

'PROBLEMS ENCOUNTERED BY STUDENT TEACHERS DURING THE B.ED. COURSE'

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I. INTRODUCTION:

The future of a nation is shaped in its classrooms and teacher is the architect who shapes the destiny. Well qualified and trained teachers lead communities and nations towards better and higher quality of life. Researchers and Practitioners are relentlessly exploring what are the problems encountered by students during the B.Ed. course. Problems in particular have been explored to generate solutions in education, teaching and learning activities, and general teambuilding among groups of students. However, to effectively use these solutions, sound pedagogical approaches are required. Empirical evidence is necessary to motivate and encourage student teachers. This research is of particular interest to educators. In order to implement any new research it is essential to have the correct attitude towards it. Increased level of problems faced by student teachers needs to be looked into at the level of in-service and pre service education of the teachers. Moreover pre service teachers are the new entrants into the field who would be prepared to face the challenges during the course. It is in this context that the aforementioned study has been undertaken.

II. REVIEW OF RELATED LITERATURE:

Dr Megha Upalane(2015) found that in multilingual B.Ed. classroom students faced problems like understanding English, topic comprehension, study material in English, writing examinations and even psychological problems due to regional medium background and not having proficiency in English. **Abhijit Halder & Rimi Mondal (2018)** found that the New B.Ed course is very complicated for students and teachers both. Researchers found many opinions from 18 themes. From these theme analyses it can be said that Teachers and Students both have negative attitude towards this new course and also identified different problems relating new two years B.Ed. course. They have various complain and complex about this course. Researchers found maximum problems in Non-Govt B.Ed. colleges.

III. OBJECTIVES OF THE STUDY:

The objectives of the present study are as follows:

- To study the various Problems encountered by B.Ed. students during the course.
- To compare the problems of students related to health, family, personal, educational, & financial issues.
- To relate the Age factor to the Problems faced by the B.Ed. students during the course.

IV. DELIMITATION OF THE STUDY:

The delimitations of the present study are as follow:

- The investigation was delimited to only Mumbai district of Maharashtra.
- The study was restricted to the pupil-teachers studying in B.Ed. colleges of the Mumbai district only.
- This study was conducted only at surface level and was not an in-depth study.

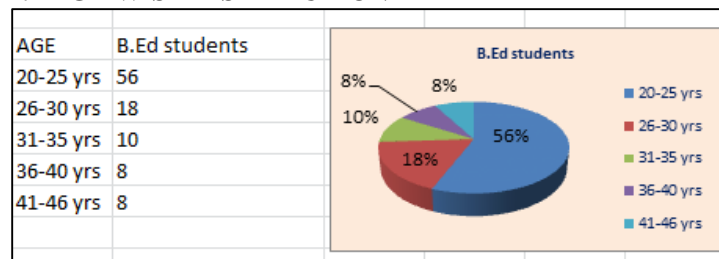
V. METHODOLOGY:

The present study was based on survey method, particularly, the normative survey method. The B.Ed. pupil-teachers of Mumbai district of Maharashtra comprised the population of this study. 200 Pupil-teachers from government sponsored and private B.Ed. College were taken i.e. 100 pupil teacher from government sponsored and 100 from private B.Ed. College. There was one government sponsored B.Ed. college selected from Mumbai district and for selecting the private colleges stratified random sampling was used, for selecting the pupil-teachers purposive sampling was used. Self-made Questionnaire was used for collecting the data and descriptive method was used for interpretation.

VI. FINDINGS:

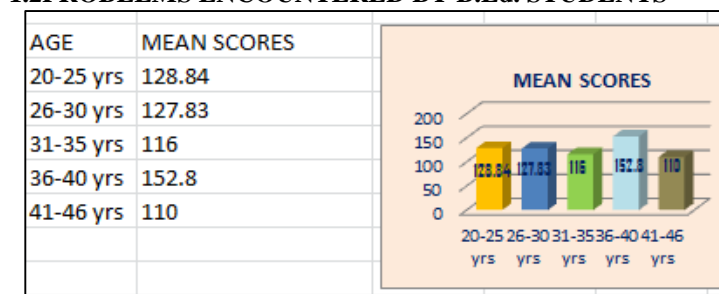
The major findings of the study revealed that there were many problems faced by the pupil-teachers during the course of B.Ed. Analysis of data shows that 56% of the participants were from Age 20-25, 18% were from Age 26-30, 10% were from Age 30-35, 8% were from Age 36-40 and 8% were from Age 41-45. The Mean Score calculated revealed that the Students belonging to Age group of 36-40 yrs represents the highest score of 152.8 and the least score of 110.

1.1 AGE-WISE DISTRIBUTION



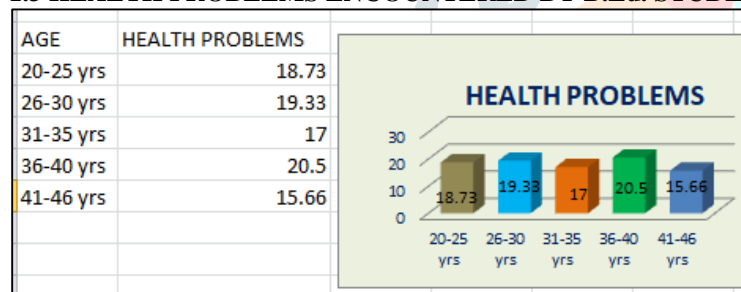
Interpretation: Analysis of data shows that 56% of the participants were from Age 20-25,18% were from Age 26-30,10% were from Age 30-35,8% were from Age 36-40 and 8% were from Age 41-45

1.2 PROBLEMS ENCOUNTERED BY B.Ed. STUDENTS



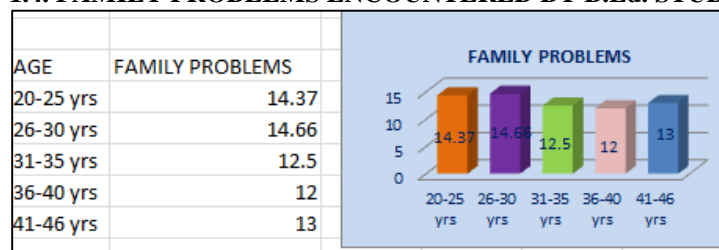
Interpretation: The Mean Score calculated revealed that the Students belonging to Age group of 36-40 yrs. represents the highest score of 152.8 and the least score belonging to Age group of 41-46 yrs. of 110.

1.3 HEALTH PROBLEMS ENCOUNTERED BY B.Ed. STUDENTS

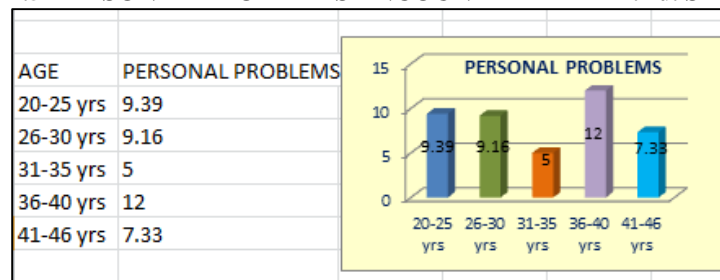


Interpretation: The Mean Score calculated revealed that the Students belonging to Age group of 36-40 yrs. represents the highest health problems with a score of 20.5 and the least score belonging to Age group of 41-46 yrs. of 15.66

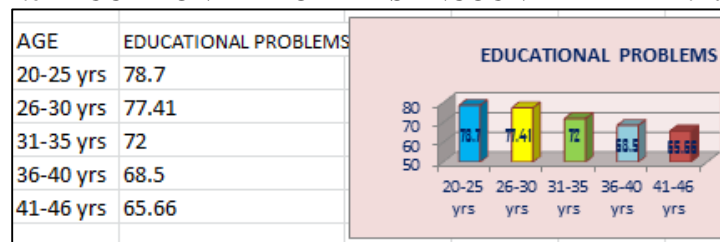
1.4. FAMILY PROBLEMS ENCOUNTERED BY B.Ed. STUDENTS



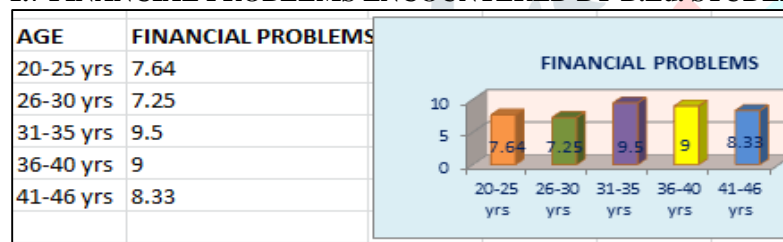
Interpretation: The Mean Score calculated revealed that the Students belonging to Age group of 20-25 yrs. represents the highest problems related to family with a score of 14.37 and the least score belonging to Age group of 41-46 yrs. of 13.

1.5 PERSONAL PROBLEMS ENCOUNTERED BY B.Ed. STUDENTS

Interpretation: The Mean Score calculated revealed that the Students belonging to Age group of 36-40 yrs. represents the highest personal problems with a score of 12 and the least score belonging to Age group of 31-35 yrs. of 5.

1.6 EDUCATIONAL PROBLEMS ENCOUNTERED BY B.Ed. STUDENTS

Interpretation: The Mean Score calculated revealed that the Students belonging to Age group of 20-25 yrs. represents the highest educational problems with a score of 78.7 and the least score belonging to Age group of 41-46 yrs. of 65.66

1.7 FINANCIAL PROBLEMS ENCOUNTERED BY B.Ed. STUDENTS

Interpretation: The Mean Score calculated revealed that the Students belonging to Age group of 31-35 yrs. represents the highest financial problems with a score of 9.5 and the least score belonging to Age group of 26-30 yrs. of 7.25.

VII. EDUCATIONAL IMPLICATION:

- It is a modest attempt in this direction to identify the type of problems faced by pupil-teachers during the course of B.Ed. programme.
- It is essential to understand the problems faced by pupil-teachers and provide them with counseling services, so that they can cope up with these problems and complete the course successfully.

VIII. CONCLUSION:

The analyses and interpretation of data and research outcomes clearly indicate that the Teacher Educators need to have a sound understanding about the various problems encountered by the B.Ed. students during the course and provide them with counseling services from time to time. The B.Ed. students must be encouraged to develop the skill of multitasking and also to have a positive approach towards the course. The findings of the present research will also be of benefit to policy makers, heads of department of education, organizations involved in developing training courses for new teachers. The Principals of colleges of education can use the findings to enhance the professional preparation of student teachers.

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