

Privatization in Teacher Education

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Privatization has entered in 1990s in India in a big way during late Prime Minister P. V. Narsimha Rao era. It is the process of transferring the ownership of an organization from the public sector to the private sector. It refers, the control and administer of education is managed by an individual institution and the state is completely independent from the responsibilities of education. It is intended to improve the efficiency of an educational institution. The main objective is to reduce government control over education.

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Introduction

Privatization is, “The general process of involving the private sector in the ownership or operation of a state owned enterprise. Thus, the term refers to private purchase of all or part of a company. It covers ‘contracting out’ and the privatization of management through management contracts, leases or franchisee arrangement”.

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- The *extreme* version of privatization that implies total privatization, private colleges and universities being managed and funded by the private sector.
- The *strong* form of privatization where higher education is publicly provided but costs are fully recovered from the students.
- The *moderate* form of privatization where higher education is with a reasonable level of inances mobilized from non-governmental sources and
- The *pseudo* privatization where higher education is privately provided at public expense.

Versions of privatization

To provide as distinct from state control or ownership, there are four versions of privatization. They are the following:

Factors Responsible for Privatization of Teacher Education

After independence there has been tremendous expansion of higher education including teacher education programme in our country. But they could not meet the need of society. Indian society is a developing society so education is considered as a tool for social change. During the recent past, a demand for primary and secondary teacher has increased due to quantitative growth of primary and secondary schools. Government finds himself unable to meet the demand of teachers for primary and secondary schools. So, the Government of India started to encourage privatization and globalization of teacher education. The other factors responsible for privatization are as follows: -

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.

Growth in Population

India has a population of nearly 1.22 billion. In order to provide to a large number of people more private institutions are needed. To fulfill the demand for higher education of young people in the country privatization of higher education is needed.

Financial Burden on Government

Higher education in India is in financial stress. The state/central 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 center itself concedes that the minimum should be 6%. Very little is being spent on higher education. This compares unfavorably with the international level, especially when compared with countries such as South Africa, which invests eight per cent of GNP on education. Therefore, there is a need to evolve policy through which private resources are mobilized.

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.

Rapid Growth of School Education

Growing number of schools naturally pushed the demand higher education which the government is not able to provide, therefore demand for privatization of higher education is the

need of the hour.

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.

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.

Desire for More Autonomy

Privatization of higher 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.

Synergy for Information-Based Economy

In the present times there is a need for interaction between University Grants Commission, academic institutions of higher learning, industry and funding agencies. This could be achieved by a synergy process wherein they will be partners in various activities, complementing each other in reaching their visions, objectives and goals. This can be achieved through private participation.

Greater Responsibility with the Recipients of Education

Over the year's education has been considered as a free public good thereby devaluing education. Privatization of education where the recipient will bear the full cost will help bring greater responsibility in them. As a consequence, students are likely to demand greater efficiency and quality in teaching.

Challenges of Privatization to Teacher Education

The private institutions are the central feature of higher education especially for professional courses. It will certainly continue to grow and expand in the present higher education market-place. No doubt private institution makes many important contributions. The most important one is providing study opportunities for many students who would not able to find a place at a public institution. However, the growth of private higher education poses many challenges to higher education system. Few are as follows:

a) Public Welfare

Most private higher education institutions especially new professional colleges set their rights mainly on their own success and market position rather than their role in a higher education system. They ignore sometimes public needs. Whereas public institutions are regulated by state under strict control and they function as part of a coordinated public system of higher education. How to ensure private institutions to work for public good is a major challenge.

b) Quality Assurance

Private academic institutions focus on market forces to shape their student's degree programs and curriculum. To maintain standard of teaching, admission and infrastructure are some aspects which needs the quality assurance. How to maintain these standards is a central issue.

c) Qualified Staff

Many new private colleges depend on part-time teachers with little commitment to the institutions and sometimes with scant qualifications. Teachers are forced to develop market value rather than academics. The future of teachers, the role of research and the terms and conditions of academic appointments have all been brought into question by the new private teacher education College.

Funding

With few exceptions, private higher education funding depends largely on tuition fee, the financial arrangements of private higher education institutions often lack transparency. Collection of funds from right way would be a major challenge in front of higher education system.

Judicial views and directives regarding privatization

According to Article 19(1)(g): "All citizens shall have the right to practice any profession, or carry on any occupation, trade or business".

Based on the interpretation of this Article, the Supreme Court of India in the case of T.M.A. Pai foundation and others vis State of Karnataka and others (W.P.(C) No. 317 of 1993 dated on 31.10.2002) pronounced the following.

"The private un-aided educational institutions impart education and that cannot be reason to take away their choice in matters inter alia of selection of students and fixation of fees. Affiliation and recognition has to be available to every institution that fulfills the conditions for grant of such affiliation and recognition. The private institutions are right in submitting that it is not open to the court to assist that statutory authorities should impose the terms of the scheme as a condition for grant of affiliation or recognition, this completely destroys the institutional autonomy and the very objective of establishment of the institutions" (para.36).

Role of Regulatory Bodies

In order to check the quality of teacher education NCTE and NAAC provide norms and standards for private institutions.

Role of National Assessment and Accreditation Council (NAAC)

Under section 12cc of the UGC Act, the NAAC has been established recently in order to assess and accredit higher educational institutions. Accreditation is the certificate given by NAAC which is valid for a period of five years. The NCTE and the NAAC have also recently signed MOU for executing the process of assessment and accreditation of all teacher education institutions in the under the provision of NCTE Act.

Role of National Council for Teacher Education (NCTE)

NCTE is a statutory body by an Act of parliament in 1993. It has developed norms and standards for teacher education institutions of pre- primary, elementary and secondary teacher education courses. The norms include time, duration of courses, availability of basic infrastructural facilities, number of seats, number and qualification of teaching and non-teaching staff, etc. In nut-shell, NCTE has total power regarding to teacher training institutions. NCTE gives recognition to teacher education institution offering M.Ed, B.Ed, Diploma and Certificate courses for teacher training.

Reduce the workload on state

Due to the privatization state become free from the educational responsibilities which lighten its workload.

Reduce the Financial Burden on State

The recovery of total cost per student of education from student would facilitate withdrawal of state subsidies and light the burden on the state.

Reduce the Crowded in the Higher Education

Because of the expensive education only those students who takes the future in higher education would like to go in this field which check the crowded in higher education.

Improve the Quality of Education

In privatization, institutions would be favoured with greater freedom they would be able to hire talented staff and paying them better salaries, these helps to improve the quality of education.

Strengthen the Mutual Relationship Between Corporate Sector and Higher Education

Privatization will also urge the beneficiaries of the output of educational establishments mainly the corporate sector provide the fund while institution produce the student according to their needs. This reduces the problem of educated unemployment.

Facilitate the globalization and foreign currency

Privatization ensures the quality of education and qualitative education attract the foreign students in our institution which facilitate the globalization and it also helps to gain the foreign currency.

Disadvantages of privatization of teacher education Expensive education:

The institution run by the private management make a fast back by marketing there courses and collecting huge sums of money by way of donation and capitation fees and at the same time charging hefty fees.

High recovery cost of education:

In an ideal government conditions, the recovery cost in higher education should be 20 percent but in privatization 100 percent is recovered from the student.

Education as Profit Making

Privatization in higher education makes the education as profit-making rather to human making, nourishment of creativity, inculcation of human values, character-building all this aim of education is adversely affected.

Conclusion

Education is one of the most powerful instruments to enlighten the lives of human beings. Just like technical education, teacher education also plays a very important role in the enhancement of prosperity of the society but unfortunately, it is left neglected. Though it is the Government's responsibility but due to unlimited population growth and limited means, Government finds it difficult to fulfill the requirements of the society. At the moment privatization appeals as an ideal substitute.

“The destiny of India is now being shaped in the classroom”. This is the opening sentence of the Kothari Education Commission Report (1964-66). Teacher Education has the power to produce change agents for moving the country on the continuing of development. Teaching has been regarded as a noble profession since the advent of civilization. Majority of teacher educational institutions are under the control of private sector.

The main aim of private organizations is to get profit. It is not only students but also teachers who are at the receiving end of the ongoing transformation in higher and professional

education. The nation today witnesses the declining popularity of teaching as a profession, not only among the students that we produce, but also among parents, scientists, society and the government. The teaching profession today attracts only those who have missed all other “better” opportunities in life and is increasingly mired in bureaucratic controls and anti-education concepts with privatization reducing education to a commodity, teachers are reduced to tutors and teaching is reduced to coaching. Yet, the society expects teachers not only to be inspired but also to do an inspiring job.

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