



ISSUES AND CHALLENGES FOR TEACHER IN UNAIDED B.ED. COLLEGES

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Abstract

Education has a very significant role in developing an individual to the level of perfection by drawing out the best citizen from him, best Indian from him. Education is a lifelong process and without the help of a teacher it will be incomplete. Govt. of India has been focusing its attention on quality and excellence in higher education. Teacher quality has produced voluminous studies that line many a research library discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21st century. This article provides an overview of B.Ed. teacher problems and lastly author discusses about issues and challenges. This paper is based on Secondary data.

Keywords: Education, Teacher Educator, Problems, Challenges, B, Ed. Colleges.

INTRODUCTION

A B.Ed. teacher (also called a teacher trainer) is a person who helps other people to acquire the knowledge, competences and attitudes they require to be effective teachers. Several individual teacher educators are usually involved in the initial or ongoing education of each teacher; often each specialises in teaching about a different aspect of teaching. Not every culture has a concept that precisely matches the English term 'teacher educator'. Even where the concept exists, the range of roles that is covered by the term varies significantly from country to country. In some traditions, the term 'teacher trainer' may be used instead of 'teacher educator'. A teacher educator may be narrowly defined as a higher education professional whose principle activity is the preparation of beginning teachers in universities and other institutions of teacher education, such as teacher colleges. A broader definition might include any professional whose work contributes in some way to the initial education or the continuing professional development of school and other teachers. Even within a single educational system, teacher educators may be employed in different roles by different kinds of organisation.

METHODOLOGY

This paper is theoretical in nature and based on secondary data. Secondary data has been collected from newspaper, journals, books and websites.

REVIEW OF LITERATURE

According to Best (2008): A familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be solved. Introduction is gate-way and review of literature is the gate-pass for the research work to be done by the researcher.

Wood's Despatch 1854: The Wood's Despatch, an important educational document was released in 1854. It gave some very valuable suggestions for the improvement of the education of teachers. It suggested that allowances be given to persons who possess the aptness for teaching and who are willing to devote themselves to the profession of teaching. It also suggested several reforms which would attract more people to this profession.

Lord Satnlev's Despatch, 1859: On 7th April 1859, Lord Stanley, Secretary of State for India, in his Despatch set forth an examination of the operation of the 1854 Despatch in the light of then happenings. The Despatch very emphatically stated that the administration should desist from producing teachers from England and teachers for vernacular schools should be made available locally. Thus education of teachers was improving gradually and normal schools were coming into existence in increasing numbers. This commission was appointed to enquire about the conditions of teacher training institutions.

It was stated that by the end of the 19th century some essential things in teacher training had been established. Pedagogical courses had replaced the general education, examinations and certificates in teacher training had been instituted and practical aspects in planning and teaching were emphasized.

Government of India Resolution on Education Policy, 1904: This was one of the most important educational documents which laid down the policies for the future educational system. It made very vital suggestions for the improvement of the teacher training program. It was due to this policy that widespread training colleges and training schools were started in almost all the presidencies of India.

Calcutta University Commission, 1917: The commission known as the Sadler Commission, studied all aspects of the University education and presented its report in 1919. It also touched upon the teacher education program and made some valuable recommendations. It also pointed out the painful inadequacy of training institutions and the poor quality of training provided to them. It suggested that the training program should not only make the trainee a competent class room teacher but also a good administrator. In this fast changing scenario of education, the child is constantly facing the pressure of knowledge, fast paced technology, and pressure from peers, parental demands and stiff competition.

The Secondary Education Commission 1952-53: One of the important events of the plan decade was the report of SEC. It analysed the problems of the teachers and training programs in great depth. It observed, 'we are, however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the community'.

The Kothari Commission 1964-66: The commission was set up by the government of India under the chairmanship of Dr. D. S. KOTHARI. For qualitative improvement, the Commission recommended subject orientation introduction of integrated courses of general and professional education. It suggested ways to improve the quality of teacher educators.

The 70s: During the 70's there was much emphasis on implementations of the new pattern of education that is 10+2+3 pattern. This called for rethinking and reforms in Teacher Education. In 1973, a bold imaginative step was taken by the Government of India. It set up a body called National Council for teacher Education (NCTE) which was to work as an advisory body for TE. The NCTE drafted a curriculum for preparing teachers for the new 10+2 pattern. The new curriculum was task oriented. The framework envisaged that the teacher should play the role of a leader inside and outside the class. A Joint session of the members of the NCTE and UGC panel teacher education met in 1976 and drafted an approach paper on TE. The NCERT developed programs for training for teachers already in service through a number of centres of continuing education.

The 80's: In 1985, Government of India published a document known as Challenges of Education and circulated it in the whole country to seek public opinion on education. Consequently, Government formulated National Policy of Education (NPE) in 1986/92. The policy document along with its companion volume known as Program of Action recommended several measures to meet the challenges of education in an emerging society. One of the most important contributions of the document is that it provided a comprehensive educational philosophy covering the new acculturating role of education by way of refining sensitivities, building scientific temper and cultivating independence of mind and spirit.

ISSUES AND CHALLENGES

In countries like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that promote quality, various programs as well as the literature increasingly emphasize teachers, schools, societies and communities.

Teaching has increasingly become more difficult with time and student success is falling at an alarming rate.

Most common challenges faced by teachers are:

1. Inspiring Students to be more Self-directed

B.Ed. teachers are having a tough time getting students to be more self-directed. They are looking for a way to ease the pressure of students by keeping them interested and making sure that lesson practices are accessible anywhere, targeted to improve their weaknesses and ensuring that learning takes place in a more conducive, less-tense, less-pressured environment.

2. Improving Learning Outcomes

Designing Learning Outcomes that mean something and are an effective way to measure student potential and success is a big challenge. Meeting those learning outcomes and having solid indicators to prove this, all the while easing the paperwork and the excel sheets of the teachers have become unthinkable. Even if these are done well, teachers still don't get that 360° view of how good their students are as a whole. In addition, finding the right way to automate this process in such a way that real time results are what are needed is of prime importance.

3. Differentiating and Personalizing Teaching

What works for one student, does not work for another. Teachers have recognized this but have very few ways to test and make sure that different skill levels are being evaluated. A new wave of assessments and how teaching is conducted is important. Newer question types, media-enhanced exams and the like are what teachers are looking for; diversifying teaching and keeping it simple at the same time is a balance that is hard to find.

4. Getting Students to do their Work outside the Classroom

What students do at schools is just a fraction of the effort that needs to be put in for academic success. With this in mind, teachers have the extra added pressure of having students put in the extra effort outside of the classroom. Students still have found no proper incentive to deal with this issue. Teachers are looking for a way that they can encourage students to learn while they're having fun and not make it seem like pursuing knowledge is a tedious task.

5. Finding the Time to keep up with Administrative Tasks

It takes a lot of time and work to come up with curriculum, teach, be engaged with classrooms, come up with questions for assessments, spend time (and sometimes weekends) correcting and grading these assessments, and then having to spend hours filling out reports, analysis, strengths, weaknesses and other performance indicators. Teachers are looking for ways to be eased of this burden so that they can focus on teaching and promoting the importance of education and learning.

6. Understanding Changing Technology

With the advance of the internet and changing technology, teachers have been finding it hard to find easy yet effective systems and platforms to run their classrooms.

7. Changing Educational Trends and Syllabus

This is one of the most troublesome challenges teachers face, as educational trends tend to change every year. Change in syllabus, scoring, and reporting structure becomes a constant pain to deal with. It forces a teacher to keep themselves updated and adapt to the changes accordingly.

8. Lack of time – for Scheduling and Planning

Unlike in the past, teachers now don't just finish the syllabus and evaluate students. They need to monitor students to identify diverse learning needs and then innovate to create apt solutions. A B.Ed. teacher, today, tends to wear multiple hats. They track the latest trends and statutory norms, create unique content for improved learning, innovate on teaching methodologies, evaluate and analyse test scores and assignments, etc.

B.Ed. teachers find it very challenging to handle multiple roles as they lack enough time for planning. Preparing, planning, and executing tasks expected out of them add a lot of pressure and the lack of time make it worse.

Suggestions

1. Set individual learning goals. Once you have a good understanding of your students' needs, you can start creating learning goals that are specific to each one of them. These goals should be challenging but achievable, and they should be aligned with the state's standards for education.
2. Provide a variety of learning experiences. Research, experiments, brainstorming, and group discussions are just a few examples of these. There are also a number of excellent educational apps and websites that can be used to supplement your teachings.
3. Get organized. Prioritize the individual needs of each student and create a system for tracking progress. This will help you stay on top of creating personalized learning plans and ensure that no student falls through the cracks.
4. B.Ed. teachers can apply it to create daily / weekly work schedules and collect accurate data for the analysis and improvement of personal productivity.
5. Keep up with the latest tech trends in your field. Teacher may do so by reading tech blogs, signing up for newsletters, or joining online communities.
6. Strategically integrate technology into lesson plans. This can involve using online resources, incorporating PowerPoint presentations, or even having students use laptops or tablets during class.
7. Adopt technology to boost your own productivity. There are myriads of apps and tools that help to build a more streamlined workflow and simplify communication with parents, colleagues, and students. Using them allows you to save a ton of time and dedicate more energy to the tasks that matter most.

Conclusion

At present, Indian education system is at alarming situation. Knowledge and means of gaining knowledge are changing at every moment. If we really want to provide good education to our coming generations then we must work upon the above identified issues and meet these challenges to overcome all the problems which come across the way of improvement of our education system. Teacher education should be so strong that can provide teachers such an insight that he/she himself can think upon practical problems of teaching and learning process and give possible solutions of these problems. The government has made attempts to regulate the functioning of unaided institutions. However, present laws is not sufficient guarantee against B.Ed. teacher exploitation. Therefore, selection procedures, probation period, promotion, job security, emoluments and salaries, leaves and professional development of the teacher educators need to be taken care of.

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