

## Teacher education in west Bengal with special reference to privatization

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### Abstract

This paper is aimed at analysing the present status of teacher education in West Bengal with special focus on privatization. Further, it is an attempt to explore the present condition that exists in these institutions (Self-financed) in terms of their infrastructural facilities, student enrolment, teaching staff with their qualifications and salary of the teachers thereof. This study has been conducted on 20 self-financed colleges from the various districts of West Bengal such as Purulia, Bankura, Midnapore, Murshidabad and Nadia etc. and 45 teachers were selected from these same institutions. For the data collection, the researcher carried out two separate data sheets developed by the authors. One of them was associated with the institutional basic information viz. institution type, student enrolment and infrastructural facilities etc. Another was associated with teachers' qualifications, salaries and opinions regarding their job satisfaction etc. In the conclusion, it is found that few owners came from different business fields and they invested their money to earn effortlessly in the field of teacher education. 74.35% of the owners of these institutions belong to the businessmen spectrum ranging from rice mill owners, medical representatives to gold dealers etc. Teachers, politicians are also directly or indirectly involved in this. In most of cases, owners themselves, as well as their family members hold various positions in their own institutions as secretaries, principals, trustee members etc. At the end, the researcher asked to the teachers as to how satisfied they were with their jobs, most of the respondents replied that they were not satisfied with their service. Thus, they freely expressed the reasons e.g. their financial tribulations due to the nominal remuneration provided by the private institutions.

**Keywords:** teacher education, privatization, commercialisation, present status of west bengal

### 1. Introduction

Education helps in augmenting our knowledge. Without education it is not possible to develop the sense of humanity. Education does not refer to achieving a particular task or skill. It is the process in which includes all-round development of an individual like; social, cultural, emotional etc. It not only concerned with individual development but also develop economically sound society. These developments may be possible through a teacher. The teachers are a crucial part of education for making the people more productive and resourceful so that they produce and enhance resources with increasing individual as well as national income. This is why an educator has been deemed 'Nation Builder'. Banga mentioned that "*Our India has a large number of teachers and needs many more*". Since the learners' achievement depends on a teacher, so the teachers' education also a very important part of education. In India, teacher education has played important role for improving teachers' quality especially at school education through introducing various teacher training programs. The National Council for Teacher Education (NCTE) has define Teacher education as- A programme of education, research and training of persons to teach from pre-primary to higher education level (cited in Lal, 2016) [12].

The system of teacher education in India has been strengthened a lot during the past couple of years (Goel & Goel, 2012) [7]. But the 21<sup>st</sup> century's education follows the policy of Liberalisation, Privatization and Globalization

(LPG) which adopted in 1991 that was the first turning point to move towards the privatization after independence. Since, the education system has begun to expand education sector rapidly. In consequences, private teacher education institutions was also growing rapidly. Privatization brings the platform for education to established global network where the learners as well as teachers exchange their knowledge easily. In addition to being good, there are some bad aspects of it. It has also have some problems and issues that are the primary concern of this paper. A study of Kumar (2013) [10] comments that, the privatization of education has increased to a precarious extreme, which has generated numerous problems and challenges. Parvez & Shakir (2012) [13] in their study explore the present scenario of privatization in teacher education and mentioned that, "So many money minded people are degrading the teacher education under the umbrella of privatization of Teacher Education". It has impacted on the total development of the country. Teacher Education is related only to teacher's training. Because of the privatization of education, Teacher Education has become prone to marketization which has allowed the selling of degrees for jobs to fulfil some criteria. For example, according to the Right to Education Act 2009, teacher-training has been regarded to be necessary for the appointment of teachers in the school level. The issues and problems emerged from these self-financed teacher education institutions are primary concern of this study.

**Present Status of Teacher Education Institutions (B.Ed.) in West Bengal**

In the 21<sup>st</sup> century, the number of private teacher training institutions particularly in West Bengal has enormously increased. Goud (2017) identified that this may be for two reasons, viz. there is a big social demand for B.Ed. and D.Ed. which presumes at least some of the job placement security. Secondly, these institutions provide a platform for money making. The self-financed colleges have come up to the record category. Today even the traditional granted colleges also have dearth of qualified and experience faculty. These colleges, what are they contribute to production of quality for teachers as a matter of serious concern.

In the scenario of teacher education in West Bengal, the total number of B.Ed. colleges are 193. In the below table, the number of B.Ed. colleges are showing as per the NCTE listed as on 18<sup>th</sup> Oct. 2019.

**Table 1:** Teacher Training Institutes (B.Ed.) in West Bengal

Govt.	8
Govt. Aided	3
University Department	6*
Univ. Dept. Self- Financed	1
Private Aided	28
Private Unaided	49
Private	97
Total	193

\* One under central university

Source: www.ncte.org, Updated by: 18 Oct. 2019

Table No. 1 shows the total number of B.Ed. colleges in West Bengal. There are 193 institutions, among them only 8 colleges are run by the state government, on the other hand private aided colleges are 28, private unaided with 49 and private colleges are 97. Hence, it has clearly observed that there is a huge-variances in number of colleges between the public and private involvements in the field of teacher education.

**Literature Review**

In a study of Parvez & Shakir (2012) [13] titled “privatization of teacher education in India: Some issues to ponder over”. Their study focused on emerging issues of privatization of teacher education in India. They also suggested that there is an urgent need to stop the practice of commercialization of teacher education to maintain the standard of teacher education as well as the quality of teachers also. Chandwani & Bhome (2013) [3] have tried to find out the impact of commercialization of education in India. At the end, they opined that for money minded people education has today only become an option to make money than providing quality education to students. According to them, there is strong need to change the basics of the education system, not its pattern, in order to revive education's real importance. Kaur (2013) [8, 9], in his article ‘Present Scenario of Teacher Education in India’ showed the status of teacher education institutions and quality of teachers at the same institutions. According to him, quality of teacher education programmes are varies across the institutions and universities. He called these private funded institutions as teacher education shop, where the degrees are selling to the students. Furthermore, many institutions are earned money through demanding high fees from the trainee teachers.

Therefore, the standard of teacher education are degrading day by day. Sain & Kaware (2014) [15] examined the challenges and quality of teacher education in India. This article aimed at making contributions to the ongoing debates in the challenges and quality of teacher education and the creation of a new knowledge base that can serve all endeavours at different levels for teachers’ quality and development in different parts of the world. It conclude that teachers should take the responsibility for achieving of a student’s learning pathway and his own learning pathway also. Chougale (2014) [4] carried out college teacher perception towards privatization of higher education in India and found that most of the teachers believed that privatization of higher education will bring in quality education with good infrastructure. Most of the teacher educators supported that the issue surrounding the loans as an alternative mechanism for financing teacher education. Rastogi (2015) [14] identified that the five important cost factors determining the cost per unit are, the number of course on offer, process of course of development, use of part-time faculty, the choice of instructional media, and the total enrolment of the distance teaching institution. Borgohain (2016) [2] made a critical analysis on commercialization of education system in India. This paper has focused on positive and negative impact of commercialization on education system. It concluded that, for the money minded people education has today become on option to make money than providing quality education, which also Chandwani & Bhome agreed upon. Goud (2017) [6] made a study on privatization and quality concerns in teacher education. In this study the author has showed the present status of self-financing teacher education institutions, role of heads, principal and HODs in quality production. At the end, few suggestions were given to improve and maintain the quality in these institutions. Dutta (2018) [5] conducted a study on privatization of secondary teacher education programme in West Bengal. 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. This paper has found very poor infrastructure facilities of these colleges, the findings were, insufficient class rooms, laboratory equipment, library facility such as text books, journals, e-publication etc. and also have not sufficient space for reading at library. Even not a separate toilet for PWD. Kumari & Kumari (2018) [11] conducted a study titled “Privatization and Commercialization of Teacher Education”. Their study showed the various issues emerges through privatization of teacher education such as; mushrooming of institutes, paucity of physical facilities, crisis of values and moralities, isolation of teacher education department, irrelevant and out dated curricula etc. They also conclude with suggestions to enhance the quality through a balanced relationship between public and private sector. There is a need for careful planning, enhanced financing and evolving an enabling policy framework to make Teacher education accessible, equitable and qualitative.

After the detailed discussion we can observe from the above literatures that most authors have showed their interested to study on status of teacher education institutions in terms of infrastructural facilities, issues and challenges of teacher education programme, impact of commercialization etc. In Parvez and Shakir’s article suggested that there is urgent need to stop practice of commercialize of teacher education

programme to maintain the standard of teacher education and the quality of teachers, which Chandwani and Bhome also agreed with them. On the other hand Chougale opined that privatization brings quality in education but Dutta’s study has found poor infrastructure facility of the private funded colleges.

Through the discussion the present researchers want to investigate how these institutions are making profit from various source, what are the root causes for degrading the standard of teacher education. Therefore, the investigator found a knowledge gap and conducted a study on self-financed private colleges in West Bengal.

**Need of the Study**

The chief and fundamental component of an education process is a teacher. The quality of education is dependent upon the teacher. Hence teacher training also forms a pivotal part in teaching. Expert knowledge in particular topic is important for the completion of any task. So, without teacher training an education process is likely to be incomplete. But now a days, most of the training institutions especially in West Bengal are manage their requirements by smallest number of staffs and poor infrastructure facilities. Therefore, the quality of teacher education are decreasing day to day and become commercialise through earning money in easy way.

The researcher found that several studies were conducted on different aspects of Teacher Education such as- present status in India, Privatization, Commercialization, challenges, development, perception of college teachers on privatization in education etc. But there any have been insufficient studies conducted on status of self-financed teacher education, especially in West Bengal. Thus the researcher found here a knowledge gap in the field of teacher education.

**Statement of the Problem**

Throughout the above discussion, the present researchers have tried to investigate the present status of teacher education in West Bengal in respect to the present context. Therefore, the title of the study stated as “**Teacher Education in West Bengal with Reference to Privatization**”.

**Delimitation of the Study**

The present study has been delimited in following manners:

1. The study has conducted only in West Bengal.
2. Samples are selected only from private self-financed B.Ed. colleges.
3. NCTE recognised institutions are included as samples.

**Objectives of the Study**

1. To know the present status of teacher education in West Bengal in respect to number of private institutions.
2. To compare the scenario of teacher education among the states of eastern region with reference to privatization in terms of number of colleges.
3. To examine the institutional status of teacher education in terms of student enrolment, infrastructure facilities etc.
4. To find out the nature of mobilization of investment in teacher education.
5. To analyse the discrimination in salary of the teachers’ of private B.Ed. Colleges.

**Materials and Methods**

**Study Design**

The present study has followed descriptive in nature. Normative survey method was used to collect the data from the respondents. In the present study, all the private self-financing secondary teacher education institutions in West Bengal which are offering 2-year B.Ed. programme through regular mode are selected as population of the study. Purposive sampling technique was used to collect the teachers’ opinion from the colleges. The present researcher was developed two separate data sheets for collection of data from the respondents. One of the sheets consists the institutional status and another one is for teachers’ opinion about their qualifications, experience, salaries etc.

**Participants**

In the present study, the researcher, having not been able to attend at all private institutions, selected only from 20 private (self-financed) secondary teacher education institutions from various districts in West Bengal as a sample. Further, from these institutions the researcher has collected data from 163 teachers. The teachers who were not present at the time of data collection were not included afterwards. Thus 163 teachers were selected as the sample.

**Statistical technique**

The collected data was analysed through percentage analysis method and explained the opinions of the teachers as per the information sheet.

**Results and Discussion**

NCTE is a statutory body, it aims to control and improve quality in education through introducing various programs at different levels of school education in India. These programs has been provided through public or private training institutes. Generally, these institutions are in many types such as Govt. aided, private aided/unaided, private, university departments etc. In the below table presents the number of institutions in terms of college type which are offering two years B.Ed. programme in West Bengal. The presented data in the table are prepared as per the NCTE recognised institutions by 18th Oct. 2019.

**Table 2:** Total No. of Teacher Training Institutions (B.Ed.) in West Bengal

Types of Colleges	Numbers	% of total colleges (out of 193)
Govt.	8	4.14
Private Aided	28	14.50
Private Unaided	49	25.28
Private	97	50.25

*Source:* www.ncte.org, as on 18th Oct. 2019

From the above table it is found that only 8 (4.14%) colleges are running by the state government, whereas the private aided is 28, private unaided with 49 and private 97 (50.25%). Around 75.64% colleges including private and unaided colleges are controlled by self-financed. It is concluded that, in West Bengal, the private initiative in teacher education sector is very attractive than the government sector. So the question comes in our mind, is these institutions (self-financed) maintain their standards by providing quality education, what kind of strategies have been taken to improve quality education.

In the recommendation of National policy on education-1986, the NCTE was established in 1995 as a statutory body

under the Ministry of Human Resource Development, Govt. of India. Achieving planned and co-ordinated development of the system of teacher education throughout the country is also a primary function of teacher education. To perform the functions assigned under the act through transparent, timely, hassle free procedure, the NCTE has formed 4 regional committees viz. Eastern Regional, Western Regional, Northern Regional and Southern Regional. Earlier, it had four committees located at Bhubaneswar, Bhopal, Jaipur and Bangaluru. Each committees has represents several states. Now the eastern regional committee located at Bhubaneswar, under this regional, the representative states are Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagalng, Odisha, Sikkim, Tripura

and West Bengal. The western, southern and northern regional committees are located at Dwarkar, New Delhi. The representative states under the western regional committee are Gujarat, Chhattisgarh, Goa, Dadra Nagar Haveli, Daman and Diu, Maharashtra and Madhya Pradesh. In northern, the states are Chandigarh, Delhi, Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh and Uttarakhand. Under southern, the states are Andhra Pradesh, Andaman & Nicobar, Karnataka, Pondicherry, Kerala, Lakshadweep, Tamil Nadu, Telangana. In the below table shows a comparative view among the states of eastern region in terms of number of colleges with their types. In addition, it also compare with West Bengal from the other states with reference to privatization.

**Table 3:** The scenario of teacher education among the states of eastern region

Name of the States	Govt.	Govt. (Aided)	Constituent College(s) and Unit(s)		University Dept.		Deemed University	Dept. of Education (University Self-Financed)	Private			Total	
			College/Unit	Self-Financed	State	Central			Aided	Un-aided	Private		
Arunachal Pradesh	0				1			1			11	11	13
Assam	22				1	1					50	50	74
Bihar	10		10	5	4			1			314	314	344
Jharkhand	4		21	1		1		1			109	109	137
Manipur	2				1						12	12	15
Meghalaya	2								1		3	4	6
Mizoram	4					1						0	5
Nagalng	2										7	7	9
Odisha	36				2	1	1				0	0	40
Sikkim	1										2	2	3
Tripura	2		1			1	1				3	3	8
West Bengal	8	3			5	1		1	28	49	97	174	192
Total	93	3	32	6	14	6	2	4	29	49	608	686	846

Source: www.ncte.org, As on: 18<sup>th</sup> Oct. 2019

is observed from the above table (Table No-3) that there are twelve states under the eastern region. Among them, Odisha has the highest number of colleges with 36 that are run by the government wherein West Bengal it is with 8. It is also mention that there is no government colleges in Arunachal Pradesh in compare to the other states. The constituent colleges and units can be seen in Bihar follow by 15 colleges, Jharkhand with 22 and Tripura with 1. Maximum number of constituent colleges and units are found in Jharkhand and Bihar whereas there are no constituent colleges and units in the remaining states. In case of University departments in the Eastern region, it can be seen, 6 are located in West Bengal, 4 are in Bihar whereas Andhra Pradesh, Manipur, Jharkhand, Mizoram and Tripura have one respectively. Odisha and Tripura have only one Deemed University each. Arunachal Pradesh, Bihar, Jharkhand and West Bengal have one department of Education which operate through the universities’ self-financed programme. There is one private aided college in Meghalaya where in West Bengal it is 28 and 49 are private unaided. When it comes to the scenario of private institutions in Mizoram and Odisha, they have none. Among the private colleges in the eastern region, 109 colleges are in the Jharkhand, 314 are in Bihar and 146 are in West Bengal. So it can be concluded from the above discussion that among the 12 eastern regional states, West Bengal, Bihar and Jharkhand are the three most top states in respect of having the highest number of private B.Ed. colleges where West Bengal has ranked the second position.

Many private institutes are maintaining their standards by providing quality education. But it has less numbers. In the below table shows the number of private (self-financed) institutions that are maintain the facilities in their institutions like; residential facility for teacher as well as student, bio-metric, internet service, psychological lab etc.

**Table 4:** Institutional Facilities

Residential facility for teacher	Yes	10	Residential Facility for student-teacher	Yes	14
	No	10		No	6
Bio-metric facility	Yes	7	Internet	Yes	19
	No	13		No	1
Psychological Lab	Yes	18	Computer	Yes	17
	No	2		No	3
Playground	Yes	20	Yoga centre	Yes	8
	No	0		No	12

From the above table (Table No. 4) shows the institutional facilities of the colleges in terms of their residential facility for teacher and student-teacher, Bio-metric facility, Internet facility, Psychological lab, Computer facility, Playground and Yoga Centre. It is found that among 20 colleges, 10 colleges were replied that they have residential facility for teachers and 14 were for student-teacher. Only 7 institutions were operated through bio-metric facility, 19 were internet, 18 were psychological, 17 were computer facility for students, 8 were yoga centre and all the colleges have their own playground. The investigator also observes that most of the colleges do

not have their own playground, but they showed the otherwise in the NCTE norm.

Still less number of colleges are full of adequate staff. They are just managing the entire administration by lowest number of staff, whether it talks about teaching or non-teaching staff. The table no. 5 has showing the status out of 20 colleges in West Bengal.

**Table 5:** Number of Staff

Teaching staff	<b>Below 10</b>	<b>3</b>	Non-teaching staff	<b>Below 5</b>	<b>11</b>
	Below 15	13		Below 10	8
	More than 15	4		Below 15	1

It is found that 3 institutions having their teaching staff below 10 category, 13 colleges are below 15 and only 4 colleges are under more than 15 categories. Again, in case of non-teaching staff, it has been seen, 11 colleges are below 5 category, 8 colleges are below 10 category and only 1 college are below 15 category.

Hence, it is noted that few institutions are follow their standard by maintaining the norms of NCTE. Remaining institutions are managing their infrastructure as well as education by providing degrees without proper training.

The table no-6 represents the status of student enrolment among the 20 colleges.

**Table 6:** Status of Student Enrolment

<b>Students Enrolment</b>	<b>100 (Full)</b>	<b>Less 100</b>	<b>50 (Full)</b>	<b>Less 50</b>
	12	4	3	1
Total no. of seats have not filled	Out of 1600	14 seats are left	Out of 200	5 seats left

The above table shows the student enrolment of the colleges in respect to their intake capacity. 12 institutions are replied that they have filled with 100 intake capacity, only 4

**Table 8:** Details of Teaching Staff

Designation	Total no. of staff	Having NET/SET	M.Phil. (Pursuing/ Awarded)	Ph.D. (Pursuing/ Awarded)	Research Paper
Principal/ HOD	5	1	0	5	3
Assistant Professor	152	9	12	4	35
TIC	6	0	0	0	2
Total	163	10	11	9	40

The researchers examined 163 teachers' responses regarding their qualifications. Out of them, 152 were assistant professors, 5 were principals and 6 had TIC. Only one had cleared NET and all responded as holding Ph.D. degree in principal/HOD. In the post of assistant professors, only 9 had cleared NET, where 12 were awarded/pursuing M.Phil. and 4 were Ph.D. If we see in the above table 26, it is clearly indicated that all teachers engaged with research activities like seminar, articles etc.

The overall picture, by comparing the percentage analysis, shows that only 6.13% have cleared NET, 6.74% are pursuing/awarded M.Phil. and an unexpected level of percentage in having Ph.D. But in research activity, it shows that 24.53% have engaged.

The teachers are also paid salaries like other institution. But in case of private self-financed college, they paid negotiable amount. The discrimination in salary of the teachers' of private B.Ed. Colleges are presented in the below table.

institutions were not filled with 14 seats. On the other side those colleges have 50 intake capacity, 3 colleges are filled whereas one is not. Hence, it observed that, institutions' involvement in respect to student enrolment, it has been seen less number of colleges were not filled but remain institutions were perform very well.

In many institutions' owners are belong from other field. The investors invest their money into these such type of colleges. Not only invest but also hold position in his/her own college(s). It can be called the mobilization of investment. Here, the investigator presented in a table, the nature of mobilization of investment in teacher education and the positions hold in their own college(s).

**Table 7:** Main Profession and their Current Position

Profession of the owner	<b>Profession-A</b>	<b>29</b>	Current position of the owner in the college	<b>President</b>	<b>9</b>
	Profession-B	7		Secretary	2
	Profession-C	1		Teacher	7
	Profession-D	2		Member	21

When asked to the samples about their main profession of the owners, many responses were from them and that can be categorised into 4 sections. Profession-A connotes 'Businessman', Profession-B connotes 'Teaching', Profession-C connotes 'Spiritual Organisation' and the last Profession-D refers to 'Politician'. Among 39 owners, 29 members are businessmen, 7 members belong to teaching profession, only in one case, it has been observed that the institution is operated by spiritual organisation and 2 members are politician.

Thus, it also reveals that these owners are involved in many positions of the college management. The president rank holds nine members in which 2 are secretary, 7 are teachers and another 21 are involved as trustee members including house wives, brothers, sisters etc. of the owners.

**Table 9:** Salary Structure of the Teachers

Salary	Number of Teachers
Less than 10,000	46
Less than 15,000	47
Less than 20,000	53
More than 20,000	17

Investigate the discrimination in salary of the teachers, it is found from the table that 46 teachers are under less 10,000 categories, whereas 47 are less 15,000 categories, 53 are below 20,000 category and few number of teachers are under more than 20,000 category.

From the results we can say that the salary of the teachers are not properly followed and remunerated as per the government order. Some of the teachers are not replied about their salary. So that the result of quality of teachers are not enhance through the proper training.

**Table 10:** Satisfaction with Salary

Satisfaction with Salary	Response	Male	Female
	Yes	37	28
No	65	33	
Satisfied with this Job	Yes	52	38
	No	50	23

The Table 10 explores the responses of teachers about job satisfaction and provided remuneration. It clearly indicates that the males are high in number (65) who were not satisfied with the given salary even among the females, (33) there is the similar picture.

**Major Findings**

From the above discussion we have obtained the findings. The major findings are:

1. In West Bengal, only 4.14% colleges are funded by the state government whereas 75.64% colleges including private and private unaided are operated through self-financed.
2. Odisha has the highest number of government colleges with 36 while in Assam with 22.
3. Among the private colleges in the eastern region states, 15.88% of the colleges (109) are in the Jharkhand, 45.77% of the colleges (314) are in Bihar and 25.36% colleges (174) are in West Bengal.
4. We can see the information regarding institution’s owner and the land 74.35% of which belongs to businessmen like rice mill owners, medical representatives, gold dealers etc. and also teachers, politicians are directly or indirectly involved. In most of the cases, owners are in various positions in his own institutions.
5. For instance, 23.07% are the presidents at colleges, 5.12% are secretary, 17.94% are teachers and 53.84% are members of trustee boards. Thus, out of 14 respondents, 71.42% of the owners have more than one college and 3 have responded that their own campuses are there.
6. Out of 163 teachers, 152 were assistant professors, 5 were principals and 6 had TIC. Only one had cleared NET and all responded as holding Ph.D. degree in principal/HOD. In the post of assistant professors, only 9 had cleared NET, where 12 were awarded/pursuing M.Phil. and 4 were Ph.D. If we see in the table no.26, it is clearly indicated that all teachers engaged with research activities like seminar, articles etc.
7. Around 46 (28.22%) teachers responded that they came below the range of ten and fifteen thousand whereas 53 (32.51%) teachers got less than 20,000. Only few responded as getting salary above 20,000.
8. The investigator observes that most of the colleges do not have their own playgrounds, but they showed the otherwise while filling up the NCTE form.
9. 50% institutions have their institutional facility with residential accommodation (for Student-Teachers and Teachers), Bio-metric, Internet, Psychological Lab, Playground, computer etc.
10. At present 84% of the total number of colleges of teacher education are private and only 1.46% are the government colleges in West Bengal.
11. Among the 12 eastern regional states, West Bengal, Bihar and Jharkhand are the three top states in respect of having the highest number of private B.Ed. colleges

where West Bengal has tiered the first position.

12. In view of teaching staff and their sufficiency in the institutions, it is seen that most of the colleges does not possess adequate faculty. But it should be mentioned that often colleges are managing their programmes by other teachers as well as non-teaching staff which replace scopes for permanent teaching staff through dealing and recruitment on contractual basis and with a very low salary. Thus, from this research, variations in teachers’ salary provided by institutions are addressed, where 28.22 of the % teachers replied that they are paid amount less than Rs: 10,000 per month and 32.51% teachers’ salary is Rs: 15,000 respectively.

**Conclusion**

At the end, the following conclusion has been drawn from the entire analysis of the study particularly from the analysis of data. Teacher education is essential for the improvement of school education. In West Bengal, it comes to be commercialised. Among them, some institutions hold their standards with providing quality education. Although we have noted from objective 2 that, some districts have more colleges than the enough demand of education, some were colleges with inadequate modes by the student ratio. Therefore, so many students are getting their degrees from places outside of their locality or districts or states. So there are variations in listed districts regarding number of institutions. These districts have not been divided equally according to the student ratio.

At present, the government of West Bengal has taken all these B.Ed. colleges under one university which is named W.B.U.T.T.E.P.A. which is situated in Kolkata. The university has functioned by taken policies and managing of the programmes for the development of teacher education. Hence it is too difficult to manage these institutions in one way where the state of West Bengal ranked the first position followed by the 52% among the eastern region.

Last but not the least, it should be concluded that the number of colleges have arisen in the last two decades and since then it keeps on spreading. From an economic perspective, teacher education is also an important field of education which plays an important role in the economic growth of the society as well as the national income at large.

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