

Quality Issues in Teacher Education Programs (B.Ed. & D.El.Ed.): Practical Limitations of Private Colleges in West Bengal

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ABSTRACT

Teacher education is an essential component of the educational system as it makes future teachers to develop students' knowledge, skills, and values. In India, the rapid expansion of private teacher education institutions has increased access to professional training programs such as Bachelor of Education (B.Ed.) and Diploma in Elementary Education (D.El.Ed.). However, this growth has also raised serious concerns regarding the quality of teacher preparation. The present study examines the issues affecting the quality of teacher education programs in private colleges in West Bengal and investigates how corruption and administrative malpractice influence teacher competency. The study focuses on institutional infrastructure, faculty recruitment practices, salary irregularities, academic monitoring, and the implementation of teaching practicum. A survey method was used to collect data from teacher educators and student teachers. The findings suggest that weak regulatory monitoring, financial corruption, and administrative pressure significantly undermine academic standards and professional preparation. The study recommends stronger regulatory mechanisms, transparent governance, and improved institutional accountability to ensure quality teacher education.

KEYWORDS: Teacher education, B.Ed., D.El.Ed., teacher competency, privatization, corruption, West Bengal.

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1. INTRODUCTION

Teacher education plays a fundamental role in shaping the quality of school education. Well-prepared teachers contribute to effective learning environments, student achievement, and the overall development of society. In India, teacher education programs such as Bachelor of Education (B.Ed.) and Diploma in Elementary Education (D.El.Ed.) are designed to prepare individuals for teaching at secondary and elementary levels respectively.

Over the past two decades, the number of private teacher education institutions has increased significantly. While this expansion has helped address the shortage of trained teachers, it has also created several challenges related to quality assurance, institutional governance, and professional ethics. Concerns have been raised regarding inadequate infrastructure, insufficient faculty recruitment, irregular salary payments, and manipulation of academic records in some private colleges.

In West Bengal, teacher education institutions operate under the supervision of regulatory authorities such as the National Council for Teacher Education (NCTE), universities, and the West Bengal Board of Primary Education. Despite the existence of regulatory guidelines, several institutions reportedly fail to maintain proper academic standards. These issues may have long-term consequences for teacher competency and the quality of school education.

The present study examines the major problems affecting teacher education programs in private colleges and explores how these issues influence the professional preparation of future teachers.

2. Review of Literature

Previous studies highlight the importance of strong teacher education systems in improving educational quality. Darling-Hammond (2006) emphasized that effective teacher education programs must combine theoretical learning with practical teaching

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experience. According to the author, high-quality teacher preparation programs include qualified faculty, well-designed curricula, and structured teaching internships.

Fullan (2007) argued that educational reforms cannot succeed without competent teachers. The study highlighted the need for continuous professional development and strong institutional support for teacher training programs.

In the Indian context, Batra (2014) examined teacher education policies and identified several challenges, including commercialization and inadequate monitoring of private institutions. The study suggested that rapid expansion of teacher education colleges has sometimes occurred without adequate attention to academic quality.

Kumar (2016) also reported quality concerns in teacher education institutions, including poor infrastructure, limited teaching resources, and weak regulatory oversight. These issues can negatively affect the professional preparation of teacher trainees.

Another important component of teacher education is field experience. Zeichner (2010) emphasized that practice teaching and internships help student teachers develop classroom management skills and pedagogical competence. However, when these components are poorly implemented, teacher trainees may graduate without sufficient practical experience.

Studies on privatization in education also highlight the risk of commercialization. Srivastava (2013) observed that private institutions sometimes prioritize

financial gain over academic quality when regulatory monitoring is weak.

Overall, existing literature suggests that quality teacher education requires strong institutional governance, qualified faculty members, adequate infrastructure, and effective supervision of teaching practice.

3. Objectives of the Study

The main objectives of the study are:

1. To examine the quality issues in B.Ed. and D.El.Ed. programs in private colleges in West Bengal.
2. To identify administrative and academic irregularities affecting teacher education.
3. To analyze the impact of institutional corruption on teacher competency.
4. To suggest measures for improving the quality of teacher education programs.

4. Methodology

Research Design

The study adopted a **descriptive survey method** to examine the issues affecting teacher education programs.

Sample

The study included:

- Teacher educators from B.Ed. and D.El.Ed. colleges
- Student teachers (Trainees) enrolled in these programs

Sample Distribution

Respondent Category	Frequency	Percentage
Teacher Educators	100	33.33%
Student teachers (Trainees)	200	66.67%
Total	300	100%

Participants were selected from private teacher education institutions in West Bengal.

Data Collection Tools

Data were collected using:

- Survey questionnaires
- Informal interviews
- Institutional document analysis

Data Analysis

Collected data were analyzed using descriptive statistics such as percentage and frequency distribution.

5. Major Issues in Teacher Education Institutions

5.1. Lack of Proper Infrastructure:

Many institutions do not maintain adequate facilities such as libraries, laboratories, and ICT resources. In some cases, these facilities exist only during official inspections.

Table 1: 5.1 Lack of Proper Infrastructure

Response	Teacher Educators (N=100)	Student teachers (Trainees)N=200	Total	Percentage
Strongly Agree	42	88	130	43.3%
Agree	33	60	93	31.0%
Neutral	10	22	32	10.7%
Disagree	9	18	27	9.0%
Strongly Disagree	6	12	18	6.0%
Total	100	200	300	100%

Interpretation:

A large proportion (74.3%) of respondents agreed that many teacher education institutions lack proper infrastructure such as libraries, laboratories, and ICT facilities. This indicates that many private teacher education colleges lack sufficient academic facilities such as libraries, laboratories, and ICT resources.

5.2. Violation of Teacher–Student Ratio:

Regulatory guidelines require a specific teacher–student ratio. However, some institutions recruit fewer faculty members while admitting a large number of students.

Table 2: 5.2 Violation of Teacher–Student Ratio

Response	Teacher Educators (N=100)	Student teachers (Trainees) N=200	Total	Percentage
Strongly Agree	38	80	118	39.3%
Agree	30	62	92	30.7%
Neutral	12	22	34	11.3%
Disagree	12	22	34	11.3%
Strongly Disagree	8	14	22	7.4%
Total	100	200	300	100%

Interpretation:

About **70% respondents** believe that institutions admit more students than permitted and fail to maintain the required teacher–student ratio.

5.3. Salary Irregularities:

Teacher educators in some private institutions face salary-related problems such as delayed payment, partial payment, or pressure to sign salary documents indicating full payment.

Table 3: 5.3 Salary Irregularities

Response	Teacher Educators (N=100)	Total	Percentage
Strongly Agree	46	46	46%
Agree	32	32	32%
Neutral	8	8	8%
Disagree	9	9	9%
Strongly Disagree	5	5	5%
Total	100	100	100%

Interpretation:

Approximately **72.6% respondents** acknowledged salary-related irregularities in some private teacher education institutions, which may negatively affect faculty motivation and institutional stability.

5.4. Administrative Pressure:

Faculty members may face pressure from management committees regarding attendance records, teaching responsibilities, and administrative tasks.

Table 4: 5.4 Administrative Pressure

Response	Teacher Educators (N=100)	Total	Percentage
Strongly Agree	40	40	40%
Agree	36	36	36%
Neutral	9	9	9%
Disagree	10	10	10%
Strongly Disagree	5	5	5%
Total	100	100	100%

Interpretation:

A significant majority (**73.4%**) reported administrative pressure from management committees regarding academic or administrative activities.

5.5. Manipulation of Attendance Records:

In some cases, teachers may work only a few days per week while attendance registers show full-time presence. Similarly, student attendance records may also be manipulated.

Table 5: 5.5 Manipulation of Attendance Records

Response	Teachers	Students	Total	Percentage
Strongly Agree	44	84	128	42.7%
Agree	34	62	96	32.0%
Neutral	8	24	32	10.7%
Disagree	9	18	27	9.0%
Strongly Disagree	5	12	17	5.6%
Total	100	200	300	100%

Interpretation:

Nearly **75% respondents** indicated possible manipulation of attendance records in some institutions.

5.6. Commercialization of Academic Activities:

Reports suggest that lesson plans, teaching materials, and project work are sometimes purchased rather than prepared by students.

Table 6: 5.6 Commercialization of Academic Activities

Response	Teacher Educators (N=100)	Student teachers (Trainees) N=200)	Total	Percentage
Strongly Agree	36	90	126	42.0%
Agree	30	66	96	32.0%
Neutral	14	22	36	12.0%
Disagree	12	14	26	8.7%
Strongly Disagree	8	8	16	5.3%
Total	100	200	300	100%

Interpretation:

About **74% respondents** believe academic activities such as lesson plans and project work are sometimes commercialized.

5.7. Examination Malpractice:

There are allegations that financial transactions may influence examination practices and practicum evaluation.

Table 7: 5.7 Examination Malpractice

Response	Teacher Educators (N=100)	Student teachers (Trainees) N=200)	Total	Percentage
Strongly Agree	32	70	102	34.0%
Agree	38	78	116	38.7%
Neutral	12	28	40	13.3%
Disagree	10	16	26	8.7%
Strongly Disagree	8	8	16	5.3%
Total	100	200	300	100%

Interpretation:

A considerable number (72.7%) of respondents reported concerns about examination malpractice.

5.8. Improper Practice Teaching:

Teaching practice and internship programs are sometimes not conducted according to regulatory guidelines, reducing opportunities for practical learning.

Table 8: 5.8 Improper Practice Teaching

Response	Teacher Educators (N=100)	Student teachers (Trainees) N=200	Total	Percentage
Strongly Agree	40	92	132	44.0%
Agree	34	66	100	33.3%
Neutral	10	22	32	10.7%
Disagree	10	12	22	7.3%
Strongly Disagree	6	8	14	4.7%
Total	100	200	300	100%

Interpretation:

Around 77.3% respondents reported that practice teaching and internships are sometimes conducted improperly.

Major Findings of the Study**➤ Sample Distribution**

The study included 300 respondents, comprising 100 teacher educators (33.33%) and 200 student trainees (66.67%). The larger proportion of student trainees ensured that the perspectives of those undergoing teacher training were adequately represented along with the views of teacher educators.

➤ Inadequate Institutional Infrastructure

A substantial majority of respondents indicated that many teacher education institutions suffer from **insufficient infrastructure**. About 74.3% of the respondents either agreed or strongly agreed that facilities such as libraries, laboratories, and ICT resources are not properly maintained or available. This finding suggests that infrastructural deficiencies remain a major challenge affecting the quality of teacher education.

➤ Violation of Teacher–Student Ratio

The data reveal that **approximately 70% of respondents** believe that institutions often **admit more Student teachers (Trainees) than permitted**, while failing to maintain the prescribed teacher–student ratio. This practice may negatively affect individual attention, supervision, and the overall quality of training provided to student teachers.

➤ Salary Irregularities among Teacher Educators

The study shows that **about 78% of teacher educators** acknowledged the existence of **salary-related irregularities** in certain private teacher training institutions. This indicates that faculty members may face delayed payments, partial payments, or non-compliance with prescribed salary

norms, which can influence teacher motivation and institutional stability.

➤ Administrative Pressure from Management

A significant majority (**approximately 76%**) of teacher educators reported experiencing **administrative pressure from management authorities**. Such pressure may include interference in academic decisions, evaluation processes, or institutional functioning, which may undermine professional autonomy and academic integrity.

➤ Manipulation of Attendance Records

Nearly **75% of the respondents** indicated that **attendance records may sometimes be manipulated** in certain institutions. This suggests that some colleges may allow irregular attendance while officially maintaining full attendance records, thereby compromising the credibility of teacher education programs.

➤ Commercialization of Academic Activities

Around **74% of respondents** believed that certain academic activities—such as lesson plan preparation, assignments, and project work—are **sometimes commercialized**. This finding implies that academic tasks meant for skill development may occasionally be outsourced or purchased, reducing the authenticity of training experiences.

➤ Examination Malpractice

The results show that **approximately 72.7% of respondents** expressed concerns regarding **possible examination malpractice**. This includes unfair practices during internal assessments or final examinations, which can affect the validity and reliability of teacher evaluation systems.

➤ **Improper Implementation of Practice Teaching**

A very high proportion of respondents (77.3%) reported that **practice teaching and internship programs are sometimes conducted improperly**. Since practice teaching is a core component of teacher education, its improper implementation may significantly reduce the professional competence of future teachers.

Overall Finding

The overall results of the study indicate that **several structural and administrative problems exist within some private teacher education institutions**, including infrastructural deficiencies, regulatory violations, financial irregularities, and academic malpractice. These issues collectively contribute to the **quality crisis in teacher education** and may adversely affect the professional competency of future teachers.

6. Impact on Teacher Competency

The issues identified in this study have serious implications for teacher competency. When teacher education programs lack academic rigor and professional integrity, graduates may enter the teaching profession without adequate skills in:

- Lesson planning
- Classroom management
- Student assessment
- Pedagogical strategies

As a result, the quality of school education may decline.

7. Recommendations

To improve the quality of teacher education programs, the following measures are recommended:

- 1. Stronger regulatory monitoring** of teacher education institutions.
- 2. Transparent faculty recruitment** and timely salary payment.
- 3. Digital attendance systems** for teachers and students.
- 4. Regular infrastructure inspections** by regulatory bodies.
- 5. Independent supervision of examinations and practicum activities.**
- 6. Strict enforcement of NCTE norms and standards.**

8. Conclusion

Teacher education is the foundation of an effective education system. However, corruption, weak governance, and commercialization in some private teacher training colleges threaten the quality of

professional preparation. Addressing these challenges requires stronger institutional accountability and regulatory enforcement. Improving the quality of teacher education programs will ultimately contribute to better teaching practices and improved learning outcomes in schools.

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