

PROBLEMS, REMEDIES AND INNOVATIONS OF PRIMARY TEACHER EDUCATION SYSTEM IN INDIA: WITH SPECIAL REFERENCE TO WEST BENGAL

Shampa Sarkar

Research Scholar, Dept .of Education, University of Kalyani,
Kalyani ,nadia ,West Bengal

ABSTRACT:- Education plays a vital role in social-economic development of a country. It can also help in the development of human civilization through reducing poverty, unemployment, population Explosion, terrorism ignorance, exclusion, etc. In our present education system Primary education is the most important stage which stage are provide basic knowledge of Education. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge. Teachers play a vital role in helping people to develop and fulfill their potential for personal growth and well-being. Teacher education is important as efficient teachers can shape an efficient future society. But in India Primary Teacher Education faced to many problems for development Primary Education System .In this context this paper tries to highlight problems of primary teacher education system in India with special reference to west Bengal. And also tries to highlight some remedies and various new innovations which are taken by the Central and state Government to Development of primary teacher education system in India.

KEYWORDS: - Primary Teacher Education, Problems, Remedies, Innovation

Introduction:-

Primary Teacher's Training is a teacher education programme, in which teachers are trained to become capable of providing the quality education to the students, which in turn help them to become a productive human resource of the future. Primary education or the elementary education is important to create a base for further studies and hence a trained teacher plays an important role in shaping one's career. A trained teacher can very well take care of the emotional needs of students along with academics. Primary Teacher's Training is a mandatory qualification for the appointment of primary teachers in various states. The National Policy on Education (NPE, 1986 & 1992) and Programme of Action (POA, 1986 & 1992) are the supporter for reformation and reconstitution of Teacher Education in India. Since then several major initiatives were taken by the government as a positive concern for quality. For quality management in teacher education, the National Council for Teacher Education (NCTE) was provided with statutory authority under the Act of Parliament.

Objectives: -

- To analyze the problem of Primary Teacher Education System in India.
- To find out Steps Taken for Improvement of Primary Teacher Education System in India
- To find out Steps Taken by the Govt. of West Bengal for Improvement of Primary Teacher Education System.
- To find out Innovations of Primary Teacher Education System In India and west Bengal.

Methodology:-

The paper is based on Secondary information collected from different sources like books. Journal, articles, reports of various government organization and commission etc.

Problems of Primary Teacher Education System in India:-

The system of teacher preparation is still weak in India. Today the major problems related to Primary Teacher Education include expectations, roles, relationships, rewards, recognition and sanction in the social group in which teachers work. Problems also exists in the determinants of educational programmers including the quality and availability of Teacher Training Institutions, infrastructural facilities, age-specific and properly trained teacher educators, administration, supervision and financial support from Central and State Government, etc.

- Time bound short term programme to clear the back log of untrained teachers in schools is totally commercialized today.
- The teacher education programmes are isolated from real schools based on lack of understanding of principles, theory and practices.

- There is a need for continuous monitoring of the demand and supply of trained teachers for each state and to make suitable plans to balance these two.
- Meeting the demands of trained teachers for our schools, the physical and institutional facilities, curriculum and its transaction should be improved.
- Admission criteria in teacher education programme are not the same in all states.
- The problem is compounded by the inadequate availability of teacher educators, particularly in the States of Assam, Bihar, Jharkhand and Orissa.
- There is a lack of appropriate stage-specific teacher educators.
- Degree and post graduate programmes in Primary Teacher Education provided by very few universities.
- Teacher trainers do not have a well defined professional identity,
- There is less scope for social recognition, honors, rewards and incentives.
- Monitoring system of the quality of self-financed PTTIs are not the same in all states.
- Evaluation and assessment system of student-teacher are very much backdated in most of the states
- Due to the geographical terrain, language complexities and conflict situations the states of North Eastern Region have inadequate training capacity, both for preparing trained teachers and for training the untrained teachers.
- The performance of the DIETs across the country is very poor in terms of :

A. Poor Infrastructure :-Most DIETs have infrastructural problems in the following areas :

- ❖ Maintenance of most DIET buildings is poor
- ❖ Hostels are not available in 40% DIETs of country
- ❖ Women's hostels are not utilized for security reasons in several states
- ❖ Libraries, a key facility, are totally neglected in most DIETs. 70% DIETs have no librarian.
- ❖ Computer cells in majority of DIETs are unused due to absence of electricity, UPS. Utilization is mainly for administrative purposes.
- ❖ Laboratories for different subjects and specifically for psychology and language are absent in most DIETs.

B. Disturbing Number of Vacancies:-A large number of unfilled posts exist in many DIETs thus making it difficult for them to function effectively. Shortages range from 4% to 80% in different states on an overall basis.

C. Personnel Issues:-DIETs are almost always in isolated locations and considered neglected institutions. Transfer to DIET is seen as a 'punishment posting' in the department. Absence of vision, mission and perspective is common among the faculty and staff.

D. Dysfunctional Programmes:-The DIETs are almost dysfunctional in the following areas:

- ❖ Adult education and non-formal education
- ❖ Research and Field Experimentation
- ❖ 82% of DIETs do not have Program Advisory Committee meant to finalize in-service training programs
- ❖ The Tenth Plan proposes to lay high emphasis on pre-service and in-service training of teachers; much of it seems to be only rhetorical as no concrete action can be seen on His ground.

Steps Taken For Improvement Of Primary Teacher Education System In India:-

(a) Curriculum Development :-The National Curriculum Framework for Teacher Education developed by NCTE and made the basis for curriculum change in institutions for teacher education throughout the country. This will help to improve the quality of Teacher Education Programme.

(b)Initiatives for North-Eastern States :-The States of North-Eastern Region like Assam, Arunachal Pradesh. Manipur, Meghalaya, Mizoram. Nagaland, Sikkim and Tripura, which have large percentage of untrained teachers in elementary schools has launched programmes to cover this gap by adopting the following measures:

- ❖ A Diploma Programme for Primary Teacher Education developed by Indira Gandhi National Open University (IGNOU) has been launched in collaboration with State Governments.
- ❖ NCTE has established a Regional Committee for North Eastern States to provide the necessary fillip to the teacher training institutions.
- ❖ Induction programmes of 4 to 6 weeks' duration by DIETs enrich the capabilities of untrained teachers. Capacity expansion in these States would require strong financial support from the Centre. Possibilities of convergence with other Departments, such as DONER and the North Eastern Council could also be explored for providing greater financial assistance.

(c) Upgradation of Infrastructure:-The process of strengthening Teacher Education Programme has given a further impetus by upgrading the physical and academic infrastructure of

- National Council for Teacher Education (NCTE)
- State Council of Educational Research and training (SCERT)
- Colleges of Teacher Education (CTEs)
- Institutes of Advance Studies in Education (IASes)
- District Institutes of Education and Training (DIETs)
- Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) on a pilot basis,
- Departments of Education in Universities.

(d) States Initiative:-

Over the last one-year, several States, including Uttar Pradesh, Madhya Pradesh, Orissa, Chhattisgarh, Bihar, Assam, Jharkhand, and West Bengal have prepared strategies for enabling the existing untrained teachers to acquire the D.El.Ed qualification through the distance-cum-contact mode. These States have collaborated with examining bodies (IGNOU, SCERT, State Board, State Open University, etc.) and taken steps for instituting reforms in the syllabus, developed resource material in local language, identification of study centers and mentors. The NCTE has already given approvals to the States of Uttar Pradesh, Madhya Pradesh, Assam, Chhattisgarh, and Orissa.

Steps Taken by the Govt. of West Bengal for Improvement of Primary Teacher Education System:-

- ✚ The academic and administrative responsibility of the DIETs was delegated to SCERT from West Bengal Board of primary Education of Department of School education, West Bengal on 08.01.2013
- ✚ Started two –year D.El.Ed. course in all existing Primary Teacher education institutes including DIETs, Govt. and Govt. sponsored, Govt. Aided and non govt.(private) PTTIs in West Bengal.
- ✚ Upgrading the existing curriculum of one –year D.Ed course to two –year D.El.Ed course as proposed by the NCTE in NCFTE 2009.
- ✚ Conducting the Two year course by the NCTE recognized and West Bengal board of primary Education affiliated primary Teachers' Training Institutes Of west Bengal through Open Distance Learning (ODL) mode.
- ✚ Affiliating new self- financed D.El.Ed college in different districts of the west Bengal according to the norms of NCTE.
- ✚ Organizing in-service training of elementary teachers through open distance in collaboration with Indra Gandhi national Open University (IGNOU) AND Netaji Subhas Open University (NSOU).

Innovations of primary teacher education system in India and West Bengal :-

Innovations in teacher education programme are needed for kindling the initiative and motivation of the teacher to keep him/her akin to the professional status on one hand and give vent to creative practices for making the optimum use of time and energy of the teacher and taught. Some of the innovative programmes basically looking at achieving universalisation of elementary education (UEE) in particular and introducing new practices in primary teacher education are:

- ❖ Shiksha Karmi Project(SKP)
- ❖ Lok Jumbish Project:
- ❖ M. Venkatarangaiya Foundation programme(MVF)
- ❖ Himachal Pradesh Volunteer Teacher Scheme(HPVTS)
- ❖ River initiative-Multi –grade teaching
- ❖ Bihar Education Project
- ❖ Andhra Pradesh Primary Education Project
- ❖ The Siksha Bandus .

CONCLUSION: - There are still some problems exist in the primary teacher education programme. These include lack of infrastructural facilities of teacher education institutions, shortage of faculty members and their improper training, isolated teacher education programme, less scope for social recognition, inappropriate monitoring system for self financed college, geographical barrier for NE states, backdated evaluation and assessment etc. To overcome these problems various steps have taken by the central and the concerned states governments, these include curriculum development according to NCFTE 2009, special initiatives for NE states, infrastructural development of national and state level administration bodies like NCTE, NCERT, as well as CTES, DIETs BRC CRC etc. Govt. of west Bengal has also taken some step for improvement of primary teacher education in the state. It involves shifting of responsibility of DIETs from WBBPE to SCERT, introduction of two year D.El.Ed course as proposed by NCTE, organizing in service training for untrained primary teacher through ODL mode in collaboration with IGNOU and NSOU. For achieving universalisation of elementary education (UEE) some innovative programmes have been introduced by various state governments and NGOs are Shiksha karmi project in Rajasthan, Himachal Pradesh Volunteer Teacher Scheme (HPVTS), Lok Jumbish Project in Rajasthan and River initiative in urban and rural areas of India etc. Govt. of west Bengal also recruited The Siksha Bandus to serve as bridge between the system and the primary and secondary schools.

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