

## **A study on the problems of B.ED students in India with special reference to Namsai District, Arunachal Pradesh**

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### **ABSTRACT**

Teacher education is the cornerstone of nurturing the future. It is a dynamic and multifaceted discipline that plays a pivotal role in shaping the educators of tomorrow. B.ED course under Teacher education is not merely about imparting knowledge; it is about instilling a passion for learning, fostering critical thinking, and equipping future teachers with the skills and strategies to inspire and guide the next generation. The objective of the study was to find out the *challenges* faced by B.ED. students in Namsai district, Arunachal Pradesh. The descriptive survey method is used to collect information. this study analyzed the problems of B.ED students in Namsai District from 100 trainee teachers. The findings of the study showed that The survey findings reveal concerns about limited access to technology hindering digital learning engagement, varied perceptions regarding teaching quality, alignment of assessment methods, and the impact of teaching profession demands on emotional well-being, as well as mixed views on mentorship in B.Ed. programs, the challenge of meeting diverse student needs, balancing coursework and teaching responsibilities, difficulty in lesson planning, confusion caused by changes in educational policies and curriculum, and the hindrance of insufficient digital infrastructure on online learning for B.Ed. students.

***Keywords:*** Problems of B.ED student, teacher education, Arunachal Pradesh, India

### **INTRODUCTION**

B.ED course stands as a foundation in the preparation of educators, which holds the key to molding the future of our society. It encompasses the comprehensive training and continuous professional development of individuals aspiring to become teachers or those looking to enhance their existing pedagogical skills. This rigorous process equips educators with the essential knowledge, pedagogical methods, and classroom management strategies needed to foster effective learning environments, ignite students' enthusiasm for learning, and drive academic achievement. Teacher education plays a pivotal role in shaping the quality of

education by empowering educators to stay adaptable in the ever-evolving educational landscape, ensuring they can effectively cater to the diverse needs of their students. Within Namsai district, teacher education institutions often grapple with a dire lack of adequate infrastructure. Classrooms are overcrowded, libraries are under-resourced, and the availability of technology and modern teaching tools is severely limited. This infrastructure deficit directly impacts the quality of teacher training, leaving both aspiring and practicing teachers at a disadvantage. Moreover, the district faces a significant dearth of ongoing professional development opportunities for in-service teachers. The absence of such opportunities impedes educators' ability to stay current with evolving educational trends and hinders their progress in enhancing their teaching skills. Additionally, teacher education programs in Namsai often fall short in offering specialized courses designed to address the unique needs of students with disabilities and those from diverse cultural backgrounds. This is a critical aspect, especially in promoting inclusive education and ensuring that no student is left behind.

### **Objective of the Study**

1. To find out the challenges faced by B.ED. students in Namsai district, Arunachal Pradesh.

### **Research Questions**

1. What are the challenges faced by B.ED. students in Namsai district, Arunachal Pradesh?

### **LITERATURE REVIEW**

S. Vivek (2019) conducted a study in B.Ed. colleges affiliated to Rajiv Gandhi University of Arunachal Pradesh, focusing on the attitude of teacher-educators and B.Ed. students towards the existing two-year B.Ed. program. Using a Descriptive-cum survey method and a self-made attitude scale based on Likert's five-point scale, the study included 7 Teacher education institutions, 62 teacher educators, and 158 B.Ed. students. The findings indicated that teacher-educators held a more favorable attitude towards the two-year B.Ed. program compared to B.Ed. students. Additionally, female B.Ed. students exhibited a higher attitude than their male counterparts. Importantly, no significant difference was observed in the attitude between Government and private B.Ed. students, as well as tribal and non-tribal B.Ed. students. Ashok Kumar et al. (2019) conducted a school-based descriptive cross-

sectional study in an urban school in New Delhi. The objective was to assess the prevalence and associated factors of depression, anxiety, and stress among school-going adolescents. The study revealed high prevalence rates, with 47.9% for depression, 65.3% for anxiety, and 51.8% for stress. Most students experienced moderate depression, anxiety, and mild stress. B. Rasheedha (2019) focused on identifying problems faced by student-teachers during the two-year B.Ed. program in Trichirappalli district, Tamil Nadu. The study included 180 student-teachers from government and self-financed B.Ed. colleges. Findings indicated widespread dissatisfaction among student-teachers, with 76% expressing dissatisfaction with the availability of appropriate study materials. S. Venkataraman (2021) conducted a study to identify problems perceived by student teachers in D.El.Ed. and B.Ed. courses related to M-Learning. The study included 177 D.El.Ed. students and 490 B.Ed. students. The findings led to the formulation of expectations and possible solutions, emphasizing the need for adequate time and resources for mobile-based teaching and learning, along with a balanced integration of offline work after mobile-based online classes. Sharma and Rana (2022) explored the continuous problems faced by B.ED teachers and students from both government and private B.ED colleges. They highlighted issues such as a lack of resources and technology, affecting the teaching and learning process. P. Anga et al. (2022) discussed the challenges faced by teachers and B.ED trainees during the shift to online teaching due to the Covid crisis. The study emphasized the lack of prior training in technology, especially for underprivileged tribal B.ED trainees facing difficulties in accessing laptops and smartphones, along with internet connectivity issues. Farswan (2023) conducted a survey among special B.ED students, revealing that many problems faced by student-teachers originated from the absence of an ideal school for practice teaching. Hothi,A. & Saxena,P. (2023) highlighted academic and technical problems faced by B.Ed. trainees, including challenges in explaining concepts and developing teaching skills, as well as issues related to ICT devices and connectivity. P. Varsha & P. Sumin (2023) studied the mental health of B.ED trainees in Arunachal Pradesh, finding a concentration of mental health conditions around moderate and high levels among 200 trainees. C. Siva Sankar (2023) employed a Descriptive study with a survey method, focusing on B.Ed. trainees in Papumpare District. The study revealed a significant difference between male and female tribal B.Ed. trainees in their edifying proclivity, with female tribal B.Ed. trainees exhibiting a stronger inclination towards teacher education. This highlights gender-specific dynamics within B.Ed. programs.

## **METHODOLOGY**

**Survey Method:** The Descriptive survey method was employed to gather comprehensive insights into the experiences and opinions of B.Ed. trainees.

**Data Collection:** The researchers opted for an online questionnaire, facilitated through Google Forms, to efficiently collect responses from the target population. This method allowed for the systematic gathering of data in a digital format.

**Population:** The study considered a total of 100 B.Ed. trainees from Namsai District, Arunachal Pradesh, as the population under investigation. This sample size was deemed representative for the research objectives.

**Questionnaire Design:** The closed-ended questionnaire comprised different questions tailored to address the specific objectives of the study. The structured nature of the questionnaire likely facilitated focused and quantifiable responses from the participants.

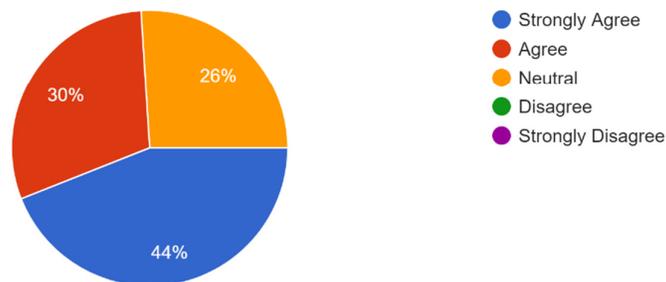
**Data Analysis:** To interpret the collected data and validate the study's outcomes, the researchers employed Pie Diagrams. This graphical representation likely offered a clear and accessible visualization of the distribution of responses.

## DATA ANALYSIS

The survey results indicate a notable trend among respondents, with 44% expressing a strong agreement and an additional 30% in agreement, highlighting a combined majority of 74% acknowledging that limited access to technology poses challenges for their engagement in digital learning and staying abreast of current teaching practices. The significant agreement underscores a shared concern among the surveyed population regarding the impact of restricted technological access on their ability to actively participate in digital learning environments and keep pace with evolving teaching methodologies. The 26% expressing a neutral stance suggests a portion of respondents may not strongly feel the constraints of limited access, possibly indicating variations in individual experiences or perspectives on the role of technology in their learning and teaching practices. Overall, the findings emphasize the critical role technology plays in contemporary education and signal a need for targeted interventions to address the challenges associated with limited access to digital resources.

1. Limited access to technology makes it difficult for me to engage in digital learning and stay updated with current teaching practices.

100 responses



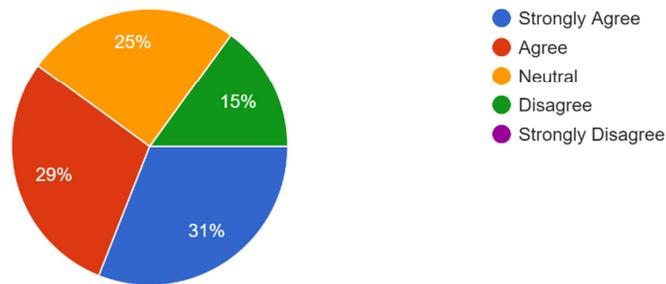
**Fig.1 Impact of Resource Insufficiency on B.Ed. Learning Experience.**

The survey results illustrate a varied perception among respondents regarding the impact of teaching faculty on their understanding of educational concepts and teaching methods. Notably, a combined 60% (31% strongly agree and 29% agree) express a positive view,

indicating that a majority recognizes the quality of instruction as a significant factor contributing to their comprehension of educational concepts. Conversely, 15% disagree, suggesting a subset of respondents holds a contrary opinion. The 25% expressing a neutral stance signals a noteworthy segment of respondents who may not strongly attribute the quality of instruction to their understanding of educational concepts. This divergence in opinions underscores the multifaceted nature of factors influencing the learning experience, with teaching faculty's instructional quality being a key aspect.

2. The quality of instruction by the teaching faculty positively impacts my understanding of educational concepts and teaching methods.

100 responses

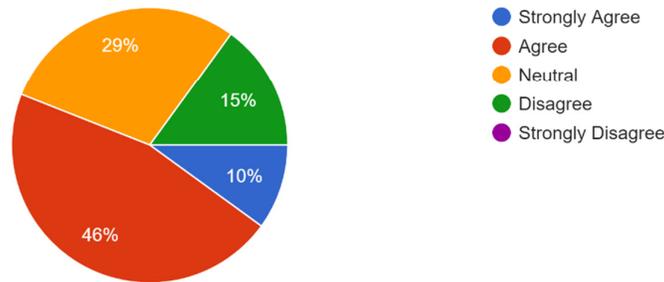


**Fig.2 Impact of Teaching Faculty Quality on Education and Student Preparedness.**

The survey results depict a nuanced perspective among respondents regarding the alignment of current assessment methods with their potential as future educators. Notably, a substantial majority of 56% (10% strongly agree and 46% agree) express a positive view, indicating that a significant portion feels that the current assessment methods allow them to showcase their full potential. On the other hand, 15% disagree, suggesting a smaller but notable proportion that perceives a misalignment between current assessment methods and their capacity to demonstrate their capabilities as future educators. The 29% expressing neutrality implies a segment of respondents who may not strongly feel restricted or enabled by the existing assessment methods. The findings underscore the importance of continuous reflection and adaptation of assessment strategies to cater to diverse learning styles and individual strengths among future educators. Addressing concerns raised by the 15% who disagree is crucial for ensuring that assessment practices align with the varied potential and capabilities of aspiring educators.

3. The current assessment methods do not allow me to showcase my full potential as a future educator.

100 responses

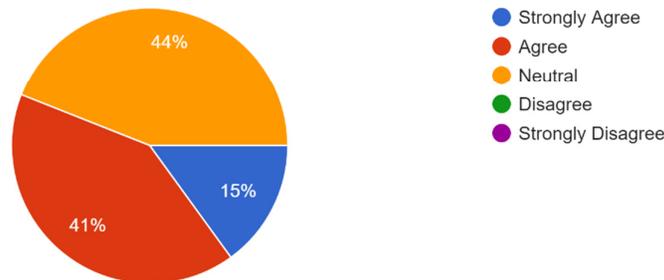


**Fig.3 Alignment of Assessment Methods with Practical Teaching Skills.**

The survey results reveal a diverse range of perspectives among respondents regarding the impact of the demands of the teaching profession on their emotional and mental well-being. A combined majority of 56% (15% strongly agree and 41% agree) recognizes a substantial impact, indicating that a significant portion acknowledges the challenges and stresses associated with the teaching profession affecting their emotional and mental well-being. On the other hand, the 44% who express neutrality suggests a sizable segment of respondents who may not strongly feel the impact or may have mixed feelings about the correlation between the demands of teaching and their emotional and mental well-being.

4. The demands of the teaching profession have a significant impact on my emotional and mental well-being.

100 responses



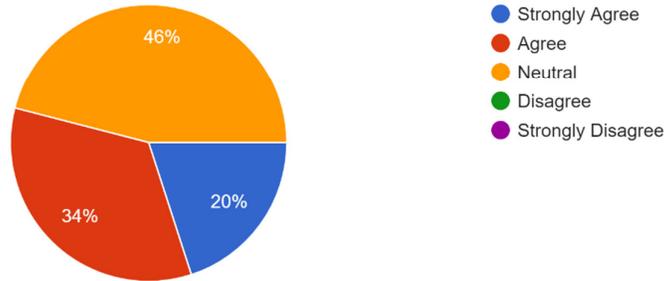
**Fig.4 Challenges in Managing Emotional and Mental Well-being.**

The survey results reveal a diverse set of perspectives among respondents regarding the adequacy of mentorship and support received from experienced educators during their B.Ed. program. Notably, 54% of respondents (20% strongly agree and 34% agree) express a positive view, indicating that a significant portion believes they have received sufficient mentorship and support. On the contrary, 46% express neutrality on this matter, suggesting a substantial

segment of respondents who may not strongly feel either positively or negatively about the mentorship and support received.

5. I have received sufficient mentorship and support from experienced educators during my B.Ed. program.

100 responses

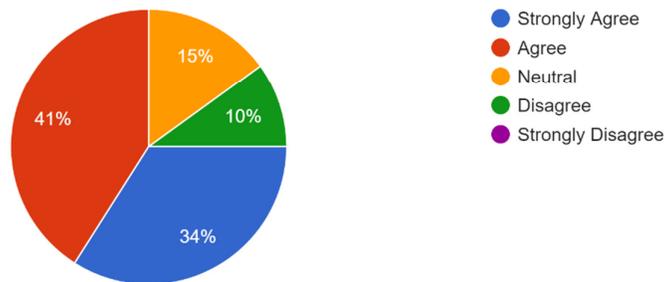


**Fig.5 Impact of Limited Mentorship on B.Ed. Student Professional Development.**

The survey results indicate a shared recognition among respondents about the challenges associated with understanding and adapting to the diverse needs and learning styles of students as future teachers. A substantial majority of 75% (34% strongly agree and 41% agree) acknowledges the significance of this challenge. This suggests that a majority of respondents are attuned to the complexities involved in meeting the diverse educational requirements of students with varied needs and learning preferences. While the majority recognizes this challenge, it is noteworthy that 15% express neutrality, and 10% disagree. The neutral responses may suggest a segment of respondents who are uncertain or may not strongly perceive the challenge, while those who disagree might feel more confident in their ability to handle diverse student needs.

6. Understanding and adapting to the diverse needs and learning styles of students is a significant challenge for me as a future teacher.

100 responses

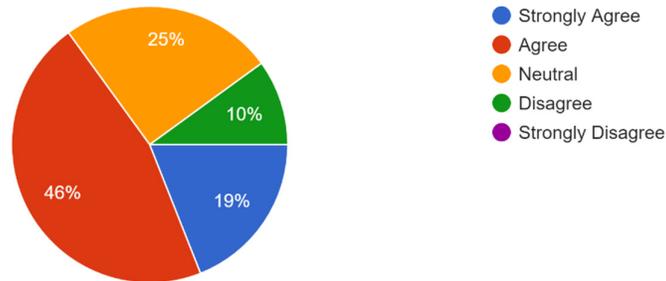


**Fig.6 Challenges in Understanding and Adapting to Student Diversity.**

The survey results indicate a shared acknowledgment among respondents regarding the challenges associated with balancing coursework, assignments, and student teaching responsibilities in their B.Ed. program. A significant majority of 65% (19% strongly agree and 46% agree) recognizes this as a significant challenge. This suggests that a substantial portion of respondents experiences difficulties in managing the multifaceted demands of their B.Ed. program, including academic coursework, assignments, and the responsibilities associated with student teaching. While a majority perceives this challenge, it is notable that 25% express neutrality, and 10% disagree. The neutral responses may indicate a segment of respondents who do not strongly feel burdened or challenged in this aspect, and those who disagree might find effective ways to balance these responsibilities.

7. Balancing coursework, assignments, and student teaching responsibilities in my B.Ed. program is a significant challenge.

100 responses

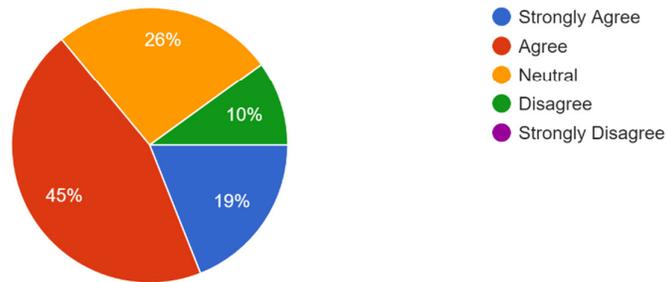


**Fig.7 Balancing Responsibilities in B.Ed. Program.**

The survey results reveal a consensus among respondents regarding the perceived challenge of lesson planning, including the creation of engaging and effective learning experiences, particularly when faced with limited practical experiences. A substantial majority of 65% (19% strongly agree and 46% agree) acknowledges the difficulty in mastering this skill, emphasizing the challenges associated with translating theoretical knowledge into practical and engaging teaching strategies. This suggests a shared recognition among respondents that their limited practical experiences pose a challenge to developing proficiency in lesson planning. The 25% expressing neutrality may indicate a segment of respondents who neither strongly feel the challenge nor find it entirely unproblematic. The 10% who disagree might either possess confidence in their current skill level or may not perceive the limited practical experiences as a significant hindrance to mastering lesson planning.

8. Lesson planning, including creating engaging and effective learning experiences, is a skill that I find challenging, especially with limited practical experience.

100 responses

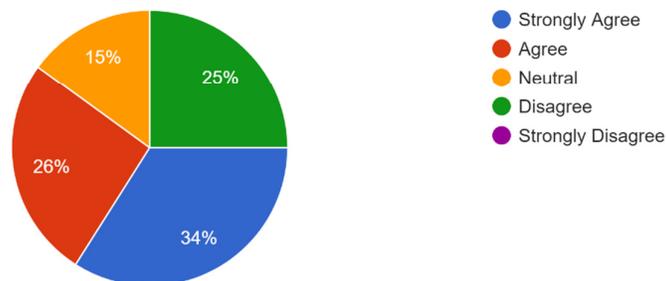


**Fig.8 Challenges in Classroom Management, Lesson Planning, and Teaching Techniques.**

The survey results indicate a diversity of perspectives among respondents regarding the impact of changes in educational policies and curriculum on their academic journey. A combined 60% (34% strongly agree and 26% agree) expresses a view that changes in educational policies and curriculum have caused confusion and uncertainty. This suggests that a significant majority of respondents perceive these changes as disruptive or challenging to navigate in their academic pursuits. However, it is important to note that 15% express neutrality, and 25% disagree with the statement. The neutral responses may indicate a segment of respondents who do not strongly feel the impact of changes or have mixed feelings about their influence on their academic journey. Those who disagree might either not perceive the changes as causing confusion or uncertainty, or they may feel well-adapted to such modifications.

9. Changes in educational policies and curriculum have, at times, led to confusion and uncertainty in my academic journey.

100 responses



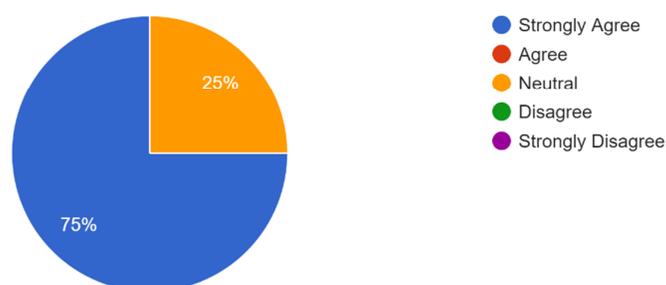
**Fig.9 Impact of Changes in Educational Policies and Curriculum.**

The survey results indicate a strong consensus among respondents regarding the challenges faced by B.Ed. students in participating in online learning activities due to insufficient digital

infrastructure. A substantial majority of 75% strongly agrees with this statement. This overwhelming agreement suggests a shared recognition among respondents that inadequate digital infrastructure poses a significant hindrance to effective online learning participation for B.Ed. students. The 25% expressing neutrality may indicate a segment of respondents who might not have experienced or strongly felt the impact of insufficient digital infrastructure on online learning activities. However, it's crucial to note that none of the respondents disagreed with the statement, emphasizing the unanimous acknowledgment of the challenges associated with digital infrastructure.

10. B.Ed. students in Namsai District face challenges in participating in online learning activities due to insufficient digital infrastructure.

100 responses



**Fig.10 Digital Infrastructure and its Impact on B.Ed. students in Namsai District.**

### Findings

The survey results depict a notable trend among respondents, with 44% strongly agreeing and an additional 30% agreeing, highlighting a combined majority of 74% acknowledging that limited access to technology poses challenges for their engagement in digital learning and staying updated with current teaching practices. The significant agreement underscores a shared concern among the surveyed population regarding the impact of restricted technological access on their ability to actively participate in digital learning environments and keep pace with evolving teaching methodologies. The 26% expressing a neutral stance suggests a portion of respondents may not strongly feel the constraints of limited access, possibly indicating variations in individual experiences or perspectives on the role of technology in their learning and teaching practices. Overall, the findings emphasize the critical role technology plays in contemporary education and signal a need for targeted interventions to address the challenges associated with limited access to digital resources.

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The survey results indicate a shared recognition among respondents about the challenges associated with understanding and adapting to the diverse needs and learning styles of students as future teachers. A substantial majority of 75% (34% strongly agree and 41% agree) acknowledges the significance of this challenge. This suggests that a majority of respondents are attuned to the complexities involved in meeting the diverse educational requirements of students with varied needs and learning preferences. While the majority recognizes this challenge, it is noteworthy that 15% express neutrality, and 10% disagree. The neutral responses may suggest a segment of respondents who are uncertain or may not strongly perceive the challenge, while those who disagree might feel more confident in their ability to handle diverse student needs.

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The survey results indicate a strong consensus among respondents regarding the challenges faced by B.Ed. students in participating in online learning activities due to insufficient digital infrastructure. A substantial majority of 75% strongly agrees with this statement. This overwhelming agreement suggests a shared recognition among respondents that inadequate digital infrastructure poses a significant hindrance to effective online learning participation for B.Ed. students. The 25% expressing neutrality may indicate a segment of respondents who might not have experienced or strongly felt the impact of insufficient digital infrastructure on online learning activities. However, it's crucial to note that none of the respondents disagreed with the statement, emphasizing the unanimous acknowledgment of the challenges associated with digital infrastructure.

## **Suggestions**

Based on the survey findings, recommendations can be made to enhance the overall B.Ed. program experience. To address the challenges associated with limited access to technology, initiatives should be implemented to ensure equitable access and provide technical support. Improving the quality of instruction involves promoting ongoing professional development for teaching faculty and fostering transparent communication channels. Regarding

assessment methods, there is a need for continuous review and adaptation to align assessments with diverse learning styles. To support emotional and mental well-being, the introduction of well-being programs and the destigmatization of seeking mental health support are crucial. Strengthening mentorship programs, integrating diversity training, and optimizing workload distribution can collectively contribute to a more supportive and balanced learning environment. Additionally, addressing challenges related to lesson planning requires enhancing practical experiences and incorporating workshops focused on effective teaching strategies. Finally, advocating for increased investment in digital infrastructure and addressing the digital divide is essential to ensure inclusive online learning experiences for all B.Ed. students.

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