



GREAT HOPES MAKES GREAT FUTURE

Sujata Adamuthe, Ph.D.

Principal, Arihant College of Education Pune 411001 India

Abstract

The private B.Ed.college(PBC) have problems regarding apointment of principal, teaching & non teaching staff, funds, admissions, maintain relations with schools. Teacher educators in PBC also have lots of problem. Students who are eagour to take admissions in B. Ed. colleges have different types of problems. PBC have also rules & regulations from different body which they should follow compulsory. Problems also have solutions. If all man power in PVB will decide to change & maintain high quality if education in their own are then & then only they can sustain in future.

Key Words: *Private B. Ed. college(PBC), teacher educator, problems, challenges,limitations, suggestions*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Education means the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. Also education means the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

The Bachelor of Education programme, generally known as B. Ed. is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level(classes XI-XII).

In India, Some B. Ed. Colleges are aided & most of them are non aided means private colleges. They are recognized by National Council of Teacher Education (NCTE), Government & affiliated to University. Private B.Ed. colleges (PBC) have lots of issues as compared to aided colleges. From the Academic Year 2015-16, the course became of two years which was previously (till A. Y. 2014-15) of one year course & again new challenges & issues came up.

❖ Objectives:

- To explore problems of the institution/principal in PBC.
- To illustrate problems of the teacher educators in PBC.
- To elaborate problems of the students.

- To state limitations for PBC.
- To suggest ideas to sustain PBC in future.

❖ **Problems of the Institution/ Principal in PBC:**

Principal: The most challengeable work of institute is to appoint a qualified & dedicated principal. May be in case, the institute appointed principal but again as per the rule he/she can be appointed only for five years & may be extend for next five years. After that or if principal left in between these five years period, then again do new process from advertise to approval. Newly appointed principal again require sufficient time to settle down & do the administration smoothly. The B. Ed. syllabus includes so much variety of work for internal marks/grades that the principal have a tough task to administrate regarding admission, staff, Practice lessons, internship, activities ,examination & placements.

Teaching Faculty: To appoint & continue qualified teaching faculty on permanent basis with proper salary is a big issue. In future English medium B. Ed. college may be not have a admission problem, but may be lack of qualified teacher educators in English medium PBC because all Marathi medium schools are now converting into English medium school & on the other side new English medium schools are emerging & so require more teachers in schools & also some English medium schools are giving attractive salary to teachers so mostly talented candidates having B.Ed. degree are prefer to join the English Medium school as a teacher or any private academy or start own classes. They have also opportunities to go abroad for the job. May be some student joins for M. Ed. course but after the course they are not interested to apply for PBC because of insecurity in job consistency, less salary, admission problem, SET/NET qualification & so PBC have a challenge to appoint qualified teachers.

Non teaching Staff: Due to low salary & insecurity in job, people are not ready to do a job in the PBC. May be if any fresher join then he/she learn all things & leave the job after experience. Obviously principal has a work to appoint new fellow & again give training regarding all office work, how to interact with teaching faculty, students & parents, how to maintain all documents in the form of soft & hard copy, drafting etc. on grass root.

Funds: In PBC, all the expensive is depends on the fee structure. They have no any grant from University, UGC, any government or private local body. For the salary of staff , develop infrastructure as per emerging rules, maintenance, expensive on various programme/activities, committees, reference books, journals, various funds to university, affiliation fees, fixed deposit etc. the source is only collected fees from students.

If fee structure will increase the ratio of admissions will reduce & if fees will reduce then it effects on salary & also quality of education in institute .

Now a days collection of fees from students is a big problem in PBC. Students are not pay all fees at the time of admission & mostly they are giving a word that they will pay in installment. But the real situation is that once the college will start, they ignore all notices & calls regarding fees. Obviously the workload of college increases to follow it. And the other effect is that institute can't pay salary to staff & expense on other necessary requirements.

If students are getting scholarship from government, then students are not paying fees throughout the year till they will receive scholarship.

Admission: As the course is of two years, before taking admission, the students are thinking about two years period & expense on course & probability in job with good salary after the course.

The eligibility for admission is minimum graduation with certain percentage of marks. Some students are taking admission for B.Ed. after post graduation, engineering / medical because B. Ed. degree is mandatory for teaching in secondary & senior secondary school. That means after three, four or five years degree student should do two years B.Ed. course for teaching in school or junior college. After the course again for the job, students should clear TET/CET in somewhat critical situation. Also struggle to find a job with good package. On the other side various jobs are available in corporate area. So students mostly boys than girls run away from B.Ed. admission & so institute has a big problem of admissions.

After common entrance test (CET) for admission when the students are coming in PBC for enquiry, they ask first question 'Is it distance learning course?' On answer of 'No' students ask 'How many attendance is require?' Also 'How much guaranty the college will give for the placement?' 'How much fees will reduce?' 'Are the college will provide notes for students?' 'Will the college provide practical of previous years student?' They encourage to ask 'Will the college provide any help for examination?' & so many questions. That means before taking admission they are putting terms & conditions in front of the principal. How the principal will take decision in such complicated situation of admission?

Relation with schools: PBC requires to maintain a relation with schools for practice lessons & internship. Now a day private English schools have a competitions for reputation & therefore they focus on to maintain a quality so that they can charge more fees & attract admission. In this situation, schools refuse to give permission to conduct B. Ed. student's practice lessons & internship because they think that their schedule will disturbs & also in many schools parent teacher associations takes objection for the same.

❖ **Problems of teacher educators (TE) in PBC:** In the era of technology, we have to use various innovative pedagogy for education. Also teaching learning has been undergoing drastic changes. This has been a shift towards student centered learning. So role of the TE shifted as facilitator, instructor, guide, supporter, and counselor. Obviously TE have to enhance professional growth. It is need to write & publish research papers, to attend conferences & seminars, complete minor /major projects & for this they demand funds but in PBC no any funds are available from university/UGC except funds from university for minor projects.

❖ **Problems of Students:** Number of girls is more than boys in the enrollment of B.Ed. course. In the B.Ed. course, the enrollment of girls is more than boys. The girls think that job in the school is for limited time, no over time or night shift, transport facility is available, mostly they get holidays on Saturday, Sunday all government holidays, diwali, Christmas & summer vacations means after marriage they will get holidays with their kids & also they can do the job during the time when their kids are in the school. The reputed schools are giving admission facility & also reduction in the fees of their kids. So may be ladies teachers prefer teaching job for all these reasons.

Students doing B.Ed. course have graduation & may be post – graduation degree. Most of the Indian family thinks about daughter's marriage after graduation / post – graduation. When the B.Ed. course was of one year it was not so affected on further education of B.Ed. for girls.

But due to two years course, parents are also thinking before B.Ed. admission of their daughter.

Due to two years B.Ed. course another issue about married girls has created. The married girls have scare that may be they will face a problem of pregnancy, delivery, transfer of husband's job, family responsibility, kids' health problem etc. In such case they may not be sustain two years for B.Ed. course & so they are not eager to take admission for B.Ed. course. May be they have taken admission & suppose unfortunately if above problem will create, then very difficult to complete the course.

Students may be boy or girl they don't want to depend on parents for money. They require the money for smart mobile, internet package, birthday parties, malls, movies, shopping, trips, laptops etc. Now the youth's culture is to do part time job & earn to fulfill basic needs.

In all these situation students are moving away from the B.Ed. course or may think to do B.Ed. but they are not ready to spent 5- 6 hours daily for B.Ed. course & finding short cuts to complete B.Ed. course & asking flexibility regarding attendance & another questions as said above during admission enquiry.

❖ **Limitations of PBC:**

To follow the rules & regulations from NCTE, UGC, government & also affiliated body is very difficult to PBC.

❖ **Suggestions to sustain PBC in future :**

Problems also have solutions.To overcome on problems some suggestions has given here.

- Professional Development of Teacher Educators:
 - TE should take lifelong learning so that he can sustain in the era of rapid growth of knowledge. TE should attend ongoing professional activities like guest lecturers, seminars, conferences, workshops etc. he carry some research work & publish it through paper. They should observe colleagues classes, lesson plans, worksheets, tests. They can interact with other TEs through blog, twitter, facebook, whats app & share their vision & helps to each other.
 - They should reflect weekly/monthly on self work.
 - Through all these activities they enhance their team work capacity building, professional development & should keep themselves innovative.
- Principal's Role:
 - Motivate staff for professional growth.
 - Sanction some funds from the institute or university for minor research projects to faculties.
 - Try to change students mind set positively towards B.Ed. course.
 - Encourage faculty for innovative activities.
 - Co ordination with school through various activities.
 - Conduct campus interview for abroad.
 - Take part in the construction of syllabus according to changing need of society.
- Institution's Role:
 - Arrange bonus for dedicated staff.
 - Attach B. Ed. college with normal arts, commerce & science college or schools.

- Start integrated course like B. A. B.Ed., B.Sc. B.Ed. etc.
- Arrange some funds for research work of faculties.
- Government's Role:

Government should do mandatory to teachers from private tuitions or classes for having B. Ed. qualification.

❖ **Conclusion:**

To bring quality in education, first step is to produce good, hard worker & able school teachers & this is the important task of B. Ed. college. If PBC will think positively & accept the challenge of quality for lifelong in their own college & keep 100% hopes that they should maintain quality, then & then only they will sustain in tsunami of problems & limitations & overcome for better future of PBC & education.

References:

https://en.wikipedia.org/wiki/Teacher_education

<http://dictionary.reference.com/browse/education>