



## PRESENT STATUS OF TEACHER EDUCATION INSTITUTION'S IN WEST BENGAL STATE: A CASE STUDY

**Dr. Amulya Kumar Acharya**  
Assistant Professor , Department of Education ,  
Panihati Mahavidyalaya, Sodepur, Kolkata.

### ABSTRACT :

*This article is based on a case study conducted on Teacher Education Institutions at Nadia & Murshidabad districts of West Bengal. The researcher selected 20 nos. of Teacher Education Institutions offering B.Ed. & D.El.Ed. program both government , government aided and private institutions (Self-financing) in December 2018. The study examined the present status of teacher education institutions in Nadia and Murshidabad districts with the objective to find out infrastructural & instructional facilities of the selected TEIs among govt. & pvt. institutions and how well and how far these institutions are fulfilling the NCTE norms & Standards 2014.*

*Findings of this investigation are presented as follows: 1) Self financed TEIs have better infrastructure facilities than Govt. TEIs in both the districts. 2) There is a shortage of qualifying teacher educators in both type of institutions. 3) Poor attendance in the class and practical class in self financed institutions compare to govt. institutions. 4) Private college teacher educators are less motivated, not satisfied in job and feeling less job security compare to govt. institutions.*

**KEYWORDS :** Teacher Education Institutions, Quality VS Quality, Self financed & Govt. TEIs., NCTE Accreditation & Assessment.

### INTRODUCTION

Education is a dynamic process. Teacher performance is the most crucial input in the field of education. Teachers play a vital role in helping people to develop their talents and fulfill their potential for personal growth and well being. One of the most important requirements to promote and strengthen education is the training of teachers. Teacher education is important as efficient teachers can shape an efficient future society. It is rightly said by Kothari Commission “the destiny of India is being shaped in her class room”. An efficient, skillful and dedicated teacher only can fulfill and shape the future of students. The teacher education institutions (TEIs) help a lot to do the task fruitfully.

❖ Goods (1973) dictionary of education has defined teacher education as “all the formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession or to discharge his responsibilities most effectively”.



❖ According to Good (1941), teacher education not only refers to the total educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the program of courses and other experiences offered by an educational institute for the announced purpose of preparing persons for

teaching and other educational service and for contributing to their growth in competency for such services.

#### DIFFERENT TEACHER EDUCATION PROGRAMME:

- ❖ Pre Primary Teachers' Training Programme
- ❖ Primary Teachers' Training Programme – D.El.Ed., D.Ed.
- ❖ Secondary Teachers' Training Programme – B.Ed., B.El.Ed., Integrated B.Ed. 4years.
- ❖ Physical Education Teacher Programme – D.P.Ed., C.P.Ed., B.P.Ed.
- ❖ Master of Education Programme – M.Ed., M.P.Ed.

#### TEACHER EDUCATION AT A GLANCE:

- ❖ Total No. of TEIs in India – 18500 approx.
- ❖ In West Bengal : 1340
- ❖ D.P.S.E - 12
- ❖ *D.El.Ed.* – 629
- ❖ *Integrated B.Ed.* – 09
- ❖ *B.Ed.* – 637
- ❖ *B.P.Ed.* – 20
- ❖ *M.Ed.* – 24
- ❖ *M.P.Ed.* – 09

#### TEACHER EDUCATION PROGRAMME – QUANTITY VS QUALITY :

- ❖ The National Council for Teacher Education (NCTE), is a statutory body created by National Council for Teacher Education Act (NCTE Act), 1993. It is mandated with the planned and co-ordinate development of both pre-service and in-service teachers throughout the country.
- ❖ Faced with a crisis of quality in the pre-service training of teachers, NCTE vide notification dated 28th April 2017, in the exercise of its powers under sub-section 2 of section 32 of the NCTE Act, 1993, introduced an amendment to Regulation 8(3). According to this amendment, an institution recognized by NCTE is now required to obtain accreditation from an agency identified by it once every 5 years. Additionally, it was decided, for the first time, to rank the top 100 TEIs in the country once every 2 years.
- ❖ NCTE is taking these steps with a view to helping prospective student teachers make informed choices about the TEI they should select to improve their chances of:
  1. Acquiring the Attitude, Skill and Knowledge (ASK) required to become a good teacher and,
  2. Passing the teacher eligibility test (TET), a mandatory requirement to become a teacher in both government and private schools in India.
- ❖ Until now, the agency designated by NCTE for accreditation was the National Assessment and Accreditation Council (NAAC). Between 2002 and 2017, NAAC could accredit only 1522 TEIs in the country. Given an estimated total of 16000 to 18000 TEIs that now need to be accredited, NCTE took a decision to discontinue the mandate given to NAAC and instead work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India. Over the last 1year, NCTE has been working with QCI to design and operationalise a new accreditation and ranking framework.
 

TEIs who submitted the affidavit or show-cause are now required to log on to the teacher portal and update the information they had submitted and provide additional information as indicated. Those TEI's who did not submit the affidavit or show causes are required to submit the affidavit and the additional information immediately.
- ❖ The issue of learning outcomes for children in India has been highlighted as a chronic and severe risk to leveraging our demographic dividend. The literature on education highlights that teacher quality is an important determinant of learning outcomes. However, the average quality of teaching, a key

determinant of learning outcomes, is far below any reasonable standard. Besides, it is widely acknowledged that the current regulatory framework for TEIs does not promote academic excellence; and, it provides very little information that can be used by prospective students to make informed choices while deciding which TEI to enroll in. Together these make for a dangerous cocktail that provides very little impetus for reform.

- ❖ NCTE, therefore, seeks to correct this by developing and deploying the TeachR framework. Through the implementation of this framework, NCTE aims to unlock the potential of TEIs to provide better learning outcomes for their student teachers, and eventually for all students across India by laying out a framework for ranking and assessment of TEIs that privileges academic excellence above all else.
- RANKING CRITERIA:
- Physical Assets – 10%
- Academic Assets – 20%
- Teaching and Learning Quality – 30%
- Student Learning Outcomes – 40%

### Ranking and Accreditation:

TEIs will be classified in one of four categories outlined below:

- ❖ **CATEGORY A:** TEIs that meet all the requirements for being classified as Category B but get an aggregate score that qualifies it to be classified as category A. Going forward, the aim is to free category A TEIs from regulatory requirements, with respect to faculty, land, building, student numbers etc., as long it submits is SEF each year in which there is evidence of a TET pass percentage which is not less than 70% and a placement/higher education enrolment percentage that is not less than 65%.
- ❖ **CATEGORY B:** TEIs which fulfill all the land, building, faculty and faculty qualification criteria and obtain both the benchmark score for each section and in the aggregate for category B.
- ❖ **CATEGORY C:** TEIs who on verification are found to have fulfilled the criteria for land, building, faculty and faculty qualifications but score poorly in aggregate score for all 4 sections or fail to get minimum score in each section will be categorized as C. Category C TEIs will be given a chance to resubmit a revised SEF within 12 months of its notification as a Category C TEI provided it submits a monthly action plan with milestones and success criteria along with the accreditation fee of Rs. 1,50,000. This action plan should detail a set of measures that the TEI proposes to take in each month and the metrics for verifying the same. This action plan should be one that has the scope to classify the TEI as Category B.
- ❖ **CATEGORY D:** TEIs who on verification do not fulfill the necessary criteria for land, building, faculty and faculty qualifications. These TEIs will be required to shut down with immediate effect.

### REVIEW OF RELATED LITERATURE:

For the present study the investigator reviewed the books, journals, dissertation abstracts, reference books, survey of educational research, research studies of different researchers and institutions, news papers, publications of NCTE, MHRD and related websites etc.

- ❖ NCTE (1998) had studied the growth and development of TEs in India and it had found that after independence number of secondary teacher education institution had increased at a very faster rate here as the quality had deteriorated in the previous years.
- ❖ Abdullah (2009) studied different issues and problems related to growth of teacher education institutions. He analyzed the secondary data of NCTE and found that among all teacher education courses, a majority comprised of ETT and B.Ed. programmes. Except for preprimary courses, where a marginal decrease was observed from 1995-96 to 2000-01, there had been a steady increase in number of all courses. It was also found that the most rapid expansion in number of courses recognized by the NCTE took place from 2000-2012.

- ❖ Patil (2003) revealed that Rural Colleges of Education usually had ill stocked Libraries, Dictionaries, encyclopedias, handbooks and much of the stand reference volumes, adequate number of international and periodicals were conspicuous by their absence. It affected the quality of academic work in TEIs.
- ❖ According to Singh (2004C) as regard teaching is concerned, some self financed institutions provided theoretical knowledge and partially practice of teaching. A few of them totally ignored teaching and practice they had been interested only in admission & examinations. There were no qualified teachers, no proper infrastructure and essential requirements in these institutions. Thus quality of teachers provided was very low.
- ❖ Singh & Singh (2004) had found that quality of Teacher Education Programs in India needed improvement. They saw reframing teacher education curriculum, delayed session, admission procedures, thin attendance in classroom, neglected supervision duty by the teacher educators during practice teaching and micro-session periods as serious issues.
- ❖ Joshi (2005) pointed out mushroom growth of Private B.Ed. Institutions had created formidable problem. He viewed that main purpose of these institutions was not to impart quality training of the prospective teachers rather interested in earning money only.

#### OBJECTIVES OF THE STUDY:

1. To find out the present status of teacher education institution in Nadia and Murshidabad district
2. To find out the infrastructure facilities available in the selected TEIs in Nadia and Murshidabad District
3. To find out the instructional facilities available in the selected TEIs in Nadia and Murshidabad District
4. To find out the admission system followed by the selected TEIs in Nadia and Murshidabad District.
5. To find out the existing faculty position of different TEIs in Nadia and Murshidabad district.

#### METHODOLOGY OF THE STUDY:

The researcher selected 10 nos. of TEIs in each district offering B.Ed. and D.El.Ed. Programme out of 10 TEIs in Nadia District 2nos of TEIs are govt. and rest eight are private (Self financing College). In a case of Murshidabad District 3 nos. of TEIs are govt. and rest seven are self financing Institutions. Researchers followed random sampling procedure for selecting of TEIs.

Researcher prepared an interview schedule covering all the areas of NCTE norms and standards. The statement of the interview schedule was based on various aspects with related to infrastructural and instructional facilities available in the selected TEIs.

#### Different areas of interview schedule were as follows:

1. Infrastructure facilities
2. Instructional facilities
3. Admission and selection
4. Curriculum
5. Availability of Principal, teacher educator and non-teaching staff.
6. Frequent changes of norms and standards for TEI
7. School based activities, school internship and practicum.
8. Microteaching and Simulated teaching.
9. Non-availability of competent teacher educator
10. Barrier related to government policy and framework
11. Poor Academic Background of Student-Teachers as well as teacher educator
12. Poor attendance of student teacher
13. Issues related to apathy of management for providing quality teacher education programme
14. Issues related to lack of innovation and research in teacher education
15. Issues related to insufficient grant by government
16. Issues related to lack of orientation program for professional development of teacher educator.

17. Issues related to mushroom growth of teacher education institution
18. Issues related to mismatch in policy and practice
19. Issues related to false information by the management with regard to infrastructure, instructional data.
20. Issues related to accreditation and assessment
21. Issues related to placement and recruitment of trained student teacher
22. Issues related to additional burden of TEIs for providing training to in-service teachers through ODL mode
23. Issues related to lack of interest towards two years B.Ed., and M.Ed. programme
24. Issues related to Affidavit and GIS data
25. Issues related to demand and supply
26. Issues related to lack of proper inspection and supervision by NCTE and Affiliating University

#### **OBSERVATIONS AND FINDINGS OF THE STUDY:**

This article is based on a case study conducted at 20nos. of different Teacher Education Institutions offering B.Ed. & D.El.Ed. program in Nadia and Murshidabad districts of West Bengal State as a part of research study. The study examined the status and effectiveness of TEIs in government and private run Teacher Education Program. The study mainly focused on instructional and infrastructural facilities available in the selected TEIs. Researcher also investigated and observed the various aspects of accreditation and assessment in the light of NCTE regulations 2014. The main sources of data were interviews with the teacher educator, non teaching staff, teacher trainees, principals, institution websites and management members of the trustees/societies.

#### **MAJOR FINDINGS OF THE CASE STUDY ARE AS FOLLOWS:**

- ❖ Most of the self financing teacher education institutions fulfil criteria of build up area as per the ncte guideline in both the districts. Out of the total TEIs 20% of the institutions are not fulfilling the build up area as per the composite teacher education norm of ncte 2014. Whereas, in case of government institutions 02nos of TEIs are not fulfilling requisites number of library books, laboratory rooms and other specified rooms as per ncte regulations. However, most of the TEIs have a pleasant environment and happy atmosphere.
- ❖ It has been observed that government/government sponsored TEIs are lagging behind in instructional facilities available for trainees. It is due to government policy in purchase which affect instructional facility as per the views of HEIs.  
In case of admission in D.El.Ed. course of government institution minimum 70% cut off score are selected for reserved categories, and students secured 80% in H.S. and above are selected under un reserved category. Whereas, in case of self financing TEIs cut off score varies year to year and district to district depending upon their financial conditions of parents. Cut off score in Nadia district is a bit higher than Murshidabad district. In case of B. Ed. Program affiliating university conducts the atgrad admission process on the basis of merit as per their grades starting from matriculation to undergraduate or postgraduate degrees keeping in view the ncte regulation 2014 for admission into B.Ed. program and govt of WB admission guideline and reservation policies.
- ❖ It has been found that in case of self financing institutions, most of the Principals have been appointed outside of the state as a result of they are irregular. They have given charge to a senior teacher as Teacher In charge to look after the administration of college. The private TEIs have appointed teaching staff as per ncte norms and standards. Due to poor salary structure most of the faculty members don't attend college for whole week. Staff members don't get salary in 1<sup>st</sup> week of every month though no outstanding dues left to receive from the management as per the faculties. Most of the faculties have basic qualification i.e. MA/ MSc with M.Ed degree but not having NET/ SLET or Ph.D degree. However, non teaching staffs are having requisite qualifications but agreed that salary is very miserable compare to government employees. In most of the colleges, salary is given through account or cheque.

In case of government colleges, there is a scarcity of faculties in some subjects. It is observed in recent years govt. of West Bengal has recruited a good number of faculties in DEI.Ed. and B.Ed. Course. However all the colleges having Principals and qualified faculties. Salary in Bed. Colleges is at per UGC scale and In DEI.Ed.colleges as per state government norms.

- ❖ It is found that most of the teacher trainees are irregular in DEI.Ed and and BEd. Course in self financing colleges. In case of government colleges trainees are quite regular and no relaxation is given in attendance.
- ❖ It has been found that Management, teaching staff and trainees are not happy and facing a lots of trouble with frequent changes of NCTE norms and standards in government and self financing institute .
- ❖ Management, Staffs and trainees are disappointed with the decision of introducing of 2years course and 4years integrated BEd. Course. However, few of them are welcoming the 4years Integrated course to be introduced in future by both government and self financed colleges.
- ❖ All the respondents agreed that mushroom growth of TEIs are the main causes of deterioration in quality in teacher education.
- ❖ It has been observed that out of 20nos of TEIs only 2nos of TEIS are accredited by NAAC and rest have not yet applied for accreditation.
- ❖ It has been found that out of 20 TEIs 15nos of TEIs are running as composite teacher education institution and 5nos of TEIs have not yet applied for composite scheme.
- ❖ It is found that most of the trainees and teacher educators are not satisfied with the behavior of their college management. e and students admission record and many other aspects of their institution details.
- ❖ Teacher trainees , Teacher educators , HEIs and management strongly agreed that due to lack of employment of trained personnel and delayed recruitment process trainees are losing dedication and sincerity towards training course.
- ❖ It has been observed that neither affiliating university nor ERC-NCTE inspected so far after recognition or affiliation of the course.
- ❖ It has been found that all most all TEIS filled in GIS data and submitted affidavit for QCI – TeachR for online inspection of NCTE.
- ❖ The researcher observed that except 8nos of TEIs rest of them have not updated their websites as per NCTE guidelines. Moreover, it has been observed that most of the colleges have not uploaded their staff profiles, student profiles and other important data they are supposed to upload as per ncte regulation 2014.

### CONCLUSION:

Teacher Education plays instrumental role in imparting quality education. Teacher Training is an integral of any educational system. Infact many commission, committee and policies have been formulated since pre- independence to post - independence period but still we have failed to build up a concrete policy on teacher education. In recent years India has formulated NCF-2005 and NCFTE-2009 for curriculum development of school education and teacher education which is directing, guiding and preparing the teacher and teacher educators. NCTE is formulating new plans and policies for upgradation and betterment of teacher education program since its inception. But the result of present study reveals that still our system of teacher education is not free from criticism and failed to achieve its objective in true sense. Once upon a time we are in shortage of trained teachers due to shortage of teacher training institutions but now we have good number of TEIs nationwide but we are in shortage of quality teachers because our TEIs failed to produce so due to numerous reasons.

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