

# PROBLEMS FACED BY PUPIL-TEACHERS DURING TWO YEAR B.ED. PROGRAMME

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**Abstract:** *Teacher education in present century is oriented to the challenges of providing literacy and knowledge required for progress of the society. 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 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.*

**Key Words:** *Two Year B.Ed. Programme, Pupil-Teacher*

## I. INTRODUCTION:

Teacher education is an integral part of education. The quality of teachers training programme determines the success of educational system. It is the spotlight of the 21<sup>st</sup> century. 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, pupil-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. 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. The investigators felt that the existing one year B.Ed. programme is general in nature and unable to prepare quality teachers. On other hand, while sparkly on the new trends and concerns of teacher educations well as on teachers in India. 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 pupil-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 Pupil-Teacher's During Two Year B.Ed. Programme" in a particular region of Himachal Pradesh. 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:

S. Nalawade-Jadhav Vandana (2015) found that institutions faced many constraints in admission procedure, infrastructure management, teachers recruitment and school internship after the implementation of two year B.Ed programme. Ravinder Kumar Kamboj (2015) found that the teacher-educators have undergone more stress during two year B.Ed. functioning. R.Jaya Kumar (2016) concluded that students from any field can do B.Ed but there is no job security for such students. Pargat Singh Garcha (2016) found gap in theoretical and practical framework of two year B.Ed. programme.

## III. OBJECTIVES OF THE STUDY:

The objectives of the present study are as follow:

- To find out the facilities provided by the government institutions to the pupil-teachers.
- To find out the facilities provided by the self-financed institutions to the pupil-teachers.
- To find out the availability of teaching and non-teaching staffin government institutions.
- To find out the availability of teaching and non-teaching staffin self-financed institutions.
- 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. DELIMITATION OF THE STUDY:**

The delimitations of the present study are as follow:

- The investigation was delimited to only Shimladistrict of Himachal Pradesh.
- The study was restricted to the pupil-teachers studying in B.Ed. colleges of the Shimla district only.
- This study was conducted only at surface level. It 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 in Shimla district of Himachal Pradesh comprised the population of this study. 230 Pupil-teachers from government sponsored and self-financing B.Ed. colleges were taken i.e. 70 pupil teacher from government sponsored and 160 from self-financed B.Ed. college. There was only one government sponsored B.Ed. college in Shimla district and for selecting the private colleges stratified random sampling was used, for selecting the pupil-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 pupil-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) Teaching and non-teaching staff (c) Study material. Percentage was used to analyse the collected data and to verify the result.

**VI. FINDINGS:**

The major findings of the study revealed that there were many problems faced by the pupil-teachers after implementation of Two Year B.Ed. Programme, i.e. most of the pupil-teachers were not satisfied by Two Year B.Ed. Programme.

Analysis of data shows that 38% of the pupil-teachers were satisfied and 62% of pupil-teachers were not satisfied by the facilities provided by the government institutions to the pupil-teachers, i.e. most of the pupil-teachers were unsatisfied by the facilities provided by the government institutions to the pupil-teachers according to Two Year B.Ed. Programme.

The present study indicates that 76% pupil-teachers were satisfied and 24% pupil-teachers were not satisfied by facilities provided by the self-financed institutions to the pupil-teachers. It means most of the private colleges provide adequate facilities to the pupil-teachers.

It was found that 50% pupil-teachers were satisfied and 50% pupil-teachers were not satisfied by the availability of adequate teaching and non-teaching staff according to Two Year B.Ed. Programme in government institutions.

This study also revealed that 49% pupil-teachers were satisfied and 51% pupil-teachers were not satisfied by the availability of adequate teaching and non-teaching staff according to Two Year B.Ed. Programme in self-financed institutions.

It was found that 36% pupil-teachers were satisfied and 74% pupil-teachers were not satisfied by the availability of appropriate study materials according to Two Year B.Ed. Programme in government institutions.

It was also found that 40% pupil-teachers were satisfied and 60% pupil-teachers were not satisfied by the availability of appropriate study materials according to Two Year B.Ed. Programme in self-financed or institutions.

The present study indicated that there were many problems faced by the pupil-teachers after two year B.Ed. programme. In most of the conditions pupil-teachers were not satisfied by the two year B.Ed. programme.

**VII. EDUCATIONAL IMPLICATION:**

- It is a humble attempt in this direction to assess the level of knowledge and problems of pupil-teachers after implementation of two year B.Ed. programme.
- It is very much essential for acquiring the knowledge and to solve the problems of pupil-teachers after implementation of two year B.Ed. programme.

**VIII. CONCLUSION:**

Even after facing many controversies, NCTE has approved the two year B.Ed. programme with the motive to properly train the pupil-teachers as one year B.Ed. programme was not found to be enough effective. But present study revealed that most of the pupil-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.

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