

# An Assessment of Privatization of Teacher Education in West Bengal

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## Abstract

The role of teachers has been considered indispensable in the formation of the country, nation and society throughout the ages. Teachers are the successful artisans of making future possibilities a reality. And teacher education institutions are intimately involved in making this potential a reality. Proper infrastructure of institutions and proper use of that infrastructure plays a special role in this progress. Apart from this, the role of various people associated with the institutions deserves exceptional mention because it is through them that real quality improvement is possible. An attempt has been made in this study to review the current infrastructural conditions of the institutions and the views of various individuals associated with the institutions. Besides, some suggestions and recommendations have been provided for the overall development of these institutions.

**Keywords:** Privatization of Teacher Education, Assessment

## Introduction

Education is the most important and necessary thing in the life of a nation. For ages, with the help of education, real men have been made and the spine of a nation strengthened. In the life of a nation, education is that panacea which cures all the diseases. By the means of education, the development of thinking, consciousness and culture takes place. It acts as a special catalyst in the inculcation and development of values in human beings. All round development of everyone takes place with the help of education. Civilization, culture get enriched with it. In this way, a country or a nation keeps moving forward to achieve higher goals. Teachers are playing a pivotal role in this regard. The progress of any country depends upon the quality of the teachers. According to Kothari Commission - "of all different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant."

Teachers are the agents of nation building. They have been regarded as the prototype of creation for ages. In the light of their own knowledge they enlightened the lives of learners and demonstrated greatness. The efficacy of teaching is enhanced through teacher training. Training makes a man perfect; helps do their work properly and efficiently. Training helps all to know the theoretical bases as well along with a perfect combination of practical areas. With the combination of these theory and practical knowledge, they have been able to know the various aspects of teaching. According to W.H. Kilpatrick it can be said about that - "Training is given to animals and circus performers, while education is to human beings." Actually the preparation programme of teachers was called teacher training in the time 1906-

1956. Various techniques, methods, mechanism have been discussed in the teacher training programme. But the concept of teacher education is used in a broader aspect. Training is a part of teacher education, but it is not the ultimate in the field of teacher education. In formal way we can easily say that teacher education is the perfect combination of teaching skill, sound pedagogical knowledge and professional skills. According to Goods dictionary of Education teacher education means – all the formal and non-formal activities and experiences that helps to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.” According to Wikipedia teacher education means – “the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.” Another view mentioned in the Encyclopaedia Britannica, where teacher education is defined – “any of the formal programmes that have been established for the preparation of teachers at the elementary and secondary school levels.” Swami Vivekananda defines:- “The end and aim of all training is to make the man grow.”

So from the above discussion everyone can easily conclude that teaching skills helps to develop instruction qualities, pedagogical knowledge helps to develop theoretical perspective and professional skills help to develop various techniques and strategies and the perfect amalgamation of those three aspects actually helps to develop both the qualitative and quantitative aspects of teacher education which is a continuous process for upliftment of man-making, character building and nation building. Various teacher training institutes have been established to fulfil that goal. From its inception till today, the number of private institutes in this state as well as in other states in India has been continuously increased in addition to Government, Government aided and Government sponsored teacher training institutes. This study is taken to review the present status of these institutions.

### **Review of Related Literatures**

Tilak (1999) in his study showed that privatization of education is increasing day-by-day. This study also revealed the diversities in privatization, some myths and facts about privatization. Lastly, he concluded that the flow of privatization should reach all masses irrespective of economic weakness. Another study conducted by Gaikwad (2014) revealed the history of privatization in India and also showed the necessity of privatization in India. Though privatization is necessary in the Indian context, its approach must be proper for the sake of human welfare. Jolly (2014) in her showed the scenario of Indian Higher Education system rapidly changed over the last few years. Like other fields, the concept of privatization entered into this sector too. This study revealed various policies, current structure of education system and privatization trend in India. Ravi (2015) focused on the growth of privatization. He analyzed the demand and supply of Higher Education and also showed its positive & negative effects. Both the primary and secondary sections have been used the study. The study covered the area of Kanniyakumari Districts of Tamil Nadu. The study revealed that there is a gap between demand and supply system in Higher Education in this area. He also identified some problems also. Lastly he concluded that to maintain the population pressure and to educate all, privatization is a necessary option, but it should be used for the welfare of the society. In another study, Sharma revealed that the effects of globalization and privatization, education has been made a commodity. A consumer-seller concept is prevalent all the system. Teachers are the managers. The whole ideology is changing day by day. This study revealed that malpractice in the name of education must be stopped immediately; otherwise we

can face a big trouble in future. Akhtar & Akhtar (2016) in their study analyzed the Indian Higher Education system critically. The study revealed that privatization should be set up with equal opportunities to the stakeholders in educational field. It also reduced the burden of Government. Though in some cases, it led us to commercialization. They suggested that a proper monitoring system must be maintained to control these institutions. Goud (2017) carried out that education is the most powerful weapon to change the society or nation. Teachers are nation makers. In the last one decade in India, there is a lot of expansion in Self-Financed teacher education sector. So many colleges have been established. But somehow the quality issue has been neglected again and again. The article revealed issues critically. He also suggested that NCTE and NAAC should look into the matter very sincerely. Dutta (2018) in his study found the availability of facilities in private teacher education institutions located in and around Malda region in west Bengal. The study included five teacher training colleges. Descriptive survey was method used to collect the information. The study revealed some problems i.e. – lack of library infrastructure, insufficient technology facility, scarcity of fire safety hazard etc. Lastly, he concluded that a well-planned design may help these institutions to overcome such difficulties. Bania (2019) revealed that like other fields of education, the scenario of teacher education may also change in Indian context. To fulfill the demand of the aspirants, privatization has made a story presence in that sector. This article revealed the factors which cause in impact on privatization, its challenges and also some major concerns of our teacher education system. Lastly, she concluded that careful planning, proper monitoring and good framework can help the system improve the results.

## Objectives

The objectives of the following study are given below:

1. To find out the institutional facilities of the Private Teacher Education Institutions.
2. To find out the process of curriculum transaction of Private Teacher Education Institutions.
3. To find out the participation status of students in various activities of private Teacher Education Institutions.

## Operational definition of the important terms

### Privatization of Teacher Education

Private Teacher Education Institutions are non-profit organization run by any trust or society. Such institutions are run by raising funds through enrolling students or utilization of own resources.

### Assessment

Find out the various facilities of private Teacher Education Institutions in West Bengal. At the same time, reviewing how various activities is conducted in such institutions.

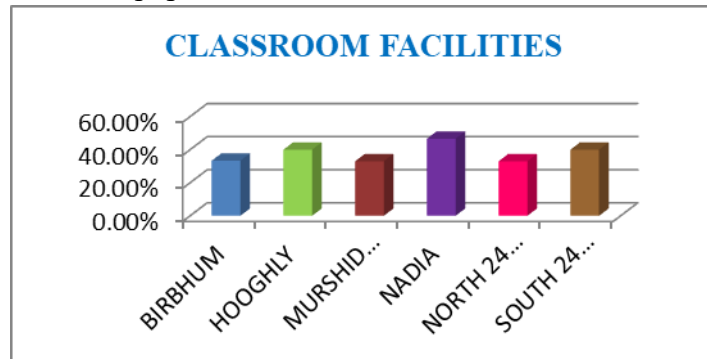
## Methodology

The sample area of the study is Birbhum, Hooghly, Murshidabad, Nadia, North 24 Parganas and South 24 Parganas districts in West Bengal. The Researcher has collected data from the Principal/Teacher-in-Charge, teachers, and students of the ninety Self-financed teacher education colleges of the selected districts. Check list, interview and observation Schedule has used to collect the data. Qualitative content analysis method has used to analyse the data. The researcher was converted the item wise respondent

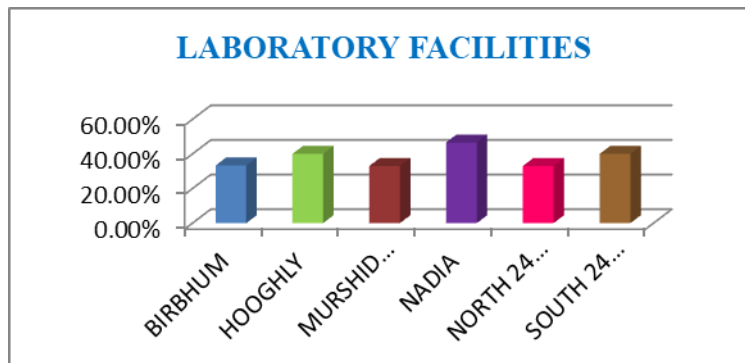
into the percentage. On the basis of this percentage, the position of different districts has been highlighted with the help of graphical representation.

**Major Findings**

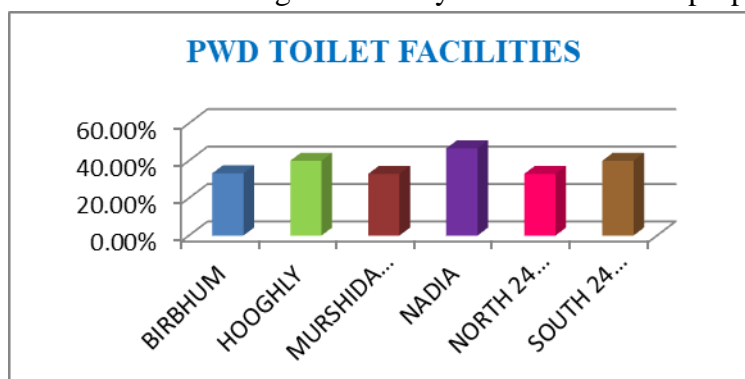
- Every college has its own building at present, set up on college owned land. Properly aerated classrooms account for about 70% of the classrooms in the colleges. However, in some cases, the lack of proper amenities and equipment’s.



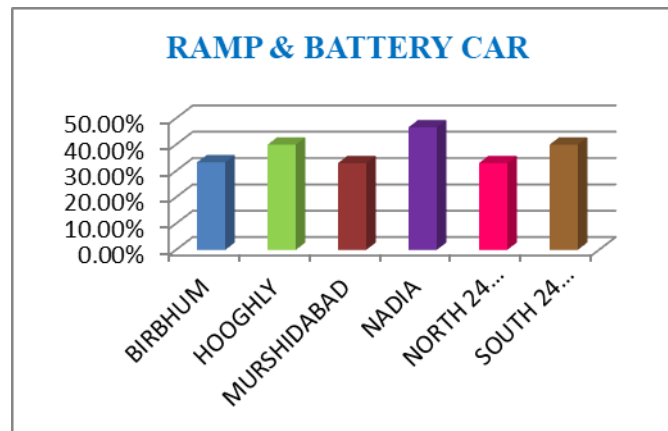
- In 60% of colleges, the laboratories have a shortage of equipment. Also the available sources are sometimes not utilized properly during the teaching-learning process.



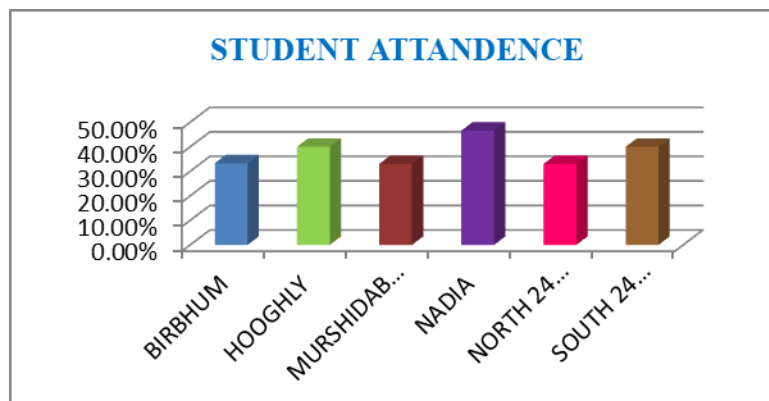
- In case of ICT and Art & Craft resource centre, it can be said that they exist only on paper. The use of the centre for the teaching-learning process was virtually not noted.
- The colleges have separate toilet facilities for male and female staffs & students. The number of toilets is adequate but there is no provision of separate toilets for physically challenged persons. PWD toilets can be seen in 30% of colleges and many of the toilets lack proper cleanliness.



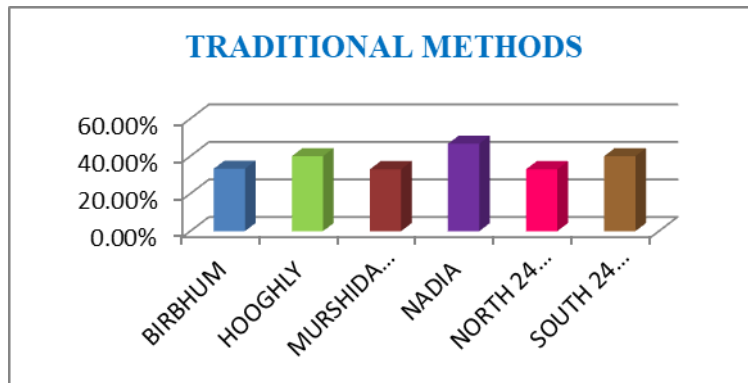
- In spite of NCTE guidelines, ramp, lift and battery car provisions are few and present only in 20% of colleges.



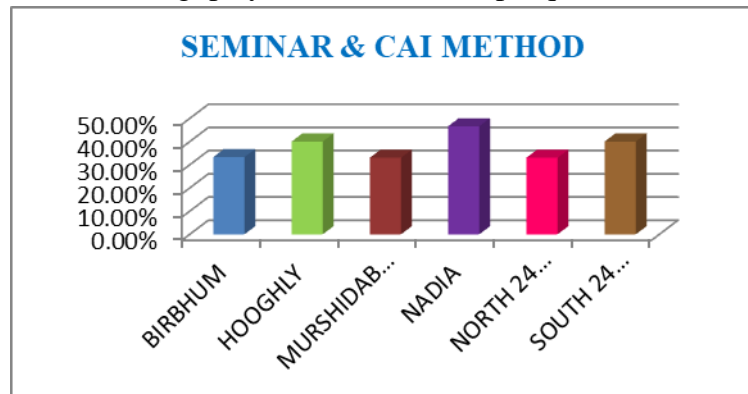
- Many of the colleges do not have proper website maintenance. Though some colleges upload information regularly, many colleges have websites which are not updated. Factual inaccuracy has also been noted in websites of some colleges.
- Almost 70% of the teachers opined that every one of them has to perform academic responsibilities on a regular basis. About 30% of teachers have to be involved in various official work and admission process along with academic responsibilities.
- 62% of teachers expressed their opinion about regular absence of the students. The teachers said that although the theory class is regular, there are exceptions in the case of practical classes. Practical classes are held according to the need, but in many cases practical classes are hampered due to the lack of sufficient materials in laboratories.



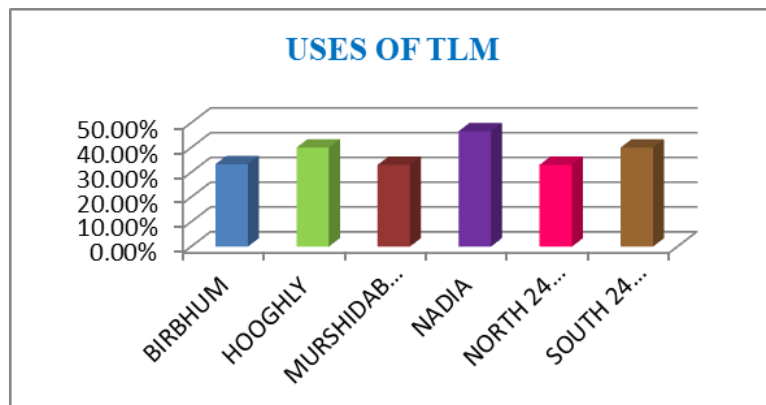
- All followed traditional methods (Text-Book Method, Lecture Method, Lecture-cum-demonstration etc.) of teaching, but due to various circumstances, it was not always possible to teach using innovative methods.



- About 40% of teachers use methods like project, discussion, seminar & CAI etc. at the time of teaching-learning process. Very few teachers 24 to 30% are able to follow such method while teaching in case of brain storming, play dramatic, field trips, quiz etc.



- 35 to 37% of teachers use overhead projector, LCD, Television as teaching-learning material during teaching-learning process. Only 22% of teachers use audio recorders, CDs, etc. as teaching aids.
- In most cases chalk board and in some cases smart boards are used but the rest of the boards (Display Board, Flannel Board, Bulletin Board etc.) are not used at all at the time of teaching-learning process. Only 30 to 40% teachers are used chart, poster, picture, models, globe etc. as teaching-learning material.



- In terms of institutional facilities the students expressed their satisfaction in the following areas (Classrooms Condition, Playground, Library, Drinking water etc.), but in some other areas (Equipped classrooms, Hostel facility, Laboratory facility, Canteen etc.) more improvement was needed according to their opinion.

- According to the opinion of the teacher trainees' there are regular theory classes and practical classes held as per the scheduled routine in the institute, but there is not much strictness regarding the attendance of the students.
- According to the opinion of the teacher trainees' apart from cultural functions, sports meet and educational excursion other co-curricular activities are held rarely.

### Conclusion

From the preview of the above discussion, we can conclude that the role of these institutions in the advancement of teacher-education is undeniable. However, there is no denying that a number of different types of problems have been observed in several areas. But real development will be possible only when we can eliminate the problems and ensure the right quality. And this progress will be possible through the collective efforts and positive will of all individuals associated with the organization. Improved infrastructure, right efforts and positive attitude will help us achieve our goals. In this way all these institutions can establish themselves as monuments in the field of teacher-education.

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