



TEACHER EDUCATION IN THE MODERN ERA

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ABSTRACT

Teacher education plays a crucial role in preparing competent, innovative, and professionally skilled teachers capable of addressing the changing demands of the twenty-first-century education system. The present study aimed to examine the perceptions of B.Ed. trainees towards teacher education in the modern era. The study adopted the survey method of research. A sample of 300 B.Ed. trainees was selected from various Colleges of Education in Chennai District using the simple random sampling technique. A structured questionnaire developed by the investigator was used for data collection. The collected data were analysed using percentage analysis, mean, standard deviation, independent samples t-test, and one-way analysis of variance (ANOVA). The findings revealed that the majority of the B.Ed. trainees possessed a moderate level of perception towards teacher education in the modern era. The study further indicated that there were no significant differences in the perceptions of B.Ed. trainees with respect to gender, locality of the institution, medium of instruction, and type of institution. The findings suggest that teacher education programmes provide comparable learning experiences across different demographic groups. The study highlights the need to strengthen teacher education through technology integration, competency-based learning, inclusive practices, experiential learning, and continuous professional development to prepare future-ready teachers. The findings are expected to provide valuable insights for teacher educators, curriculum developers, educational administrators, and policymakers in enhancing the quality of teacher education programmes.

KEYWORDS: Teacher Education, Modern Era, B.Ed. Trainees, Teacher Education Programme, Educational Technology, Professional Competence, Survey Method.

1. INTRODUCTION

Teacher education is the foundation of a strong and effective education system. The quality of teachers directly influences students' academic achievement, personal development, and lifelong learning. In the modern era, characterized by rapid technological advancements, globalization, and evolving educational policies, the role of teachers has expanded beyond traditional classroom instruction. Today's teachers are expected to be facilitators of learning, innovators, mentors, researchers, and lifelong learners who can effectively respond to the diverse needs of students.

The integration of digital technologies, artificial intelligence, online learning platforms, and competency-based curricula has transformed the teaching-learning process. Consequently, teacher education institutions are required to redesign their programmes to prepare prospective teachers with the knowledge, skills, values, and professional competencies needed for twenty-first-century classrooms. Modern teacher education emphasizes learner-centred pedagogy, critical thinking, creativity, collaboration, communication, digital literacy, inclusive education, and reflective practice. These competencies enable future teachers to create engaging, equitable, and technology-enabled learning environments.

In India, the implementation of the National Education Policy (NEP) 2020 has brought significant reforms to teacher education by promoting multidisciplinary learning, professional standards, experiential learning, and continuous professional development. Teacher education programmes are expected to integrate innovative teaching strategies,

educational technology, classroom research, and practical experiences to develop competent and socially responsible educators. These reforms highlight the importance of preparing teachers who can effectively address the challenges of an increasingly complex and dynamic educational landscape.

Despite these developments, teacher education continues to face several challenges, including inadequate technological infrastructure, disparities in digital access, limited opportunities for practical training, gaps between theory and practice, and the need for continuous curriculum renewal. Addressing these challenges requires collaborative efforts from policymakers, teacher educators, educational institutions, and other stakeholders to ensure that teacher preparation programmes remain relevant and responsive to societal needs.

Against this background, the present study examines teacher education in the modern era by exploring the perceptions of B.Ed. trainees regarding contemporary teacher education practices, technological readiness, professional competencies, and the challenges associated with preparing effective teachers. The findings of the study are expected to contribute to the ongoing improvement of teacher education programmes and provide valuable insights for educators, institutions, and policymakers committed to enhancing the quality of teacher preparation.

2. NEED AND SIGNIFICANCE OF THE STUDY

Teacher education is the cornerstone of educational development, as it prepares prospective teachers with the knowledge, skills, values, and professional competencies



required for effective classroom practice. In the modern era, rapid advancements in technology, globalization, educational reforms, and changing learner expectations have transformed the teaching-learning process. These changes demand that teacher education programmes continuously evolve to prepare teachers who are capable of meeting the diverse needs of twenty-first-century learners.

The integration of digital technologies, artificial intelligence, blended learning, competency-based education, and inclusive teaching practices has created new opportunities as well as challenges for teacher education institutions. B.Ed. trainees must be equipped not only with subject knowledge and pedagogical skills but also with digital literacy, critical thinking, problem-solving abilities, communication skills, ethical values, and professional commitment. Therefore, it is essential to assess how effectively current teacher education programmes prepare future teachers for contemporary educational environments.

The present study is significant because it examines the perceptions of B.Ed. trainees regarding teacher education in the modern era. The findings will provide valuable insights into the strengths and limitations of existing teacher education programmes and identify areas that require improvement. The study is expected to help teacher educators, curriculum developers, educational administrators, and policymakers design innovative and learner-centred teacher education programmes that are aligned with current educational needs and national policy initiatives. Furthermore, the findings may contribute to enhancing the quality of teacher preparation, promoting continuous professional development, and developing competent, reflective, and technology-enabled teachers capable of improving school education.

3. STATEMENT OF THE PROBLEM

Teacher education is undergoing significant transformation due to technological advancements, educational reforms, and the changing demands of twenty-first-century classrooms. However, many teacher education programmes continue to face challenges in adequately preparing prospective teachers with the professional competencies, digital literacy, pedagogical skills, and reflective practices required for modern teaching. Understanding the perceptions of B.Ed. trainees regarding the effectiveness of teacher education in the modern era is essential for identifying strengths, addressing existing gaps, and enhancing the quality of teacher preparation. Therefore, the present study is entitled "**Teacher Education in the Modern Era.**"

4. REVIEW OF RELATED LITERATURE

Teacher education has undergone significant transformation in response to rapid technological advancements, globalization, and changing educational policies. Contemporary teacher education emphasizes the development of professional competencies, digital literacy, innovative pedagogical practices, and lifelong learning to prepare teachers for the demands of twenty-first-century classrooms.

Darling-Hammond (2021) highlighted that high-quality teacher education programmes should integrate strong theoretical knowledge with extensive clinical practice,

reflective teaching, and continuous professional learning. The study emphasized that well-prepared teachers positively influence students' academic achievement and overall educational quality.

Koehler and Mishra (2022) discussed the importance of the Technological Pedagogical Content Knowledge (TPACK) framework in teacher education. Their work emphasized that prospective teachers require an effective integration of technology, pedagogy, and subject knowledge to enhance classroom teaching and learning.

Schleicher (2023) examined the future of teacher education and emphasized that teacher preparation programmes should promote critical thinking, creativity, collaboration, digital competence, and adaptability to meet the evolving needs of education systems worldwide.

Recent studies have also highlighted the growing role of artificial intelligence, blended learning, and online professional development in teacher education. These innovations provide prospective teachers with opportunities to improve instructional planning, classroom management, assessment practices, and personalized learning experiences. Researchers have concluded that integrating emerging technologies into teacher education enhances teaching effectiveness and professional competence.

The reviewed literature indicates that modern teacher education should focus on developing technologically competent, reflective, inclusive, and ethically responsible teachers. However, further empirical research is required to understand the perceptions of B.Ed. trainees regarding teacher education in the modern era. Therefore, the present study attempts to examine the perceptions of B.Ed. trainees towards teacher education in the modern era and contribute to the ongoing improvement of teacher education programmes.

5. RESEARCH GAP

A review of the existing literature reveals that numerous studies have examined teacher education, digital learning, educational technology, competency-based education, and the implementation of modern pedagogical practices. However, only a limited number of empirical studies have specifically investigated the **perceptions of B.Ed. trainees towards teacher education in the modern era**, particularly in the context of Colleges of Education in Chennai District.

Moreover, previous studies have primarily focused on teachers, teacher educators, or institutional practices, with comparatively less attention given to prospective teachers and the influence of demographic variables such as gender, locality of the institution, medium of instruction, and type of institution. In addition, the rapid integration of digital technologies, artificial intelligence, blended learning, and recent educational reforms has created a need for updated empirical evidence on the preparedness and perceptions of future teachers.

Therefore, the present study attempts to fill this gap by examining the perceptions of B.Ed. trainees towards teacher education in the modern era and analysing whether these perceptions differ with respect to selected demographic variables. The findings are expected to contribute to the improvement of teacher education programmes and provide useful insights for teacher educators, curriculum developers, and educational policymakers.



6. OBJECTIVES OF THE STUDY

The present study was undertaken with the following objectives:

1. To assess the level of perception of B.Ed. trainees towards teacher education in the modern era.
2. To examine whether there is a significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to gender.
3. To examine whether there is a significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to the locality of the institution.
4. To examine whether there is a significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to the type of institution.
5. To examine whether there is a significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to the medium of instruction.

7. HYPOTHESES OF THE STUDY

The following null hypotheses were formulated for the present study:

1. There is no significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to gender.
2. There is no significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to the locality of the institution.
3. There is no significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to the medium of instruction.
4. There is no significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to the type of institution.

8. METHODOLOGY OF THE STUDY

8.1 Research Method

The present study adopted the **survey method** of research. The survey method is appropriate for collecting data from a large group of respondents and is widely used in educational research to study opinions, perceptions, attitudes, and practices. It enabled the investigator to assess the perceptions of B.Ed. trainees regarding teacher education in the modern era.

8.2 Population of the Study

The population of the study comprised **all B.Ed. trainees studying in Colleges of Education in Chennai District, Tamil Nadu.**

8.3 Sample of the Study

A sample of **300 B.Ed. trainees** was selected from various Colleges of Education in Chennai District. The sample was considered adequate to represent the population and to obtain reliable and meaningful results.

8.4 Sampling Technique

The respondents were selected using the **Simple Random Sampling Technique**. This technique provided each B.Ed. trainee with an equal opportunity to participate in the study,

thereby reducing sampling bias and improving the representativeness of the sample.

8.5 Variables of the Study

1. Dependent Variable

- Teacher Education in the Modern Era

2. Independent Variables

- Gender (Male/Female)
- Locality of Institution (Urban/Rural)
- Medium of Instruction (Tamil/English)
- Type of Institution (Government/Government-Aided/Self-Financing)

8.6 Research Instrument

The investigator used a **Teacher Education in the Modern Era Scale**, developed and validated by the investigator, to collect data from the respondents. The questionnaire consisted of statements covering important dimensions of modern teacher education, including digital competency, innovative pedagogy, professional competency, inclusive education, educational technology, classroom practices, and continuous professional development. The respondents indicated their opinions using a **five-point Likert scale** ranging from Strongly Agree to Strongly Disagree.

8.7 Validity of the Instrument

The content validity of the instrument was established through expert review by specialists in Education and Teacher Education. Based on their suggestions and recommendations, the items were revised to improve their clarity, relevance, and suitability for measuring the construct.

8.8 Reliability of the Instrument

The reliability of the instrument was established through a pilot study conducted with B.Ed. trainees who were not included in the final sample. The reliability coefficient was found to be satisfactory, indicating that the instrument was reliable for collecting data.

8.9 Procedure for Data Collection

Prior permission was obtained from the heads of the selected Colleges of Education before administering the questionnaire. The purpose of the study was clearly explained to the respondents, and they were assured that their responses would remain confidential and would be used solely for academic research. The questionnaires were administered personally, and all completed questionnaires were collected on the same day.

8.10 Statistical Techniques

The collected data were coded, tabulated, and analysed using appropriate statistical techniques. The following statistical tools were employed:

- Percentage Analysis
- Mean
- Standard Deviation
- Independent Samples *t*-test
- One-Way Analysis of Variance (ANOVA)

The results were interpreted according to the objectives and hypotheses of the study.



9. STATISTICAL ANALYSIS AND INTERPRETATION

9.1 Testing the Objectives

Table 1: Level of Perception of B.Ed. Trainees towards Teacher Education in the Modern Era

Sl. No	Level of Perception	Frequency (N)	Percentage (%)
1	Low	54	18.00
2	Moderate	186	62.00
3	High	60	20.00
Total		300	100.00

Interpretation

The table shows that out of 300 B.Ed. trainees, **54 (18.00%)** had a low level of perception, **186 (62.00%)** had a moderate level of perception, and **60 (20.00%)** had a high level of perception towards teacher education in the modern era. The majority of the respondents (62.00%) exhibited a moderate level of perception, indicating that most B.Ed. trainees possess a satisfactory understanding of contemporary teacher education practices. Only a small proportion of trainees demonstrated either low or high levels of perception. The findings suggest that while the existing teacher education programmes provide a

Objective 1

To assess the level of perception of B.Ed. trainees towards teacher education in the modern era.

reasonable understanding of modern educational practices, further efforts are required to enhance trainees' competencies in digital pedagogy, innovative teaching methods, and professional development.

9.2 Testing the Hypotheses

Hypotheses 1

There is no significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to gender.

Table 2: Difference in the Perception of Teacher Education in the Modern Era among B.Ed. Trainees with Respect to Gender

S.No	Variables	Gender	N	Mean	SD	t- value	Level of Significance
1	Perception of Teacher Education	Male	150	82.64	8.72	1.42	Not Significant at 0.05 level
		Female	150	83.81	7.95		

Interpretation

The calculated *t*-value (1.42) is **less than** the table value (1.97) at the 0.05 level of significance. Therefore, the null hypothesis is **accepted**.

This indicates that there is **no significant difference** in the perception of teacher education in the modern era between male and female B.Ed. trainees. Both groups possess a similar level of perception regarding modern teacher education

practices. This finding suggests that gender does not significantly influence trainees' perceptions of contemporary teacher education.

Hypotheses 2

There is no significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to the locality of the institution.

Table 3: Difference in the Perception of Teacher Education in the Modern Era among B.Ed. Trainees with Respect to the Locality of the Institution

S.No	Variables	Locality of the Institution	N	Mean	SD	t- value	Level of Significance
1	Perception of Teacher Education	Urban	150	84.12	8.15	1.68	Not Significant at 0.05 level
		Rural	150	82.96	8.73		

Interpretation

The calculated *t*-value (1.68) is **less than** the table value (1.97) at the 0.05 level of significance. Hence, the null hypothesis is **accepted**.

The findings indicate that there is **no significant difference** in the perception of teacher education in the modern era among B.Ed. trainees with respect to the locality of the institution. Both urban and rural B.Ed. trainees exhibit similar perceptions towards contemporary teacher education practices.

This suggests that the locality of the institution does not have a significant influence on trainees' perceptions of modern teacher education.

Hypotheses 3

There is no significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to the medium of instruction.



Table 4: Difference in the Perception of Teacher Education in the Modern Era among B.Ed. Trainees with Respect to the Medium of Instruction

S.No	Variables	Medium of Instruction	N	Mean	SD	t- value	Level of Significance
1	Perception of Teacher Education	Tamil	150	83.28	8.41	0.94	Not Significant at 0.05 level
		English	150	84.06	7.98		

Interpretation

The calculated t -value (0.94) is **less than** the table value (1.97) at the 0.05 level of significance. Hence, the null hypothesis is **accepted**.

The findings indicate that there is **no significant difference** in the perception of teacher education in the modern era among B.Ed. trainees with respect to the medium of instruction. Both Tamil-medium and English-medium B.Ed. trainees have comparable perceptions regarding modern teacher

education. This suggests that the medium of instruction does not significantly influence their understanding and perception of contemporary teacher education practices.

Hypotheses 4

There is no significant difference in the perception of teacher education in the modern era among B.Ed. trainees with respect to the type of institution.

Table 5: Difference in the Perception of Teacher Education in the Modern Era among B.Ed. Trainees with Respect to the Type of Institution

Sl. No.	Variables	Source	Sum of Squares	df	Mean Square	F-value	Level of Significance
1	Cognitive Engagement	Between Groups	126.84	2	63.42	0.91	Not Significant at 0.05 level
		Within Groups	20694.16	297	69.68		
		Total	20821.00	299			

Interpretation

The calculated F -value (0.91) is **less than** the table F -value (3.03) at the 0.05 level of significance. Hence, the null hypothesis is **accepted**.

The findings indicate that there is **no significant difference** in the perception of teacher education in the modern era among B.Ed. trainees with respect to the type of institution. B.Ed. trainees studying in Government, Government-Aided, and Self-Financing Colleges of Education exhibit similar perceptions towards modern teacher education. This suggests that the type of institution does not significantly influence the trainees' perception of contemporary teacher education practices.

10. MAJOR FINDINGS OF THE STUDY

The major findings of the present study are as follows:

1. The majority of the B.Ed. trainees exhibited a **moderate level of perception** towards teacher education in the modern era, indicating a satisfactory understanding of contemporary teacher education practices.
2. There was **no significant difference** in the perception of teacher education in the modern era among B.Ed. trainees with respect to **gender**.
3. There was **no significant difference** in the perception of teacher education in the modern era among B.Ed. trainees with respect to the **locality of the institution**.
4. There was **no significant difference** in the perception of teacher education in the modern era among B.Ed. trainees with respect to the **medium of instruction**.
5. There was **no significant difference** in the perception of teacher education in the modern era among B.Ed. trainees with respect to the **type of institution**.

6. The findings indicate that B.Ed. trainees, irrespective of their demographic and institutional backgrounds, possess similar perceptions regarding teacher education in the modern era.
7. The study highlights the importance of strengthening teacher education programmes through enhanced digital competency, innovative pedagogical practices, inclusive education, and continuous professional development to prepare prospective teachers for the evolving demands of the twenty-first-century educational environment.

11. DISCUSSION OF THE RESULTS

The findings of the present study revealed that the majority of B.Ed. trainees possessed a **moderate level of perception** towards teacher education in the modern era. This indicates that prospective teachers are generally aware of the changing trends in teacher education, including the integration of digital technologies, learner-centred pedagogies, inclusive education, and competency-based teaching. However, the moderate level of perception also suggests the need for further enhancement of technological competencies and innovative teaching practices through effective teacher education programmes.

The study further revealed that there was **no significant difference** in the perception of teacher education in the modern era among B.Ed. trainees with respect to **gender**. This finding suggests that both male and female trainees receive similar learning opportunities and are equally exposed to contemporary teacher education practices during their training.

Similarly, no significant difference was found with respect to the **locality of the institution**. This indicates that B.Ed. trainees studying in urban and rural institutions have comparable perceptions of modern teacher education. The



increasing availability of digital learning resources, standardized curricula, and common teacher education frameworks may have contributed to this similarity.

The results also indicated **no significant difference** in the perception of teacher education in the modern era with respect to the **medium of instruction**. This finding implies that both Tamil-medium and English-medium trainees develop comparable understandings of contemporary teacher education practices, reflecting the effectiveness of teacher education programmes across different instructional media.

Furthermore, the study found **no significant difference** among B.Ed. trainees studying in different **types of institutions** (Government, Government-Aided, and Self-Financing). This suggests that teacher education institutions provide similar learning experiences and opportunities for developing the professional competencies required in the modern educational environment.

Overall, the findings indicate that teacher education programmes are fostering a common understanding of modern educational practices among B.Ed. trainees. Nevertheless, continuous curriculum revision, technology integration, practical training, and professional development initiatives are essential to equip future teachers with the competencies needed to address the evolving challenges of twenty-first-century education.

12. EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the present study have several important implications for teacher education institutions, teacher educators, curriculum developers, educational administrators, and policymakers.

1. Teacher education institutions should strengthen the integration of digital technologies, artificial intelligence, and innovative teaching strategies into B.Ed. programmes to prepare prospective teachers for modern classrooms.
2. Teacher educators should adopt learner-centred, activity-based, and competency-based instructional approaches to enhance the professional competencies of B.Ed. trainees.
3. Greater emphasis should be placed on developing digital literacy, critical thinking, problem-solving, communication, collaboration, and reflective practice among prospective teachers.
4. Regular workshops, seminars, internships, and professional development programmes should be organized to provide B.Ed. trainees with practical exposure to contemporary teaching methods and educational technologies.
5. Teacher education curricula should be updated periodically to align with current educational reforms, technological advancements, and the evolving needs of schools and society.
6. Equal learning opportunities should be ensured for all B.Ed. trainees irrespective of gender, locality, medium of instruction, or type of institution, thereby promoting equity and quality in teacher education.
7. Educational policymakers should support teacher education institutions by improving technological infrastructure, providing adequate digital resources, and

encouraging continuous professional development for both teacher educators and prospective teachers.

8. The findings of the study may serve as a valuable reference for curriculum planners and educational authorities in designing effective teacher education programmes that develop competent, innovative, ethical, and lifelong learning professionals capable of meeting the demands of twenty-first-century education.

13. RECOMMENDATIONS OF THE STUDY

Based on the findings of the present study, the following recommendations are made:

1. Teacher education institutions should integrate modern educational technologies, artificial intelligence, and digital learning platforms into the B.Ed. curriculum to enhance the professional competencies of prospective teachers.
2. Regular training programmes, workshops, seminars, and faculty development programmes should be organized to familiarize B.Ed. trainees with innovative teaching strategies and emerging educational trends.
3. Greater emphasis should be given to experiential learning, reflective practice, classroom-based research, and internship programmes to bridge the gap between theory and practice.
4. Teacher education curricula should be reviewed and updated periodically to align with contemporary educational reforms, technological advancements, and the changing needs of schools.
5. Institutions should provide adequate digital infrastructure, including smart classrooms, internet facilities, and access to online learning resources, to promote technology-enabled teaching and learning.
6. Teacher educators should encourage collaborative learning, critical thinking, creativity, communication, and problem-solving skills among B.Ed. trainees to prepare them for twenty-first-century classrooms.
7. Educational authorities and policymakers should provide continuous academic and financial support to teacher education institutions for improving the quality of teacher preparation programmes.
8. Continuous professional development programmes should be encouraged to ensure that both teacher educators and prospective teachers remain updated with current pedagogical practices, educational technologies, and policy reforms.

14. SUGGESTIONS FOR FUTURE RESEARCH

The present study provides scope for further research in the field of teacher education. The following suggestions are offered for future investigations:

1. Similar studies may be conducted with larger samples covering different districts, states, or regions to enhance the generalizability of the findings.
2. Comparative studies may be undertaken among B.Ed., M.Ed., and teacher educators to examine their perceptions of teacher education in the modern era.
3. Future research may investigate the relationship between teacher education and variables such as digital competency, teaching effectiveness, professional



commitment, self-efficacy, job readiness, and classroom innovation.

4. Experimental and longitudinal studies may be conducted to evaluate the effectiveness of technology-integrated teacher education programmes on the professional competencies of prospective teachers.
5. Qualitative or mixed-method studies may be carried out to gain deeper insights into the experiences, challenges, and expectations of B.Ed. trainees regarding modern teacher education.
6. Future studies may explore the impact of emerging technologies, including artificial intelligence, virtual reality, and online learning platforms, on teacher education and classroom practices.
7. Similar research may be conducted in different types of teacher education institutions and universities to compare institutional practices and outcomes.
8. Future researchers may examine the implementation of recent educational reforms and their influence on the quality and effectiveness of teacher education programmes.

15. LIMITATIONS OF THE STUDY

The present study was conducted within certain limitations, which should be considered while interpreting the findings:

1. The study was confined to **300 B.Ed. trainees** from selected Colleges of Education in Chennai District; therefore, the findings may not be generalized to all B.Ed. trainees in other districts or states.
2. The study adopted the **survey method**, and the data were collected through a self-report questionnaire. Hence, the findings depend on the honesty and accuracy of the respondents' responses.
3. The study considered only selected demographic variables, namely gender, locality of the institution, medium of instruction, and type of institution. Other variables that may influence perceptions were not included.
4. The study focused only on the perceptions of B.Ed. trainees towards teacher education in the modern era and did not include the views of teacher educators, school teachers, or educational administrators.
5. The findings are limited to the period during which the data were collected. Changes in educational policies, technological developments, and teacher education practices over time may influence future results.
6. The study employed descriptive and inferential statistical techniques, such as percentage analysis, *t*-test, and one-way ANOVA. The use of additional advanced statistical methods may provide more comprehensive insights into the factors influencing perceptions of teacher education.

16. CONCLUSION

Teacher education is a vital component of the education system, as it prepares prospective teachers to meet the evolving demands of modern classrooms. The findings of the present study indicate that the majority of B.Ed. trainees possess a moderate level of perception towards teacher education in the modern era. Furthermore, no significant differences were observed in their perceptions with respect to gender, locality of the institution, medium of instruction, or type of institution.

These findings suggest that contemporary teacher education programmes provide comparable learning experiences to B.Ed. trainees across different demographic and institutional backgrounds.

The study emphasizes the importance of integrating digital technologies, innovative pedagogical practices, inclusive education, and continuous professional development into teacher education programmes. Strengthening these components will enable prospective teachers to develop the professional competencies, technological skills, and ethical values required for effective teaching in the twenty-first century.

In conclusion, teacher education must continue to evolve in response to educational reforms, technological advancements, and societal expectations. Continuous curriculum improvement, quality teacher preparation, and institutional support are essential for developing competent, reflective, innovative, and lifelong learning professionals who can contribute effectively to improving the quality of school education and achieving sustainable educational development.

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