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RESEARCH ARTICLE

PRIVATISATION AND ITS IMPACT ON QUALITY IN TEACHER EDUCATION IN INDIA.

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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. However in the name of quality education, those institutions collect heavy capitation fee from the students, studies conducted by Ravi, 2015; Shankar, 2016; Mahanwar and Rajavi (2012) support this proposition. As there is a high demand of teacher education courses in India and since the government has failed to provide teacher education to the needy learner, many deserving students are not able to enrol themselves in private teacher education colleges due to heavy capitation fee and non-deserving students are enrolled themselves to get a certificate for the purpose of job only. This paper aims to examine the impact of privatisation with its factors, challenges and major concern of teacher education by analysing different research studies, books, reports, policies, programmes and practices of teacher education in India.

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1. Introduction:-

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher (Mohanty, 2003). The role of the teacher and his/her education is the foundations on which the super-structure of the education of a country is based. Besides the initial preparation of teachers, the teacher education also includes the programmes for further education of teachers already engaged in the teaching profession and with the assumption that the teaching activity can be definitely improved after undergoing such programmes.

Teacher education is the process for the development of proficiency and competence of teachers which in turn enable and empower them for meeting the requirements and challenges of the profession in present times. It refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in class rooms, school and outside the four walls of the school. Goods

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(1973) dictionary of education has defined teacher education as “all the formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession or to discharge his responsibilities most effectively”. According to Good (1941), teacher education not only refers to the total educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the program of courses and other experiences offered by an educational institute for the announced purpose of preparing persons for teaching and other educational service and for contributing to their growth in competency for such services.

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), "Teacher education can be considered in three phases : Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process." It is based on the theory that "Teachers are made, not born in contrary to the assumption, "Teachers are born, not made." Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called "tricks of the trade." Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, like adult education and non-formal education programmes, literacy and development activities of the society.

Scenario of Teacher Education in India

India has the world's third largest educational system and is among the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions, open universities, private and self financing colleges are also engaged in teacher education. The educational expansion, universalization of elementary education, vocationalization of secondary education, higher and professional education and quality concerns of education are major drivers for the increased demand and need of good teachers, in such conditions, there is a big need to produce good teachers and today it is on the top of global agenda. The following figure address the increasing number of private teacher education institution in India.

Course	No. of Govt. institutions	Approved intake	No. of private institutions	Approved Intake	Total Intake (Govt. + pvt.)
Elementary (D.Ed.)	757	49,089	4,831	2,98,278	3,47,367
secondary (B.Ed.)	224	20031	5,730	6,09,486	6,29,517
M.Ed.	102	3672	790	25,285	28,957
B.P.E.D.	19	1284	538	28,150	29,434
Others	76	16760	800	51,422	68,182
Total	1178	90836	12,689	10,12,621	11,03,457

Figure 1:-Course-wise recognition granted by NCTE (National Council of Teacher Education, Govt. of India) upto 31.07.2011. (NCTE-2011)

Privatisations

Privatization is defined as a process whereby private individuals or organizations own and control educational institution. It is a process of management of institutions by private body or organization. According to international human rights law, private education refers to education that is provided by non-State actors, including private companies, religious institutions, non-governmental organisations, community-based groups, trusts or private individuals. Although these private actors may have differing motivations and philosophies driving their educational activities, these private actors are treated equally in human rights law.

Privatisation of Teacher Education

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; saving public subsidies for public goods; generating revenues and making innovations through experimentation—there can be significant variations at the socio-cultural and national levels (James, 1993; World Bank, 1999; Rose, 2002).

The private sector can also be given credit for the expansion of teacher education in most countries in the last three decades. It can provide quality education to the elite, vocational education to the needy, and low quality education to those who neither merit nor can afford a better education. It can also provide education to those who are already employed, through distance or online education on an “anytime, anywhere” basis (Gupta, 2008).

Factors Responsible for Privatization of Teacher Education in India.

1. **Need for competitive efficiency:-** Main justification for privatization rests heavily on the grounds of efficiency to promote a more competitive economic environment. Operation of public sector enterprises is considered inefficient. It is believed that private ownership and control are more efficient in terms of resource allocation and work.
2. **Growth in population:** India has a population of nearly one hundred and seven cores. In order to provide to a large number of people more private institutions are needed. To fulfill the demand for teacher education of young people in the country privatization of teacher education is needed.
3. **Financial burden on government:** Teacher education in India is in financial stress. The state/government can no longer bear the financial burden of public enterprises. Current spending on education in India is not more than 3.5% of GDP. The centre itself concedes that the minimum should be 6%. But Very little is being spent on teacher education.
4. **Education is an Economic good:** Education is no more being as a social service but as a necessary economic input. Investment in education is treated as a factor contributing to the development of human resources. In this effort private initiative can help since the private sector is the beneficiary of the knowledge industry.
5. **Quest for Quality:** Private institutions do not require long procedures for procurement of human as well as material resources. In order to purchase and maintain good qualitative infrastructure and equipment like furniture, buildings, different types of laboratories and qualified and competent academic staff, who can be paid as per the demand, there is a need for privatization.
6. **Rapid growth of school education:** Growing number of schools naturally pushed the demand teacher education which the government is not able to provide, therefore demand for privatization of teacher education is the need of the hour.
7. **Fulfilling the need for skilled manpower:** There is very little initiative from the public sector due to limited freedom. Private institutions are free to initiate modern and advanced courses in order to fulfill the demand for subjects which facilitate economic development of the nation. The demands of the market and the times can be fulfilled. For this privatization is needed.
8. **Curtailment of corruption:** In order to control the corruption in the government sector, private sector is much needed. Privatization stops the corruption to some extent and brings about some discipline. As a result there will be capacity utilization.
9. **Desire for more autonomy:** Privatization of teacher education will provide autonomy to institutions and there will be less dependency on the government. This will remove political interference in areas of administration, management and finance.
10. **Technological developments:** Due to limited resources public sector cannot meet the demands of the industry and other sectors of economy. Thus private sector should undertake to train manpower in technology and respond to market demands.

The Challenges:-

Great expansion of teacher education institutions during the last decade reflects the teacher education scenario of today. Increase in the no. of schools and enrolment as a result of countrywide primary education programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for the teachers. This produced a great demand and increase of teacher education institutions but the quality parameters were ignored in the process. As result, poor quality, lack of responsibility, and lack of desired qualities and dedication is seen among the newly produced pupil teachers.

On the one hand we are worried about the so called 'mushroom growth' of the teacher education institutions, their heavy capitation fee, and on the other, are unable to provide access to teacher education, unable to provide quality education as per the demand of changing society and aspirations of individuals and learners.

Major Concerns Regarding Privatization of teacher education in India:-

Permission is granted by the NCTE (National Council of Teacher Education, India) regional centre to a number of teacher education colleges especially in private sector. (For example in the state Andhra Pradesh and in Chhatisgarh there are more than 500 B.Ed colleges under private unaided sector) The question here is, is there any kind monitoring mechanism either by the universities authorities or by the government officials or by the officers of NCTE with regard to availability of staff, proper attendance of students, admission criteria, updated curriculum, proper organization and running of B.Ed programme, It is a doubtful validity. This question must be taken into consideration while granting permission to open new private teacher education colleges.

The following are the major concerns of private teacher education institutions in India.

1. In most of the private teacher education colleges, there is shortage of teaching faculties and the faculties selected by the management of the college which are less qualified as compare to teaching faculties selected by Government.
2. The management run the colleges according to their whims and fancies, they are charging Rs. 60,000 to Rs.1,00,000 for admission which is too much high as compare to Govt. Bed College which lead to admission of only elite class people.
3. They are collecting huge amounts from the students under the heads 'practical examination', 'study tours', Practical records etc, any if any students not able to attend such co-curricular and extracurricular activities, they manage the same by collecting extra amounts from the students.
4. The most surprising fact is that in most of the private teacher education colleges the percentage of student attendance is not monitoring properly and they are allowing for examination even with low attendance or zero attendance.
5. Educational opportunities through the private sector are not quite inclusive. The marginalized sections still struggle for an entry into these institutions.
6. Women's participation is still below fifty per cent at all stages of education and in institutions offering professional opportunities through private participation. When private institutions exclude the meritorious but poor education once again becomes a privilege enjoyed by the elites.
7. Many of these private institution get the recognition, affiliation, and accreditation by doing various manipulations.i.e. by exercising their political, money and community power and they hardly follow norms and standard of regulating bodies (Goud, 2017).

Conclusion:-

At present majority of professional educational institutions are under the control of private organistaions, especially most of teacher education institutions are in the private sector. In India, still there is not a well-defined policies regarding esatblishment, management and running of private teacher education institution. There is an urgent need of immediate and effective regulatory and monitoring framework and policies that includes periodic monitoring, recognition, affilation and accreditation of private teacher education institutions colleges. There is also need for careful planning, enhanced financing and enabling policy framework to make teached education accessibale, equitable and qualitative.

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