



PROBLEMS FACED BY TEACHERS AND STUDENT-TEACHERS DURING TWO- YEAR B.ED. PROGRAMME: AN EMPIRICAL STUDY

Tapas Karmakar¹ and Dr. Santosh Kumar Behera²

¹Department of Education, Nistarini College, Purulia, West Bengal, India.

²Department of Education, Sidho-Kanho- Birsha University, Purulia, West Bengal, India.



ABSTRACT

To improve the quality of the teachers and their teaching profession, teacher education programme plays a vital role. A teacher is the backbone of the society. No nation could progress economically, socially, culturally or politically without improving the quality of teachers. All nations of the world are trying their best survival in the race development and progress, and "Teacher education" is being considered as a key element for the purpose. Teacher education is very essential for the whole society to face the valueless challenges in 21st century. But the quality of teacher education cannot be given one-year duration; therefore NCTE prepared the (Recognition Norms and Procedure) new regulations, 2014 of national policy for higher education for B.Ed., course duration as two- year in India. But even the two- year B.Ed. Course faced some critical problems. This paper tries to point out the problems of two-year B.Ed. course faced by Teachers and Student-Teachers in India. The study revealed that in the two-year B.Ed. programme the percentage of problems faced by both Teachers Student-Teachers is found is 47.47%. The present study indicated that there is no significant difference exists between the problems faced by Teachers and Student-Teachers in two- year B.Ed. programme on the basis of Gender and Locality. There is no significance difference exists among the problems faced by General, OBC, SC and SC both Teachers and Student- Teachers. And this study also found that there is no significance difference exists among the problems faced by Arts, Science and language Group both Teachers and Student-Teachers in two-year B.Ed. programme. But on the other side this study also revealed that there is significance difference exist between the problems faced by Teachers and Student-Teachers at Private and Government B.Ed. Colleges in two-year B.Ed. programme. In this study it is observed that the percentage of Students related problems is higher than their counterparts and the percentages of problems faced by Government B.Ed. colleges both Teachers and Student- Teacher are higher than private B.Ed. colleges.

KEYWORDS : B.Ed. Programme, Problems, Teacher, Student-Teacher.

INTRODUCTION

"Teachers to be taught and trained" – is a relatively growing concept in societies all over the world, in nine-teeth and twentieth century. Teachers are mainly responsible for implementation of the educational process at any stage. The greatest resource and strength in Indian schools is our teachers and teachers are the greatest assets of any education system. (Puhan et al., 2014). As we well known that the quality and extent of learner achievement are determined primarily by teacher motivation competence, understanding and teacher sensitivity. A large body of education literature reveals positive effects of *teacher quality* on *student achievement* (Lal, 2016). No doubt education plays a significant role in nation's development but, the quality of education is greatly determined by the quality of teacher (Dixist, 2014). To produce the best

quality of teacher we need teacher education. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education (Singh, 2014). To attain the outcome of improved quality at all levels of education, Govt. of India has been focusing its concentration on quality and superiority in higher education and teacher education (Imam, 2011). Because through, this programme we can modify the teachers role and competencies. Teaching considered as an art and science. The teacher has to acquire not only knowledge but also skills that are called-tricks of the trade and those tricks and trades are provided through teacher education programme. For this reason a large number of educationists said that “the teachers are not born, they are made”. Dr. APJ Abdul Kalam opines “A student spends 25,000 hours in the campus. The school must have the best of teachers, who have the ability to teach, love teaching and build moral qualities” (Pradhan, 2014). Teacher education is a programme that is related to the development of teacher skills and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein (<http://archive.mu.ac.in>). Teacher Education is a programme by which we can create a bridge between schooling and higher education (Kaur, 2013). There are various types of Teacher Education programme in India B.Ed. is one of them, which is a programme for Upper primary and secondary level. A Bachelor of Education (B.Ed.) is an undergraduate professional degree which prepares students for work as a teacher in schools, course offered for those interested in pursuing career in teaching. The B.Ed. degree is mandatory for teaching in upper primary schools and secondary schools. The minimum qualification required for entry into B.Ed. course is Bachelor of Arts (B.A.). Bachelor of Science (B.Sc.) (Sushma, R, 2016). B.Ed. courses have become mandatory for people who are aiming to teach in the upper primary schools and secondary schools. A Bachelor of Education (B.Ed.) is an undergraduate professional degree which prepares students to work as a teacher in schools. Before NCTE regulations, 2014, the duration of B.Ed. programme was one year on regular mode (Ahmad et al., 2016). One-year B.Ed. course is in-sufficient time duration to provide, adequate and stable knowledge in content areas, in pedagogy of teaching and at last in developing a sense of positive attitude towards teaching among the trainee teachers. The National Commission on Teacher-I (1985) under the chairmanship of D.P. Chattopadhyaya stated that the existing one year B.Ed. courses must be made effective both by the Lengthening the time available and by revamping the current course and curricula (Pal, 2014) . In the matter of B.Ed. course J.S. Verma Commission plays an important role. This commission prepared many recommendations for B.Ed. programme. On the basis of various recommendation of J.S. Verma Commission NCTE had prepared an action plan in 2013 for improving teacher education system. The plan included the introduction of the Two-year B.Ed. course and four-year integrated teacher education programme. Therefore NCTE prepared the (Recognition Norms and Procedure) new regulations, 2014 of national policy for higher education for B.Ed., course duration as two-year in India. National Council for Teacher Education (NCTE) has resolved to modify the one-year courses of B.Ed. teacher Education programmes into two-year courses from 2015 onwards throughout the country (<http://ncte-india.org>). In the two-year B.Ed. programme has sufficient / sound time duration to developing pedagogical skills in teaching / developing knowledge on teaching-learning strategies among the trainee-teachers. But in some areas teacher-educators and student-teacher have faced many problems in two-year B.Ed. course like economic problem, time related problems, administration problem etc. In this study we just try to find out that what kinds of problems faced by Teachers and Student- teachers in the two-year B.Ed. course?

STATEMENT OF THE PROBLEM:

The problem for the present study is specifically stated as below:

“Problems Faced by Teachers and Student-Teachers during Two- Year B.Ed. Programme: An Empirical Study”.

REVIEW OF RELATED LITERATURE:

Vandana, S. Nalawade-Jadhav (2015) found that institutions faced many constraints in admission procedure, infrastructure management, teacher's recruitment and school internship after the implementation of two year B.Ed. programme. **Kamboj Ravinder Kumar (2015)** found that the teacher-educators have undergone more stress during two year B.Ed. functioning. **Mahajan & Rana (2016)** found 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. **Jayakumar, R. (2016)** concluded that students from any field can do B.Ed but there is no job security for such students. **Garcha Pargat Singh (2016)** found gap in theoretical and practical framework of two year B.Ed. programme. **Sushma (2016)** conducted a study on "attitude of Teachers' towards two-year B.Ed. programme". The study found that there is no significant difference exists between the attitude of male and female Teachers towards two-year B.Ed Programme. The second hypotheses, there is no significant difference exists in the attitude of Government, Aided and unaided Teachers towards two-year B.Ed. Programme.

DELIMITATIONS OF THE STUDY:

(A) Geographical Area

The investigation was delimited to only Purulia district of West Bengal India.

(B) Level of Education

The study was restricted to the B.Ed. Colleges in Purulia district of West Bengal India.

OBJECTIVES OF THE STUDY:

The study was conducted with the following objectives:

1. To study and compare the percentages of problems faced by the Teachers and Student-Teachers in two-year B.Ed. programme in various dimensions in relation to some variables.
2. To compare the problems faced by Male and Female both Teachers and Student-Teachers in two-year B.Ed. programme in two-year B.Ed. programme.
3. To compare the problems faced by Rural and Urban both Teachers and Student-Teachers in two-year B.Ed. programme in two-year B.Ed. programme.
4. To compare the problems faced by Teachers and Student-Teachers in two-year B.Ed. programme.
5. To compare the problems faced by Teachers and Student-Teachers in two-year B.Ed. programme at Private and Government colleges.
6. To compare the problems faced by Male and Female Teachers in two-year B.Ed. programme.
7. To compare the problems faced by Male and Female Student-Teachers in two-year B.Ed. programme.
8. To compare the problems faced by Male Teachers and Male Student-Teachers in two-year B.Ed. programme.
9. To compare the problems faced by Female Teachers and Female Student-Teachers in two-year B.Ed. programme.
10. To compare the problems faced by Rural Teachers and Rural Student-Teachers in two-year B.Ed. programme.
11. To compare the problems faced by Urban Teachers and Urban Student-Teachers in two-year B.Ed. programme.
12. To compare the problems faced by Private Teachers and Private Student-Teachers in two-year B.Ed. programme.
13. To compare the problems faced by Government Teachers and Government Student-Teachers in two-year B.Ed. programme.

14. To compare the problems faced by General, OBC, SC and ST Teachers and Student- Teachers in two-year B.Ed. programme.
15. To compare the problems faced by Arts, Science and Language Group Teachers and Student-Teachers in two- year B.Ed. programme.

HYPOTHESES OF THE STUDY:

A hypothesis is an assumption to be tested. The null hypotheses for the present study are as follows:

H₀₁: There is low level of the percentage problems faced by the Teachers and Student-Teachers in two- year B.Ed. programme.

H₀₂: There is no significant difference exists between the problems faced by male and female both Teachers and student-Teachers in two-year B.Ed. programme.

H₀₃: There is no significant difference exists between the problems faced by Rural and Urban both Teachers and Student-Teachers in two- year B.Ed. programme.

H₀₄: There is no significant difference exists between the problems faced by Teachers and Student-teachers in two-year B.Ed. programme.

H₀₅: There is no significant difference exists between the problems faced by Teachers and Student-Teachers in two- year B.Ed. programme at Private and Government colleges.

H₀₆: There is no significant difference exists between the problems faced by Male and Female Teachers in two-year B.Ed. programme.

H₀₇: There is no significant difference exists between the problems faced by Male and Female Student-Teachers in two-year B.Ed. programme.

H₀₈: There is no significant difference exists between the problems faced by Male Teachers and Male Student-Teachers in two-year B.Ed. programme.

H₀₉: There is no significant difference exists between the problems faced by Female Teachers and female Student-Teachers in two-year B.Ed. programme.

H₀₁₀: There is no significant difference exists between the problems faced by Rural Teachers and Rural Student-Teachers in two-year B.Ed. programme.

H₀₁₁: There is no significant difference exists between the problems faced by Urban Teachers and Urban Student-Teachers in two-year B.Ed. programme.

H₀₁₂: There is no significant difference exists between the problems faced by Teachers and Student- Teachers at Private B.Ed. colleges in two-year B.Ed. programme.

H₀₁₃: There is no significant difference exists between the problems faced by Teachers and Student-Teachers at Government colleges in two-year B.Ed. programme.

H₀₁₄: There is no significant difference exists about the problems faced by General, OBC, SC and ST Teachers and Teacher-Students in two- year B.Ed. programme.

H₀₁₅: There is no significant difference exists about the problems faced by Arts, Science and Language Group Teachers and Student-Teachers in two- year B.Ed. programme.

METHODOLOGY:

Descriptive survey method was used in this study.

POPULATION OF THE STUDY:

All the B.Ed. Colleges in Purulia district of West Bengal (India) are comprised the population of this study.

SAMPLE AND SAMPLING:

Four B.Ed. colleges of Purulia district, West Bengal were selected randomly. The samples are consisted with 17 Male and 4 Female Teachers and 69 Male and 60 Female Student- Teachers of B.Ed. College. Here stratified random sampling technique was adopted. The sample profile is given in Table-1.

Table 1: Sample profile

	Teachers	Student-Teachers	Total
Male	17	69	86
Female	4	60	64
Total	21	129	150

TOOL OF THE STUDY:

A questionnaire was used to find out the problems of two- year B.Ed. programme. In this questionnaire 7 dimensions and 35 items (**Each Dimension has Five Question**) were includes to determine the problems of two-year B.Ed. Programme. The dimensions are administration related, time related, co-curricular related, teacher related, administrative related, student related and other related problems.

Table- 1 (i): Showing the Questionnaire Details.

Dimensions	Items		Total
	Positive	Negative	
Admission Related	1,2,3,4,5	0	5
Time Related	1,2,3,4,5	0	5
Co-Curricular Related	1,2,3,4,5	0	5
Teacher Related	0	1,2,3,4,5	5
Administrative Related	1,2,3	4,5	5
Student Related	5	1,2,3,4	5
Other Related	0	1,2,3,4,5	5
Total	19	16	35

In scoring procedure 19 questions are positive and 16 questions are negative. Each question has two option **Yes** and **No**. In the case of positive question the **No** responders provide one score and in the case of negative question the **Yes** responders provide one score. The total positive score is $19 \times 5 = 95$ and negative score is $16 \times 5 = 80$.

STATISTICAL TECHNIQUES USED:

In the present study, the statistical techniques used were as under:-

1. Mean
2. Standard deviation
3. Significance of difference between means (t-test)
4. ANOVA

Table-1 (ii): Showing the Level of Percentages about the Problems in Two-Year B.Ed. Programme.

Level of Percentages about the Problems in Two-Year B.Ed. Programme				
Null	Low	Moderate	High	Very High
0%	1% to 19%	20% to 49%	50% to 69%	70% to 100%

ANALYSIS AND DISCUSSION:

Available online at www.lbp.world

Objective-1: To study and compare the percentages of problems faced by the Teachers and Student-Teachers in two- year B.Ed. programme in various dimensions.

- ❖ The percentages of problems faced by the Teachers and Student-Teachers in two- year B.Ed. programme in Various Dimensions.

Table- 2: Showing the percentages of problems faced by the Teachers and Student-Teachers in two- year B.Ed. programme in Various Dimensions.

Dimension	Problems %
Admission Related	36.4%
Time Related	25.86%
Co-Curricular Related	29.6%
Teacher Related	48.8%
Administrative Related	58%
Student Related	72.8%
Other Related	60.8%
Total	47.47%

From the table-2 it is found that the total percentage of problems in two-year B.Ed. programme is 47.47%. Here the percentage of Student related problems are higher than their counterparts.

- ❖ Compare the percentages of problems faced by the Teachers and Student-Teachers in two- year B.Ed. programme in various dimensions in relation to some variables.

Table-3: Showing the comparison between the percentage of problems faced by Teachers and Student-Teachers in two- year B.Ed. programme.

Dimensions	Teachers	Student-Teachers	Total
Admission Related	36.21%	36.59%	36.4%
Time Related	24.28%	27.44%	25.86%
Co-Curricular Related	27.98%	31.22%	29.6%
Teacher Related	49.38%	48.22%	48.8%
Administrative Related	58.17%	57.83%	58%
Student Related	71.8%	73.80%	72.8%
Other Related	60.82%	60.78%	60.8%
Total Problem	46.95%	47.98%	47.47%

From the table- 3 comparatively it is found that teachers are faced 46.95% and student- teachers are faced 47.98% problems in the two- year B.Ed. programme.

- ❖ Compare the percentages of problems faced by the Teachers and Student-Teachers in two- year B.Ed. programme at the Private and Government B.Ed. colleges.

Table-4: Showing the comparison between the percentages of problems faced by the Teachers and Student-Teachers in two- year B.Ed. programme at the Private and Government B.Ed. colleges.

Dimensions	Private College	Govt College	Total
Admission Related	34.26%	41.90%	38.08%
Time Related	22.41%	36.33%	29.37%
Co-Curricular Related	28.15%	33.33%	30.74%

Teacher Related	43.15%	65.33%	54.24%
Administrative Related	57.93%	63.33%	58.63%
Student Related	73.93%	74.4%	73.82%
Other Related	56.67%	38.09%	47.38%
Total Problem	45.21%	50.39%	47.8%

From the table- 4 comparatively it is found that 45.21% problems faced by Teachers and Student-Teachers at Private B.Ed. Colleges and 50.39% problems faced by Teachers and Student- Teachers at Government B.Ed. Colleges in two-year B.Ed. programme. On the other hand Private and Government B.Ed. Colleges Teachers and Student- Teachers both are faced 47.8% problems in two-year B.Ed. programme.

- ❖ Compare the percentages of problems faced by the Urban and Rural Student-Teachers in two-year B.Ed. programme.

Table-5: Showing the comparison between the percentages of problems between Urban and Rural Student-Teachers in two-year B.Ed. programme.

Dimensions	Urban Student- Teachers	Rural Student- Teachers	Total
Admission Related	40.56%	35.05%	37.81%
Time Related	22.78%	29.25%	26.02%
Co-Curricular Related	28.89%	32.04%	30.47%
Teacher Related	47.78%	48.39%	48.09%
Administrative Related	59.44%	57.54%	58.49%
Student Related	74.44%	71.54%	72.99%
Other Related	64.44%	59.35%	61.99%
Total Problem	48.33%	47.59%	47.98%

From the table- 5 comparatively it is found that 48.33% problems faced by Urban Student- teachers and 47.59% problems faced by Rural Student-teachers in two-year B.Ed. programme. On the other hand Urban and Rural Student-Teachers both are faced 47.98% problems in two-year B.Ed. programme.

- ❖ Compare the percentages of problems faced by Urban and Rural Teachers in two-year B.Ed. programme.

Table-6: Showing the comparison between the percentages of problems faced by Urban and Rural Teachers in two-year B.Ed. programme.

Dimensions	Urban Teachers	Rural Teachers	Total
Admission Related	41.82%	37.68%	39.75%
Time Related	18.18%	41.8%	29.99%
Co-Curricular Related	23.64%	16%	19.82%
Teacher Related	50.90%	54%	52.45%
Administrative Related	58.18%	60%	59.09%
Student Related	69.09%	64%	66.55%
Other Related	60%	62%	61%
Total Problem	45.97%	47.93%	46.95%

From the table- 6 it is found that 45.97% problems faced by Urban Teachers and 47.93% problems faced by Rural Teachers in two-year B.Ed. programme. On the other hand Urban and Rural Teachers both are face 46.95% problems in two-year B.Ed. programme.

- ❖ Compare the percentages of problems faced by General, OBC, SC and ST Student-Teachers in two-year B.Ed. programme.

Table-7: Showing the comparison about the percentages of problems faced by General, OBC, SC and ST Student- Teachers in two-year B.Ed. programme.

Dimensions	General Students	OBC Students	SC Students	ST Students	Total
Admission Related	39.15%	32.4%	36.36%	46%	38.48%
Time Related	22.13%	28.8%	34.55%	30%	28.87%
Co-Curricular Related	27.66%	31.6%	35.45%	36%	32.68%
Teacher Related	46.81%	46.8%	56.36%	44%	48.49%
Administrative	58.04%	56.8%	60%	56%	57.71%
Student Related	74.04%	70%	52.32%	78%	68.59%
Other Related	66.4%	56.4%	55.45%	66%	61.06%
Total Problem	47.75%	46.09%	47.10%	51%	47.98%

From the table- 7 comparatively it is found that 47.75% problems faced by General Student-Teachers, 46.09% problems faced by OBC Student-Teachers, 47.10% problems faced by SC Student-Teachers and 51% problems faced by ST student-teachers in two-year B.Ed. programme. But ST Student-Teachers are faced high percentage of problems than their counterparts.

- ❖ Compare the percentages of problems faced by General, OBC and SC teachers in two- year B.Ed. programme.

Table-8: Showing the comparison about the percentages of problems among the General, OBC and SC Teachers in two-year B.Ed. programme.

Dimensions	General Teachers	OBC Teachers	SC Teachers	Total
Admission Related	35%	34%	40%	36.33%
Time Related	32.9%	34%	6.66%	25.4%
Co-Curricular Related	27.5%	26%	13.33%	19.94%
Teacher Related	57.5%	42%	73.33%	55.39%
Administrative Related	62.5%	54%	66.67%	61.06%
Student Related	65%	66%	73.33%	68.11%
Other Related	62.5%	58%	66.67%	62.39%
Total Problem	47.45%	44.86%	48.57%	46.95%

From the table- 8 comparatively it is found that 47.45% problems faced by General Teachers, 44.86% problems faced by OBC teachers and 48.57% problems faced by SC Teachers in two-year B.Ed. programme.

- ❖ Compare the percentages of problems faced by Arts, Science and Language Group Student- Teachers in of two-year B.Ed. programme.

Table-9: Showing the comparison about the percentages of problems faced by the Arts, Science and Language Group Student-Teachers in two-year B.Ed. programme.

Dimensions	Arts Group	Science Group	Language Group
Admission Related	35.19%	27.15%	40.63%
Time Related	28.89%	25.12%	28.13%
Co-Curricular Related	27.78%	32.56%	35%
Teacher Related	47.41%	47.44%	50.63%
Administrative Related	55.19%	58.60%	61.25%
Student Related	72.96%	73.49%	75.63%
Other Related	57.41%	60.93%	66.25%
Total Problem	46.40%	46.47%	51.07%

From the table- 9 it is found that 46.40% problems faced by Arts Group, 46.47% problems faced by Science Group and 51.07% problems faced by Language Group Student-Teachers in the two-year B.Ed. programme.

HYPOTHESIS WISE ANALYSIS AND DISCUSSION:

Descriptive Statistics

Descriptive statistics help us to simply large amounts of data in a sensible way. Each descriptive statistic reduces lots of data into a simpler summary. Here we present our descriptive data (Table 10, 11 & 12) in the form of Mean, standard deviation (SD) and correlation along with 't' critical ratio.

Table- 10 showing mean and SD along with t- critical ratio

Pair of Comparison	N	Mean	SD	S _{ED}	df	t-value	Remark
Male	86	16.61	6.35	0.69	148	0.006	NS**
Female	64	16.60	5.54	0.69			
Rural	103	15.56	6.21	0.61	148	0.15	NS**
Urban	47	16.72	5.57	0.81			
Teachers	21	15.52	4.51	0.98	148	0.89	NS**
Student-Teachers	129	16.61	6.003	0.53			
Private	108	15.54	5.93	0.57	148	3.63	S*
Government	42	19.58	5.30	0.81			

*Significant at 0.05 level,

** Not significant at 0.05 level.

Testing of H₀₁:

From the table-3 it is found that Teachers are faced 46.95% and Student- Teachers are faced 47.98% problems in the two- year B.Ed. programme. So the level of percentages problems in two-year B.Ed. programme is moderate (**From Table-1(ii)**). So in the view of table-3 and table-1 (ii) H₀₁ is rejected.

Testing of H₀₂:

The mean score of male (**Teachers and Student-Teachers**) is 16.61 (S.D= 6.35) and for Female (**Teachers and Student-Teachers**) is 16.60 (S.D=5.54) respectively. From Table-10, it is observed that the calculated 't' value (0.006) is lower than the table value (2.61 at 0.01 level & 1.98 at 0.05 level). So, it can be concluded there is no significant difference exists between the problems faced by male and Female both Teachers and Student-Teachers in two-year B.Ed. programme. In view of the above H₀₂ is accepted and H₂ is rejected.

Testing of H₀₃:

The mean score of Rural (**Both Teachers and Student-Teachers**) is 15.56 (S.D= 6.21) and for Urban (**Both Teachers and Student-Teachers**) is 16.72 (S.D=5.57) respectively. From Table-10, it is observed that the calculated 't' value (0.15) is lower than the table value (2.61 at 0.01 level & 1.98 at 0.05 level). So, it can be concluded there is no significant difference exists between the problems faced by Rural and Urban both Teachers and Student-Teachers in two- year B.Ed. programme. In view of the above H₀₃ is accepted and H₃ is rejected.

Testing of H₀₄:

The mean score of Teachers is 15.52 (S.D=4.51) and Student-Teachers is 16.61 (S.D= 6.003) for respectively. From Table-10, it is observed that the calculated 't' value (0.89) is lower than the table value (2.61 at 0.01 level & 1.98 at 0.05 level). So, it can be concluded there is no significant difference exists between the problems faced by Teachers and Student-Teachers in two-year B.Ed. programme. In view of the above H₀₄ is accepted and H₄ is rejected.

Testing of H₀₅:

The mean score of Private B.Ed. Colleges is 15.54 (S.D= 5.93) and for Government B.Ed. colleges is 19.58 (S.D=5.30) respectively. From Table-10, it is observed that the calculated 't' value (3.63) is higher than the table value (2.61 at 0.01 level & 1.98 at 0.05 level). So, it can be concluded there is significant difference exists between the problems faced by Teachers and Student-Teachers in two- year B.Ed. programme at Private and Government colleges. In view of the above H₀₅ is rejected and H₅ is accepted.

Table- 11 showing mean and SD along with t- critical ratio

Category	Variable	N	M	SD	S _{ED}	df	t- value	Remark
Teachers	Male	17	15.35	4.76	1.15	19	0.34	NS**
	Female	4	16.25	3.68	1.84			
Student-Teachers	Male	69	16.93	6.68	0.80	127	0.27	NS**
	Female	60	16.63	5.66	0.73			

*Significant at 0.05 level,

** Not significant at 0.05 level.

Testing of H₀₆:

The mean score of Male **Teachers** is 15.35 (S.D= 4.76) and for Female **Teachers** is 16.25 (S.D=3.68) respectively. From Table-11, it is observed that the calculated 't' value (0.34) is lower than the table value (2.62 at 0.01 level & 1.98 at 0.05 level). So, it can be concluded there is no significant difference exists between the problems faced by Male Teachers and Female Teachers in two-year B.Ed. programme. In view of the above H₀₆ is accepted and H₆ is rejected.

Testing of H₀₇:

The mean score of Male **Student-Teachers** is 16.93 (S.D= 6.68) and for Female **Student- Teachers** is 16.63 (S.D=5.66) respectively. From Table-11, it is observed that the calculated 't' value (0.27) is lower than the table value (2.62 at 0.01 level & 1.98 at 0.05 level). So, it can be concluded there is no significant difference exists between the problems faced by Male Student-Teachers and Female Student-Teachers in two-year B.Ed. programme. In view of the above H₀₇ is accepted and H₇ is rejected.

Table -12: Showing mean and SD along with t- critical ratio

Variable		Teachers			Students- Teachers			S _{ED}	df	t-value	Remarks
		N	Mean	SD	N	Mean	SD				
G E N D E R	Male	17	15.35	4.76	69	16.92	6.68	1.96	84	0.91	NS**
	Female	4	16.25	3.68	60	15.63	5.66	2.41	62	0.13	NS**
LOCALITY	Rural	10	14.9	3.81	93	16.74	6.40	1.87	101	0.89	NS**
	Urban	11	16.09	5.18	36	16.91	5.74	2.52	45	0.43	NS**
TYPE	Private	16	15.37	4.82	92	15.57	6.13	1.84	106	0.12	NS**
	Government	5	16	3.74	37	19.81	5.36	2.55	40	1.53	NS**

*Significant at 0.05 level

** Not significant at 0.05 level

Testing of H₀₈:

The mean score of Male **Teachers** is 15.35 (S.D=4.76) and for Male **Student- Teachers** is 16.92 (S.D=6.68) respectively. From Table 12, it is observed that the calculated 't' value (0.91) is lower than the table value (2.64 at 0.01 level & 1.99 at 0.05 level). So, it can be concluded there is no significant difference exists between the problems faced by Male Teachers and Male Teacher- Students in two-year B.Ed. programme. In view of the above H₀₈ is accepted and H₈ is rejected.

Testing of H₀₉:

The mean score of Female **Teachers** is 16.25 (S.D=3.68) and for **Student-Teachers** is 15.63 (S.D=5.66) respectively. From Table 12, it is observed that the calculated 't' value (0.13) is lower than the table value (2.66 at 0.01 level & 2.00 at 0.05 level). So, it can be concluded there is no significant difference exists between the problems faced by Female Teachers and Female Student-Teachers in two-year B.Ed. programme. In view of the above H₀₉ is accepted and H₉ is rejected.

Testing of H₀₁₀:

The mean score of Rural **Teachers** is 14.09 (S.D= 3.81) and for Rural **Student-Teachers** is 16.74 (S.D=6.40) respectively. From Table 12, it is observed that the calculated 't' value (0.89) is lower than the table value (2.63 at 0.01 level & 1.98 at 0.05 level). So, it can be concluded there is no significant difference exists between the problems faced by Rural Teachers and Rural Student-Teaches in two-year B.Ed. programme. In view of the above H₀₁₀ is accepted and H₁₀ is rejected.

Testing of H₀₁₁:

The mean score of Urban **Teachers** is 16.09 (S.D= 5.18) and for Urban **Student-Teachers** is 16.91 (S.D= 5.74) and for respectively. From Table 12, it is observed that the calculated 't' value (0.43) is lower than the table value (2.69 at 0.01 level & 2.02 at 0.05 level). So, it can be concluded there is no significant difference exists between the problems faced by Urban Teachers and Urban Student-Teachers in two-year B.Ed. programme. In view of the above H₀₁₁ is accepted and H₁₁ is rejected.

Testing of H₀₁₂:

The mean score of Private Teachers is 15.37 (S.D= 4.82) and for Private Teacher-Students is 15.57 (S.D= 6.13) respectively. From Table 12, it is observed that the calculated 't' value (0.12) is lower than the table value (2.63 at 0.01 level & 1.98 at 0.05 level). So, it can be concluded there is no significant difference

exists between the problems faced by Teachers and Student- Teachers at Private B.Ed. colleges in two-year B.Ed. programme. In view of the above H_{012} is accepted and H_{12} is rejected.

Testing of H_{013} :

The mean score of Government **Teachers** is 16 (S.D= 3.74) and for Government **Student-Teachers** is 19.81 (S.D= 5.36) respectively. From Table 12, it is observed that the calculated 't' value (1.53) is lower than the table value (2.71 at 0.01 level & 2.02 at 0.05 level). So, it can be concluded there is no significant difference exists between the problems faced by Teachers and Student-Teachers at Government colleges in two-year B.Ed. programme. In view of the above H_{013} is accepted and H_{13} is rejected.

Table- 13: Showing mean and SD along with t- critical ratio

Sl. No	Variables	Source of Variation	df	Sum of Square	Mean Square	F-value
1	Caste (General, OBC, SC, ST)	Between Groups	3	86.295	28.765	0.795**
		Within Groups	146	5283.279	36.187	
		Total	149	5369.573		
2	Group (Arts, Science, Language)	Between Groups	2	46.616	23.308	0.644**
		Within Groups	147	5322.957	36.211	
		Total	149	5369.573		

*Significant at 0.05 level,

** Not significant at 0.05 level.

Testing of H_{014} :

From Table -13, it is observed that the computed problems of two-year B.Ed. programme 'F'-value among General, OBC, SC and ST students is found (0.795) is smaller than table value (0.05=2.66, 0.01= 3.91 level). Therefore it is not significant at 0.01 and 0.05 level of significance. Hence the null hypothesis H_{014} is accepted and H_{14} is rejected. It means that there is no significance difference exists about the problems faced by General, OBC, SC and ST Teachers and Student-Teachers in two-year B.Ed. programme.

Testing of H_{015} :

From Table -13, it is observed that the computed problems of two-year B.Ed. programme 'F'-value among Arts, science and language group students is found (0.644) is smaller than table value (0.05=2.66, 0.01= 3.91 level). Therefore it is not significant at 0.01 and 0.05 level of significance. Hence the null hypothesis H_{015} is accepted and H_{15} is rejected. It means that there is no significance difference exists about the problems faced by Arts, Science and Language Group Teachers and Student-Teachers in two-year B.Ed. programme.

CONCLUSION OF THE STUDY:

Urban Student-Teachers are faced 48.33% problems and Rural Student-Teachers are faced 47.59% problems in two-year B.Ed. programme. On the other hand Rural Teachers are face 45.97% problems and Urban Teachers are face 47.93% problems in two-year B.Ed. programme. This study also revealed that the General Teachers are face 47.45% problems, OBC are face 44.86% problems and SC are face 48.57% problems in two-year B.Ed. programme. On the other hand General Student-Teachers are face 47.75%, OBCs are faced 46.09%, SCs are faced 47.10% and STs are faced 51% problems in two-year B.Ed. programme. This study also point out that the Arts Group Student-Teachers are faced 46.40% problems, Science Group Student-Teachers are faced 46.47% problems and language group Student-Teachers are faced 51.07% problems in two-year B.Ed. programme. In this study it is observed that the percentage of Students related

problems are higher than their counterparts and the percentages of problems faced by Government B.Ed. colleges both Teachers and Student- Teacher are higher than private B.Ed. colleges. The present study indicated that there is no significant difference exists between the problems faced by Teachers and Student-Teachers in two- year B.Ed. programme on the basis of Gender and Locality. But on the other side, this study also revealed that there is no significant difference exists between the problems faced by Teachers and Student-Teachers at Government colleges in two-year B.Ed. programme and there is no significance difference exists about the problems faced by General, OBC, SC and SC Teachers and Student-Teachers in two-year B.Ed. programme. And this study also found that there is no significance difference exists about the problems faced by Arts, Science and Language Group Teachers and Student-Teachers in two-year B.Ed. programme.

To fulfil the proper knowledge about teaching no doubt two-year B.Ed. programme has played a significant role. The two-year B.Ed. programme provides greater scope for development. But on the above study it is found that still Teachers and Student-Teachers both are faced various problems in two-year B.Ed. programme. So we need a proper channel to solve those kinds of problems. To solve the problems of two-year B.Ed. programme we should follow some following suggestions like among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration. The admission procedure should be systematically and authentic steps should be taken. For the poor students, grants should be provided for development their quality and Provide sufficient eligible Teachers. To innovative teaching method, conduct innovative programme should be organized like; Seminar, Conferences, Workshop, Team-teaching, Group-discussion etc. Established ICT room in each teacher education institute and must include an eligible staff for mention the ICT room. Internship in teacher education should be objective, reliable and valid and established a strong relationship between school and college. Curricular and co-curricular of teacher education programme should be revised from time to time according to changing needs of society.

REFERENCES:

- Ahmad et al. (2016). Pros and Cons: Two Year B.Ed. Programme for In-Service Teachers on Deputation Basis Instead of ODL Mode Bed with Special Reference to West Bengal (India). *International Education & Research Journal [IERJ]*, Volume: 2, Issue: 11.
- Dixit, M. (2014). Teacher Education in India-Problems and Suggestions. *International Journal of Research*, Vol-1, Issue-4.
- Garcha, P. S. (2016). Reflections on Two-year Teacher Education Programme. *International Journal of Education*, Issue June 2016, Vol. 6, Retrieved from: <http://ijoe.vidyapublications.com>.
- Imam, A. (2011). Quality and Excellence in Teacher Education: Issues & Challenges in India. *International Journal of Multidisciplinary Research* Vol.1 Issue 7.
- Jayakumar, R. (2016). "Pros and Cons: Two Year B.Ed." Programme in India, *International Journal of Current Research and Modern Education*, Vol.1, Issue-1.
- Kaur, S. (2013). Present Scenario of Teacher Education in India. *International Journal of Science and Research*, Volume 2 Issue 12.
- Kamboj Ravinder Kumar (2015) found that the teacher-educators have undergone more stress during two year B.Ed. functioning.
- Lal, D. (2016). A Journey of Teacher Education. *International Journal of Peace, Education and Development*, 4(1).
- Mahajan, A. & Rana, S. (2017). Problems Faced By Pupil-Teachers during Two Year B.Ed. Programme. *Journal Of Emerging Technologies And Innovative Research*, Volume 4, Issue 11.

-
- Pal, S. (2014). Shifting Towards Two -Year B.Ed. Pogramme. *International Journal of Applied Social Science*, Volume 1 (2&3), 96-100.
- Pradhan, M. (2014). Perspective of a Teacher as Nation Builder. *Odisha Review*.
- Puhan, R.R., Malla, L and Behera, K.S. (2014). Current Ethical Issues in Teacher Education: A Critical Analysis on Pre-Service and In-service Emerging Teachers. *American Journal of Educational Research*, Vol. 2, No. 12A, 1-7, Available online at <http://pubs.sciepub.com/education/2/12A/1>.
- Singh, G. (2014). Emerging Trends and Innovations in Teacher Education. *International Journal of Applied Research*, Volume: 4, Issue: 5.
- Sushma, R. (2016). Attitude of Teachers' Towards Two-year B.Ed Programme. *Scholarly Research Journal's for Humanity Science and English Language*, Vol. 3/14.
- Vandana S. Nalawade Jadhav (2015). Two Year B.Ed. Course: Requirements, Constraints and Solution, *Research Front*.
- www.archive.mu.ac.in
- www.ncte-india.org/Curriculum%20Framework/B.Ed%20Curriculum.pdf.