



Role of Self Financed College to Maintain Modern Trend and Quality Education in B.Ed Colleges

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Abstract: *The thirst for quality in teacher education has been a developmental agenda of all developed and developing countries of the world as teacher education plays vital role in reforming and strengthening the education system of any country. Since government has failed to respond quickly to the demand of changing society and aspirations of individuals and learners, there has been a mushroom growth of private teacher education institutions to meet such needs and aspirations. In the last one decade the number of teacher education colleges has enormously expanded. In this article the researcher has made an attempt to know about the factors responsible for the growth of Self financed B.Ed. colleges, to study the advantages of Self financed B.Ed. colleges and to understand the problems of the growth of self financed B.Ed. colleges. The study also provide with some suggestions that can be implemented to cope with the prevailing situation. Private teacher education is growing worldwide in response to a number of factors and with a variety of goals—meeting the demand for access to teacher education courses; providing more choices or differentiated products to meet the specific demands of the students as consumers and clients; more feasibly implementing variable fee structures on the basis of ability to pay; adopting practices from business management to increase accountability and economic efficiency; shouldering some governmental burdens; rectifying in egalitarian, over-, or mis-use of public provision of teacher education; making the government focus on its prime duty towards literacy and basic education*

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Introduction: A nation's standard is directly proportional to the standard of its people. Education is the single most important component in determining a society's standard of living, and the calibre of its educators has the greatest impact on student achievement. (Young et al., 2003). A nation's educational system rests on the shoulders of its teachers and the quality of their training. In addition to courses designed to prepare future educators, teacher preparation programmes also aim to enhance the skills of educators already working in the field, with the hope that their students would benefit from these courses. According to Rahkshit and Mete (2019).

In order for teachers to be able to fulfil the demands and difficulties of their job in the modern day, teacher education programmes aim to improve their skills and knowledge. What this term refers to are the programmes and policies put in place to help future educators acquire the character traits, beliefs, and abilities that will serve them well in the classroom and beyond. The term "teacher education" was first used in Goods's (1973) dictionary of education to describe the process of preparing individuals to become educators, including both official and informal learning opportunities. As stated by Rizvi (2016)

Both the pre-service and in-service phases of teacher education are essential and mutually supportive. “Teacher education can be considered in three phases: Pre-service, Induction and In-service,” states the International Encyclopaedia of Teaching and Teacher education (1987). All three steps are seen as interconnected components of a continuous process. Contrary to the idea that “Teachers are born, not made,” the theory posits that “Teachers are made, not born.” Because of the dual nature of teaching as an art and a science, effective educators need to hone their craft by learning both theory and practical “tricks of the trade.” There is a wide range of topics covered in teacher education. Community projects and extension efforts, such as adult and non-formal education programmes, literacy and social development initiatives, and in-service and pre-service teacher training courses are also part of its intended scope. (Shankar, 2016)

Need and Importance of the Study: Good and effective management is the hallmark of a healthy and effective functioning organization, be it an educational institution or otherwise. B.Ed. colleges provide the nurturing environment for the budding teachers to discharge their duties effectively and efficiently once they join in some school as teachers. The Principals of these B.Ed. colleges are the guiding force, beacon lights and act as exemplars for the trainee teachers. As a result, unless these Principals are effective in the discharge of their solemn duties as the heads of B.Ed. colleges, nothing substantial can be achieved and the outcome of the entire exercise in these colleges will be dismal. The investigator has reviewed a large number of Indian and Foreign studies relating to the present research study. It has been observed by the investigator that there are only limited studies on effective functioning of B.Ed. colleges. So there is a need to review the available researches in order to develop a conceptual model for the investigation and to develop a clear understanding of the present study.

Objectives: The present study has been carried out for the following purposes-

- ✓ To know about the factors responsible for the growth of self financed B.Ed. colleges.
- ✓ To study the advantages of Self financed B.Ed. colleges
- ✓ To understand the problems of the growth of self financed B.Ed. colleges.

Factors Responsible for growth of Self Financed B.Ed. Colleges in India:

1. Need for competitive efficiency: Efficiently fostering a more competitive economic environment is the primary rationale for privatisation. People think that government-run businesses aren't very efficient. In terms of labour and resource allocation, private ownership and control are seen to be more efficient.

2. Growth in population: The total population of India is close to 107 million. We need more private institutions to help feed a lot more people. Privatising teacher education is necessary to meet the demand for it among the country's youth.

3. Financial burden on government: The budget for teacher training in India is tight. Public businesses' monetary burden has become too great for the state or government to sustain. Approximately 3.5% of GDP goes into education in India right now. Even the centre admits that 6% is the bare minimum. Spending on teacher education, however, is quite low.

4. Education is an Economic good: Education is now seen more as an essential economic factor than as a social benefit. Human resource development is facilitated by investments in education. The business sector stands to gain the most from the knowledge industry, thus their initiative may be of great assistance in this endeavour.

5. Quest for Quality: When it comes to acquiring both people and material resources, private organisations do not need extensive processes. Privatisation is necessary for the acquisition and upkeep of high-quality

infrastructure and equipment, such as furniture, buildings, various labs, and skilled academic staff who may be compensated according to demand.

6. Rapid growth of school education: Demand for privatisation of teacher education is urgently needed since the government is unable to meet the demand caused by the increasing number of schools.

7. Fulfilling the need for skilled manpower: As a result of restrictions on their autonomy, government agencies seldom take the lead. To meet the demand for topics that contribute to the nation's economic growth, private institutions are free to provide new and advanced courses. This is a time-and market-appropriate solution. This calls for a shift towards privatisation.

8. Curtailment of corruption: The private sector is crucial for bringing corruption in the public sector under control. To a certain degree, privatisation puts an end to corruption and brings about discipline. Consequently, capacity utilisation will occur.

9. Desire for more autonomy: Institutions will have more freedom and reliance on private funding if teacher preparation programmes are privatised. As a result, the spheres of management, administration, and finance will be free from political meddling.

10. Technological developments: The public sector is unable to satisfy the needs of industry and other economic sectors because of its limited resources. Therefore, it is the responsibility of the private sector to educate workers on technology and meet consumer needs.

Advantages of Self Financed B.Ed. Colleges:

All sided demand: Govt. is responsible behind the spread of education which includes the establishment of new institutes. In this regard govt. need to raise fund by collecting taxes which sometimes becomes impossible. In this case private provision is the only way in which education system can grow up in response to increase demand.

Economic compulsion: Education is also relevant to globalization through Cultural integration. In the wake of competitive market scenario, the countries are left with no choice other than to depend on education and training to manage economies. Common people are getting interested to cope up the economic compulsion through privatization.

Lessen the pressure on govt. institutions: sometimes it is not possible for the Govt. institutes to make all the students enrolled. It becomes a over burden. To increase the enrollment privatization of education plays the most vital role. It helps in enrolling more and more students.

Charting the pressure of Privatization: Education is in great demand. Parents will go to private companies to meet their children's educational needs if they feel the government cannot provide those needs.

Demand side pressure: Due to the need to boost tax revenue, the government system is unable to accommodate a surge in enrollment. Only via private supply can the education system expand to meet rising demand under these conditions.

Push and Pull Factors: The school system is being pushed towards privatisation. Shifts in the global economy and society are one component. When globalisation and market liberalisation are considered together, the government is likely to be encouraged to seek out solutions that are more efficient, adaptable, and cost-effective. The general public will have more freedom of choice in educational institutions if they are privatised. Privatisation policies and programmes in education.

Private Contracting specific services: When it comes to individual services, it may be the least frequent method of privatisation but the most prevalent overall. Schools provide a plethora of services that have

nothing to do with education. Opportunities abound for students in many areas of higher education, particularly in training programmes like the Bachelor of Education (B.Ed.).

Giving employment to number of trainees: Private training institutes abound in our nation, and they regularly welcome new students both before and after they complete their undergraduate degrees. They may apply for employment when they receive their Bachelor's or Master's degrees in education. These private training institutes help people advance in life by suggesting them to various fields, which improves their quality of life. There is a huge opportunity for 2 Lac teachers to contribute to the growing trend of education privatisation in India.

Major Concerns Regarding Self Financed teacher education Institutions in India: Many private teacher education institutes in India have received permission from the regional centre of the National Council of Teacher Education (NCTE). (There are about 500 private, unaided B.Ed. institutes in West Bengal alone.) Concerning the validity of the B.Ed. programme, the question arises as to whether or not there is any kind of monitoring mechanism in place by university administration, government officials, or NCTE officers to ensure that staff are available, that students attend classes regularly, that admission criteria are up-to-date, and that the programme is well-organized and run. When deliberating whether to authorise the establishment of new private institutions for teacher preparation, this matter must be considered. The primary goals of India's private schools for teacher preparation are as follows.

(Chougale,2014)

1. There is a severe lack of skilled teaching faculty in private teacher education schools, and those who are there are often hand-picked by the administration rather than applied for.
2. College administrations act on their whims and fancy, and the exorbitant entrance fees (ranging from Rs. 70,000 to Rs. 1,50,000) at private institutions mean that only the wealthiest and most famous can afford to attend.
3. If students are unable to attend these extracurricular and co-curricular events, they are able to cover the costs by collecting additional sums from them under the guise of "practical examinations," "study tours," "practical records," etc.
4. Surprisingly, most private universities that train teachers do not keep accurate records of student attendance and will nevertheless give exams to those who have never set foot in a classroom.
5. The availability of private schools is unfortunately unequal. For marginalised communities, these institutions continue to be inaccessible.
6. Institutions that provide professional prospects via private participation still have a participation rate of less than 50% among women across all levels of schooling. When private schools don't accept low-achieving students, privileged people may once again afford to ignore their academic abilities.
7. There are a lot of shady dealings that go on behind the scenes at these private schools to get them accredited, affiliated, and recognised.i.e., by abusing their position of political, financial, and communal authority while disregarding the rules and regulations set forth by the relevant regulatory agencies. (Goud, 2017)

Suggestions: To maintain quality and standards of education, regulatory bodies should be established in the state because education is the responsibility of State Government as per constitution of India though it is under concurrent list. It should decide the fee structure as per Government norms. It should check the salaries and status to the teachers for minimizing their exploitation. A regular checking should be made to

make the institutions free of all illegal activities like taking excessive fees etc. Only then our education system gets reformed in the private sector. (Ko-Ho Mok,2005)

- At higher education level, Mushroom Colleges have grown rapidly. Such colleges are becoming the center for selling degrees. They do not have adequate infra structure facilities, trained teachers are not available in those institutes. Such colleges should be banned and get the affiliation cancelled. So government should check these kinds of colleges in control.
- Education focus organizations which are largely cut off from the talent, innovation and eldership qualities should get characterization though for-profit companies in India. In this way, talented and skillful persons will also get welcomed.
- The sort of educational management, if promises to fulfill by private entrepreneur can also utilize their business training for educational reforms.
- Power, infrastructure or telecommunication and financial support, if provided from private sector will be able to lead the growth and progress of educational organization in the country.
- In most of the institutions, there is no freedom for innovation in teaching as the private schools have their own set rules, methods which teachers have followed. Many a time one has to obey the management where most of the members are not qualified. In these kinds of situations, privatization has provided them job opportunities but not job satisfaction. It can be achieved only if the management takes them into account.

Conclusion: Currently, the private sector controls the vast majority of institutions that provide professional education, including the vast majority of schools that prepare teachers. Private teacher education institutions in India are still not well-regulated in terms of their founding, administration, and operation. In 2012, Verma Colleges that provide private teacher education must be subject to regular inspection, acknowledgment, affiliation, and accreditation in order to meet the critical need for effective and efficient regulatory and monitoring frameworks and policies. To ensure that all students have access to high-quality, egalitarian education, there must be a well-thought-out strategy, increased funding, and supportive legislative framework.

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