

A Study on current issues of Teacher training program in west Bengal

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ABSTRACT

At present in our country teacher training is a must before teaching as directed in NCTE regulation (2015). But we perceive that financial problem is profoundly increasing day by day for teacher training. As a result more students are frustrated and down beaten. Some institutes of our country do not obey the regulations of State Government or NCTE about finance for teacher training. Even the various institutes take admission through various processes and take more money, which regulations of state government or NCTE do not subscribe to. This flawed admission process creates barricade for teacher training course for poor students and their higher education respectively. As a result some wealthy family get unethical benefit out of the system, not to mention corruption underhand, connived at by the authority. Notably, study has been prepared by holding interviews and questionnaire and collecting data from primary source.

1. Introduction

Man is a social being and he is an integral part of society. The man is product of society whereas society also depend upon its individual potential for its holistic development. Teacher training course in India are designed for aspiring teachers to learn interactive and better ways of teaching to make a subject interesting. Teacher education in India is institution based along with internship programmer in real classroom setting. Teacher training is urgent requirement given the country's dire educational environment. The Various organizations (NCTE, NCERT, SCERT, DIET, SBTE, CASE ETC) are playing important role to rev up teacher training standard across the board, to make every arrangement effective enough to produce a quality, eligible teacher. But at present our countries have various problems of teacher training programs. One of the problems is financial problem of teacher education –here my case in point. Problem is financial problem for teacher education in India.

2. Review of related literature

Review of related literature means the similar studies made by previous researcher in the same area; following are few studies:

Dash j. (1985) Conducted on an investigation into the development of teacher education programme in Orissa with reference to motivation cast structure and quality! His major findings were the private training colleges were establish mostly with commercial motives and parochial feelings faulty admission procedure, no uniformity in the B.Ed. Curriculum the provision of in-service teacher education was inadequate the private training colleges were mainly financed by contribution of the trainees, in adequate physical facilities etc.

Seethramu (1986) Conducted a survey of secondary Teacher Education of ISEC Bangalore. Status of teacher educators working there in institutional Status in terms of physical facilities, admission procedure and finance individual

status of teacher education in terms of personal, social, economic and professional status were investigated.

Hemambujan(1983) Conduct a survey of teacher education at secondary level and made a critical appraisal of the B. ED. Programme in Tamil Nadu. He found that the state government controlled the recruitment of all the teacher's education selected was done on the reservation basis. The service of teacher Education was secure and their salaries were directly paid. It was found the financial recourse of the colleges of Education included fees and special fees remitted to them by the trainees.

Dr.Afshana Anees(2015) Conduct an investigation of teacher education and problems in bihar. Unhealthy financial condition of the colleges in teacher training. Our country has no proper infrastructure in teacher training colleges. As a result in proper selection of the candidate (student teacher) to be admitted. haphazard and in proper organization of the education.

3. Objectives

1. To find out economic problem for teacher education.
2. To know regulation of NCTE for teacher education from economic aspects
3. To find out economic problems of the students and teachers in teacher education course.

4. Methodology

The topic of study is to discuss the problems faced in teacher training colleges. NCTE guidelines were followed to specify the facilities and infrastructure required for B.ED colleges. Comparing with those, a list of problems were identified for future suggestion. The study of the population is all trainee teachers and a sample of teachers were taken from that. Interview and questionnaire were used as tool for the study. All data for the study has been collected from primary source such as trainee teacher (students) and teachers in

government, government-aided, and self-finance teacher training institutes.

Govt. Aided institution	25000+25000=50000
Self finance college	75000+75000=150000

5. Discussion

What is Teacher Education

Teacher Education refers to policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviors and skill they require to perform their task effectively in the class room, school and among communities.

According to UNESCO (2005), teacher education addresses environmental, social and economic context to create locally relevant and culturally appropriate teacher education programme for both pre-service and in service teachers.

According to NCTE, teacher education is a programme of education research and training of person to teach from pre-primary to higher education level.

According to kilpatric, the programme of teacher preparation was called teacher training. It prepared teacher as mechanics or techies; it had narrow goals with its focus being only on skill training.

Teacher Education in India

At first emphasized on teacher education wood des patch in 1854. As a result Normal school was established as the centre of teacher education for primary level. Education on policy in 1904 gave suggestion of teacher education for secondary level for 1 year period; even Calcutta commission in 1917 was supportive of that.

At present our country has various centre of teacher education for various level of teacher education course. For primary level D.El.Ed. For secondary level B.Ed.BT, B.P.Ed, for degree course level M.Ed.

NCTE (National Council for Teacher Education) is a main controlling authority of teacher training programme. In our country teacher training programme consists of two phases- in service and pre- service. In service are refresher course, short term course workshop, and seminar etc. Pre- service include D.El.Ed, B Ed, B.P.Ed, B.T, M.Ed etc.

Controlling Authority (NCTE)

NCTE is main controlling authority for teacher training programme. NCTE is given suggestions about finance for teacher training. Suggestion are given below:

- 1) Directly NCTE or affiliated any institute and state government will be properly provided finance for teacher education.
- 2) All suggestions by NCTE about finance are compulsory to all the institutes
- 3) At present (2015) 2 year b. ed course is compulsory before teaching, so NCTE or state government are given fees structure.

Institutes	Course Fee (2015)
Govt. Institution	1500+1500(2 years.)=3000 Maximum

- 4) For Teacher training, admission fees will be taken in installment or full payment.
- 5) For Distance mode of Teacher Education Course, fees will be taken in full payment.
- 6) There shall be uniform fees of 40,000 for processing and application for grant of recognition to an institution and to conduct teacher education programme payable in form of demand draft of any nationalized bank drawn in favour of the member secretary NCTE payable at city where office of regional committee is situated.
- 7) For pre – Service training, the Govt. and Govt aided teacher Education institutions are financially supported by respective state Govt. under the centrally sponsored scheme on teacher Education. The Centre Govt also supports over 650 institutions including DIET, CTE and the IASE.
- 8) For in service training, financial support is largely provided by the centre govt under the sarva shiksha abhijan (SSA) which is the main vehicle for implementation of the RTE Act. 21th day in service in training is provided to school teacher for refresher course and 30 days Orientation Course for untrained teacher. State govt. Govt provide financial support for in service programme.
- 9) The Institution shall charge only such fees as prescribed by the affiliating body/ State govt. concerned in accordance with provisions of NCTE (Guide line for regulation institutions fees and fees chargeable by unaided teacher education institution) regulation.
- 10) The Self finance training college strictly follow the existing pattern of allotment in merit quota and management quota. The Director of collegiate education and the registers of the concerned University shall have power to verify the admission done in self finance training colleges. The Principal of Govt. aided/ self finance training colleges or University of Colleges of teacher education shall follow the admission schedule strictly.

Kothari Commission (1964 – 1966) and finance of Teacher Education

There grants can be subdivided into two sub categories.

- (1) Grants in aid for scheme included in the state plan.
- (2) Grants in aid under centrally sponsored sector.

We are particularly concerned with the second categories nobly grants in aid under the centrally sponsored sector. It will be recalled that we have recommend a large expansion in the centrally sponsored sector and that following are some of the scheme which have recommended aid under this sector.

- Training of teacher.
- Development of the state institution of education.

1964 - 1966 Commission was if the view that tuition fees all teacher training institute should be abolished.

6. Findings of the study

- 1) Lack of financial infrastructure for teacher education.

- 2) Lack of controlling power, specially financial aspects of authority.
- 3) The various institutes of teacher education are taking plentiful money for teacher training course admission from students which are out of financial regulation of State Government or NCTE.
- 4) Lack of positive attitude of management committee in teacher training institutes. As a result some wealthy persons can take admission for teacher training course even when they are not eligible as merit.
- 5) At the present time teacher training program has become the business model. As a result corruption process is increasing day by day for division of

teacher training course, so poor students cannot take admission.

7. Conclusion

Education is the backbone of the nation. The more education one receives, the more it will play a vital role in the development of the nation. At present, the government has set up a teacher training course to develop skilled teachers, but there are many shortcomings. As well as several teachers in private enterprises are not operating according to the rules of the NCTE. As a result, the teacher on the one hand are facing different problems. Therefore, the government should give proper attention to the above problems and issues.

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