



Review of Present Condition of Self-Financed Teacher Education Institutions in West Bengal

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Abstract:

“Teachers should be the best minds in the country.” - Dr. Sarvapally Radhakrishnan.

Teachers are the backbone of the society. They are the agents of nation building. It is no doubt about that teaching is one of the oldest and probably the most respected profession in the world. According to Education Commission (1964-66) presided by Dr. D.S.Kothari “The destiny of India is now being shaped in her classroom.” And teachers are engaged in this noble task of shaping the future citizens of the country. Teachers are also being the part of the society so it should be expected that they fulfil the societal demand also. According to the National Education Policy (1986) – “The status of the teachers reflects the socio-cultural ethos of the society.” But it should not be a static process, education is a continuous process and the role and dimensions of the teachers and the teacher educational institutions are changing time to time in keeping mind of various possibilities, opportunities of national and global perspectives. With the effects of liberalization and globalization the scenario of education are also changing day by day. The aim of the study has been to access the present condition of the Self-Financed Teacher Education Program in different colleges of the West Bengal.

Key words: Self–Financed Teacher Education Institution, Present Condition

Introduction:

Teacher education in India has long past but a short history. C.V.Good's in his dictionary of education defines teacher education as "all formal and informal activities and experience that help to qualify to a person to assume the responsibility as a member of educational profession or to discharge his responsibility most effectively". India has one of the largest systems of Teacher Education in the world. The system of education of teachers was born in India in 2500 B.C. We can divide the teacher education programme into five parts:

In ancient time the education was centres on Vedas (Rig, Yagur, Sama, and Atharva) and Vedangas (Siksha, Chhandas, Vyakarana, Nirukta, Kalpa and Jyothisha). Gurukul system reveals the relationship between the guru and sishyas. The duty of the guru was not only to teach but also enhance the spiritual development of their 'sishyas'. In Vedic period, knowledge was transmitted orally. Sishyas memorized the spoken lesson of guru's by repeating orally. In this process knowledge was transferred from the guru to his disciples who are the next generation of teachers.

The role of teachers has changed at this stage. The curriculum of the Buddhist Period was not only the religious study but also the secular subjects. Takshasila and Nalanda are the two glorious higher education institutions at that period. In that time teachers imparted knowledge through various methods like discussion, debate, question-answer, oral recitation etc. to give more systematic teaching. The subject logic was introduced which helped in sharpening the intellect of the learners.

During this period there was no formal system of teachers training. At that time several institutions were established by various Muslim rulers. Mohammad Ghorī started seven primary schools which called Maqtab. Madrasahs were the higher educational institution in that period. Study of Koran was compulsory. Grammar, Arithmetic, logic, science were also taught in higher studies. Analytic and inductive methods were also used to teach subjects like religion, logic, Philosophy, Politics etc.

A new type of educational system was introduced by the British rulers according to their own need and philosophy. The first formal teachers' training school in India was established at Srirampore by Willam Cary, John Marshman and Willam Ward in 1793. The Wood's Dispatch which is popularly known as 'Magna Carta of Education in India' was an important educational document published on 19th July, 1854. It brought a revolutionary change in educational policy of the British in India. In 1859 Lord Stanly, Secretary of State of India, greatly emphasized on teacher training programme.

In 1882-83, Indian Education Commission popularly known as Hunter Commission, emphasized on enhancing the quality of teacher education programme in India by including various matters like psychology, class management, trends of educational system etc. In 1886, the first training college was set up at Saidpet in Madras followed by the opening of a secondary department in the Nagpur training school in the year 1889. In the end of nineteenth century there were only six training colleges in India.

In 1904, Govt of India had a resolution on educational policy emphasized on teacher training programme. At that time, Vices Roy of India was Lord Curzon. The policy suggested various recommendations for the enhancement of the teacher training programme. Various training colleges were set up in India. In the year 1917, the modern concept of Teacher Education started in India as well as the Bengal Presidency. This year Calcutta University Commission is called Sadlar Commission, recommended three essentials components of teacher education – knowledge of the subject matter, practical training and theoretical training. The Commission also recommended the introduction of education as an optional subject in the under graduate and post graduate level. In 1929, Hartog Committee Report it was found that the 44% of the primary teachers in India were trained and 28% has passed the middle examination. This report suggested enhancing the quality of teacher training and education.

In 1932, Andhra University started B.Ed degree and in 1936 Bombay University introduced Post Graduate degree M.Ed. Another important feature in the history of teacher education was Wood-Abbot report in 1937. At that time, there were twenty five training colleges for graduates in India. In 1944, the Central Advisory Board of education (CABE) introduced a plan which is known as Sargent Plan made

various suggestions for the improvement of teacher training in the country. Two training courses for primary teachers was accepted while a one year teacher training course for graduate still continued.

After Independence the scenarios of Teacher Education change a lot. The University Education Commission which is popularly known as Radhakrishnan Commission was set up for the improvement of the Higher Education. The commission observed that the theory courses of the teacher training college were more or less same, but the difference lay in the practical courses. The Commission recommended emphasizing on practical training of teachers. In 1952-53 the Secondary Education Commission under the Chairmanship of Dr.Mudaliar recommended new direction for teacher education. The Commission suggested that the graduate trainee teacher should be able to teach at least two subjects as method and also suggested to improve the teaching technique also. In 1964-66, Kothari Commission gave more emphasis on teacher training. The commission suggested improving the quality of teacher education properly, not instrumentally. In 1986 the Govt. of India announced National Policy of Education. This policy gave importance not only the pre service teacher education but also the in service teacher training. DIET were established in various districts, 250 colleges of education were upgraded into CTEs and also established 50 IASE.

In 1973, Ministry of Human Resource Development, Govt. of India formed NCTE as an advisory body in our country. But NCTE could not be active properly till 1993. After that, NCTE changed as a statutory body came into existence in pursuance of the NCTE act 1993 (No. 73 of 1993) on the 17th August, 1995. After proper activation of NCTE, a remarkable change was seen in the field of teacher education in our country. NCTE stressed not only to improve the quantity of teacher education, but also to maintain the quality properly. The National Curriculum Framework of 2005 also recommended some suggestions related to teacher education curriculum. Besides improving on the theoretical portion there were recommendation for practical programme also. The Policy also gave emphasis on peace education, yoga education, uses of technology in education etc. In 2010, NCFTE highlighted the education and training of the would be teachers would be effective to the extent that the teacher educators should get proper training in that way. To enhance the quality of school education Teacher Eligibility Test (TET) and Principal Eligibility Test (PET) was conducted at both central and state level. Right of Children to free and Compulsory Education

Act (RTE) gave the teacher education a new dimension. Government of India also introduced the New National Educational Policy 2020. According to NPE 2020 the programs Teacher education will be laborious and will take place in energetic, multidisciplinary higher education institutions. The 4-year integrated stage-specific, subject- specific Teacher Education existing at multidisciplinary institutions would be the main way of becoming a teacher. Substandard and dysfunctional teacher education institutes will be shut down to maintain the qualitative development of Teacher Education. This is the history of teacher education in the post independent India.

Objectives:

The objectives of the following study are stated under:

- To examine the current position of resources of the Self-financed Teacher Education Institutions as per NCTE rules 2014.
- To know the view of the owners of the Self-financed Teacher Education Institutions.
- To evaluate the opinion of the teacher educators of the Self-financed Teacher Education Institutions.
- To evaluate the opinion of the trainees of the Self-financed Teacher Education Institutions.

Review of Related Literatures:

Abrol (2016) in his article “Emerging trends of Privatization of Education in India” analyzed the tendency of privatization in education sector and also proposed to monitor and govern these institutions for quality education at different level.

Barman & Bhattacharyya (2017) in their article “Job Satisfaction of Teacher educators in different types of B.Ed colleges in West Bengal” show the job satisfaction of employees working in Government Aided and Private B.Ed colleges in West Bengal considering various criteria like gender, marital status, educational qualification, teachers locality, type of management etc. The result of the study explored that teacher educators working in different types of colleges in West Bengal are satisfied with their job.

Biswas (2005) in her article “Public Private Partnership in Teacher Education: its Prospect and Strategies” shows the relation between private and public domain and also found that the uncontrolled growth of the number of Self-Financing teacher education institutions in recent years has led to the unevenness in the quality of teacher educational institutions.

Chakraborty (2017) in her study “impact of organizational climate on effectiveness in teaching of Secondary Educational Institution” shows the organizational climate in considering gender, locality, teacher effectiveness etc. and found that there is significant difference in the organizational climate between the male and female teachers.

Chand (2014) in his article “Privatization, Globalization and the Autonomy in Teacher Education” shows the increase of private sector in India and also analyzed the need, advantage and fears of privatization.

Chougale (2014) in his article “Privatization of Higher Education in India: College Teacher Perception” shows the changes of higher Education scenario in respect of liberalization, Privatization & Globalization (LPG) policy and also found the perception of the teaching fraternity towards privatization of Higher Education.

Jyoti (2016) conducted study on “Teacher Education Programme in Himachal Pradesh: An Evaluative Study” shows the overall functioning of teacher education programme in Himachal Pradesh considering various criteria like NCTE norms and standards, infrastructure, staff strength, provision of staff welfare, teaching learning process etc. and also shows some lacks both from the management and the teachers in continuing this programme.

Parvez, M. & Shakir, M (2012) has showed some issues of teacher education like – mushrooming of institutes, lack of infrastructural facility, crisis of values and moralities, lack of financial transparency etc. affects the system also. They suggested that the collective measures can bring the glory of teacher education in our country.

Shete, V.R (2017) made “A Study of Working Condition of Teachers Self-Financing Courses Higher education Institutions in Mumbai.” He investigated the socio-economic background of teachers in Self-Financing Courses, the working condition of teachers, income pattern of the teachers and also the problems of Self-Financing Courses. He found that the socio-economic background is depend upon family background, caste, religious background, education level as well as their economic condition. The working condition of teachers was running not very smoothly. However, they faced various problems in their work regarding leave facility, payment of salary timely etc. Lastly, he concluded that every authority should maintain this level for educational benefit.

Operational definition of the important terms:

Present Condition:

Find out the current conditions i.e. availability of resources; view of owners, opinion of teachers, students etc. of the Self-Financed Teacher Education Institutions in West Bengal.

Self-Financed Teacher Education Institutions:

Self-Financed Teacher Education Institutions means those institutions that are managed by private funds and private management. Such institutions are financed itself by enrolling students or by any other source like any society etc.

Privatization:

Privatization refers to the transmission of ownership of property or business from a government to a privately owned entity. With the effects of privatization the scenario of education are changed globally.

Globalization:

Globalization is a public, traditional, political, and legal occurrence. Globalization is a process of incorporating the nation states by eliminating or reducing the boundaries on the movement of material resources, financial resources etc.

Liberalization:

Liberalization is the pre-steps before the privatization and globalization. Liberalization is an extensive term that commonly refers to fewer government regulations and restrictions, mainly on economic activities. Liberalization changed the prospects of education also.

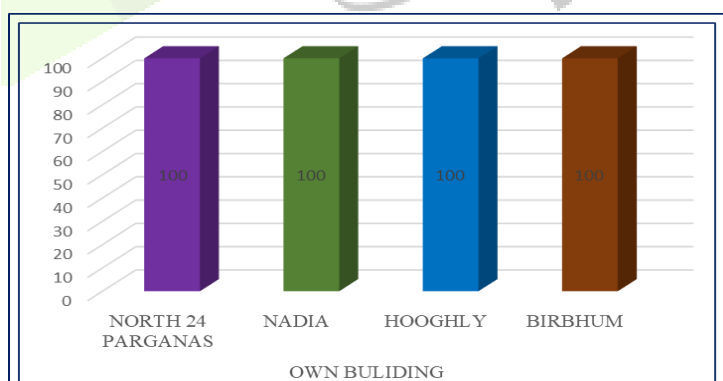
Methodology:

This study is based on primary and secondary data. The sample area of the study is North 24 Parganas, Nadia, Hooghly and Birbhum districts in West Bengal. The Researcher has collected data from the college owners, teacher educators, official staffs and trainee teachers of the forty Self-financed teacher education colleges of the selected districts. The present study includes some of the Government Officials also. Data has been collected by the use of check list, interview and observation. In some cases researcher also used the photographic and video method. After collecting data present researcher analyzed the data by qualitative content analysis method.

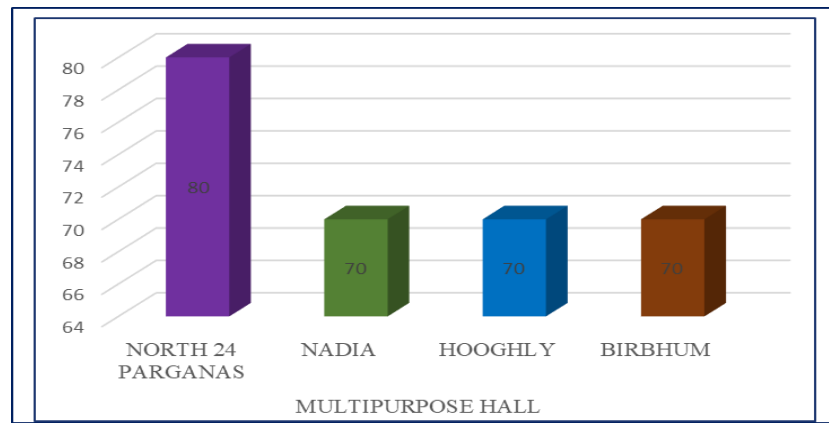
Major Findings:

The main findings of the present study are presented below:

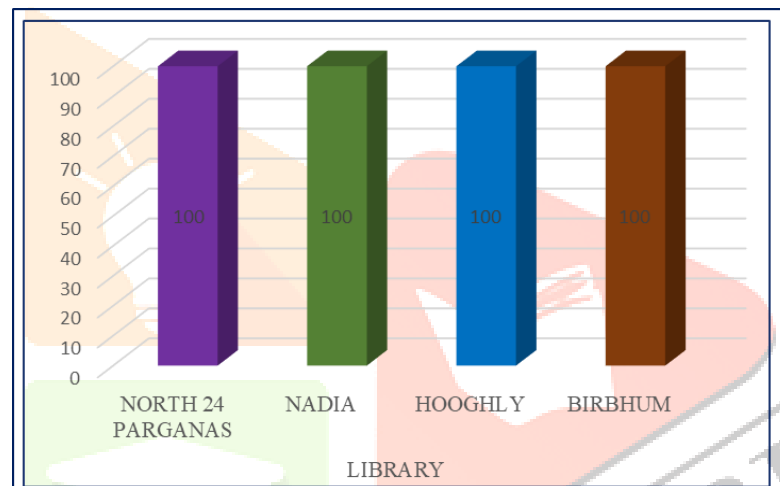
- Every college has its own building at present, built on its own land. The structure of the building follows the guideline of NCTE 2014.



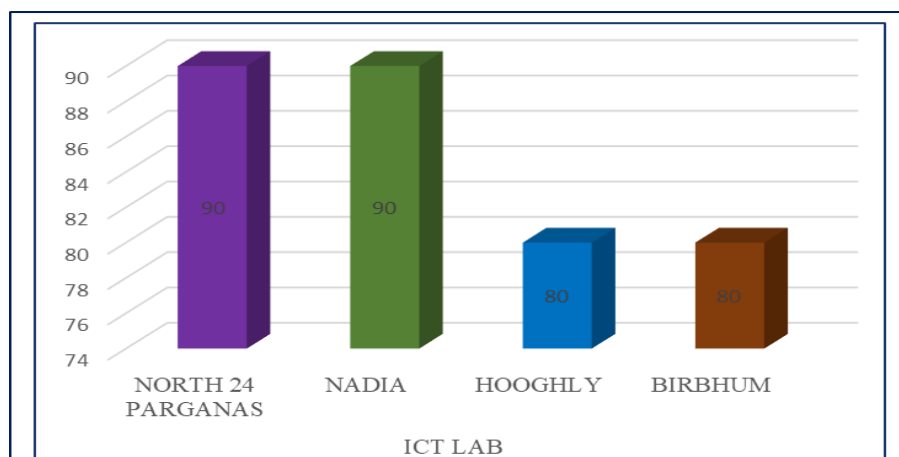
- Almost every college in the mentioned districts has a multipurpose and seminar hall which is used for various programmes. However, the size of the hall is often inadequate.



- Every college has its own library. Most of the books and other study material cover the specify syllabus of the subjects offered. Reference books, journals and encyclopedias on subjects outside the syllabus are inadequate in number.

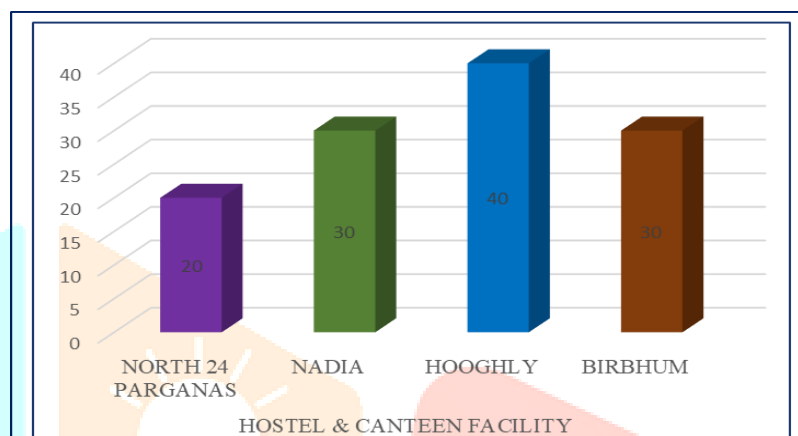


- Although every college has ICT and other curriculum lab on paper, in many cases, they are not ready to be used. Where the labs are present, teaching aids as well as computers are absent. Art and Craft rooms and health physical resource rooms are practically absent in most cases.

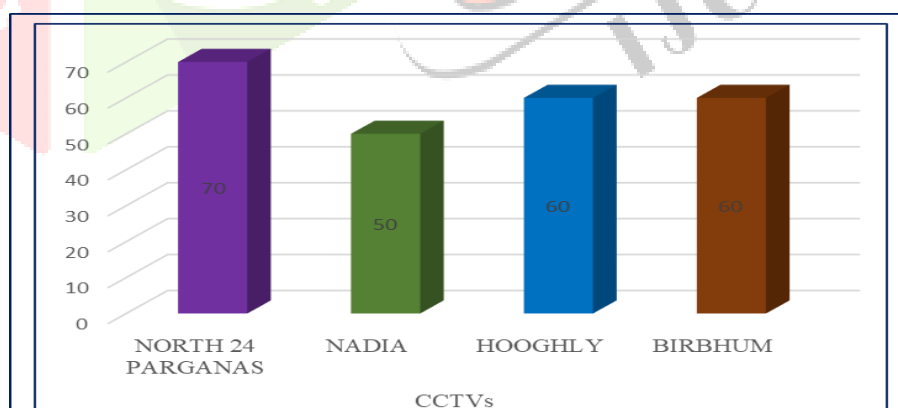


- The principal's office, the Staff Room and the Administrative office have been set up following the existing guidelines.

- Most colleges have separate toilets for male and female teaching staff as well as for students. However, so such facilities are available for the PWD in colleges.
- Most colleges have a boundary wall. Nearly all colleges have a multipurpose play ground. Although parking space, Canteen, Hostel, Common Room etc. are shown on paper, practically they are now existent in many colleges. The Visitor's room is present separately in only a handful of colleges. In many places, it is adjoined along with the Administrative Office.



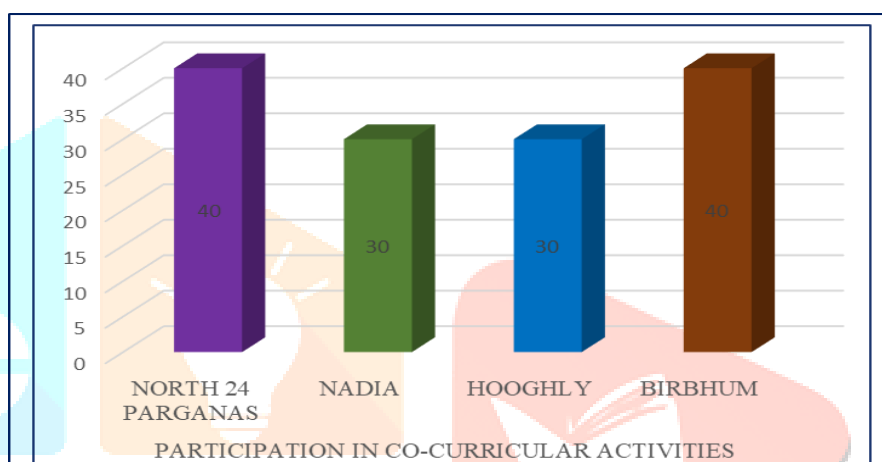
- Most colleges do not follow the Fire Safety norms as the necessary arrangement is not in place. In places where the fire fighting machines are present, proper maintenance is lacking and in cases, the license renewal is not done on time. The CC TVs and cameras, though less in number, are present in most of the colleges.



- Job satisfaction or job security perceptions are low in most colleges among the teachers. Although full time teachers on paper, most attend college 2/3/4/5 days a week. Other than academic duties, they also have to perform other official duties too. Direct and Indirect interference is noted on the part of the management in many cases. Although the salary given follows NCTE norms, in many cases, the amount given is less than what is offered on paper. The

salary date is also delayed in many cases. Provisions for other financial facilities such as PF etc are also absent.

- Although Bio-metric attendance has been enforced by the colleges as per NCTE, the attendance of students is very poor. In most cases, adjustment is done through payment of a fine. Due to poor attendance, regular classes throughout the week are hampered. Participation and attendances in co-curricular activities is also below satisfactory. In many cases, laxity is seen in case of school internship.



Conclusion:

From the above discussion, we can conclude that the present system in vogue has a few weaknesses and drawbacks, to rectify which, positive steps needs to be taken on the part of the Government. The qualitative improvement of education can take place when the initiative comes from the Government as well as Affiliating and Recognising Authority. Periodic assessment and regular maintenance of resources seem to be the only solution. The communication gap which is present between the different facets can only be bridged through meaningful and optimistic discussion and dialogue. Not only will the quality education improve, the role of education in the task of nation building can also be realised. Positive attitude in thought and work can help us reach the cherished goals.

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