European Journal of Innovation in Nonformal Education (EJINE)
Volume 4 | Issue 1 | Jan - 2024 ISSN: 2795-8612

Studies on Decline Interest by the Undergraduate & Post Graduate Degree Holders about Teacher Training Program Due to Unemployment in West Bengal

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A B S T R A C T
Aims &Objectives: *This article examines how the problem of unemployment in teaching profession is the main reason why graduate and post-graduate degree holders are becoming less interested in enrolling in teacher training programs. The study looks into how the decreased desire to pursue a career in teaching is influenced by the growing competitiveness in the deficit of jobs outside of education. Additionally, the analysis explores the socioeconomic and psychological factors, such as felt low earnings, job insecurity, and limited opportunities for career advancement which discourage competent individuals from devoting time and resources to teacher training.* ***Method:*** *This study adopts a mixed-methods approach, combining both quantitative and qualitative research methods to provide a comprehensive understanding of the issue.* ***Findings & Conclusion:*** *The study concludes that the declining interest in teacher training programs among undergraduate and post-graduate degree holders in West Bengal is primarily due to unemployment, job insecurity, and the perception of low job satisfaction and career growth in the teaching profession.* ***Recommendations:*** *The article stresses the urgent need for policy interventions to make teacher training programs more appealing and in line with the current economic realities by looking at a variety of job market and educational factors. This will encourage eligible persons to consider teaching as a career.*

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A R T I C L E I N F O
Article history:
Received 01 jan 2024
Received in revised form
10 Jan 2024
Accepted 30 Jan 2024

Keywords: Unemployment, Teacher training programs, Job market competitiveness, Socioeconomic & Psychological factors, Policy interventions.

Introduction:

Undergraduate and graduate degree holders' interest in enrolling in teacher training programs has clearly decreased in recent years. In a time when there is a critical need for trained educators, this tendency has sparked worries about the future of Teacher Training Institution and the supply of qualified teachers (Ghosh, 2015). The growing problem of unemployment, which has had a deep effect on graduate and post-graduate professionals, is a major reason in this reduction. Many people with advanced degrees are reluctant to devote time and resources to teacher training programs as job markets become more competitive because they believe the field offers few chances for career progression, job stability, and financial incentives (Giri.& Maity. 2019). This article examines the various factors contributing to this tendency, looking at how market forces, psychological obstacles, and socioeconomic difficulties interact to discourage educated people from pursuing careers as teachers (Sen,2018). By better comprehending these elements, we can start to address the root causes and create plans to rekindle interest in teacher preparation programs and teaching as a respectable career choice.

Objectives:

- To know about Different Teacher Education Programs
- To Identify the reason of declining interest on Teacher Education Program
- To identify the impact for declining interest on Teacher Education Program
- To Know about Employment Situation of Teachers in West Bengal

Significance of the Study:

The study investigating the decline in interest among undergraduate and post-graduate degree holders in pursuing teacher training programs due to unemployment in West Bengal holds significant importance for several reasons, both on an academic and practical level. This research has the potential to provide key insights into the intersection of education**,** economic trends, and career choices in the context of contemporary social and economic challenges. The findings of this study could play a critical role in shaping education policy, enhancing teacher recruitment, and addressing the employment crisis within the education sector.

Review of Literature:

Pradhan.S. Mahammad.R, Paria.M, Maity.A, (2023) "Job Satisfaction among Secondary School Teachers in Paschim Medinipur District in the Present Context" "Introduction, Modern world is full of hassles, deadlines, frustrations and demands, where stress is common for everyone. Stress is a general human phenomena & a regular part of person's life from which nobody can get out of it. It is normal in bad situations or any tentative environment, but it becomes difficult when environmental stresses increase a person's adaptive capacity to cope. Objective, The main purpose of this study is to find out the stress among parents of secondary school children, to assess the stress between the working and non-working parents of the secondary school children and to study the relationship between the level of parental stress and family environment for working and non-working parents. Method, Considering the demand of the objectives the researcher has selected 20 mothers of secondary school children (10 working mother and 10 non-working mothers). Parenting Stress Scale consisting of 18 items developed by Abidin, 1990 and Family Environment Scale developed by Sanjay Vohra 1997 have been used as data collection tools. Descriptive Statistics and t Test and Pearson Correlation Coefficient have been used for the data analysis. Findings,It has been revealed that working mothers experience higher level of Stress as compared to the non-working mothers and there is no significant difference functioning and collaboration of working and non-working women in family functioning".

Jana, Sebak. (2024) Higher Education in West Bengal – An Overview, Higher education plays a pivotal role in the social, economic and scientific development of a nation. Higher education in India has witnessed tremendous increase in institutions and enrolment in recent years. Some of the major issues and challenges of higher education system in India are access, regional disparity, social group disparity, gender representation, imbalance in the diversification of subjects, improving quality and public expenditure on higher education etc. The State of West Bengal has had a great legacy of higher education in the country. In the above backdrop, the present paper is on the look at for the present status of higher education in the state by delving deep into some important parameters in higher education and attempts to find the major areas of concern in the higher education sector in the state.

Giri, D & Maity.A,(2019) "Emerging Trends of Privatization of B.Ed. & M.Ed. Education in West Bengal". "Higher education is a global phenomenon higher education plays pivotal role for the country's overall development including industrial, social, economic, political etc. Privatization of education was initiated in 1991. Privatization of education in West Bengal introduced new policies and programs to increase employment, outcome and income opportunities and achieve economic development at National and International level. It has brought about a rapid change in the educational scenario of West Bengal. Privatization encourages the individual and society to establish school, colleges and private universities to meet the growing demand for education. As a result, private educational institutions are growing day by day throughout the state. The present paper reveals an attempt to analyze the tendencies of privatization in education sector and also proposes to monitor and govern these institutions for quality education at different levels".

Maity.A & Hazra, KP,(2019) "Higher Education is one of the most important factors for short and long

term economic and educational growth and development of human resource which can take responsibility for all round development including social ,economical development of the country. India is currently at the stage of demographic transition where population rate is slowing down but, the trends of young people entering the labor force continue to expand. Teaching is a generous profession in our society as well as in our country. In West Bengal most of the educated people want to join this noble profession. We know that B.Ed. i.e teachers' training has become mandatory in teaching profession. Here, this case study shows about the status including total enrolled students, gender distinction on the basis of category of B.Ed. colleges of Purba and Paschim Medinipur District, West Bengal during the years 2016 to2019".

About Teacher Training Programs:

A teacher training program is one that gives educators the tools and contemporary pedagogical tactics they need to better engage, manage, and instruct their students in a way that guarantees every student is learning and gaining something from the experience (Chatterjee, 2020). This program equips aspiring or practicing educators with the attitudes, abilities, and information necessary to succeed in the classroom. Both theoretical & Practical activities are part of this program.

In West Bengal, there are various **Teacher Training Programs** details mentioned below are offered to prepare candidates for different levels of education. These programs are suitable for them who want to teach at primary, secondary, and higher secondary levels. The below mentioned table show details of those Teacher Training Programs" (Biswas, 2018).

Table: 1 Details of Different Teacher Education Program:

SL NO	NAME OF TEACHER TRAINING PROGRAM	DURATION	ELIGIBILITY	OUTCOME
01	D.El.Ed. (Diploma in Elementary Education)	2 Years	Higher Secondary (10+2) with a minimum of 50% marks (45% for reserved categories)	Primary School Teachers (Classes I-V)
02	B.Ed. (Bachelor of Education)	2 Years	Bachelor's degree (in any discipline) with a minimum of 50% marks (45% for reserved categories)	Upper Primary (VI-VIII) Secondary and Higher Secondary School Teachers (Classes IX-XII)
03	M.Ed. (Master of Education)	2 Years	Obtained At least 50% marks or an equivalent Grade in : 1.B.Ed, 2. B.A B.Ed./B.Sc B.Ed. 3.D.El.Ed with Undergraduate Degree 4.B.El.Ed	M.Ed. Qualifiers can work as a teacher in Teacher training College and/or can act as an educational leaders, administrators, education researchers, curriculum designers etc

Table: 2

SL NO	NAME OF TEACHER TRAINING PROGRAM	DURATION	ELIGIBILITY	OUTCOME
01	B.A B.Ed / B.Sc.	4 Yrs	At least 50%	Teaching at the secondary level

	B.Ed.	(Integrated)	Marks in Senior Secondary/+2 or its equivalent Examination. (45% for reserved categories)	Institutions in arts & Science - related subjects respectfully and can also pursue higher studies like M.Ed or other post-graduate Degree in education.

Table: 3: No of Different Teacher Education Institutions and Their Intake in West Bengal:

COURSE NAME	NO OF INSTITUTIONS	INTAKE
D.EL.ED	656	45650
B.ED	622	55500
M.ED	19	950
BA B.SC BED	8	800

Bar chart of Statistical Data

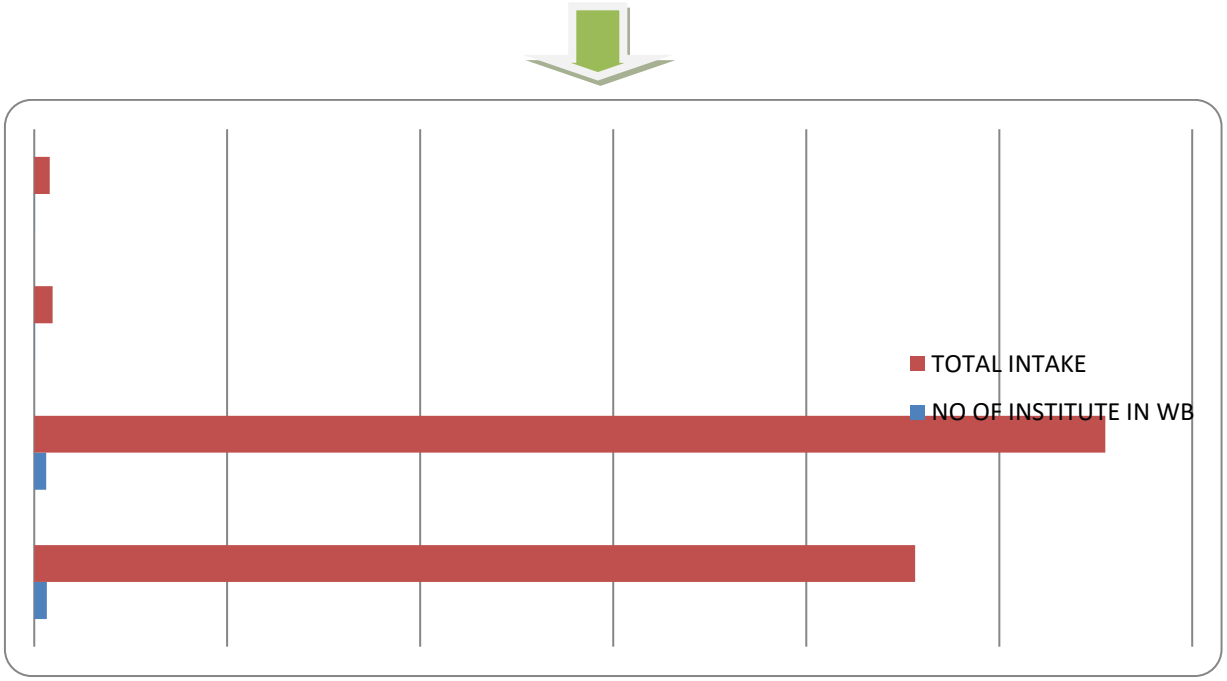


***Fig-1**: No of Different Teacher Education Institutions and Their Intake in West Bengal.*

Statutory Bodies:

Statutory Body is an organization or agency established by a particular legislation (law or act) passed by the government is known as a statutory body. These organizations were set up to carry out certain tasks, obligations, and activities specified in the laws that created them. Statutory bodies play a vital role in maintaining governance, regulatory frameworks, and ensuring compliance with the laws set by the government in specific sectors.

Statutory/Recognition Body of Teacher Education:

National Council for Teacher Education (NCTE) is the statutory body under Ministry of Education, Govt. of India which is established in the year of 1995 with the primary aim of ensuring the quality of teacher education in India (Sinha, 2016). Main goal of NCTE is to ensure that the Teacher Education Institutions meet the required norms & Standards to make capable & proficient educators and ensuring they provide adequate training in content knowledge, pedagogical skills, and ethical teaching practices.

Affiliating Body of Different Teacher Education in West Bengal:

Affiliating bodies are organizations that grant affiliation to educational institutions, allowing them to operate under their jurisdiction and offering recognized degrees, diplomas, or certificates. The affiliating body ensures that the institution follows prescribed academic guidelines and curriculum. In West Bengal there are several affiliating bodies under which the Institutions running different Teacher Education program are affiliated as mentioned below:

For D.El.Ed Course:

All the Institutes running D.El.Ed Program is affiliated to **West Bengal Board of Primary Education** which is an autonomous body established in 1975 under Department of School Education, Govt. of West Bengal. A main objective of West Bengal Board of Primary Education is to manage & control the primary education in West Bengal.

For B.Ed, M.Ed & B.A B.SC B.Ed. Courses:

All the Institutes running the **B.Ed, M.Ed & B.A B.SC B.Ed.** Programs are affiliated to **Baba Saheb Ambedkar Education University** formerly known as **The West Bengal University of Teachers' Training, Education Planning, and Administration** which was established in the year 2014. It is an umbrella university for all the institutions of West Bengal imparting education and research in teachers' training, education planning and administration. The university is investing dedicated effort for being responsive to Global changes and Indian heritage and for emerging as one of the pathfinders in the field of Teacher Education.

Current Status of Enrolment in Teacher Education Program:

In the present scenario enrolment in Teacher Education Program is decreasing day by day. Cause of decreasing the enrolment in teacher Education program in West Bengal Can be explained as different inter related factors such as financial barriers, limited career prospects, the undervaluation of teaching, and the rise of alternative career options. These challenges, combined with uncertainties related to job security, teacher recruitment, and the quality of education in some institutions, are contributing to a decline in interest in pursuing teaching as a career in the state (Ray, 2019). Addressing these issues, improving the status of teachers, and ensuring better career growth opportunities could help reverse this trend. Aspiring teachers discouraged by the uncertain prospects of securing a permanent, well-paying job after completing a teacher education program as because recruitment of teachers in West Bengal is almost stopped due to different issues. Due to non recruitment of teachers in West Bengal Over supplies of aspiring teachers has made. As a result competition is increasing day by day for attending different Teachers Eligibility Test like Primary TET, SSC etc.

Reason for Decline in Interest in Teacher Training Programs:

With high unemployment, graduates and postgraduates may view teaching as an uncertain career choice. Due to this uncertainties related to teacher recruitment are contributing to a decline in interest in pursuing teaching as a career in the state**.** Teachers often face challenges in upgrading their skills or moving up in their careers, which can discourage potential candidates from pursuing teacher education. Potentials candidates may be less interested to pursue the Teacher Education Program if these programs do not assure any Job in Teaching Profession.

Isolation of teacher education department

There has been a noticeable disconnect between teacher preparation programs and actual classroom practice, according to the findings of the Education Commission. Instead of seeing it as a place where future educators might grow professionally, schools see teacher education departments as foreign entities. Rather of worrying about the pedagogical merits of the process, these departments just follow the protocol of completing the required number of lessons.

Employment Situation of Teachers in West Bengal:

The situation of employment of teachers in West Bengal has been shaped by several factors, including government policies, educational reforms, and socioeconomic conditions.

Teachers in government schools are primarily recruited through competitive exams conducted by the West Bengal School Service Commission (WBSSC) or the West Bengal Board of Primary Education (WBBPE). These exams are designed for recruitment of Teachers in primary, secondary, and higher secondary Level. For a long time those exams are not conducted in West Bengal. Earlier some exams have been conducted, but qualified candidates have not been appointed till date. As a result many teaching posts are remain vacant which created a noticeable shortage of teachers in schools in West Bengal.

Apart from recruitment of Permanent teachers, there has been an increase in the number of contractual or ad-hoc teachers called PARA TEACHERS, especially in government schools. This policy has been taken by the State Govt. to fill teaching vacancies while controlling costs. However, Para Teachers face job insecurity and fewer benefits compared to their permanent Teachers.

Over the years, there has been an oversupply of teachers, particularly in certain subjects, leading to a saturated job market in Teaching Profession. This oversupply has made it difficult for new aspiring candidates to secure teaching jobs, lowering the incentive for many to enroll in teacher education programs.

After completing a teacher education program, potential candidates struggle to find suitable employment, particularly in Teaching Job in Govt. Schools.

Mindset of Aspiring Candidates:

Mindset of aspiring candidates may differ depending on a number of factors, such as their personal goals, circumstances, and career outlook, if they have earned both undergraduate and graduate degrees and then pursued a Teacher Education Program with the intention of becoming a teacher but ultimately fail to secure employment in teaching.

The following are some potential mindsets or emotions they could encounter:

Frustration and Disappointment:

Not landing a teaching position after devoting a substantial amount of time, effort, and funds to schooling may cause sentiments of disappointment or frustration. They might believe that their efforts haven't delivered the results they were hoping for.

Inferiority of Confidence:

Potential candidates of Teacher begin to doubt their skills if they have put a lot of effort into their academic and professional journeys and are still unable to secure a teaching position.

Insecurity Job:

Low student enrollment in a teacher education program, Teacher Training institutions faces financial challenges which caused decreased financing or fewer resources. Teachers may feel insecure about their jobs in such circumstances.

Choice of alternative career options:

Due to unemployment in Teaching profession aspiring candidates to be teachers are looking for some alternative career options like explore roles in education management, content writing, online tutoring, educational consultancy, play administrative roles in educational institutions, private tutoring services, or even opening a coaching center.

Impact on Private Teacher Education Institutions for Decreasing Enrolment in Teacher Education Programs:

For decrease in enrollment in Teacher Education Programs at private teacher education institutes, there are some strong impacts on those institutions, particularly considering their investments in infrastructure, faculty, and other operational expenses. Here are some possible points of those negative impacts:

Financial Burden to Provide Services:

Earning revenue of Private Teacher Education Institutions depends on Collected Fees from the Enrolled

students. So decreasing of enrolment of students in Teacher Education Programs directly affects their revenue earning making it is difficult to maintain operational expenses such as Faculty Salaries, maintenance expenses of Infrastructure, Maintaining Library facilities and other administrative expenses. Then, those Institutions are bound to cut back on expenditures, including faculty salaries, infrastructure development, or student support services. This could lead to a reduction in the quality of education and a negative impact on the institution's reputation.

Competition among Private Institutes:

In case of minimum enrolment of students in Teacher Education Programs private institutes might lower tuition fees or offer discounts, leading to a price competition that could exhaust their profitability. This may attract some students, but it is not be enough to offset the broader trend of declining enrollment, leading to financial instability.

Institutes may also need to rethink their marketing strategies, course offerings, and unique selling points to differentiate themselves from other institutions. However, with fewer students pursuing the Teacher Education Programs might become harder to sustain a competitive advantage.

Stress on Resources and Infrastructure:

The underuse of costly infrastructure, including classrooms, libraries, and other instructional facilities that the institutions have invested in, may result from a drop in attendance. These facilities' fixed expenses would still need to be covered, which would be inefficient.

Teacher education institutes are bound to maintain the number of teachers as per NCTE norms as per as actual intake even student enrollment drops significantly, cost of Faculty Salary which are to be paid is not changed and institutions will have to struggle to maintain the cost of resources.

Closures or Mergers of the Institute:

Due to low enrolment of the Students in Teacher Education Program collection of Revenue decrease. As a result Teacher Education Institutes face strong financial Difficulties. Small Size Institutes cannot cope up that difficulties, even cannot reach breakeven point also. Then those Institutes are forced either to close their Institutions or merge with larger Institutions.

Affect on Faculty Development Programs:

Financial difficulties due to low enrolment of the students in Teacher Education programs affects affect on Faculty Development Program like Seminar, Workshop, Conferences and research activities. As a result faculties could not stay updated on the latest trends in Teaching & Pedagogy.

Affect on Collaboration with Schools and Educational Organizations:

Private teacher education institutes get assistance from schools or educational bodies to provide student teaching Programs and internships. Due to low enrolment of the students in Teacher Education Programs it may reduce.

Requirement of Govt. Initiatives:

Due to lack of recruitment, students declined interest to enroll teacher education programs. For this reason Private Teacher Education Institutions are facing a acute challenge to generate revenue which affect to Continue the Institutions considering the Infrastructural Costs like Staffs salary, Library etc where as a huge amount already been invested to build the infrastructure, to take recognition & affiliation etc. In view of the above Govt. need to take some steps to resolve the issue as below:

Survey on Teacher Requirement:

The government should conduct survey on teacher demand across the state to better understand the regions and subjects where there is a teacher shortage. This data could help in targeted recruitment and better planning for completing the recruitment process.

Conduct Examinations of Teacher Recruitment:

The government will have to take initiatives prioritize and expedite the recruitment of teachers according

to requirement fixed by the survey. To recruit those students Examinations should conducted by the Govt. at least once in a year and complete the recruitment process within a short period after publishing the result of those examinations.

Execute transparent Recruitment Process:

To ensure equity and effectiveness during the recruiting process, the government should set up a clear schedule and an open transparent recruitment procedure to recruit the teachers.

Execute the PPP (Public-Private Partnership):

The government should take initiatives for partnerships with private educational institutions or NGOs working in education to create more teaching opportunities. These partnerships might include funding or other support to bring more teachers into the system.

After recruitment Govt. should ensure to stay in the profession. To do that Implementation required making better working environment, professional development opportunities, and career progression might help improve retention rates.

Conclusion:

Growing concerns about job insecurity and unemployment are the main causes of the drop in interest in teacher training programs among undergraduate and graduate degree holders. Since there are few job openings for recent graduates, many choose career choices that offer greater financial stability right now rather than committing years to a field that might not provide employment. This pattern reveals a large discrepancy between the economic realities of the job market today and the perceived worth of teacher preparation.

If the government continues to streamline and maintain a transparent recruitment process for teachers, it will significantly boost the interest of undergraduate and postgraduate degree holders in enrolling and completing teacher education programs. When graduates see a clear and accessible pathway to employment in the teaching profession, it motivates them to pursue teacher training, knowing that their efforts will likely lead to stable job opportunities.

Teacher education is highly vital for every country. The person and country are transformed via education. Teachers are acknowledged by the whole population as the country builder (Kaur, 2013). Keeping in mind the various issues and challenges of teacher education programmes, many government bodies like NCERT, NCTE, NAAC, NUEPA etc. are trying to solve such issues and challenges inspections through occasional team visits of teacher education institutions (Goel & Goel, 2012, as cited in Akhter & Mir, 2018). At now, it is obligatory for every institution to be accredited by NAAC; else, the affiliation of that institution would be cancelled. But in the existing environment, teacher education has not yet attained the requisite requirements. Unfortunately, some deficiencies are still noted in the teacher education programs (Desai, 2012). Quality upgrading of teacher education programs is especially important (Kaur, 2013). Along with a comprehensive reform of teacher education programmes to make teachers think critically and solve issues and challenges related to teaching methods, content, organization etc. there is a need to recognise the curriculum of teacher education programme in a timely manner according to the needs of the changing society. Undoubtedly there is a lot of strain and stress on teacher education course in India (Akhter & Mir, 2018). From the informative research of many educationists, the current investigators have come to the conclusion that the Central and State Governments need to join hands to safeguard the bright future of teacher education and to enhance its quality. The likely answers were offered in this article would enable policymakers in Central and State Governments of India budget allocations and with it is able to play a vital part in bringing about changes in teacher education.

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