



PRIVATIZATION OF TEACHER EDUCATION AND QUALITY CONCERN

*** Dr. Rajesh Kumar, Assistant Professor,
Gramin College of Education
Jamalpur Sheikhan, Tohana, Fatehabad, Haryana**

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ABSTRACT

Privatization of Teacher education is not new phenomenon in the world. In many countries of the world, the private sector has come to play either a limited or predominant role in teacher education. In some countries, the origin of the privatization can be traced back a few countries. But privatization has assumed greater significance as policy strategies of the development of teacher education in recent time, essentially, but not wholly due to stagnating and some countries declining public budget for education there has been remarkable growth in privatization during last two decade in our country. The quality of education depends on the quality of teachers, without maintaining the quality of teachers, no innovation could be expected. When the nation is existing it full efforts to impart quality education, and a time when there is virtual explosion of information. The present paper is discussed the existing position of teacher education institution and quality concern.

Key words: *Privatisation, Education, Qualities, Teacher Education*



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Introduction

Privatization of Teacher education is not new phenomenon in the world. In many countries of the world, the private sector has come to play either a limited or predominant role in teacher education. In some countries, the origin of the privatization can be traced back a few countries. But privatization has assumed greater significance as policy strategies of the development of teacher education in recent time, essentially, but not wholly due to stagnating and some countries declining public budget for education there has been remarkable growth in privatization during

last two decade in our country. The number of private teacher education institution has been increased. The private teacher education institution has grown for several reasons, which can be summed up in two categories: Social demand for teacher education and secondary demand for different qualities.

The quality of education depends on the quality of teachers, without maintaining the quality of teachers, no innovation could be expected. When the nation is existing it full efforts to impart quality education, and a time when there is virtual explosion of information. It is highly essential that teacher education deliver quality and teachers play vital role in the development of society.

The National Council for Teacher Education (NCTE) document of 1998, stresses that teachers are the torch bears in creating only social cohesion and national integration. Only enlightened and emancipated teachers lead communities and nations by their efforts towards better and higher quality of life. The development of nation along with a conscious and productive citizenry depends upon the standards of education. To a large extent, this depends upon the standard of teachers because the teachers are undoubtedly the most important component and he is the top most academic and professional person in the educational pyramid under whose charge the destiny of our children is placed by the parents and society. The most significant quality perspective is the need to realize the importance of the teacher preparation programme to ensure professionalism in the process and practices. This professionalism can be achieved by total commitment, devotion and continuous efforts on enhancing quality in transaction. The teacher preparation programmes need to be built on the four pillars viz. learning to know; learning to do, learning to live together; learning to be within built frame works. Today, though there has been a rapid expansion both in number and size of the teacher education institutions, the professional commitment and over all competence of teachers leave much to be desired. The status of the teachers has got a direct bearing on the quality of education; hence a sound programme of professional education of teacher is essential for qualitative improvement of education at all level. This programme is governed by NCTE.

Major Problems of the Present System of Teacher Education

There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. Major problems of teacher education are:

- Lack of uniformity in teacher education institutions i.e. Govt. Aided, Govt. and Self – Financed.
- Poor standards with respect to availability resources in the private colleges of education.
- Unhealthy financial condition of the colleges of education.
- Incompetent teacher educators resulting in deficiency of scholars.
- Negative attitude of managements towards development of humans and material resources.
- Uniform education policy of the government treating excellent institutions alike.
- Improper admission policy for seeking admission.
- Traditional curriculum and teaching methods of teaching in the teacher education programme.
- Haphazard and improper organization of teacher education.
- Unplanned and insufficient co-curricular activities.
- Subjective evaluation pattern.
- School Experience Programme is neither adequate nor properly conducted.
- Feedback mechanisms are not authentic and proper.

- Objectives of teacher education not understood.
- Secondary level teacher education is not the concern of higher education.
- Lack of dedication towards the profession.
- Lack of occupational perception.
- Attendance Concept is not proper in Teacher Education Institution.
- Problems regarding to management.
- Differences in the norms and standard for the different type colleges.
- The Norms and guideline of UGC should be implemented for the selection of teaching faculty in private teacher education institution.
- Not proper monitoring by affiliating body.
- Poor standard is maintained by affiliating body in respect to the selection teaching faculty in private teacher education institution.
- Uniformly is not maintained by UGC, NCTE and affiliating body for the selection, eligibility and qualification of teacher education Institution.
- Number of private teacher education institutions is increased but number of applicants for seeking admission is decreased. It becomes the cause of financial crises for the teacher education institution and mal practices.
- Lack of support by Management for the professional development of the teachers in private teacher education institution.
- Self-financed education institutions established and operated by “Not for profit” societies and trust registered under the appropriate law or a company incorporated

under the companies act 2013(18 of 2013). But these institutions are working against this law.

Role of the National Council of Teacher Education (NCTE) in Teacher Education

There are some suggestions here for improving the condition of teacher education:

- Teacher education, like higher education and technical education must be the responsibility of the central government.
- Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration and timings of the programme.
- Curriculum development on a continuing basis to keep pace with current trends.
- Government should look after the financial requirements of the institutions.
- Teacher educators must be well qualified and experienced with language proficiency.
- Teacher educators to be trained in the use of ICTs.
- Privatization of teacher education should be regulated.
- Institutes of low standards should be reformed or closed.
- Conditions for affiliation should be made strict.
- Regular and rigorous inspection by NCTE should be done on a regular basis.
- Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced.
- More emphasis should be given on practice teaching till mastery is reached with appropriate feedback.

- Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.
- Evaluation in teacher education should be objective, reliable and valid.
- Teacher pupil ratio should be ideally 1:8.
- Several types of co-curricular activities should be included in the curriculum.
- Professional development of teacher educators as ongoing ritual.
- Refresher course should be organized frequently for teacher educators.
- Research in teacher education should be encouraged.
- Number of teaching days to be increased to 230 per year.

All deserving youth should get quality of teacher education. For highly populated and developing countries like India, it would be difficult for government alone to provide teacher education as per the demand of society. So the government has created the space for the growth of private providers. The participation of the private sector should contribute positive solution toward providing quality education. However, it is the responsibility of the government and NCTE to ensure the quality in these institutions. Although, NCTE is the approval body of all teacher education institution, it appears the provision is fulfilled by the institution as only mechanical exercise. To ensure the quality of teacher education regulatory body must be strict toward quality. NCTE has given notification regarding the implementation of norms and standard 2014 but nothing much has happened in this direction and quality has been suffering.

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*** Correspondiing Author: Dr Rajesh Kumar, Asst. Professor
Gramin College of Education Jamalpur Sheikhan,
Tohana, Fatehabad, Haryana**