

Privatization and quality concerns in teacher education

S Somasekhar Goud

Research Scholar, Dept. of Education, Rayalaseema University, Kurnool, Andhra Pradesh, India

Abstract

Privatization and quality concerns in teacher education institutions is going to cover the areas of the following introduction, need of the privatization, present status of the self – financing institutions, role of the NCTE, role of the NAAC, teacher education colleges today concept of quality, role of the heads in quality production, role of the principle and HODs in quality production, role of the teacher educators, cooperative schools, student teachers and management, problems of the private institutions, organizational theory and quality a few suggestions, conclusion and references.

Keywords: teacher education, concerns, privatization and quality

Introduction

Education is one of the most powerful instruments to enlighten the lives of human beings. Like other professional education teacher education also plays an important role in the enhancement of prosperity of the society but unfortunately it is left neglected. Though it is the Government's funds, it is difficult to fulfill the requirements of the society. At this juncture privatization appeared as an ideal substitute.

The idea of privatization is not new to the education sector in India. It existed in various forms since ancient period but it was some how abandoned during the British period. Now in early 80s privatization reappeared in new form and concept. It is a unique sector of business opportunity which is commercialized with impurity. Some pessimists hope that it will adversely affect the quality of teacher education, on the other hand some pessimists hope that it will prove beneficial in achieving the objectives of the access and quality in long run. Teacher education has been regarded as a professional education which will changes the country towards development in a vibrant state of affair.

The teacher education has components one is content of mastery in perspectives in education, second, is pedagogy and third, is field engagements and learning the teacher sensibilities to function as a teacher. Teacher education is stepping stone in building the future teacher and tries to include all the above qualities in a teacher.

Need of the privatization

After independence there was a tremendous expansion of higher education including the teacher education programme in the country. But there was not been proportionate improvement in the allocation of government funds for education rather in relative terms, it has been declining continuously.

India is a developing society. In all developing society education is considered as a tool for social change and social mobility especially for socially and economically deprived and under privileged sections. During the recent part demands for primary and secondary teacher has increase due to quantitative growth of primary and secondary schools. The

government himself unable to meet the demands of teachers for primary and secondary schools. As such the government of India encouraged the privatization and globalization of teacher education. Capitation fees, self – financing courses have been started as a part of this process self financing implies the relevance need and significance of improving the financial status of teacher's training colleges by raising resources from the students fee.

Self financing institutions, present status

Dr. T.M. Pai was introduced the concept of self – financing in education self – financing implies the relevance, need and significance of improving the financial status of teacher – training courses by raising resources, from the students fees and other private, local and public sources. During the recent years a number of colleges, universities have been established in India. Most of these institutions are established by businessmen, industrialists, politicians and by many more. This trend is favored by the central and state government as those institutions do not impose any financial burden on the government. This situation is being continued predominantly.

Role of the naac

Under section 12CC of the UGC Act 1956 the National Assessment and accreditation council (NAAC) has been established in order to assess and accredit the higher education institutions. Accreditation is the certificate given by the NAAC is valid for a period of five years.

Recently the NCTE and NAAC have signed over NOU for executing the process of assessment and accreditation of all teacher education institutions in the country under the provision of NCTE. Act of maintain the total quality management (TQM) of the institution.

Teacher Education: Colleges today

In the last one decade the number of teacher education colleges have enormously expanded. This is for two reasons, there is a big social demand for B.Ed and D.Ed which presumes at least some of the job placement security. Secondly, these institutions provide a platform for money making. The self financed colleges have come up to the

record category. Today even the traditional granted colleges also earth of qualified and experience faculty. These colleges what they contribute to production of quality in teachers is a matter of serious concern.

Concept of the quality

Quality is an “elite” concept in the sense that it involves positive characteristics which are universally desirable to appeal everyone’s head, accepts everyone and present it without any demonstration. It is something like beauty in sunrise scenery. At the time of rising son it is only beauty all around. Similarly when in something quality appears, it is only appreciably effective all around. If we want to achieve this, we have to do a lot of intellectual exercises and efforts. A set of desirable behaviors which well be ultimate indicators of quality in the institution.

The following quality concerns are observed in teacher education in quality production

The desirable inputs for the quality production are:

Role of the heads in quality production

NCTE visiting team for grant of recognition and inspection for renewal of recognition

NAAC committee for accreditation and IQAC inspection.

University affiliation team for affiliation and inspection for renewal of affiliation. Principal, heads of the department of the institution for supervision of administrative and academic matters are supposed to be contextual inputs in quality production. The above four heads have to play a prominent role to avoid manipulation, corruption and undesirable influences during the process of inspection and after the inspection.

The management tries to manage the said individuals by pleasing them with a token gift as return gift to obtain the recognition and renewal etc. Once the inspection is over by the Heads, the management will get relief and relax then their plan of earnings will begin from this level to till the end of the discernment of the degree certificate.

Role of the Principal and hods in quality production

Principal has to see the every body works with full zeal, feel aspired and contended is the indicator of quality. Contentment is the quality concern.

Quality of the principal influence the entire institution as a leader role. Control and coordination Communication, leadership skills inspires the entire human resource in providing opportunities, removing obstacles. All around, feeling commitment, dedication, and psychological security and encouraging the performance, as a dynamic leader and personality achievement in solutions.

Role of the Teacher Education in quality production

The Teacher Educators have to see that the students succeed in displaying achievements in the roles, besides this they should command with enough respect from the students, widely reading scholars, continuously refresh, appraise achievements, in their field, dynamic inspirers to others, zeal in writings, research, and development will sustain the quality cheap attitudes like lobbying, commercial, publicity, popularity, participating in non-academic activities, are the negative elements which reduce the quality should be checked and eliminated.

Role of the Co-operative Schools in quality production

The surrounding 10 Km radius schools located around the teacher education institution which are permitted by the District Educational Officer have to be provided a learning atmosphere, create opportunities, for practicing teaching and learning. The concerned head teacher and subject teacher has to supervise the lessons plans, teaching learning material and class room observations, guidance, co-operation, an suggestion to improve the teacher sensibilities in conducive climate to become a best teacher in future. A foundation is laid to become a virtual teacher in full time school activities and school practices.

Role of the student – teachers in quality production

Students are the key factors in quality concerns for providing assistance through the institutions. The students have to reciprocate the effects of the institution. They have demonstrate quality attributes in their behavior. Willing to work follow the guidance, acquire the skills, knowledge, attitudes, participatory nature, positive outlook, mastery over the content methodology, communication, community participation, ICT mediation, inclusiveness, sensitivity, love and affection towards sufferings around, and demonstrate an inspiring role for everyone around them.

Role of the management in quality production

Finally, the basic quality production involves the key role by the management itself. The entire show of the puppet is depend on the string player with his five finders, president, vice president, secretary, joint secretary and treasurer of the trust or society in establishing, financing, budgeting, for infrastructural, inspectional, human resource, and various supporting activities. They are the owners of the institution, self-governing body in management and manipulation. So, the quality of the institution in private management is depend upon the quality of the management in a nutshell.

Problems of the private teacher education institutions

Private institutions do not get any grant or aid from the government or from any other agency. The entire expenditure should be met by the owner of the institution. All the heavy investments, cost of the entire process should be born by the management only. Some times NCTE, University, NAAC, inspections, are very much concern and the expenditure is very uncertain. The management tries to earn and expect to earn immediately. Sometimes at the cost of the institution’s reputation. The sufferers are the teacher, students and parents. The teachers are under paid sometimes terminated at the end of the session, par timer’s work, seasonal work, contract work, out source based, under qualified, teacher floating teachers, flying teachers and hire teachers. The students are the main stakeholders of the commercialization those who are desperately seeking admission. They are ready to go to any extent of manipulation.

The parents also not bothering on heavy capitation fee and quality of education and attendance. They want only certificate or degree. This situation being exploited by charging the heavy payments in the schools and colleges.

Many of the private institutions get the recognition, affiliation and accreditation by doing various manipulations, like political power, money power and community power and they hardly follow the norms and standards of regulating

bodies. Some management thing and behave like business houses to enhance their economic returns.

Research scholars tried to found the actual facts and status of the private teacher education institutions by the investigation. It is found that the future of the students is in dilemma and a dream of day. Therefore, the privatization and commercialization are the two faces of the same coin.

Organizational Theory and Quality

Robbins (190), defined the organizational theory that, “an organization is a consciously coordinated social entity”. “Organizational structure defines how tasks are to be allocated, who reports to whom and to whom and the formal coordinating mechanisms and interaction patterns that will be followed.” Here, three components are observed, vital complexity, formalization and centralization. A balance between these three, the leader will ensure the quality. The organizational design is concern with constructing and changing an organizational structure to achieve the organizational structure to achieve the organizational goals. I.e. quality is the ultimate goal.

A few suggestions

Government should keep some control over the quality of the institutions.

- NCTE should keep watch over the institutions in control and regulation of the institution.
- Profit making is not wrong if the quality is maintained.
- Admissions should be only on the merit, rule of reservation and proportional strength of the minority population.
- NAAC should watch the progress of the every year by visit or confidential reports.
- University should keep strict control on quality concerns.
- Accreditation not only for the institution but also to the individual faculty, and course accreditation shall be done.

Conclusions

Honorable APJ Abdul Kalam wants India to be a developed country by 2020. In order to achieve this status, a proper determination should be crated between the odds and evens of privatization of teacher Education institution. If the foundation is weak, the building cannot be strong but sometimes, foundation may strong, the building may collapse, again rebuilt it. Many of the private institutions get the recognition, affiliation and accreditation by doing various manipulations, like political power, money power and community power and they hardly follow the norms and standards of regulating bodies. Some management thing and behave like business houses to enhance their economic returns.

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