

CHALLENGES FACED BY B.ED. STUDENTS: AN EXHAUSTIVE REVIEW OF LITERATURE

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Research Guide

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Abstract:

This paper critically examines the persistent challenges faced by Bachelor of Education (B.Ed.) students, shedding light on issues often overlooked but crucial for consideration. The primary concern identified among student teachers was the glaring lack of resources, both for educators and learners, coupled with a pronounced technology gap. These obstacles significantly impede the acquisition of skills necessary for effective teaching. Furthermore, the learning experiences afforded to B.Ed. students were observed to be concise and confined, limiting their capacity to explore creativity in the realm of teaching and confining them to theoretical knowledge. The papering discords the pivotal role of today's teacher trainees as the future architects of the world and emphasizes the necessity for meticulous planning and robust curricula in shaping their development as educators. Recognizing teacher trainees as the cornerstone of a brighter future, this study contends that their challenges must be acknowledged as valid and addressed comprehensively. The paper concludes by advocating for strategic interventions in B.Ed. programs to ensure the holistic preparation of teacher trainees, thereby contributing to the cultivation of a more productive and enlightened global society.



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Introduction:

Teaching stands as a venerable profession laden with significant responsibilities and duties toward scholars. Educators not only impart knowledge but also inspire and motivate students for life, playing a pivotal role in shaping their paths. Beyond the transmission of academic content, teachers continuously strive to enhance students' confidence and guide them towards a fulfilling life journey. Acknowledging teaching as a profession necessitates an understanding that both personal qualities and educational qualifications are integral prerequisites. The possession of appropriate

qualifications, coupled with a genuine passion for educating, defines an exemplary school teacher.

Attaining the required qualifications involves completing a Bachelor's degree and obtaining a Bachelor of Education (B.Ed.) degree. This qualification is essential for individuals aspiring to embark on a career as a schoolteacher in secondary and advanced secondary institutions. Moreover, those aspiring to teach advanced secondary classes can pursue a B.Ed. degree even after completing a Master's program. In the contemporary landscape, where societal emphasis often leans towards degrees in fields such as B.Tech. and MBBS, there appears to be a diminished awareness of specialized programs like B.Ed. (formerly known as B.T., Bachelor of Training). The prevailing trend where students predominantly aspire to professions such as physicians, engineers, pilots, and models reflects the perceived status of teaching. This narrative highlights the need for a renewed appreciation of the teaching profession, recognizing it as a noble and impactful calling amid the varied career choices presented to students in today's society.

In contrast, certain nations like South Korea and Finland adopt a more stringent approach by considering only the top 10% of merit holders for teaching positions. However, the criteria for becoming a teacher need not be excessively high. The selection process for ideal candidates in the teaching profession should extend beyond mere academic qualifications such as B.Ed. and M.Ed. It is imperative to challenge the pervasive notion that teaching is a vocation open to anyone, devoid of specific skill sets and considered a secondary career choice. The fundamental objective of pursuing a B.Ed. is to equip future educators with the skills necessary to effectively impart knowledge. While individuals may possess substantial knowledge, the ability to convey it to others requires specialized training, a purpose fulfilled by a B.Ed. education. One of the primary challenges faced by educators stems from the undervaluation of the teaching profession. This perception contributes to the misconception that anyone can become a teacher, hindering the recognition of teaching as a well-respected and skilled profession. Despite this, the education sector in India, boasting approximately 1.3 million schools, presents a multitude of employment opportunities. Under the Right to Education (RTE) Act, a master's degree in education is now a prerequisite for teaching roles, opening doors in both government and non-profit schools. The B.Ed. program serves as a comprehensive training ground, providing insights into teaching methodologies and molding individuals into competent educators.

Teaching, with its inherent societal respect, offers a rewarding career path with various avenues for professional growth. In India, the historical reverence for educators is deeply ingrained, emphasizing the pivotal role teachers play in shaping young minds. Beyond respect, a career in teaching promises diverse opportunities for advancement, with salaries varying based on training,

qualifications, and the type of institution one serves. The stability, security, and satisfaction associated with a teaching career are underscored by recent initiatives, such as deploying scholars from premier institutes to educate students in underserved areas. However, it is essential to acknowledge the challenges faced by B.Ed. students on their journey to completing the degree. Understanding these challenges enables a more profound exploration of the educational landscape, providing insights into the rigors of the profession and offering avenues for improvement. In doing so, we can better appreciate the journey undertaken by aspiring educators, fostering a deeper understanding of the profession and propelling efforts toward its enhancement.

Significance:

Teaching is a profoundly rewarding career, as it entails making a lasting impact on the lives of children. However, the general public often remains unaware of the inherent challenges associated with this noble profession. While instructing youngsters may seem straightforward to the casual observer, both the classroom environment and the journey to acquire the necessary qualifications pose considerable challenges. Despite the numerous rewards, it is essential to gain a comprehensive understanding of the intricacies of teachers' roles and the obstacles they encounter.

Teachers play a pivotal role in the development of nations, serving as the bedrock for societal progress. The significance of their profession lies in providing today's youth access to the transformative power of education. To truly appreciate the contributions of teachers, it is crucial to acknowledge the hurdles they face, starting from the early stages of their academic journey, even before earning their B.Ed. These challenges persist throughout the completion of their education and into their professional lives. Understanding the difficulties encountered by teacher candidates is paramount, as they are the architects of tomorrow's world. An effective curriculum plays a pivotal role in bringing out the best in students, maximizing their potential as future educators. However, beyond the curriculum, there are often overlooked concerns and issues faced by those pursuing a B.Ed. degree. Recognizing and addressing these issues is essential, as they significantly influence the shaping of a student's life and, ultimately, their effectiveness as teachers.

In light of this, it becomes imperative to incorporate measures within the B.Ed. curriculum that not only nurture academic excellence but also address the broader spectrum of challenges faced by aspiring educators. This holistic approach ensures the creation of not just qualified teachers, but resilient, empathetic professionals ready to overcome the hurdles of their chosen path. By understanding and actively mitigating these challenges, the foundation for a brighter future for both students and future generations can be solidified, contributing to the continued enhancement of the teaching profession.

Objectives:

To Investigate the Challenges Encountered by B.Ed. Teacher Trainees:

Explore and analyze the various problems faced by individuals pursuing a Bachelor of Education (B.Ed.) degree.

Examine both academic and non-academic difficulties experienced by teacher trainees.

To Provide Recommendations for Addressing the Identified Issues:

Propose constructive suggestions and solutions to mitigate the challenges faced by B.Ed. teacher trainees.

Offer insights into potential improvements in the B.Ed. curriculum and support systems.

Literature Review:

Nilay and Arjun (2022):

The study by Nilay and Arjun (2022) focused on gathering relevant data on the challenges experienced by B.Ed. students and teachers during the COVID-19 pandemic, primarily through a set of specific questions. While the research was concise, primarily presenting statistical data, it lacked an in-depth exploration of various facets related to the subject. Notably, the study surveyed only a limited subset of the population, and conclusive findings were not established.

Rasheedah and Maheshwari (2019):

In a study conducted by Rasheedah and Maheshwari (2019), approximately 180 student teachers from government-sponsored and independently funded B.Ed. colleges affiliated with Tamil Nadu Teacher Education University participated. This research specifically delved into the issues faced by student teachers throughout a two-year B.Ed. program, with a focus on both government-sponsored and independently funded colleges. The data collection method involved the use of a questionnaire. However, the review did not delve into the specific findings of the study. These literature reviews lay the groundwork for the current research by highlighting existing studies on the challenges faced by B.Ed. teacher trainees. While Nilay and Arjun's work centered on pandemic-related challenges, Rasheedah and Maheshwari's study provides insights into broader issues faced during the B.Ed. program. The current research aims to build upon these reviews by comprehensively examining and proposing solutions to the challenges encountered by teacher trainees pursuing a B.Ed. degree.

Rathod (2016):

In a study by Rathod (2016), the challenges faced by aspiring B.Ed. teachers were explored using random sampling. The total sample consisted of 90 B.Ed. teacher candidates from three B.Ed. colleges. The survey method was employed, revealing that stage fright tends to develop among

students after approximately 40 erroneous classes. Additionally, the study indicated that there was a lack of application of fresh teaching methods during the teaching process.

Darji and Deota (2013):

Darji and Deota (2013) focused on the difficulties encountered by B.Ed. students in Vallabh Vidyanagar. The study identified that training teachers consumed a considerable amount of time, leading to various academic issues due to time constraints. The research highlighted the impact of students' inability to adapt to changing circumstances on their academic performance. It emphasized the need for adjustments in social, emotional, educational, health, and home aspects to alleviate student stress and enhance their understanding.

Abhishek et al. (2017):

Abhishek et al. (2017) conducted a study on the challenges faced by student teachers during a two-year program. The research included 230 student teachers from government-sponsored and independently supported B.Ed. colleges affiliated with Himachal Pradesh University. The study utilized a questionnaire to gather insights into the specific challenges encountered by student teachers during their program.

These literature reviews collectively address various dimensions of the challenges faced by B.Ed. students. Rathod's study focuses on the development of stage fright and the lack of application of innovative teaching methods. Darji and Deota delve into the time constraints affecting teacher training and the subsequent academic issues arising from students' resistance to change. Abhishek et al.'s study specifically explores the challenges faced during the two-year program, providing a comprehensive understanding of the obstacles encountered by student teachers in both government-sponsored and independently supported B.Ed. colleges. The amalgamation of these studies contributes to a holistic view of the academic and adjustment issues faced by B.Ed. students, laying the foundation for further research and potential interventions to enhance the B.Ed. experience. Arya (2019) delved into the issues and challenges confronting Indian education in the twenty-first century, emphasizing the rapid pace of evolution in the educational landscape. The study acknowledged the increasing global connectivity and the transformative impact of technology on information interaction. It urged a reassessment of what is taught and how leadership is exercised in response to the dynamic global realities of the twenty-first century. Arya's work sheds light on the need for an educational paradigm that aligns with the evolving demands of the contemporary world.

Arya's exploration provides valuable insights into the challenges faced by Indian education, particularly in the context of the twenty-first century's dynamic and interconnected environment. By recognizing the influence of global connectivity and technological advancements, Arya highlights

the necessity for a proactive reevaluation of educational approaches and leadership strategies. This literature review sets the stage for a deeper understanding of the transformative needs of education in the modern era, encouraging further research and considerations for innovative educational paradigms.

Some Major Challenges Faced by B.Ed. Students:

Limited Availability of Technological Devices:

Accessibility to suitable technological devices is a significant challenge for B.Ed. students. In rural India, where many pursue their education, the scarcity of personal laptops or computers poses a hindrance. Prolonged study sessions on small phone screens can be impractical. Given the increasing digitization of education, fostering proficiency in technological devices among student teachers is imperative for their effective contribution to the evolving digital landscape.

Shortage of Teachers:

Both private and public B.Ed. colleges and universities grapple with the shortage of teachers, leading to unfavorable teacher-to-student ratios. Improving this ratio is essential to ensure that every student receives the necessary attention and guidance. Adequate supervision and attention from qualified teachers remain fundamental to the learning process, underscoring the urgency of addressing this shortage.

Professional Status and Prestige:

A notable challenge lies in the perceived prestige of the teaching profession. Despite its crucial role in shaping future generations, there is a prevailing societal belief that teaching is a fallback option without specific skill requirements. The inclination of students to pursue professions like physicians, engineers, pilots, and models over teaching underscores the need to alter the widely held perception that teaching lacks prestige. The mindset surrounding teaching as a profession needs transformation, recognizing its significance and the specific skills it demands.

The challenges faced by B.Ed. students extend beyond academic concerns, encompassing issues of accessibility, institutional support, and societal perceptions. Addressing these challenges involves not only providing technological resources and increasing teacher numbers but also elevating the professional status of teaching to attract dedicated and skilled individuals to the field. One critical challenge faced by B.Ed. students is the inefficiency of professional training. The shortage of effective and comprehensive training for teachers results in student teachers receiving insufficient preparation, leading to unclear and muddled understanding of educational concepts. To address this issue, continuous and effective training programs for educators are essential. These programs would not only aid in keeping teachers updated with the latest educational practices but

also enable them to adapt their teaching methods to meet evolving needs. Ensuring a seamless transition across all generations of instructors is paramount for maintaining the quality of education. The significance of resolving this challenge lies in its direct impact on the acquisition and application of new skills by instructors. Ineffective professional training hampers the ability of teachers to acquire and integrate contemporary teaching methods and skills. Therefore, addressing this issue becomes imperative for fostering a conducive learning environment and ensuring that educators can continuously enhance their teaching capabilities to meet the dynamic demands of the educational landscape.

Recommendations:

Based on the insights gained from the literature review, several key suggestions are proposed to address the challenges faced by pupil teachers:

ICT Training Workshops:

There is a pressing need for comprehensive training programs focusing on the effective use of Information and Communication Technology (ICT) in the classroom. Workshops, seminars, and conferences should be organized to provide pupil teachers with hands-on experience and insights into integrating technology seamlessly into their teaching methods. This will enhance their digital literacy and proficiency, ensuring they are well-equipped to navigate the demands of the 21st-century classroom.

Anxiety Management Sessions:

Acknowledging the anxiety levels experienced by pupil teachers, it is recommended to implement enlightening sessions, yoga, and meditation practices as regular components of their academic routine. These sessions can serve as effective tools for stress reduction, enhancing overall well-being, and equipping teachers with coping mechanisms to navigate the challenges inherent in the teaching profession.

Expansion of B.Ed. Colleges:

To address the issue of limited availability and admission constraints in B.Ed. courses, there is a need for the expansion of B.Ed. colleges. Opening more institutions dedicated to teacher education will facilitate increased enrollment, providing aspiring educators with greater access to quality training. This expansion will contribute to reducing the teacher-to-student ratio and enhancing the overall quality of teacher preparation programs. Implementing these recommendations can contribute significantly to the professional development and well-being of pupil teachers, ensuring they are better equipped to overcome challenges and thrive in their roles as educators.

Enhancing Teacher Effectiveness in Educational Reforms:

The emphasis on enhancing teacher effectiveness is paramount in the ongoing educational reforms. Teaching is undeniably a challenging profession, particularly in the contemporary context where many unfunded private schools bear the responsibility of delivering teacher education programs. The challenges in elevating the standard of teacher preparation have garnered significant attention and funding. However, despite technological advancements in education, teacher preparation programs still fall short of expectations. Numerous non-government institutions have emerged to address the social need for quality teacher training. However, the existing structure of all B.Ed. councils is deemed insufficient, and the extension of the B.Ed. course to a two-year duration requires critical scrutiny. The training of educators demands our immediate and focused attention, especially in a changing world where the traditional system of school teacher training appears inadequate for the evolving needs of both seminaries and society. The crux of the issue lies in the quality and effectiveness of our educators. The central question revolves around how educators can better fulfill their role in tutoring. The ultimate goal of enhancing tutoring in our seminaries is to produce effective educators from our teacher training institutions.

A foundational expectation from any school teacher training program is to equip trainees with the fundamental skills and capabilities of a proficient educator. While teachers in India face various daily challenges, addressing the aforementioned issues is imperative. The nation must prioritize the value and education of its teachers, recognizing that education transforms both the nation and the individual. The proverbial notion that teachers construct nations underscores the pivotal role educators play in shaping the future. To foster positive change, our educational system requires a comprehensive strategy. The development or decline of a country can be traced back to the quality of its teachers. By providing excellent infrastructure, physical facilities, library resources, proper guidance for lesson planning, and assistance in problem-solving, we can instill proper skills in our teacher trainees. Initiating change doesn't solely rest with policymakers; each individual holds the power to influence change at their level. Embracing this collective power is key to leading the change needed for the betterment of education and society as a whole.

Conclusion:

The Bachelor of Education (B.Ed.) course stands as a crucial professional pathway designed to enhance the teaching abilities of aspiring educators. Currently, it has become a prerequisite for students aspiring to secure positions through the School Service Commission. This requirement has contributed to an increased likelihood of students successfully completing their B.Ed. courses. The primary objective of this study was to comprehend and scrutinize the challenges faced by students

pursuing B.Ed. in the state of Punjab. Teachers play a pivotal role in shaping the future citizens of a nation, contributing significantly to the accomplishment of national objectives and aspirations. To effectively discharge these responsibilities, teachers must be equipped with the requisite knowledge and skills. The current educational landscape presents challenges, particularly with unfunded private schools responsible for delivering teacher education programs. Overcoming these challenges demands concerted efforts in problem-solving and elevating the standards of teacher preparation, requiring careful planning and adequate funding. Both pre-service and in-service teacher education are integral strategies aimed at ensuring that teachers are adequately qualified to fulfill their roles. While in-service education provides continuous learning opportunities, pre-service education remains foundational, serving as the initial step before teachers embark on their careers. Programs for teacher education need to evolve continually to address the dynamic demands of the educational landscape.

In conclusion, students pursuing B.Ed. degrees encounter numerous challenges along their academic journey. The focus of teacher education in the twenty-first century is not just on overcoming these challenges but also on imparting the literacy and information necessary for the advancement of society. As we navigate these challenges, it is imperative to recognize the evolving role of teachers and the critical role that teacher education plays in preparing them for the complexities of modern education.

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