

## Challenges Facing by Teacher Educators in India: Present Scenario

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### *Abstract*

*In India, Secondary teacher training programme changed from one year course to two year course. The National Educational Policy and different commission undertook, over time, a range of reviews and published findings and recommendations in a series of Memoranda, papers and reports on Teacher Education and on the basis of these reviews and findings a significant impact occurred on teacher education. Current developments in Teacher Education are indebted much to the content of these early writings. There was a response to changes in learning and teaching methodologies or programmes. This has been accepted as a positive change in supporting the professional learning of teachers and would-be teachers. There are a number of perceived challenges of such change, particularly at time of rapid change in the Education field due to globalization and digital technology. This paper touches upon these changes and examines the development of secondary teacher education within the changing policy framework that includes an enhanced approach to curriculum delivery, new requirements for teacher education and new professional standards for teachers.*

**Key words:** Teacher Educator, Education Reform

### **Introduction**

Over the last few decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees like, Kothari Commission, Chattopadhyaya commission, National Curriculum Framework for Teacher Education, 2009 and Justice Verma committee indicate the preference for longer duration of B.Ed. programme. The NCTE made the recommendation for beginning a Two year B.Ed. programme to prepare a quality teacher as per regulation 2014 aims at a complete development of the student teacher being active participant in the learning process and prepares the student teachers for facing the emerging challenges resulting out of globalization and its consequences. The changes in the duration of B.Ed. courses will lead

Teacher Education more sensitive to the emerging demands of the school system by developing the competency of student teachers for doing different roles. On the other hand; after completion of two-year first batch it has some difficulties. Present paper focuses an overview on the Challenges Facing by Teacher Educators especially of University of Calcutta, West Bengal.

Recent developments in teacher education in India and provided its true status of a professional course. After implementation of new curriculum, the first batch of two year B.Ed. course has been completed across the India. It is observed that there is confusion over many aspects of new B.Ed. curriculum among administrator's, teacher educators, students and other stakeholders. Teachers and students are in a complex situation by the

intricacies of the rapid changes in educational programs and planning. So after the completion of first batch an attempt is made to point out some of the challenges which are facing by the teacher educators during the implementation of first Uniform Curriculum structure for Two Year B.Ed. programme in West Bengal. The Teacher education curriculum has observed a paradigm shift in recent years. However some of the problems have also been observed due to the changes are lack of knowledge on changed curriculum, duration and procedure of internship, Engagement with Field/Practicum Aspects, Curriculum and Pedagogic Studies. This paper deals with major challenges and proposed suggestions for teacher education.

### **Research Questions**

- 1.What are the major changes took place in Two Year B.Ed. course of University of Calcutta?
- 2.What is the Challenges Facing by Teacher Educators in Two Year B.Ed. course under University of Calcutta?

### **Statement of the Problem**

Challenges facing by teacher educators in India: Present scenario.

### **Objectives of the Study**

1. To find out the major changes of Two Years B.Ed. course of University of Calcutta.
2. To find out the Challenges Facing by Teacher Educators in Two Year B.Ed. course under University of Calcutta.
3. To draw some suggestions regarding the implementation of Two Years B.Ed. course of University of Calcutta.

### **Delimitation of the Study**

- 1.The study was delimited to the curriculum of two year Secondary Teacher Education Programmes of University of Calcutta, Session 2015-2017.
- 2.The study was delimited to the collection of feedback from student teachers, teacher's educators of University of Calcutta.

### **Methodology**

It is a qualitative research. It is also a document-based analytical study.

### **Sample of the Study**

A random sampling technique was adopted to deduce the human sample for the study which was considering 40 Teacher educators through random sampling method. And non-human sample are Secondary Teacher education curriculum of Two year B.Ed. programme (2015-2017) of University of Calcutta.

### **Tools and techniques used for data collection**

The unstructured interview schedule to collect the qualitative data from the student teachers, teacher educators of B.Ed. colleges contains the following information in its components: Curriculum development, Practice teaching, teaching method, teaching learning procedure, Using of teaching aids, evaluation technique etc.

### **Procedure of data collection**

Multiple procedures have been used including studying Original Government documents, national journals, library consultation, accessing Ministries of Education through surfing internet. Data obtained from student teachers, teacher educators' on B.Ed. Curriculum collected

through interview schedule. Qualitative data were collected by the investigator.

### **Procedure of data analysis**

The researcher has employed a current document-based analytical approach for data analysis. The Data obtained from the student teachers, teacher educators was analyzed with the help of qualitative techniques.

### **Analysis and Interpretation**

#### **Advantage of Two Year B.Ed. programmes**

The minimum eligibility to apply for B.Ed. is a three year undergraduate programme. And with B.Ed. becoming a 2 year course, one has to study for five years to become a teacher (3 years of graduation + 2 years for B.Ed.). The experts feel that the change in duration of the course and curriculum will give a professional edge to the aspirants like any other professional courses like B.E. (4 years), MBBS (5-and-a-half years), CA (5 years) etc. Five month internship helps the students to know the various school activities and certain pedagogical skills. It provides greater scope for development of teaching skills of different areas i.e. knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee teachers. It develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the trainee-teachers towards the profession. It is primarily practical

oriented. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

#### **Challenges Faced by Teacher Educators in Two Year B.Ed. programme**

These new regulations were made for qualitative improvement in TEI (Teacher Education Institutions) but at the end of second year of the course, discussion among most of the teacher educators are not related to quality dimension. New trends of admissions as per the NCTE regulation is not followed by the universities, so confusions is created on this and criticism on the curriculum prepared by various universities are main points of discussion by the teacher educators. These are as follows:

##### **1. Extension of Duration of Course**

Extension of duration of course would adversely affect students. Extending the course to two years has not been very helpful as the curriculum has remained the same. While the course duration was extended, the curriculum has not changed much. Students are taught a year's curriculum in two years, the students take one exam each semester and the course constitutes four semesters, adding that the course was more practical-oriented. In West Bengal the first 2 year B.Ed. course was started at July 2015 and ended in June 2017. Students have to spend two years for the degree without assurance of job. So the integrated course should be implemented

for the B.Ed. Colleges in West Bengal to reduce the course duration.

## **2. Intake, Eligibility and Admission Procedure**

Intake, eligibility and admission procedure is the important aspect of the whole programme. In West Bengal the Intake capacity of the Institution is as per NCTE Regulation 2014. As per the NCTE regulation Admission shall be made on merit and on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the state Government/U.T. administration and the University.

As per the NCTE regulation the eligibility criteria is Any candidate who has obtained 50% marks in Bachelor Degree /Master's Degree in Science/Social Science/Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks are eligible for admission in B.Ed. Programme. Instead of the examination in West Bengal the Admission criteria is based on the total score obtained from his/her Secondary, H.S, Graduation and Post-Graduation. Relaxation of the percentage of marks for reserved category candidate is as per State Govt. rules.

## **3. Fee Structure**

As the duration of the course has been extended to two years the expenditure of the course is also increased. This leads to revision of fee structure. The admission is tough for those students who have from poor economic background. So for this purpose such students should be provided scholarships so that the students will get financial support for completion of two

year B.Ed. course. The public private fee structure can also solve the problem.

## **4. Curriculum**

In the new curriculum a significant changes from the previous one year Programme. In some areas instead of course-extension, there is repetition also. Some teacher educators are not satisfied with model curriculum which was prepared by the NCTE. Some voices are raised that philosophical foundation of education are not given their due importance in model curriculum prepared by NCTE. Certain important parts have not been covered. A major criticism is that after the completion of first Semester students don't know the proper definition of Education. The papers like Gender, School and Society, Creating an Inclusive School etc. are placed after the whole internship course. The study of theory courses like Gender, School and society & Creating an Inclusive school have been learned before the Internship. The main objectives of this course are:

- To identify important gender issues in School and Educational settings.
- To understand the concept of Curriculum and the factors influencing it.
- To explore the definition of disability and Inclusion within an Educational frame work.
- To identify Barriers to learning and participation related to school education.

These objectives should be known by the student teacher before the internship. Then only they can make practice these things in schools. Considering the new courses Language across the Curriculum & Understanding Disciplines and Subjects in first semester; there was no idea of the teacher educators how to transact the

course, because there was no proper text book on these courses. It is undeniable that the curricula area under Engagement with the Field the Self, the Child, Community and School with its three components particularly the last one viz., courses on EPC including reading and reflecting on texts, drama and art in education, critical understanding of ICT, and understanding the Self suffers from ambiguity. So NCTE should come forward and try to address these issues so that it should implement properly.

### **5. Repetitions of Theoretical Courses**

Some theoretical aspects are overlap in different courses of B.Ed. Instead of repetitions of theory there should be added of new interesting topics in the B.Ed. curriculum.

### **6. Optional Courses**

The optional courses followed by the University of Calcutta are as follows: Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, Environmental and Population Education, Yoga Education. Institutions with 50 intakes should offer a minimum of two courses from this. Institutions with 100 intakes should offer at least three courses from this category. But before internship student teachers should know these areas for practical purpose, but there was no provision to know these areas before the internship.

### **7. Practical Courses Simulated Teaching**

In University of Calcutta, for practicing Simulated teaching (5 lessons), the available time is 32 hrs and given mark is 25. This time is not enough if the strength of the student is around 25 and the mark allotted for simulated teaching for 5 lessons is also not sufficient.

### **Practical professional skills**

Teacher educators have inadequacy of knowledge on practical professional skills. A series of workshop can help to overcome the problem faced by the teacher-educators.

### **Action Research**

It is one of the practical works that has to be done, during the internship, at the same time the theory of Action research is be included in the curriculum.

### **Internship**

The concept of five month internship introduced in two year B.Ed. course throughout the country is quite challenging one for all the teacher education institutions. The aim of internship program is to incorporate teaching skills among the student teachers. Internship program is an effective way to give training to the student-teachers about real world of work. It give them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improve them in the light of feedback given by supervisors. Through this program they understand the role and responsibilities of professional teachers. Internship program also give them opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession. But many of the TEI did not follow the internship programme properly. An effective and improved internship program is required in developing student teachers personalities as true professionals in field of education.

### **8. Internship & Problems**

Now in two year course a full semester is devoted for internship but no

clear guidelines are available in the Teacher Education Institution and school authorities regarding this. Whether the schools will willingly accept or have to be convincing enactment. Some schools are unenthusiastic to offer the requisite number of classes during five month period of practice teaching session. School authorities also thought that school discipline, teaching learning process, assessment; timely completion of syllabus gets hampered. So the School authorities arrange the class as per their convenience and student teachers have to be satisfied with the allotted number of classes it may be 1 or 2 days a week.

In this situation the quality of internship is not mentioned properly. And because of the larger duration, 5 months internship, the problem is more severe because earlier this type of fake practices going on for approximately one month, now it will be for 5 months. So there is dire need to frame some concrete plans with the involvement of representatives of state education board, CBSE, ICSE and Teacher Education Institution. Some procedures should be implemented to ensure quality practice of internship. Most of the students and teacher educator's opinion is that after completion of internship, course should be completed. The role of the student teacher from a teacher to student after the 5 month internship creates more adjustment problems in Teacher Education Institution. These new regulations were made for qualitative improvement in Teacher Education Institution but at the end of the first 2 year B.Ed. course, most of the teacher educators discussed that the required Quality are not maintained at all. In University of Calcutta, the internship of

different TEI shows difference in the duration of internship or starting and ending timing of internship.

### 9. Assessment

The Assessment procedure formulated by the NCTE Regulation 2014 and University of Calcutta is not followed by the different Teacher Education Institution due to the lack of knowledge on it.

### 10. Academic Faculty

The curricular framework for two years course suggests 16 full time teacher educators including principal. The distribution of them has been suggested as Principal (1), Perspective in Education (4), Pedagogy (8) (for Mathematics, Science, Social Science; Languages), Physical Education (1), Fine Arts (1), Music /Dance /Theatre (1). There was confusion about number the pedagogy subject's teacher educators. Some of the TEI (Teacher Education Institutions) have more pedagogical subjects like Languages - Bengali, English, Sanskrit, Hindi, and Urdu & Arabic. Social Science - History, Geography, Economics, Political Science, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology. Science-Physical Science, Life Science, Computer Science. Language and Social Science have so many options, it created confusion. There also a difficulty in getting the full time teachers in Physical Education, fine arts, music & dance. So this problem can be solved either by training the existing staff having such competencies or by recruitment of composite teacher educators if TEI have composite course facilities.

### 11. Infrastructure of the Colleges

Majority of Government and Aided TEI (Teacher Education Institutions) are

having the sufficient infrastructure for the basic unit i.e. for 50 students. So there was a decrease in number of seats in Government and Aided TEI (Teacher Education Institutions). But in the case of private sector most of the colleges have not infrastructure to accommodate 200 students in second year. So Before allotting the number of seats to the Institutions, NCTE should inspect the colleges and inform the faults to the Institutions.

## 12. Salary Structure

Many of the teacher educators of private sector feel that the duty load has been doubled but salary structure for the teachers from academic college teachers is same. But teacher educators have to achieve more educational qualification, more competencies and have to spend extra years. This issue can be taken into account. Some incentives should be provided so that the teacher educators will be motivated. The teacher educators of private Teacher Education Institution get very low salary. The private sectors also do not follow the salary norms prescribed by the NCTE.

### 13. Privatization of Teacher Educational Institutions

Privatization of education has emerged in several forms in the recent decade in India. In West Bengal, out of the total number of Teacher Education Institution near about 90 % are in private sector. With the mushrooming of these private institutes in the modern era, the education has acquired the status of a marketable commodity, where educational institutes are the traders and students are the customers. These institutions started courses like B.Ed., D.Ed., M.Ed., B.P.Ed.,

and many more without basic infrastructure and qualified teaching faculties. They are appointing those teachers that are low salaried and far away from the standards. In this environment, teachers do not have any Job security, so that they always do as management desire and they are morally depressed.

## Conclusion

Visions, objectives, requirements constraints & solution of two years B.Ed. course mentioned above no doubt it is a big change in Teacher Education field. The governing bodies should also think about how their requirements should be fulfilled so that major difficulties should be overcome by Teacher Education Institutions. Strict norms for Teacher Education Institutions should follow, and those Colleges follow the required infrastructure and facilities will only be permitted to increase intake of students. In West Bengal the curriculum of different Universities shows difference in its courses, internship and practical oriented works. A series of workshop innovatively designed by the University of Calcutta helps to solve the problem faced by the teacher educators. By the help of longer duration of B.Ed. course we can achieve the desire quality of education and produce good professional and outstanding teachers.

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