

INFRASTRUCTURAL FACILITY FACED BY TRAINEE TEACHERS IN NEW TWO YEARS B.ED. PROGRAMME IN WEST BENGAL

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Abstract:

Along with social needs, the education system is changing every moment in every single day. B. Ed. course is mandatory to get a job in school, and it's necessary for an untrained teacher. Currently, the number of private, Government autonomous & Government-Aided B.Ed. colleges have modified to prepare for conduct two years B.Ed. course in West Bengal. But all B.Ed. colleges have not enough sufficient infrastructure to conduct the program. The progress and development of a nation largely depend on its teachers' community because of their noble and massive contributions in nation-building. They have remarkable contributions in making and shaping each and every person of the society. NCTE formulated the National Policy (Recognition Norms and Procedure) Regulations 2014, in India, where the B.Ed. the course period is two years in India. The researchers choose various factors to measure the level of Infrastructural Facilities of in-service and pre-service teacher trainees on the basis of five dimensions that are a) Teaching-learning resources, b) Fee, c) Library facility, d) Administrations and e) Appropriate physical infrastructure. For this paper, researchers have developed a five-dimensional questionnaire used to find out the infrastructural facilities of Trainee Teachers in two- years B.Ed. programme. The questionnaire had a total of 19 questions

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for Trainee Teachers. Researchers choose 274 trainee teachers from Govt. aided and private B.Ed. colleges in two different Universities. The main objective of the present study is to find out the Infrastructural satisfaction of trainee teachers in various teacher training colleges in West Bengal, India. The methodology of the study is a mixed type involving interpretative, analytical study of documents, survey questionnaire, interview, observation, and study secondary sources, like books, articles, journals, thesis, university news, expert opinion, and websites, etc. Finally, meaningful suggestions are offered.

Keywords: Teacher Education, Infrastructural facility, B.Ed. Colleges, Two years B.Ed. programme, NCTE regulation-2014.

1. Introduction:

India is the world's third largest education system and the largest system of Teacher Education in the whole world. From the Ancient period, Teacher education is an integral part of education. In the 21st century, pre-service and in-service teacher education is a major part of Teacher Education. The quality, facility, infrastructure, and nature of teacher training determine the success of educational systems of any country. Teacher Education and Education of the Nation have a symbiotic relationship. In the last two decades in India, teachers have received serious attention in the revised schedule and renewal of the curriculum. In view of the reports of various commissions and committees indicate the performance for longer duration and active priority of B.Ed. program. The first time in 1998, the National Council for Teacher Education (NCTE) is a statutory body of the Indian government prepared a new curriculum framework for teacher education and recommends for beginning a two year B.Ed. program to prepare the good quality of teachers. This is known as "NCTE Curriculum Framework-1998". It emphasized the symbiotic relationship between pre-service and in-service teacher education and recommended modern academic curricula for teacher education for various levels of school education from the primary stage to the senior secondary stage. NCTE revised new standards, norms, and regulations on 1st December 2014. As per the revised Regulations the duration of the B.Ed. & M.Ed. programme has been shifted from one year to two years. The National Council of Educational Research and Training (NCERT), an autonomous organization of Government of India, launch two years B.Ed. programme in 1999. In our country, there is a significant

difference exist between the problem faced by Student-Teacher at Private and Government B.Ed. Colleges in two-year B.Ed. programme (Karmakar & Behera, 2018). The quality of two years B.Ed. course largely depends on infrastructural facilities, competent teacher, curricular transaction and institutional environment (Ramanath, 2017). Some of the Teacher Training Institutions ignore the quality like as infrastructure, finance, curriculum, etc. (Kumar & Azad, 2016). The quality of Teacher Education in due to consideration such as programmes policies, legislation, needs of the society and of learners, futuristic perspectives, employability (Islam, 2017). The existing infrastructure of all B.Ed. colleges are not sufficient for adequate opportunities for the student teacher to develop competency (Dixit, 2014). Teachers and Students both faced various problems in different aspects and they have a negative attitude towards this new two years B.Ed. course (Halder et al., 2018). The educational programme cannot be effectively implemented applying only policy guideline and rules & regulations unless there is adequate trained teachers, and appropriate physical facilities such as classrooms, toilets and playgrounds (Sallis, 2002 & Harris 1980). Here in this paper, an attempt has been made to identify the various Infrastructural problems of Teacher Education in West Bengal and hence its remedies. Researchers also found much-related work and stimulated to complete this study.

2. Statement of the problem:

The problem for the present study is entitled as: “INFRASTRUCTURAL FACILITY FACED BY TRAINEE TEACHERS IN NEW TWO YEARS B.ED. PROGRAMME IN WEST BENGAL”.

3. Definition of key terms:

3.1 Teaching:

The teacher is someone from whom we can learn something. There are so many educationists, complimented their definitions about teaching, Here are some, to keep in mind.

According to Gagne, "Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person."

Skinner- "Teaching is the arrangement of contingencies of reinforcement."

Edmund Amidon defined it as-" Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity."

3.2 Teacher Education:

Teacher education is seen as a continuous process, which begins with initial training and continues throughout the teachers' professional life.

3.3 Teacher Educators:

Teacher educators are plays a roll of teacher in Teacher Training College. Teacher Educators are those educational professionals who are responsible for the training and development of teachers.

3.4 Two years B.Ed. Programme:

It refers newly approved B.Ed. Programme by national council for teacher education (NCTE) in 2014 and this programme started from 2015.

4. Delimitations of the study:

(A) Geographical Area:

The investigation was delimited to only north twenty four parganas district of West Bengal, India.

(B) Level of Education:

The study was restricted to the B.Ed. Colleges in north twenty four parganas district of West Bengal India.

5. Objectives of the Study:

The study was conducted with the following objectives:

1. To find out the level of infrastructural facilities towards two years B.Ed. Programme among the B.Ed. Trainee Teachers.
2. To find out the facilities provided by the Teacher Training Institutions to the Teacher Trainees.
3. To find out the fee structure in Teacher Training Institutions.

4. To find out the level of administration in Teacher Training Institutions.
5. To find out the availability of appropriate study materials & learning resources in Teacher Training Institutions.
6. To find out the problems faced by the Students in two year B.Ed. Programme in various dimensions.

6. Methods of Data Collection and Analysis:

This study employs an interpretative approach where qualitative data were collected and analysed by document study. The researcher collected data from survey questionnaire administered to students and interviews of senior faculties and department chairs, and document analysis of program and policy documents. This study secondary sources, like books, articles, journals, thesis, university news, expert opinion and websites etc.

6.1 Population:

The population of study included all Trainee Teachers of B.Ed. programme from the session 2017-2019 & 2018-2020 in West Bengal State University (WBSU) & the West Bengal University of Teachers' Training, Education Planning and Administration (WBUTTPA). At first the investigator has selected two categories of B.Ed. colleges i.e. Government Aided B.Ed. colleges and Private B.Ed. colleges for the present study. After that the investigator has selected one Government aided B.Ed. college and four Private B.Ed. colleges under the affiliation of 2 (two) Universities i.e. WBSU (Barasat) and WBUTTPA (Kolkata).

6.2 Sample of the Study:

Five B .Ed. colleges of north twenty four parganas district of West Bengal India, were selected randomly. The sample consists with 60 Trainee Teachers from Govt. aided B.Ed. College and 214 Trainees Teachers from four Private B.Ed. colleges. The sample profile is given in Table 1.

Table 1: Sample profile

Type of B.Ed. college	Trainee Teacher
Govt. aided B.Ed. college	60
Private B.Ed. college.	214
Total	274

6.3 Sampling Technique:

Researchers applying the Simple Random Sampling technique for the selection of the sample. Here stratified random sampling technique was adopted.

6.4 Tool of the Study:

The investigators have used self-made Trainee Teacher satisfactory Questionnaire, as a tool for collecting the data in the present study. For this paper, researchers have developed a questionnaire used to find out the infrastructural facilities of Trainee Teachers in two- years B.Ed. programme. The questionnaire had a total of 19 questions for Trainee Teachers. In this questionnaire 5 dimensions and 19 items (Each Dimension has three, four or Five Question) were includes to determine the infrastructural facilities towards two years B.Ed. Programme among the B.Ed. Trainee Teachers. The Questionnaire has been constructed on the basis of 5 (Five) important dimensions, namely- a) Teaching learning resources, b) Fee, c) Library facility, d) Administrations and e) Appropriate physical infrastructure.

7. Data Analysis and Discussions:

This total process of computing of the Questionnaire has been done by the researchers very carefully and sensitively. After data collection, investigators have analysed the data qualitatively and according to research questions. Percentage was used to analyse the collected data and to verify the result. They found the following interpretation according to the research objectives-

7.1 Students' problem regarding teaching learning resources of B.Ed. course:

Researchers found four theme of opinion regarding teaching learning resources of B.Ed. course. 1st, Lack of modern TLM. 2nd, Lack of computer for ICT learning. 3rd, Lack of internet facility. 4th, Insufficient Lab for method subjects. From the above themes, the measured percentages are –

Table No. 2

Sl. No.	Opinion.	%	Remark
1	Lack of modern TLM.	66.66%	Insufficient TLM.
2	Lack of computer for ICT learning.	65.3%	Insufficient computer.
3	Lack of internet facility.	71.9%	Inadequate.
4	Insufficient Lab for method subjects.	39%	Not quite.

Students' problem regarding teaching learning resources of B.Ed. course

Problem Category	Percentage
Lack of modern TLM.	66.66%
Lack of computer.	65.30%
Lack of internet facility.	71.90%
Insufficient Lab.	39%

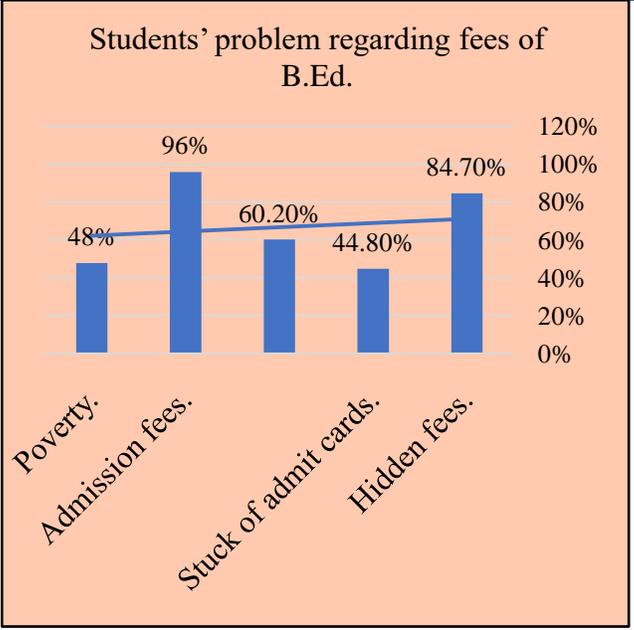
Fig.1. Graphical Representation & Percentage of Students' problem regarding teaching learning resources of B.Ed. course.

7.2 Students' problem regarding fee of B.Ed. course:

Researchers find some students' opinion towards their admission fee and other hidden fees. 1st, Most of the students belongs to middle class family or below the poverty line. 2nd, They are unable to afford the initial admission fee to B.Ed. course. 3rd, More or less maximum private B.Ed. colleges are pressurized for excessive money during admission. 4th, During the course, students are pressurized for their due fees and in some cases their admit cards are stuck before the semester examination. 5th, During the B.Ed. course, the Institutions also take various hidden financial charges, like as- Annual programme, Swaraswati Puja, Picnic and penalty charges for absence in educational field visit. From the above mentioned feature, the measured percentages are-

Table no. 3.

Sl. No.	Opinion.	%	Remark
1	Belonging to below the poverty line.	47.8%	Almost poverty
2	Expensive admission fees.	96%	Excessive.
3	In non-Govt. B.Ed. colleges, Excessive pressure for money during admission	60.2%	Unexpected.
4	Stuck of admit cards for due fees in Private B.Ed. colleges.	44.8%	Unexpected.
5	Hidden fees.	84.7%	Hidden present.



Students' problem regarding fees of B.Ed.

Problem Category	Percentage
Poverty	48%
Admission fees	96%
Stuck of admit cards	60.20%
Hidden fees	84.70%
Other	44.80%

Fig.2. Graphical Representation & Percentage of Students' problem regarding fees of B.Ed. course.

7.3 Students' problem regarding Library facility of B.Ed. course:

Researchers found that- 1st, Lack of sufficient text book in the college library. 2nd, Lack of sufficient reference books. 3rd, Lack of sufficient practical books & reference copy. From the above opinion, the measured percentages are-

Table No.4

Sl. No.	Opinion.	%	Remark
1	Lack of sufficient text books.	30.3%	Insufficient books.
2	Lack of sufficient reference books.	49.2%	Not sufficient reference books.
3	Lack of sufficient practical books & reference copy.	60.6%	Inadequate.

Students' problem regarding Library facility of B.Ed. course

Opinion	Percentage
Lack of sufficient text books.	30.30%
Lack of sufficient reference books.	49.20%
Lack of sufficient practical books & reference copy.	60.60%

Fig. 3 Graphical Representation & Percentage of Students' problem regarding Classroom facility & Library facility of B.Ed. course.

7.4 Students' problem regarding Administrations of B.Ed. course:

Researchers found that- 1st, Lack of proper rules & regulations. 2nd, The College authorities are biased towards some students. 3rd, Different types of pressure were created for the students in different types of co-curricular activity. From the above opinion, the measured percentages are-

Table No. 5

Sl. No.	Opinion.	%	Remark
1	Lack of proper rules & regulations.	24.5%	Inadequate.
2	Biasness college	28.9%	Biasness sometimes.

Students' problem regarding Administrations of B.Ed. course.

Opinion	Percentage
Lack of proper rules & regulations.	24.50%
Biasness college	28.90%
pressure	63.50%

	authority.			
3	Unwanted pressure for co-curriculum.	63.5%	Unexpected.	

Fig. 4 Graphical Representation & Percentage of Students' face problems regarding College Administrations of B.Ed. course.

7.5 Students' problem regarding appropriate physical infrastructure facilities of B.Ed. course:

According to student opinion, researchers find the following dimension- 1st, Lack of classrooms. 2nd, Lack of Smart classroom. 3rd, Lack of ladies & gents common rooms. 4th, Lack of ladies & gents toilets. 5th, Lack of proper playgrounds.

Table No. 6

Sl. No.	Opinion.	%	Remark.
1	Insufficient classroom for daily class.	30.2%	Moderate displeased.
2	Absence of Smart Classrooms.	78.1%	Unsuitable
3	Lack of common rooms.	39.4%	Not quite.
4	Lack of toilets.	36.9%	Inadequate
5	Lack of proper playgrounds	41.6%	Inadequate

Students' problem regarding appropriate physical infrastructure facilities of B.Ed. course

Opinion	Percentage
Insufficient classroom	30.20%
Absence of Smart Classrooms	78.10%
Lack of common rooms	39.40%
Lack of toilets	36.90%
Lack of proper playgrounds	41.60%

Fig. 5 Graphical Representation & Percentage of Students' problem regarding appropriate physical infrastructure facilities of B.Ed. course.

8. Interpretation:

After the qualitative data analysis, researchers found that-

According to Research Question-

✓ The findings in table 1, reveal that inadequate facilities like modern TLM (66.66% inadequate), lack of computers (65.3% inadequate), internet facilities (71.9% inadequate) and Lab (39% not available). Here most of the students commented that teaching learning resources inadequate for their two years B.Ed. programme. So that, there are not enough teaching learning resources in the Teacher Training colleges to implement B.Ed. course.

✓ According to table 3, researchers found that maximum students highlighted on excessive course fees (96% students agree). Here 47.8% belongs to below poverty line. On the other hand pressure for extra money during admission (60.2%), stuck of admit cards for due fees (44.8%) and hidden fees (84.7%) are available. It seen that most of the students have negative attitude towards admission fees & other manners.

✓ Researchers found in table 4, basic problem regarding Library facilities like insufficient books (30.3% inadequate), reference books (49.2% inadequate) and practical books & reference copy (60.6% inadequate). Researchers found that a poor library facilities for students are here.

✓ Researchers found in table 5, students' negative attitude towards the administration of B.Ed. College. Students highlighted that administration forced the student to do something according their wishes. From students opinions indicates basic administrations structure as follows, Lack of proper rules & regulations (24.5% inadequate), Lack of proper rules & regulations (24.5% adequate) and Unwanted pressure for co-curriculum (63.5%).

✓ The findings in table 6, indicates appropriate physical infrastructure as follows classroom for daily class (30.2% inadequate), unavailable Smart Classrooms (78.1% inadequate), common rooms (39.4% not quite), unviability toilets (36.9%, inadequate) and lack of playground (41.6% inadequate). In this theme, students feel problems for lack of physical infrastructural facilities.

Suggestions and recommendations:

- There should be a well infrastructure facilities for conduct two year .Ed. programme.
- Should be make a unique administrative guide lines for all B.Ed. colleges.
- All teacher training colleges should provide adequate teaching learning resources and learning facilities to their institutions of learning for effective teaching and learning.

- Institution should be provide modern TLM, books, reference books, journals and computer in proper ratio.
 - Updating building infrastructure as well as class rooms, and smart class rooms.
 - Should be developing method wise Laboratory.
 - Need to form a committee to investigate the reading of colleges and other facilities.
- These investigating committees will regularly investigate the colleges in accordance with the specific routine.

9. Conclusion:

This paper has highlighted the importance of infrastructural facilities in Teacher Training colleges. The existing B.Ed. curriculum has been revised from one year to two years, although clearly the infrastructure is far behind in the infrastructure. Researchers found many opinions from 5 dimensional themes. Furthermore researchers analysed that, Students have negative attitude towards this new two years B.Ed. course and also identified different problems relating Institutional infrastructural facility. Students faced various difficulties in different aspects, like – availability of learning resources, fee, administration, Infrastructure etc. There are lots of challenges in teacher education of 21st century. Conclusively, the new two year B.Ed. programme need a huge infrastructure facility to continue this course. Overall students are not satisfied in the present infrastructural facilities of any kind of Teacher Training colleges.

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