

Problems Faced by the Student-Teachers During Two year B.ed. Programme

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Abstract:

Education reforms invariably accord highest priority to improve teacher effectiveness. Teacher education in present century is oriented to the challenges of providing literacy and knowledge required for progress of the society. Education reforms invariably accord highest priority to improve teacher effectiveness. Justice Verma commission (2012) recommended that B.Ed. programme should be two year with the adequate provision to branch out in specializations in curriculum studies, policies, finance and foundational studies. Recently NCTE regulation 2014 made a radical change in teacher training programme particularly in B.Ed. programme and proposed two year B.Ed. programme which has been came into the force from academic session 2015-17. The course structure of the two year-B.Ed. programme offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. In the present study the investigators made an attempt to study the problem faced by the Student- teacher during two year B.Ed. programme in Trichirappalli district Tamilnadu. 180 Student-teachers were taken from both government sponsored and self-financed B.Ed. college affiliated to Tamilnadu Teacher Education University i.e. (40 student-teachers from government sponsored and 140 from self-financed B.Ed. college were taken). Questionnaire for collecting the data and percentage method for interpretation was used. This study revealed that student-teachers face many problems after the implementation of two year B.Ed. course.

Key Words: Student-Teacher, Two years B.ed Programme

I. INTRODUCTION

Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent up gradation of teacher education programmes. Teacher education in the present century is oriented to the challenges of providing literacy and knowledge required for progress of the society. Thus, the quality of education depends upon the quality education of the teachers. The qualitative aspects of education depend entirely on the character and personality of the teachers. Thus, the role of the teachers is very important for the upliftment and formation of the nation. In order to develop the quality of the teacher in various dimensions, student-teachers training is very much necessary. Particularly, secondary level teacher training play a vital role in India. The bachelor of education (B.Ed.) prepares the quality teachers to improve the quality of school education and also enhance the learning level of children. In this direction many efforts were made by

implementing the various recommendations by different commissions and committees in India. NCTE has also brought out national curriculum framework for teacher education during 1978, 1988, 1998 and 2009 which recommended improving the quality of B.Ed. programme. Justice Verma commission (2012) recommended that B.Ed. programme should be two year with the adequate provision to branch out in specializations in curriculum studies, policies, finance and foundational studies.

National council for Teacher Education (NCTE) has resolved to modify the one-year courses of B.Ed. programme into two-year courses from 2015 onwards throughout the country. Since B.Ed. is a professional course, skills and strategies are more urgent need than extensive theoretical framework of the curriculum. The two year B.Ed. programme as suggested by NCTE, 2014 can prepare the quality teacher and fulfil the needs of the students in this backdrop the problem faced by the student-teachers after two year B.Ed. programme must be known. It is this feeling that has urged the investigator to take up the present study entitled, "Problems faced by the student-teacher during two year B.Ed. Programme in a particular region of Tamilnadu. It is expected that this study through small, will be able to make some significant contributions in the field of education.

II. REVIEW OF THE RELATED LITERATURE:

Muhammad Azeem (2011) conducted a study on problems of prospective teachers during teaching practice. The study was delimited to teacher training institutions of Lahore city. Hundred B.ED students were selected by convenience sampling. A questionnaire comprising thirty-five questions was prepared and administered personally. The data was collected and tabulated. Major finding are: 1) Majority of the schools do not prepared the timetable for the pupil teachers. 2) Pupil teachers are not imparted practical training of different methods of teaching before they are sent for teaching practice. 3) Majority of the students are not informed about the rules and regulations of the practicing schools.

Nasir Mahmood* and Zafar Iqbal (2018) conducted a study on the challenges faced by the prospective teachers during teaching practice. The sample of the study comprised 34 prospective teachers enrolled in the final semester of B.Ed. (Hons.) program at University of the Punjab and University of Gujrat. Data analysis revealed that there was a noticeable transformation towards the use of teaching methods other than lecture method in their classroom. The major challenges included dealing with poor physical infrastructure, scarce and underused academic resources, inflexibility in classroom arrangement, non-professional attitude of school administration, and trying out innovation without challenging the prevailing school norms. The closer interaction among university, school, prospective teachers and students beyond teaching practice is essential to increase mutual familiarity addressing the surprise element of challenges faced by the prospective teachers.

Onyebukwa-Nwanoro Chikezie (2017) conducted a study on Challenges of Student-Teachers during Teaching Practice in Nigeria, The standard of education in Nigeria is rapidly depreciating or falling and these can be traced to poor and lackadaisical attitude of supervisors of student-teachers. The purpose of the supervision are to acquaint they would be teachers with the necessary skills needed in teaching profession. The aims of this work were to find out the challenges which student teachers encountered during teaching practice in Nigeria. The study investigated the importance of teaching practices exercise in Nigeria. The challenges faced by student teachers during teaching practice exercise includes the practicing teachers are perceived as persons who are only in the school to pass a test, non remuneration of student-teachers by the government and the teacher not having time of his own outside the classroom. These paper proffered solutions to problems identified.

Abhishek Mahajan, Sudarshana Rana (2017) Problems faced by pupil-teachers during two year b.ed. Programme, Teacher education in present century is oriented to the challenges of providing literacy and knowledge required for progress of the society. In the present study the investigators made an attempt to study the problem faced by the pupil- teacher during two year B.Ed. programme in Shimla district Himachal Pradesh. 230 Pupil-teachers were taken from both government sponsored and self-financed B.Ed. college affiliated to Himachal Pradesh university i.e. (70 pupil-teachers from government sponsored and 160 from self-financed B.Ed. college were taken). Questionnaire for collecting the data and percentage method for interpretation was used. This study revealed that pupil-teachers face many problems after the implementation of two year B.Ed. course. Not only the pupil-teachers but the teachers and administration itself faced different problems.

III. OBJECTIVES OF THE STUDY:

- To find out the facilities provided by the government institutions to the Student -Teachers.
- To find out the facilities provided by the self-financed institutions to the Student -Teachers.
- To find out the availability of appropriate study materials in government institutions.
- To find out the availability of appropriate study materials in self-financed institutions.

IV. METHODOLOGY:

The present study was based on survey method, particularly, the normative survey method. The B.Ed Student –Teachers in Tiruchirappalli District Tamilnadu comprised the population of this study. 180 Student –Teachers from government sponsored and self-financing B.Ed. College were taken i.e. 40 Student –Teachers from government sponsored and 160 from self-financed B.Ed. college. There was only one government sponsored B.Ed. College in Tiruchirappalli district and for selecting the private colleges stratified random sampling was used, for selecting the Student –Teachers purposive sampling was used. Questionnaire was used for collecting the data and percentage method was used for interpretation. Questionnaire was used for knowing the problems of Student –Teachers after implementing two year B.Ed. programme. Questionnaire contains

different questions according to objectives of the present study under dimensions namely (a) facilities (b) Study material. Percentage was used to analyse the collected data and to verify the result.

V. FINDINGS:

- ✓ The major findings of the study revealed that there were many problems faced by the Student -Teachers after implementation of Two Year B.Ed. Programme, i.e. most of the Student -Teachers were not satisfied by Two Year B.Ed. Programme.
- ✓ Analysis of data shows that 15% of the pupil-teachers were satisfied and 85% Student -Teachers of were not satisfied by the facilities provided by the government institutions to the Student -Teachers, i.e. most of the Student -Teachers were unsatisfied by the facilities provided by the government institutions to the Student -Teachers according to Two Year B.Ed. Programme.
- ✓ The present study indicates that 90% Student -Teachers were satisfied and 10% Student -Teachers were not satisfied by facilities provided by the self-financed institutions to the Student -Teachers. It means most of the private colleges provide adequate facilities like PPT Teaching method and psychology lab and physical education and also Yoga class also provide the Student -Teachers.
- ✓ It was found that 24% Student -Teachers were satisfied and 76% Student -Teachers were not satisfied by the availability of appropriate study materials like according to Two Year B.Ed. Programme in government institutions.
- ✓ The present study indicated that there were many problems faced by the Student-teachers after two year B.Ed. programme. In most of the conditions Student -teachers were not satisfied by the two year B.Ed. programme.

VI. CONCLUSION:

Even after facing many controversies, NCTE has approved the two year B.Ed. programme with the motive to properly train the Student -Teachers as one year B.Ed. programme was not found to be enough effective. But the present study revealed that most of the Student -Teachers face many different problems after implementation of two year B.Ed. programme. Even the teachers and the administrations of respective institutions found great difficulty in their work after this decision.

VII. REFERENCES:

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