66 per cent of them are not sure.

CONCLUSION

It may be conclude that teacher education is an important area where distance education mode has been used extensively. Distance education for teacher education is widely used around the world, in both and large countries and in variety of contexts. One of the most important part of distance mode teacher education programme is the student teachers.