



An Analysis of Academic Lesson Planning Challenges Faced by B.Ed. Trainees in Colleges

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ABSTRACT

One of the core elements of teacher training is the preparation and presentation of academic lessons, which include theoretical, micro-teaching, simulation, integrated, and actual classroom lessons. This study examined lesson planning problems faced by B.Ed. trainees in five randomly selected colleges, with a sample of 350 student-teachers, using a descriptive survey method. Data were collected through a structured questionnaire, Lesson Planning Problem Identifier, covering six areas: theoretical lessons, micro-teaching, lesson planning, lesson writing, lesson delivery, and lesson evaluation. Of the issues identified, 66 were significant. Data collection involved personal visits and interviews, with analysis done through tabulation and percentage techniques. Findings revealed difficulties in prioritizing content, over-reliance on theoretical delivery, lack of confidence, inadequate preparation, and poor lesson organization. Micro-teaching was often delayed, poorly organized, or absent. Additional challenges included ineffective use of audio-visual aids, poor classroom management, limited teaching materials, and insufficient feedback from supervisors. Lesson writing lacked precision due to inadequate guidance, while lesson evaluation was hindered by poor record-keeping, inconsistent criteria, lack of tools, and unclear feedback.

Keywords: Lesson planning, difficulties, micro-teaching

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INTRODUCTION

Lesson planning forms the cornerstone of effective teaching and learning in teacher education programs. For B.Ed. trainees, the ability to design, organize, and implement structured lesson plans is not only a pedagogical requirement but also a critical professional skill that determines their competence as future educators. However, despite its importance, many student-teachers face considerable challenges in conceptualizing, preparing, and executing lesson plans during their training. These difficulties stem from a variety of factors, including inadequate theoretical grounding, insufficient micro-teaching practice and limited access to teaching aids and lack of constructive feedback from supervisors. Such challenges often hinder the development of creativity, critical thinking, and classroom management skills in trainees. Therefore, an analysis of the obstacles faced by B.Ed. trainees in academic lesson planning becomes essential for identifying gaps in teacher education and for suggesting meaningful reforms to enhance the quality of teacher preparation programs.

Teacher training programs are crucial in shaping the professional competence and identity of future educators. A central element of these programs is the practical experience of lesson planning and delivery, combining theoretical knowledge with the application of pedagogical strategies. In B.Ed. programs, academic lessons typically encompass theoretical sessions, micro-teaching, simulation exercises, integrated lessons, and actual classroom teaching.

These components require student-teachers to plan, participate in, execute, and evaluate lessons. The present study aims to identify the challenges encountered by B.Ed. trainees in preparing and delivering academic lessons, with a focus on five key areas.

1. Theoretical Lessons

2. Micro-Teaching
3. Lesson Planning
4. Lesson Delivery
5. Lesson Evaluation

OBJECTIVES OF THE STUDY

1. To identify the difficulties faced by B.Ed. student-teachers in preparing and delivering academic lessons.
2. To suggest possible solutions to overcome these difficulties and enhance the effectiveness of lesson planning and implementation.

RESEARCH QUESTIONS

1. What kinds of problems do B.Ed. student-teachers face in the process of preparing and conducting academic lessons?
2. What measures can be adopted to help B.Ed. student-teachers overcome these difficulties effectively?

DELIMITATION OF THE STUDY

This study is limited to selected B.Ed. colleges affiliated with Rajasthan University and recognized by NCTE. The focus remains specifically on academic lesson-related challenges, including issues related to theoretical lessons, micro-teaching, lesson planning, delivery and evaluation.

SCOPE AND SAMPLE

The study was conducted in five B.Ed. colleges chosen through purposive sampling under Rajasthan University. A total of 350 third-semester B.Ed. student-teachers formed the sample for the study. The sampling was done with an emphasis on representativeness and diversity within the educational context.

TOOL FOR DATA COLLECTION

To identify the difficulties faced by B.Ed. student-teachers in lesson planning and delivery, a self-structured tool titled "Lesson Planning Problem Identifier" was used. This tool included six categories focusing on:

1. Theoretical Lessons
2. Micro-Teaching
3. Lesson Planning
4. Lesson Writing
5. Lesson Delivery
6. Lesson Evaluation

A total of 66 key indicators were identified through these categories, forming the basis for data analysis.

DATA COLLECTION METHOD:

The data collection was carried out using a self-designed research tool from **January to February**. For this purpose, the researcher personally visited selected B.Ed. colleges and established direct contact with the student-teachers to collect relevant information.

Method of Data Analysis:

The data collected through the structured questionnaire were analyzed using quantitative methods. Responses were systematically categorized, with frequency counts employed to determine the prevalence of each issue. Percentage analysis and tabulation were then applied to ensure accurate interpretation of the results.

KEY FINDINGS OF THE STUDY

The analysis of responses regarding the challenges faced by B.Ed. student-teachers in lesson planning and execution revealed the following key issues:

1. CHALLENGES IN THEORETICAL LESSONS:

- Theoretical inputs were not given sufficient emphasis by subject teachers.
- Teaching methods relied mainly on lectures and discussions, with little methodological variety.
- Student involvement and participation during lessons were minimal.

2. CHALLENGES IN MICRO-TEACHING:

- In some institutions, the prescribed sequence was disrupted as classroom teaching preceded micro-teaching.
- Micro-teaching sessions were either omitted or conducted in an unstructured manner.
- Many student-teachers did not approach micro-teaching with seriousness.
- Both the frequency and quality of practice sessions were found inadequate.
- Supervisors rarely employed systematic observation tools.
- Constructive feedback and reinforcement were insufficient.
- Overall, micro-teaching lacked depth, organization, and professional guidance.

3. CHALLENGES IN LESSON PLANNING:

- Student-teachers often lacked conceptual clarity about the essential components of lesson planning.
- Lesson plans were frequently prepared as a formality rather than as a pedagogical exercise.
- The methodology component was inadequately developed in many plans.
- Limited access to teaching aids restricted effective integration into lesson plans.
- Last-minute preparation resulted in weak organization and poor readiness.
- Copying lesson plans from peers was common, reducing originality and pedagogical value.

4. CHALLENGES IN LESSON DELIVERY:

- Lack of real classroom exposure made it difficult for student-teachers to manage live teaching situations.
- Presentations were largely confined to blackboard use, restricting communication and presentation skills.
- Student-teachers tended to follow supervisors' directions rigidly, with limited scope for personal insight or creativity.

5. CHALLENGES IN LESSON OBSERVATION:

- Observation records were often maintained mechanically, without meaningful analysis.
- Supervisors sometimes failed to design effective observation questions, resulting in limited evaluation.
- Feedback was irregular and rarely constructive.
- Standardized remarks were repeated for all student-teachers, offering little individualized guidance.

EDUCATIONAL SUGGESTIONS

Based on the findings of the study, the following suggestions are proposed to improve the effectiveness of lesson planning and execution among B.Ed. student-teachers:

1. FOR THEORETICAL LESSONS:

- Subject teachers should assign greater priority to theoretical inputs and employ a variety of teaching strategies instead of relying solely on lectures.
- Wherever possible, theoretical concepts may be demonstrated through live teaching sessions conducted by experts or mentors to enhance clarity and practical understanding.

2. FOR MICRO-TEACHING:

- Micro-teaching must be conducted prior to actual classroom teaching in accordance with the prescribed training sequence.
- All institutions should ensure the regular organization of structured micro-teaching programs, even during examination schedules.

- Student-teachers should be provided with repeated opportunities for practice, accompanied by systematic supervisory observation and constructive feedback.
- Standardized evaluation tools should be employed consistently by supervisors to ensure objective assessment.

3. FOR LESSON PLANNING:

- Student-teachers should approach lesson planning with thoughtful engagement rather than treating it as a formality.
- Drafts and preparatory notes should be encouraged as part of the planning process to reflect pedagogical thinking.
- Each methodological step in the lesson plan should be clearly explained and pedagogically justified.
- Adequate teaching aids and instructional materials should be made accessible well in advance.
- Lesson planning should be scheduled systematically to avoid last-minute preparation and poor organization.
- Mentoring and support systems should be established to guide student-teachers in developing effective lesson plans.

4. FOR LESSON DELIVERY:

- Student-teachers should be provided with greater exposure to real classroom environments to strengthen their teaching competence.
- Supervisors should replace generalized, scripted feedback with individualized and constructive suggestions that foster reflective practice.

5. FOR LESSON OBSERVATION:

- Supervisors must ensure that observation activities are meaningful, offering focused and practical feedback.
- Evaluation should incorporate context-specific questions and guidance to address individual needs.
- Uniform, generalized remarks should be avoided in favor of personalized feedback that supports professional growth

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