

Status of Teacher Education in Current Scenario in West Bengal: A Review of an Emerging Research Field

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Abstract: *Knowledge is power implies that teaching is an art that can be acquired through a series of well – designed activities. Teacher Education imparting knowledge, skills and dispositions to individuals focused to develop their capacities for teaching. Became a professional teacher must be go through a good teacher training process. Teacher education is very helpful to become a good teacher and gather effective teaching skill and much more. Other hand, it can be most harmful to us if the teacher education program is scarred or not handled properly. At present West Bengal offers two years teacher training programe. Most of the teacher training colleges in West Bengal are run by privately. In this research work shows how the teacher education programs are continue in this colleges and to see quality of the teacher education programe. This research is review - based research of quality - based research.*

Keywords: Teacher Education, Quality Teacher Education, Teacher Education Position, West Bengal,

1. Introduction

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 Educators a relative term and requires many qualities (Datta, 2022).

1.1 Quality of a teacher and Govt. policy

This comprehensive volume examines the impact of five major national education documents that were implemented in India over the last 15 years on teacher quality and perceived effectiveness, relating these to differences in student performance. It does this by drawing on quantitative data and qualitative analyses of the documents.

Teaching Quality and Education Policy in India critically analyzes the application of human capital theory to Indian education policy in response to a national objective to improve the quality of the Indian teaching workforce. The chapters include in - depth and strategically organized examinations of five national education documents, including the newly adopted National Education Policy (NEP) 2020, to demonstrate how Indian policymakers employ teacher quality as a driver and measure of education and national economic growth. Finally, the article provides evidence - based policy proposals to increase teacher quality in India, implying that, while all five publications offered significant frameworks and recommendations for teacher quality reform, they failed to go beyond a symbolic role (Kumar & Wiseman, 2021).

1.2 Curriculum for teacher education

In many cultures, there is substantial discussion about what information, attitudes, behaviors, methods, techniques, and skills teachers should have. This is understandable given that teachers are entrusted with transmitting to learners society's beliefs, attitudes, and deontology, as well as information, advice, and wisdom, and with facilitating learners' acquisition of the key knowledge, attitudes, and behaviors required to participate in society and the economy (Wikipedia contributors, 2023).

- Philosophy of education, history of education, educational psychology, and sociology of education are examples of foundational knowledge.
- Assessing student learning, assisting English language learners, utilizing technology to improve teaching and learning, and assisting students with special needs are all required skills.
- subject matter and methodology Knowledge and skills—which sometimes include methods of teaching and assessing a certain topic, in which case this section may overlap with the first ("foundational") area. Because it is no longer feasible to predict what types of information and skills students would require when they enter adulthood, it is becoming more difficult to predict what kinds of knowledge and skills instructors should have. More emphasis is being placed on 'transversal' or 'horizontal' skills (such as 'learning to learn' or 'social competences'), which cut across traditional subject boundaries and thus call into question traditional ways of designing the Teacher Education curriculum (as well as traditional school curricula and ways of working in the classroom) (Wikipedia contributors, 2023).
- Practice at classroom teaching or any other sort of educational practice—usually, but not always, monitored and assisted in some way. Field observations, student teaching, or (in the United States) internships are all examples of practice (see Supervised Field Experiences below). This category also covers extracurricular competencies such as dispute resolution and bullying among students (Wikipedia contributors, 2023).

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1.3 Teacher attitude in India according to NCF 2009

The National Curriculum Framework (NCF) 2009 in India emphasizes the importance of a positive and student - centric teacher attitude. According to NCF 2009, teachers should possess certain attitudes and qualities to effectively contribute to the education system. Here are some key points regarding teacher attitude as outlined in the NCF 2009:

- a) **Child - Centric Approach:** The NCF emphasizes that teachers should adopt a child - centric approach, which means placing the needs, interests, and abilities of the students at the center of the teaching - learning process. Teachers should be empathetic and responsive to the diverse needs of their students.
- b) **Inclusivity:** Teachers should have an inclusive attitude and provide equal opportunities for all students, irrespective of their socio - economic background, gender, or abilities. They should create an inclusive classroom environment where every child feels valued and respected.
- c) **Lifelong Learning:** The NCF encourages teachers to be lifelong learners themselves. They should continuously update their knowledge and teaching methods to keep pace with changing times and educational developments.
- d) **Respect for Diversity:** Teachers should respect and appreciate the cultural, linguistic, and regional diversity of India. They should promote a sense of unity in diversity among students and help them develop a sense of national identity.
- e) **Critical Thinking and Creativity:** Teachers should encourage critical thinking, creativity, and problem - solving skills among students. They should create an environment that fosters curiosity and independent thinking.
- f) **Ethical Values:** Teachers should be role models of ethical behavior and values. They should instill moral and ethical values in students and promote honesty, integrity, and social responsibility.
- g) **Reflective Practice:** The NCF encourages teachers to engage in reflective practice, which involves self - assessment and self - improvement. Teachers should regularly reflect on their teaching methods and their impact on students' learning.
- h) **Collaboration:** Teachers should be open to collaboration with colleagues, parents, and the community. Collaborative efforts can enhance the overall educational experience for students.
- i) **Professionalism:** Teachers should exhibit professionalism in their work, including punctuality, dedication, and a commitment to the teaching profession.
- j) **Continuous Assessment:** Teachers should use various assessment methods to gauge the progress of students, focusing not only on academic achievement but also on holistic development, including social and emotional growth.

The NCF 2009 envisions teachers as facilitators of holistic development in students, with an emphasis on nurturing their cognitive, emotional, social, and ethical dimensions. It highlights the importance of teacher attitude in creating a positive and conducive learning environment that promotes the overall well - being of students.

1.4 Status of teacher education and teacher

West Bengal's educational system is in disarray, despite its rich history and intellectual tradition. Bengal, formerly recognized as India's intellectual powerhouse, is currently facing a major crisis in its academic institutions. Bengal was a paragon of industry and intelligence in the pre - independence era and for several decades afterward. The state generated a plethora of thinkers with unique abilities who succeeded in a variety of professions. However, today's Bengal is a mere shadow of its former glory, in a condition of fast decline (Singh, 2023).

A recent announcement from a college in Bengal has highlighted the declining quality of education. This notice not only diminishes the importance of academics, but also disregards the hard work and ambitions of Bengali students who aspire to pursue jobs in the intellectually exciting area of academics. The notification has seen a lecturer's hourly fee is Rs 100 each lesson. This pitiful sum serves as a harsh reminder of the state's value of education. It diminishes the academic achievements of students who have put significant dollars and time in their studies. There are many such examples (Singh, 2023).

There are many reasons behind this cause

- **Lack of education investment:** The state government has committed a relatively tiny amount of its budget to education, resulting in a scarcity of resources for schools and institutions.
- **Corruption:** Widespread corruption in the state educational system has resulted in a decline in educational quality.
- **Political meddling:** Teachers and administrators are frequently selected based on political ties rather than talent.
- **Poor infrastructure:** Many West Bengal schools and colleges lack essential infrastructure such as classrooms, libraries, and labs.
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- **Lack of skilled instructors:** West Bengal has a teacher shortage, and many teachers are underpaid and overworked.

West Bengal's kids are suffering as a result of the state's educational downfall. Many students drop out, and those who do graduate frequently lack the skills and knowledge required to thrive in the labor market (Singh, 2023).

2. Conclusion

The state government must act quickly to strengthen the educational system. This involves boosting educational funding, combating corruption, and choosing teachers and administrators on merit. The government must also upgrade school and college facilities and employ more skilled instructors. Many people may be curious about the

underlying roots of West Bengal's prolonged educational issue. As previously stated, the state's Education Minister, Bratya Basu, has been a big contributor. Basu has become embroiled in a number of disputes in recent years, taking his attention away from the important sphere of education. One such dispute included the nomination of interim vice - chancellors of public institutions, which Basu disputed, claiming political reasons and disturbances inside the universities (Singh, 2023).

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