

Quality of Teacher Education in West Bengal

Dr. Shaswati Datta

Assistant Professor, R N Tagore B Ed College,
Brindabanpur-722203, Bankura, West Bengal, India.

Abstract:-

By drawing on quantitative data and qualitative analyses of five major national education policies implemented in India over the last 15 years, this comprehensive volume explores their impact on teacher quality and perceived effectiveness, explaining how this relates to variations in student performance. Responding to a national agenda to increase the quality of the Indian teacher workforce, Teacher Quality and Education Policy in India critically questions the application of human capital theory to Indian education policy. Chapters provide in-depth and strategically structured analyses of five national policies - including the recently approved National Education Policy (NEP) 2020 - to see how Indian policymakers use teacher quality as a driver and measurement of education and national economic development. Ultimately, the text offers evidence-based policy recommendations to improve teacher quality in India, suggesting that while all five policies have contributed significant frameworks and recommendations for teacher quality reform, they have failed to move beyond a symbolic function. Given its rigorous methodological approach, this book will be a valuable addition to the under-researched question of education policymaking in postcolonial contexts. It will be an indispensable resource not only for scholars working on policymaking in the Indian context, but also for those working at the intersection of education, teacher development, and policymaking in developing countries.

Key word: Quality, excellence, Teacher, Teacher Education.

Concept of teacher education:-

Teacher education is a process/programmed which helps the teacher or future teacher's to develop his/her professional knowledge, teaching skills, understanding and attitude to perform his job effectively and efficiently. Teacher education is a programmed that is related that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in. "All formal and informal activities responsibilities of a number of the educational profession or to discharge his responsibilities more effectively".....Good.NCTE define teacher education as "a programmed of education, research and training of persons to teach from pre-primary to higher education level"

Concept of Quality:-

Quality is a systematic approach in search for excellence, quality is never on accident, and it is always the result of high intention, sincere effort, intelligent direction and skilful execution.

Quality in teacher education:-

Quality in teacher education refers to the quality of the product of the institution. That is the student teacher. Quality teacher are instigated by their quality that they have achieved through their education and training.

Attitude towards teaching Profession: For the present study, Attitude towards teaching profession was the scores secured by the student-teachers on a readymade attitude scale prepared by Biswal in 2005.

Interest in Teaching: Interest in teaching profession for the proposed study was the total secured scores by the student-teachers on the Interest Inventory prepared by the investigator.

Teaching Aptitude: Teaching aptitude of the pre-service and in-service student-teachers for the proposed study was the total score secured in the Teaching Aptitude Test developed by Dr. Renu Mishra in 1993. Knowledge in Education: For the present study, Knowledge in Education was the total scores secured by the pre-service and in-service student-teachers in the knowledge test prepared by the investigator.

Teaching Skills: For the present study, Education skills were the total scores secured by the pre-service and in-service student-teachers in the observation schedule (teaching skill scale), prepared by the investigator.

Teacher Quality and Education Policy in India:-

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the recently approved National Education Policy (NEP) 2020 –to see how Indian policymakers use teacher quality as a driver and measurement of education and national economic development. Ultimately, the text offers evidence-based policy recommendations to improve teacher quality in India, suggesting that while all five documents have contributed significant frameworks and recommendations for teacher quality reform, they have failed to move beyond a symbolic function. Given its rigorous methodological approach, this book will be a valuable addition to the under-researched question of education policymaking in post-colonial contexts. It will be an indispensable resource not only for scholars working on policymaking in the Indian context, but also for those working at the intersection of education, teacher development, and policymaking in developing countries.

Preeti Kumar is an independent researcher and educational consultant based in South Africa. She completed her PhD at Lehigh University, Pennsylvania, USA.

Alexander W. Wiseman is Professor of Educational Leadership & Policy in the College of Education at Texas Tech University, USA.

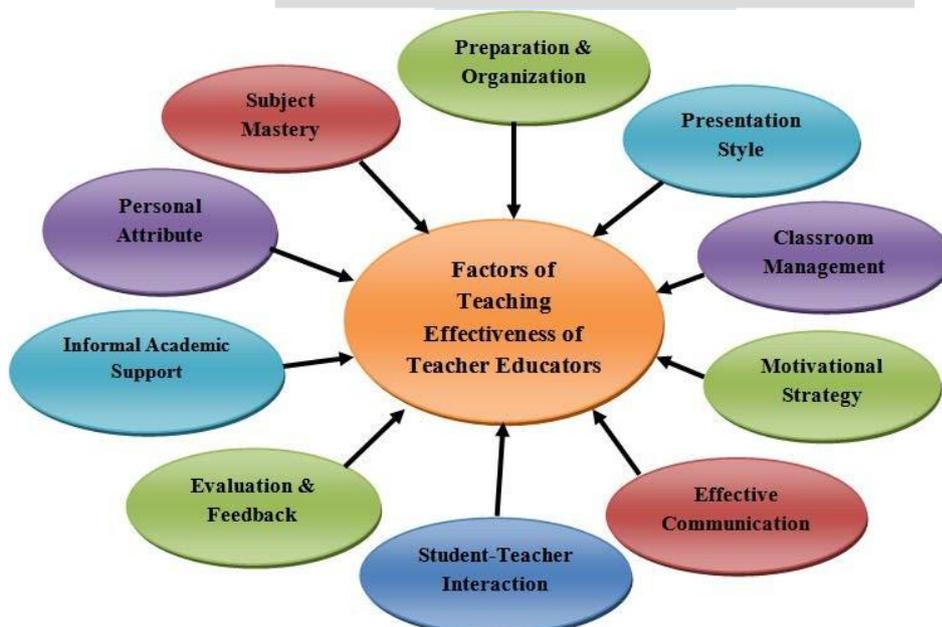
Role of Teacher Educators in Teaching Profession:-

The Teacher Educators are expected to face the new emerging demands of society. Teacher Educator's behaviour has a vital impact up on the development of child's personality. It also seems that the behaviour of Teacher Educator is a function of his/her acceptance of self. Efforts have been made to find out criteria for defining a successful Teacher Educator in terms of different characteristics. The successful and competent Teacher Educators are understanding, warm, friendly, responsible, systematic, stimulating, imaginative and enthusiastic than less successful Teacher Educators. Thus, a good Teacher Educator or an effective Teacher Educator is a relative term and requires many qualities.

NCTE (1998) was justified when it stated-“if teachers acquire professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in the genuinely professional manner, then a chain reaction can be brought about with a sound teacher performance culminating in a high quality learning among increasingly more students in cognitive, affective and psychomotor areas of human development” . As a teacher, the Teacher Educator is empowered enough to concentrate certain mechanism of teaching among the student-teachers. Teaching of a Teacher Educator has a number of multifarious reactions, which are genuinely reflected at the level of student-teachers.

Thus, a Teacher Educator has perform many roles like teaching, research, extension activities, training, development of instructional materials, administration, counselling to student-teachers and acquisition of expertise in his/her own area of specialization. Every institution expects a good performance by the Teacher Educator as it is linked with the tasks of maintaining and co-ordinating the standard of training. The various factors which influence the quality of education/training and its contribution to the national development are the quality of successful teaching and character of Teacher Educators.

Through the meta-analysis of review of related studies, it can be generalized the concept of Teaching Effectiveness of Teacher Educators in the following pictorial manner;



Conceptual Model of Teaching Effectiveness of Teacher Educators

Teacher Education in West Bengal:-

West Bengal is one of the 29 States in India with an area of 88,752 sq.kms. and a population of 8.02 crore according to 2001 Census. At present there are three Divisions in the state. The Jalpaiguri Division comprises the northern districts of Darjeeling, Jalpaiguri, Cooch Behar, Uttar Dinajpur, Dakshin Dinajpur and Malda with its headquarters at Jalpaiguri. The Presidency Division comprises the districts of Murshidabad, Nadia, North 24-Parganas, South 24- Parganas, Kolkata and Howrah with its headquarters at Kolkata. The Burdwan Division comprises the districts of Hooghly, Burdwan, Birbhum, Purba Medinipur, Paschim Medinipur, Bankura and Purulia with its headquarters at Chinsurah. The number of revenue districts in the state is 19. Siliguri being a separate educational district, the number of educational districts is 20. These districts are divided into 65 subdivisions. The number of Panchayat Samitis is 341. The state has constituted 3,355 Gram Panchayats with 44,846 Gram Sansads. There are 707 Circle Level Resource Centres, 4,217 Cluster Resource Centres and 47,651 Village Education Committees or Ward Education Committees.

West Bengal occupies 2.7 percent of the area of entire India although it accommodates eight percent of the total population of the country. It is situated in the east coast of India and is surrounded by Odisha, Jharkhand, Bihar, Assam. According to 2001, the literacy rate of the State was 64.91 percent (74.09 percent male and 55.13 percent for female). The Directorate of School Education is the principal implementing agency for the teacher education programmes. The SCERT looks after the academic aspects of teacher education. Looks after curriculum examinations and certification under the teacher education programme. The secondary teacher education institutions are controlled by the higher education Department as well as by the Directorate of Education under which CES and IASES are also running. There are 10 Government and 532 private teacher Education institutions at the primary stage: 413 B.Ed. colleges and 18 Physical education institutions. Previously the Primary Teachers' Training Institutions (PTTIs) offer one-year training course with pass as entry qualification. Right present Government has decided to conduct two years courses of study higher secondary pass as entry qualification as per CE norms. The Directorate of School Education SCERT and WBBPE are the main implementing agencies for teacher education. SCERT develops curriculum and materials for school education, teacher education and conducts research, training and extension programmes. The IASE David Hare Training College conducts B.Ed, M.Ed. courses, in-service training programmes and research. Now it has become a university WBUTTEPA. The mission of this newly setup University is to monitor Teacher Education and Administration in the state in compliance with the directions from all the regulatory bodies with special reference to the National Council for Teacher Education. The TES conduct programmes such as pre-service teacher's training extension services, literacy and social awareness programmes. The 16 number of DIETs of the state conduct teachers' training programmes at induction level. They provide research support in the form of extension, guidance, development of teaching learning materials, including teaching aid evaluation tools etc. The state of West Bengal has a large network of teacher education institutions. These institutions run several types of pre-service and in-service and in-service teacher education courses starting from pre-primary to Ph.D. courses in its hire universities in eight regions as well as teacher education institutes and colleges.

Presently the training of teachers, both prospective and practicing, is very weak in the state West Bengal. One of the main factors contributing to this situation is that teachers are trained in a way that students in schools are taught. The first decade of the twenty first century had the privilege of the liberalization policy introduced in early nineties. The education sector was opened for private sector participation and there was Public Private Partnership (PPP).

Foreign Universities are encouraged to set up their campaign in Indian soil to spread education, Many Private Universities came into being during this period so also the deemed universities becoming full-fledged universities by UGC under section 3 of UGC Act 1956. National knowledge commission has been set up which recommends achieving Gross Enrolment Ratio of 15% by 2015 in higher education. After universalization of education and flagship programme of Sarva Shiksha Abhiyan, now efforts are made to universalize secondary education through Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

The 11th plan is therefore called education plan as it gives more emphasis to education especially to higher education. During this period a number of central Universities have come up and IIT's and IIM's have set-up their new campaign to spread quality engineering and management education across the country.

Agencies and Process of Quality Assurance in India:-

Quality Council of India (QCI) has come out with a set of accreditation standards for quality school governance. National Accreditation Board for Education and Training (NABET) is a subsidiary of QCI and this has come out with a set of standards and specific procedures for accrediting the schools.

University Grants Commission (UGC) is the statutory body to maintain the quality of higher education. As per the suggestion of National Policy on Education (NPE) and the Programme of Action (PoA) (1986), UGC established National Assessment and Accreditation Council (NAAC) as an autonomous body. NAAC grades the institutions of higher education and

their programmes. It helps to improve the quality of teaching and research activities in these institutions and supports the academic growths of these institutions. UGC itself has come out with a set of performance RADARS to find out the performance and development of universities which are funded by the UGC.

National Board of Accreditation (NBA), which is established by the All India Council for Technical Education (AICTE) accredits programmes and courses of technical institutions. It will not accredit the institution. Other agencies are also there in India which assure quality of specific professional education programmes. National Council for Teacher Education (NCTE), Medical Council of India (MCI), Indian Nursing Council (INC) and Indian Council for Agricultural Research (ICAR) are some such statutory bodies. A brief look into the above discussion is enough to reveal that there are large numbers of agencies associated with quality assurance of different sectors of education across the globe. All these are external agencies for quality assurance and many are for profit organisations. Educating its citizens is one of the foremost concerns of every country. Majority of the countries have developed tailor-made quality assurance procedures to assess and assure the quality of education. Some of them are general in nature whereas some are specific for different stages of education. Some international agencies have even developed measures which would be suitable for the needs of different countries. A number of agencies at international level have prepared quality measures which are germane for different types of service sectors including education. Some countries have more than one agency for quality assurance. Different agencies have their own criteria and procedures for quality assurance and accreditation. They have identified the different quality aspects or thrust areas for various types of services. Based on this, majority of them prepared standards and indicators to measure the quality. The quality of an institution is measured against some benchmarks and then based on the criteria laid down by the accreditation agency, the accreditation status is granted.

Ranking and Accreditation:-

TEIs are classified in one of four categories "A" category TEIs that meet all the requirements and category "B" get an aggregate score. TEIs which fulfill all the land, building and faculty qualification criteria and obtain both the benchmark score for each section. The category "C" who on verification are found to have fulfilled the criteria for land, building faculty and faculty qualifications but score poorly in aggregate category C TEIs will be given a chance to resubmit a revised self-evaluation form (SEF) within 12 months of its notification and also submit a monthly action plan. 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 section 2 of section 32 of the NCTE Act, 1993 introduced an amendment to Regular to Regulation 8(3). According to this amendment an institution recognized by NCTE is required to obtain accreditation from an agency identified by it once every 5 years. It was decided, for the first time to rank the top 100 TEIs in the country once every 2 years.

The agency designated by NCTE for accreditation instead of NAAC is Quality Council of India (QCI) an autonomous agency under the Department of India. Over the last 5 months NCTE has been working with QCI to design and open nationalized a new accreditation and marking framework. This builds on recent efforts to obtain affidavits from TEIs. Beyond the physical assets and rudimentary academic assets in the original framework it gives maximum weightage to teaching and Learning Quality as well as Learning outcomes.

Suggestion for improving the quality of teacher education:-

1. Teacher education, like higher education and technical education must be the responsibility of the central government.
2. Government should look after the financial requirement of the institution. The government needs to provide financial assistance if necessary to improve the quality of teacher education.
3. Teacher educators must be well qualified and experienced. Necessary steps need to be taken to recruit experienced and trained teacher educators in teacher education institutions.
4. It is necessary that all the teacher educators be trained in the use of ICT.
5. Privatization of teacher education should be minimized and the commercialization of teacher education needs to be gradually reduced. And every teacher education institution needs to look at quality enhancement, not profit making.
6. Institutes of low standard should be reformed or closed.
7. To control the proliferation of colleges of education the Condition for affiliation of colleges of education should be made strict.
8. Regular and rigorous inspecting by NCTE and the University of Teacher Education should be done to maintain the quality of colleges of education.
9. More emphasis should be given on practice teaching till mastery is reached with appropriate feedback.
10. Evaluation in teacher education should be objective, reliable and valid. And more emphasis needs to be placed on school internship.

Conclusion:-

To conclude the expansion of teacher education was observed in terms of quantity and quality aspects. All the above described commissions and reports emphasize on the quality of teachers in general and teacher educators in specific. It was always a challenging task to make it more practical and relevant in the present context.

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