

A Study on problems faced by Student-Teachers in Two-Years B.Ed. Programme

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Abstract

The study was conducted on the problems faced by student-teachers in two-years B.Ed. programme. The sample of the present study included 100 student -teachers of B.Ed. colleges from the Jammu district of Jammu and Kashmir Union Territory. Descriptive survey method was used in the present study. Self-constructed questionnaire was prepared to study the problems of student -teachers. Findings of the study revealed that student -teachers faced many problems related insufficient textbooks, insufficient working days, problems related to internship, financial problems, lack of infrastructural facilities etc. This will prove helpful for policy planners, administrators and academicians to translate the solutions of the problems into reality and also will help them to improve the present conditions.

Key words: Student -Teachers, Problems, Two-Years B.Ed. programme.

Introduction

Teachers play the role of torch bearers in maintaining social harmony, unity in nation and creating a learning society. Teachers are much proficient in imparting knowledge according to the needs of the society and fulfilling the expectations of the same and training institutions train such teachers to become competent. In the past, the teaching was the highest profession and it was conferred among the Brahmins. So, only the Brahmins used to be the teachers in ancient India but now unlike the past, it is a profession which in this republic and democratic society can be chosen by anyone. If the profession of teaching is chosen by someone by choice only then it is possible that he or she is expected to develop all the aspects of children holistically such as cognitive, affective and psycho-motor. On the other side if the profession is joined by chance, then it cannot be proved beneficial for the better outcomes. Charalambos (2017) found that though teachers are willing to join teaching profession, they do not actually consider this profession to be their dream job. Some teachers have joined the profession because they do not have any other choice but to become teachers. It was also found that many universities have decreased their merit requirements, and students who don't get admission in any other field, can now join the teaching profession. Due to this, many of the teachers due to their low abilities of teaching, brings a dark shade on the profession of teaching and the teaching is questionable when they enter into the real classrooms and especially when the teachers have to cope with up-to-date knowledge and advanced studies. Teacher education institutions help student teachers in acquiring the necessary skills and understanding of the concepts by organizing different programmes related to teacher education. With the help of these skills teachers could play an effective role having proper knowledge of the psychology of child, classroom management skills, different techniques of evaluation, proper teaching aptitude, teaching interest, different skills of teaching etc. (Singh, 2018). In one year, B.Ed. programme preparation of teacher at both elementary and secondary school levels, has been facing lot of problems, from which some are of general nature and others are specific to the stage of education. For example, teacher education offered formalized experience to knowledge which is fragmented and is neither related to objectives of education and nor to the classroom practice ground realities. Different domains of knowledge, for example, psychology, sociology and philosophy are put together in the course without having any integration in meaningful way provided fragmented knowledge which has no practical utility because that knowledge is not connected with the specific teaching subject's methodology (MHRD, 2012).

Two-years B.Ed. Programme: The two-years B.Ed. programme is paradigm shift in the field of teacher education which aims at complete development of the pupil-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. It aims at developing understanding of and competence to provide disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation detained through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. The syllabus retains the essence of pupil-teachers being active participants in the learning process and prepares them for facing the emerging challenges resulting out of globalization and its consequences. In the two-years B.Ed. programme, curriculum includes activities such as observation visits to different centres such as anganwadi, District Institute of Education and Training (DIETs), innovative centres in primary and middle schools, high schools and higher secondary schools, and State Institute of Education (SIEs), teaching practice sessions comprising of delivery lessons and components of project work such as each one teach one, plant and own tree, psychological testing, portfolios.

Review of related literature

The review of related literature provided a crucial understanding of the studies already done in J&K and India related to different aspects of the teacher education programme i.e., Curriculum, Problem during Practice Teaching, internship, sessional work, issues in teacher education, issues and problem concerned with quality of teacher education. In the light of related studies, it has been found that there are some consonant and non-consonant results found after the implementation of the two-years B.Ed. programme. On the one side, the studies found that there are many problems faced by students, teachers, and administration in admission process, internship, infrastructure management, curricular activities (Vandana, 2015; Khan, 2017). Some studies reported that teacher trainees build a negative perception towards the programme due to high fee structure and trainees face many grievances due to extended school internship and cannot finish any activity due to less time limit (Adhikary, 2017; Jaseena, 2018). On the other side, studies also reported that school exposure programme is of crucial importance and has positive and remarkable impact on the trainee teachers (Jogan, 2018). Results of the study also revealed that two years B.Ed. course will develop proper teaching skills in student teachers and also the student teachers of two years B.Ed. course get more opportunities for practice teaching rather than student teachers of one year B.Ed. course (Tamang, 2018).

Justification of the study: Teacher education corresponds to the sets of events deliberate to help aspirant to develop the skills, temperaments, knowledge, habits, stance, values, standard which allow them to enter the occupation of teaching. The teacher educators prepare quality teachers who in turn improve the quality of school education and also enhance the learning level of children. The teachers are prepared through Bachelor of Education (B.Ed.) programme. Earlier B.Ed. was of one year only which was continually a subject of critique that it stressed more on theory and less on practical training. The time duration of practice in teaching was less than one month. Pal (2014) found that there was an insufficient time duration to provide adequate and stable knowledge in content areas, in pedagogy of teaching and at last in developing a sense of positive attitude towards teaching among the trainee teachers. Thus, it was felt that the one-year duration of B.Ed. programme was not fulfilling the needs of the changing school curriculum as well as teacher trainees. As there has been transition from the one year to the two years duration with more of the practical and skill aspects, it has been a challenging for the teacher trainees and the teacher educators to come to the expectations of the programme. Thus, it is observed that various studies have been conducted on problems in two-years B.Ed. programme in different districts of different states, Halder et.al. (2018) found that both teachers and students have negative attitude towards new two years B.Ed. course and students had listed several problems relating to curriculum. Patel (2019) found that two-years B.Ed. programme is successful in giving professional competency to teacher trainees by practical work and long-term internship but there is economic burden and wastage of time and money of the students due to two-years B.Ed. course. But no attempts have been made in Jammu district of Jammu and Kashmir

Union Territory which was not under the regulations of NCTE. Hence, the investigator undertook the present study focusing on problems of two-years B.Ed. programme in Jammu district.

Objectives of the study

1. To study the problems being faced by student-teachers during two-years B.Ed. programme.
2. To obtain some suggestions regarding the solutions of the problems faced during two-years B.Ed. programme.

Delimitations of the study

1. The present study was confined to private B.Ed. colleges affiliated to University of Jammu only.
2. The present study was confined to 10 B.Ed. colleges of Jammu district only.
3. The present study was confined to sample of 100 student-teachers.

Method used: In the present study, the researcher has used the descriptive survey method of research.

Population : For the present study, the population was comprised of all private B.Ed. colleges of Jammu District affiliated to University of Jammu.

Sample : In the present study, 10 B.Ed. colleges were selected randomly and from each college 10 student-teachers were selected randomly. Therefore, 100 sample was selected for the present investigation.

Tool used for the study: Self-constructed questionnaire was used in order to collect the data for the present study.

Analysis : The percentage (%) was used to analyze the data in the present study.

Findings of the study

Objective 1. To study the problems faced by student-teachers during two-years B.Ed. programme.

Table No. 1. Showing the responses of student-teachers regarding issues related to syllabus and duration.

S. No.	Response Categories	Responses
1	In two-years B.Ed. programme, the syllabus is too lengthy to be completed in prescribed time.	55 %
2	There is lack of sufficient books related to the newly added course content.	86 %
3	The curriculum of the two-years B.Ed. programme is based on the needs of individuals and society.	82 %
4	There are insufficient working days for the completion of course content.	59 %
5	The time period for teaching practice is extra lengthy and spread in two semesters.	54 %

The above Table no. 1 indicated that 55% respondents responded positively that in two-years B.Ed. programme, the syllabus is too lengthy to be completed in prescribed time as there are number of theory and practical papers in each semester which increase the work load because all activities have to be completed in particular semester. 86% respondents favoured that there is lack of sufficient books related to the newly added course content because in two-years B.Ed. course new subjects are added in each semester and books related to them are not purchased by the managements of colleges and the libraries are also not updated. Similar results were also revealed in the study of Ahmed and Sharma (2017). Eighty-two percent of the respondents agreed that the curriculum of the two-years B.Ed. programme is based on the needs of individuals and society and responded that there are various activities included in the curriculum for example, Each One Teach One, Plant the tree, visits to the Agandwadis and enacting the nukkad shows on the female foeticide, ill effects of dowry, which are based on the issues related to individual and society. 59% respondents responded that there are insufficient working days for the completion of course content as there are number of practical activities and bulk of syllabus included in the course which are not possible to be covered on the prescribed time and the students revealed that it is due to the lack of the teaching faculty in the colleges, incompetent teachers or no experienced teaching faculty. Similar results were revealed by Sao and Behera (2016). Fifty-four percent of the respondents responded positively that the time period for teaching practice is extra lengthy and spread in two semesters. They stated that this is due to the large number of lesson plans which are to be delivered during teaching practice and it should be reduced.

Table No. 2. Showing the responses of student-teachers regarding issues related to internship

S.No.	Response categories	Responses
1	There is more stress on practical work than theoretical aspect in two-years B.Ed. programme.	62 %
2	The teaching practice does not go smoothly during internship.	54 %
3	The internship acts as a burden on student- teachers.	44 %
4	There is lack of infrastructural facilities as well as the cooperation of the schools for conducting internship properly.	73 %
6	The student-teachers are not trained for micro-teaching skills.	100 %
7	The teaching practice is not conducted properly by the concerned colleges.	57 %
8	Only half of the allotted teaching practice sessions are conducted.	71 %
10	The field visits are mere fill ups and are not transacted properly.	55 %

The above Table no. 2 shows that 62% respondents believed that there is more stress on practical work than theoretical aspect in two-years B.Ed. programme as there are lot of practical activities such as visits to innovative centres, DIETs, SIEs, anganwadi centres, sessional work and especially the practical related work is enhanced on the recommendations of the Justice Verma Commission recommendations who wanted to develop the futuristic teachers to be behaviourally oriented and fit in for all the situations. Average (54%) respondents stated that the teaching practice does not go smoothly during internship because the colleges are not having the practice schools as desired in the recommendations of the JVC and whatever the schools are made available, are not sufficient to transact the curriculum as desired by JVC and moreover they are not cooperating during teaching practice, facilities for conducting teaching practice are also not provided in the schools, also, 44% respondents responded that the internship acts as a burden on student- teachers as there are lot of practical activities which cannot be completed within prescribed time period. Majority (73%) respondents responded positively that there is lack of infrastructural facilities as well as the cooperation of the schools for conducting internship properly. There are insufficient classrooms for daily classes, absence of smart classrooms, lack of common rooms, lack of library and laboratory and other facilities in the colleges of the education. The results are supported by Das and Roy (2019). All of the respondents responded positively that the student-teachers are not trained for micro-teaching skills because there is no provision of practicing micro teaching skills in the colleges as the micro teaching skills are not included in new B.Ed. syllabus on the recommendation of Justice Verma Commission, whereas 57% respondents responded positively that the teaching practice is not conducted properly by the concerned colleges as there is not any proper supervision while conducting teaching practice in the school and focus is on completing the activities relating to teaching practice. Majority (71%) respondents responded positively that only half of the allotted teaching practice sessions are conducted as it is hectic to complete activities related to teaching practice in the prescribed time, whereas 55% respondents responded positively that the field visits are mere fill ups and are not transacted properly. They responded that there are number of field visits such as anganwadi, innovative centres, DIET, SIE, primary schools, middle schools, high schools, higher secondary schools, which cannot be covered completely and sincerely due to shortage of time, as there are other components related to theoretical aspects which are also to be completed in that time period.

Table No. 3. Showing the responses of student-teachers regarding general issues.

S.No.	Response categories	Responses
1	There is an increase of financial burden on the students belonging to the economically disadvantaged groups due to enhancement of the programme from one year to the two-years.	93 %
2	There is a dearth of experienced and competent teacher-educators to transact the curriculum.	76 %
3	There is non-seriousness of attendance among student-teachers.	45 %

The above Table no. 3 shows that 93% respondents agreed that there is an increase of financial burden on the students belonging to the economically disadvantaged groups due to enhancement of the programme from one year to the two-years as fee structure has also increased along with many other expenses during this course which ultimately effects the aspirant students to take admission to this course although they are excellent in their studies and interested towards the course, similar results were found by Das and Roy (2019). Seventy six percent of the respondents favoured that there is a dearth of experienced and competent teacher-educators to transact the curriculum because in two-years B.Ed. programme as syllabus is updated with new concepts, teacher educators who are already teaching in the colleges of education are not aware about some of these new concepts as most of them had done one year B.Ed. course and have no experience of teaching and secondly the college managements are not interested to continue with experienced faculty as their pay wages are to be enhanced and so the most of the faculty inducted on the part time basis having no experience. These results can be supported by Halder et al. (2018). Also, 45% respondents responded that there is non-seriousness of attendance among pupil-teachers.

Objective 2. Suggestions obtained from student-teachers regarding the solutions of the problems faced in two-years B.Ed. programme.

- Books should be available related to new contents.
- There should be reduction in fee structure so that economically disadvantaged students did not suffer.
- Syllabus should be reduced so that it should be completed on prescribed time period.
- There should be more emphasis on teaching practice than theory but the colleges should have the dedicated schools in this regard.
- Micro teaching skills should be practiced.
- There is need of proper infrastructure for conducting various activities in the offline and online mode.
- School managements should cooperate during internship and the teacher educators should also equip the trainees not to fumble in the class and to perform justifiably.
- Emphasis should be given on attendance of students and the practice of the non-attending the institution should be stopped.
- Adequate and proper training should be given to student-teacher for the smooth functioning of teaching practice.
- There should be time to time inspection of training colleges by the team experts and the implementation of NCTE is to bring the quality reforms.
- Number of lesson plans should be reduced.
- Scholarships should be provided to needy students by the college managements.
- Guidance should be given regarding the teaching practice.
- There should be proper supervision by the teacher educators during teaching practice.
- Curriculum should be flexible- as per the guidelines of National Education Policy (2020).
- Experienced and competent teacher educators should be appointed in the colleges and be regularized in the colleges.
- One entire semester should be provided for teaching practice.
- Demonstration should be given on the construction of lesson plans using different approaches.

Conclusion: On the basis of analysis, it has been concluded that student-teachers faced problems related to insufficient textbooks, insufficient working days, problems related to internship, financial problems, lack of infrastructural facilities. The reporting of many problems due to the increased duration of pre-service teacher training programme which can be solved if the above suggestions are taken into consideration. The concerned regulatory body (NCTE) and affiliating universities of teacher training institutions) should give more importance to the quality rather than the quantity of the programme. Teacher training programme should be made interested and lucent so that it catches the attention of choice-based teachers rather than chance-based teachers.

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