



## **Privatisation of secondary teacher education programme in West Bengal**

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### **Abstract**

Privatization of teacher education has been a natural outcome of several policy changes such as liberalization, globalization, and privatization. The West Bengal state has significant role in teacher education sector with increased public investment to ensure access, equity and quality in education with community involvement. The objective of the study was to find out the availability of infrastructural facilities in private secondary teacher education institutions located in and around Malda region of West Bengal. The justification behind considering such objective was that there are a large number of private secondary teacher education institutions offering B.Ed. programme dates a back in order to ful fill the training criteria of prospective teachers. The National council for Teacher Education (NCTE) norms talks that adequate infrastructure is required for running all the training programme in general and B.Ed. training programme in particular. Descriptive survey method has been adopted in this study. Five (05) private secondary training institutions selected purposively. Check list was used as a tool for data collection. It was found that most of the institutions have required number of rooms. So far study of library is concerned, most of the libraries do not have prescribed number of text books, reference books, educational journals, encyclopedia, electronic publication (CD-ROM), online resource and not sufficient space for reading at library. Very few institutions have open space for additional accommodation. Not a single institutions have separate toilet facilities for PWD. It was evident from the study that most of the colleges do not have sufficient laboratory equipments, sufficient ICT facilities with hardware, software including computer, TV, Camera, ICT equipments like ROT(Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc. Most of institutions have furniture but many of them are non functional. All the institutions have suitable access to drinking water but to what extent it is safe is mater of serious question. It was one of the important observations that some institutions have not safeguard against fire hazard. The study implies that a well planned, designed and structured programme may help the private institutions to overcome the barriers and to achieve the prescribed norms of NCTE.

**Keywords:** privataistion, secondary teacher education programme, infrastructure, NCTE Norms, etc.

### **Introduction**

Education needs strong public and private entrepreneurship that fosters equity, equality and quality in society. Privatization of teacher education has been a natural outcome of several policy changes such as liberalization, globalization, and privatization etc. during 1991. All these set a pace for accelerated growth of professional education in the state by the private sector. On the whole, overall student enrolment as well as the number of teacher education institutions has grown many folds in the last two decades. But the growth has been uneven across different social and economics groups of population, between rural and urban regions and between several districts. The West Bengal state has significant role in teacher education sector with increased public investment to ensure access, equity and quality in education with community involvement.

The recommendations made by various commissions and committees regarding secondary teacher education have been implemented by the Government of India time to time. After independence, in order to provide secondary teacher education a number of public institutions were established by the central as well as the state government. Various five years plans also laid tress on teacher education in the country. The establishment of NCTE in 1973 in the country has been a

milestone in the journey of development of secondary teacher education in India. As envisaged in the National Policy of Education (NPE), 1986 and its programme of Action (POA), a centrally sponsored scheme of restructuring and reorganization of teacher education was launched in 1987 to create a sound institutional infrastructure for pre-service and in-service training of secondary school teachers and for provision of academic resource support to secondary schools. As per the provisions of NCTE Act 1993, Four Regional Committees for Northern, Southern, Eastern and Western Regions have also been set up at Jaipur, Bangalore, Bhubneshwar and Bhopal respectively. Thus, it has been found that, though NCTE has played a very significant role as a regulatory authority for the development of teacher education in the country, yet it has been criticized for not being able to check the malpractices and commercialization of teacher education by the self-financed secondary teacher education institutions.

The tremendous pressure on total educational knowledge enterprise for higher and professional in education, in particular, privatization is not an option but a natural evolution. The earlier system, where the state and charitable institutions come forward to open new professional colleges, is obviously unable to cope with the rising demands of a high

profile professional education. The infrastructure, managerial, and financial requirements coupled with a high yielding entrepreneurship has made the private sector to take a direct plunge into the educational enterprise (Lunavath, 2005) [4]. In some countries, the origin of privatization can be traced back a few centuries. But privatization has assured greater significance as a policy strategy of the development of education in recent times, essentially but not wholly, due to stagnating and, in some countries, declining public budgets for education; on the one hand and on the other, increasing social demand for higher education, manifested in slogans like “higher education for all”.

The wave of privatization started sweeping across the world. It is aimed at breaking the monopoly of the public sector in a number of areas, more especially areas connected with infrastructure. The essence of privatization lies in the induction of private ownership into publicly owned enterprises. Privatization of education is a part of the process of privatization of the economy at large. The motive, which activates private sector, is to gain maximum profits. Therefore, it will invest only in those courses and institutions which will be profitable. As a result, the professional courses are given preference. In the privatization of teacher education, following issues are there to ponder over: (1) Mushrooming of Institutes; (2) Paucity of Physical Facilities; (3) Crisis of Values and Morality; (4) Commercialization; (5) Isolation of Teacher Education Department; (6) Regional Imbalances; (7) Irrelevant and Out Dated Curricula; (8) Problem of Selection of Candidates for Training; (9) Problem of Quality Teacher Education; (10) Market Oriented; (11) Lack of Transparency in Financial Arrangements; and (12) Frequent Movement of Teachers.

### Need and Significance

Quality education is the demand of the West Bengal and this is possible when there is quality in teacher training institution. During last few years there is mushrooming growth of teacher training institutions in the West Bengal. Several reports, article published in reputed news papers, journals and magazines draw attention in this regards. Since NCTE is the apex national body, to plan and coordination teacher education, maintain quality in teacher education institutions, monitor their proper functioning and ensuring quality. Still teacher education faces quality crises then question arises on the role of NCTE. The West Bengal state took active interest in implementing Norms and Regulations of NCTE through the establishing special teacher training university (affiliating body) namely “The West Bengal University of Teachers’ Training, Education Planning and Administration” (WBUTTEPA) to make teacher education more inclusive and

competitive. After realizing the fact the researcher take such area where teacher education in respect to the role of NCTE and affiliating body regulating secondary teacher education programme in West Bengal in general and Malda district in particular.

### Objective

The objective of the study is to find out the availability of facilities in private teacher education institutions located in and around Malda region of West Bengal.

### Methodology

In the present study, descriptive survey method was used in order to collect necessary information. Five (05) private secondary training institutions (providing B.Ed. programme) was purposively selected. Keeping the need and objective of the study researcher developed a checklist for B.Ed. institutions related to the availability of various facilities.

### Analysis and interpretation of data

The nature of the present study envisages information regarding teacher education programme at the secondary level (B.Ed.). The collected data were analysed through following tables followed by interpretation of each table.

**Table 1:** Institutions on building and area

Sl. No.	Infrastructure	No. of Institutions	Percentage
1	Instructional Area (2500 Sq.Mt.)	5	100
2	Built up Area (1500 Sq. Mt.)	5	100
3	Multipurpose Playfield	2	40
4	Garden	4	80
5	Hostel ( Boys and Girls)	2	40

From the Table-1, it is observed that all institutions have adequate instructional area and also built up area as per NCTE norms. Only 40 percent have multipurpose field and hostels (boys and girls) whereas 80 percent of institutions have a garden.

**Table 2:** Availability of staff quarters in the institutes

S. No	Quarter	No. of Institutions	Percentage
1	Principal	3	60
2	Teaching Staff	2	40
3	Other Staff	2	40

From the Table-2, it is revealed that 60 percent institutions have principal quarters and only 40 percent institutions have quarters for teaching and other staff members.

**Table 3:** Availability of rooms in the institutes

Sl. No	Room	No. of Institutions	Percentage
1	Multipurpose Hall with seating capacity of 200 and dais (2000Sq.ft.) (1)	5	100
2	Class room for every 50 students ( 4)	4	80
3	Seminar room(1)	4	80
4	Garden	4	80
5	Hostel ( Boys and Girls)	2	40
6	ICT resource room(1)	1	20
7	Health and physical education resource centre (including Yoga education)	2	40

8	Principal office	5	100
9	Staff room	5	100
10	Administrative (Office)room	5	100
11	Visitors room	3	60
12	Separate common room for male and female students	4	80
13	Store room (2)	3	60

It can be visualized from the Table-3 that facility Multipurpose Hall, principal office, staff room and office room is available in all the institutions but there are no sufficient functional furniture.

In 80 percent of the institutions have class room, seminar room and separate common room for male and female students and garden. There are visitor's room and store room 60 percent of the institutions. It is found that only 40 percent institutions have facilities of separate hostel (Boys and Girls) and health and physical education resource centre. Only 20 percent institution have ICT resource centre.

**Table 4:** Availability of curriculum laboratory with teaching equipment in the institutes

Sl. No	Laboratory	No. of Institutions	Percentage
1	Physical Science	3	60
2	Chemical science	3	60
3	Biological Science	3	60
4	Mathematics	2	40
5	Psychology	2	20
6	Language	1	20
7	Computer	1	20
8	Art and Craft Education	3	60

The data presented in Table- 4 indicate the availability of laboratories. It reveals that Physical Science, Chemical Science, Biological Science and Art and Craft Education

laboratories are available in 60 percent of the institutions. In 40 percent of institutions have Mathematics Laboratories where as only in 20 percent of institutions have Psychology, Language, and Computer laboratories.

**Table 5:** Availability of library facilities in the institutes

Sl. No	Library Facilities	No. of Institutions	Percentage
1	Books (no. 3000) including text and reference books	3	60
2	Title (no. 1000)	2	40
3	Journals (5 types)	2	40
4	Encyclopedia (5)	1	20
5	CD-ROMS	1	20
6	Photocopying Facility	2	40
7	Seating Capacity (50 Student)	2	40

The data presented in Table-5 on Library facilities reveals that as per the norm minimum number of text and reference books need to be more than 3000 and 60 percent of the institutions are having the required number of books. It is observed that 40 percent institution have required number of titles, journals in their libraries. 40 percent of the institutions have photocopy facility and sitting capacity of 50 students in their library. It is surprised to note that only 20 percent of the institutions have Encyclopedia and CD-ROMS in their library.

**Table 6:** Availability of other facilities and amenities in the institutes

Sl. No.	Other facilities and amenities	No. of institutions	Percentage
1	Separate toilet for male and female students, staff	5	100
2	Parking space	4	80
3	Open space for additional accommodation	2	40
4	Fire safety	3	60
5	Pure water supply	1	20
6	Electric supply	5	100
7	Regular cleaning campus	3	60
8	Internet	2	40
9	T. V.(LCD/LED)	1	20
10	Digital Camera	4	80
11	ROT (Receive Only Terminal)	1	20
12	SIT (Satellite Interlinking Terminal)	0	00
13	Functional and appropriate furniture	3	60
14	Ramp for PWD	1	20
15	Hygienic Canteen	2	40
16	LCD Projector	2	40
17	OHP	1	20
18	Public address System	2	40

Table-6 reveals that all the institutions have electricity and separate toilet for male and female students, staff. 80 percent of the institutions have parking space, and digital camera. There is 60 percent of the institutions have fire safety, regular campus cleaning and functional and appropriate furniture. 40

percent of the institutions have open space for additional accommodation, Internet, Hygienic canteen; LCD Projector and Public address System. 20 percent of the institutions have T.V., Pure Water Supply, Ramp for PWD, Over Head Projector and ROT (Receive Only Terminal). There are no

institutions having SIT (Satellite Interlinking Terminal). Not only the infrastructural set up but available facilities and equipments are far below than the expectations and requirements in majority of the secondary teacher training colleges under the surveyed area. Many institutions don't comply the Norms of NCTE or the affiliating body.

### Suggestions

- There is a need to be improved with halls, class rooms, science laboratory, computer laboratory, library, hostels and lawn and play ground.
- Campus should be residential for principal and other staff.
- Maintenance of cleanliness of the campus.
- Sufficient space for parking and functions.
- Developing garden and lawn to beautify the campus.
- Regular inflow of useful and recent books and journals.
- Modern cataloging system.
- Provision of internet, fax, photocopying system and computer.
- Reading facility for at least 25 students.
- Sufficient sets of course books and reference books.
- Subscription for good journals and encyclopedias.
- Regular repair of old books.
- Availability of good research abstracts.
- Availability of ICT including software, hardware, ROT and SIT.
- Provision of hygienic canteen and water supply.
- Ramps for PWD.
- Need of functional furniture.
- Mushrooming of institution should be monitored.
- There should be sudden visit by monitoring team of NCTE and affiliating body to get the real picture.

Assurance of quality is a team work. It is not possible without adequate awareness and involvement of all the concerned persons. Therefore, all the stakeholders should be well informed about the quality criteria and various efforts should be planned and acted upon the management to raise the quality standard of institution.

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