



PRIVATIZATION AND ITS IMPACT ON QUALITY TEACHER EDUCATION IN UTTAR PRADESH

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ABSTRACT

In current scenario of Indian education system, institutes of education or colleges of education plays important role in teacher education. New Education Policy (NEP-2020) is implemented nationwide. This policy of education ensures the provision of quality education in field of Teacher Education. Population of India is fastest growing in the world and young generation need smart schools and colleges it is demand of Indian developing society, but the most essential urge is need of quality education and quality education needs quality teachers and quality teacher needs quality teacher training institutes. In lack of quality teacher institution or teacher training college quality teacher education is just day dream. Mushrooming of Teacher training institution is one of the biggest problems in provision of quality teacher education in India.

Privatization of teacher training institution creates problem in maintenance of quality teacher training and quality teacher education. Non Attending admission, proxy attendance, on paper faculties and multiple approvals are new term in field of teacher education as seen in last decades. This research paper is aimed on impact of privatization on quality teacher education with all its possible factors and challenges. This paper is also examined major concerns of teacher education institutions including Admission process approvals of faculties, commencement of classes and other resources are also discussed in this research paper. The Role of Affiliating and monitoring authorities such as NCTE, Universities and UGC is discussed in this paper with some available and reliable data in the light of reference of New Education Policy 2020.

Keywords: Privatization, Quality Education, Teacher Training Institutions, Quality Teacher Education, Dummy candidates, Public schools, Public teacher training institutions, Multiple approvals, fake approvals, Zero Merit, Proxy Attendance, UGC, NCTE, NACC and NEP 2020

1. Introduction:

Indian is fastest growing nation in term of technology, sports and population in the world of 21st century, and the need of growing population is food, health and education in these three needs education is prime in 21st century. In education sector India set land mark in terms of infrastructure, resources, manpower, technology etc. but India still missing quality education in higher and teacher education. Privatization is global term that reduced the involvement of government in private sector. Privatization is shifting of power, activities, assets, responsibilities and control of government to private hands. Private



organizations and societies establishing educational institution and take permission of concern universities and approval of National Council of Teacher Education after that the mission and vision of these private institutions shifted to money making rather than social service. However it is understood that educational institutions are running as “no profit no loss” organizations. In the lack of proper supervision and corruption maintained by supervising authorities teacher education failed to provide quality teacher education.

Teacher education is a branch of education deals with principles, methods, approaches, teaching skills it’s also includes the development of teaching competencies, skills, proficiencies in teacher it enables and empowers teacher to meet the requirements of teaching profession and face challenges of his field. Teacher Education Programme is divided two section first is Pre-Service and second is In-Service Courses. Pre-Service Teacher Education courses such as D.Ed., D.El.Ed. B.El.Ed. B.Ed. M.Ed. B.P.Ed. M.P.Ed., B.Sc.B.Ed./B.A.B.Ed

According to *Goods Dictionary of Education* “Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.” Teacher training institutes or college of educations are institutions mainly dealing with course B.Ed. D.El.Ed., B.P.Ed., M.P.Ed., M.Ed.

2. Teacher Education and New Education Policy 2020

According to National Education Policy 2020 in order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

However Admission conducted by State University on basis of Common Entrance Test for Bachelor of Education (B.Ed.) but it is a joke that admissions given to students by private institution on zero merit in B.Ed. course in order to fulfill vacant seats in Uttar Pradesh since 5 years. Same story was noticed in other states sometime admission given in management quota without any kind of entrance test and merit. Regulation and norms in higher education set by UGC and NACC is neglected in private sector institution.

3. Scenario of B.Ed. Institution in Uttar Pradesh

Uttar Pradesh is largest populated state of India and Uttar Pradesh population in 2022/2023 is 228.96 Million as compared to last census 2011 is 199,581,477. Growth rate of 14.72 percent of population increased from year 2011 in Uttar Pradesh. Teacher education course including BTC and B.Ed. are better opportunity of government job in Uttar Pradesh. In year 2020 12913 TGT posts and in year 2022 4163 TGT posts advertised however in Primary 69000 post advertised and filled in year 2019. The future of private teacher training institution is bright in Uttar Pradesh due to demand of population.

**B.Ed. Institution in Uttar Pradesh**

1.	No. of Government institution	151	Intake	8000
2.	No. of Private institution	2427	Intake	2,14,775
	Total	2578	Total	2,22,775

As highly populated state of India the requirement of education institution is also highest in Uttar Pradesh as per data NCTE approved Institution of Teacher Education B.Ed. is 2579 and the seats Intake is 2,22,775 in this the Government/Aided B.Ed. Institutions are 151 with seats intake of 8000 and 2427 Private B.Ed. Institutions with seat intake of 2,14,775. The demand of population is food, cloths, shelter and education. After graduation students are eager to secure their future and students seek for admission in Teacher Education specific in B.Ed. Courses. Government schools are better field of jobs its secure future of teacher with freedom of teaching. In compare of private sector government schools has always better opportunity of services with security of future. Entrance Examination conducted by state university of Uttar Pradesh, in 2022 this common entrance examination for B.Ed. conducted by Mahatma Jyotiba Phule Rohilkhand University, Bareilly with intake of 2 Lakhs 20 thousands plus seats including government and private B.Ed. institutions.

4. Factors of Privatization of Teacher Education

Privatization of teacher education is shifting of activities, assets and responsibilities to non government or private sectors from government in teacher education sector. The major causes of privatization of teacher education in Uttar Pradesh are following:

- 1) **Rapid growth in population:** As fastest growing state in term of population in India Uttar Pradesh requires more number of schools to serve the demand of education and its needs more number of teacher training institutions this results in mushrooming of B.Ed. Colleges in Uttar Pradesh after year 2010.
- 2) **Rapid growth of school education:** as per As per District U-DISE DATA 2016-17 Uttar Pradesh is home in 113249 government primary schools with 399273 teachers. In current situation the numbers is raised up to 243756 schools including private sector and 24000 plus secondary schools including CBSE, ICSE and UP Board affiliation. This rapid growth of school needs more teacher education institutions.
- 3) **Business opportunity:** In India after year 1995 schools and teacher training institutions are seen as one of the biggest business opportunity with secure future, in Uttar Pradesh the story is same private firms and organization invested in educational institution including teacher training institution. However these institution are based on no profit no loss principle and social service.
- 4) **Need of skilled and trained teachers:** As per the regulations and norms of NCTE only trained and skilled teachers are eligible to teach in primary and secondary schools and government teacher training institution are not fulfill the need of mass due to less number of training institutions and it opened the gate of opportunity to private sector to enter in teacher training sector via institutions.



- 5) **Lack of interest of state government:** It is said that state government didn't took initiative to open more government teacher training institutions as per demand of population. DIET and limited government/aided teacher training institutions are available in Uttar Pradesh.
 - 6) **Government resource:** Uttar Pradesh government allocated only 3% of GDP for education in 2022 budget. It is not sufficient fund to proper development of public education sector in Uttar Pradesh more fund is necessary to open new public schools and public teacher training institutions. It is said that teacher education is succumb to corruption.
 - 7) **Quest for quality:** It is always not possible for government to manage all resources and fulfill the need of rapid growing population every time. Due to lack of proper resources, facilities, employees, salary and administration and political pressure government failed to provide better resources but private institutions do not require long procedure of procurement of resources. Private sector maintains better infrastructure, instruments, equipments, laboratories, and academic staff easily as per norms of NCTE.
 - 8) **Fulfilling the need of skilled manpower:** NET and Ph.D in Education are essential qualification of Teachers in B.Ed. institutions. Opportunities in government educational institution for permanent Assistant Professor, professor and principal are limited and recruitment process takes years, however private institution are more in numbers in compare of government institutions and they provide jobs to skilled manpower in field of teacher education. As per UPHESC Recruitment Advertisement No.51 only 75 seats in B.Ed. and only 25 seats in Education advertised, this is the total recruitment of seats in Uttar Pradesh in year 2022. However private institutions offer more vacancy for skilled and eligible candidates every year.
 - 9) **Corruption:** Development of state is depend on the fair executions of policies, regulations and will power officers and other staffs in government, but majority of time corruption becomes biggest problem, funds allocations, use of funds and establishment of teacher education institutions and recruitments. In this case private sector proves them as effective agencies in field of teacher education in term or establishment, recruitment and management of institutions.
 - 10) **Non Attending trend of Admission:** B.Ed. is regular course as per norms of NCTE but a new trend has been seen since last decade in teacher education that is private colleges offering non attending admissions in B.Ed. course in order to fulfill their seats against some extra amount paid rather than fees to students. It is seen that students take admission in B.Ed. College and present during practical and examination only and they engaged in coaching and other activities. It causes shifting of students in private college instead of government colleges. Only financially weak and serious students admitted in government teacher educational institutions who are devoted to teaching profession rest just want degree.
5. **Impact of privatization on Teacher Education.**
1. **Lack of Quality Teacher Trainee:** Privatization in teacher education causes lack of quality teacher trainees, in current situation teacher trainees are not devoted to profession of teaching they are just running behind degree and jobs however they must focused on skills and behavior in teacher education to became effective and successful teachers after completion of degree of B.Ed.



2. **Lack of Student Teacher relationship:** In teacher education the prior relationship between teacher and students was great and respectful however it changed in current scenario since last one decade due lack of proper interaction between teacher and students. Modern teachers trainees are not paying proper respect to teachers they directly interact and supported by management. The teacher disciple tradition changed since 10-15 years with mushrooming of teacher training institutions in private sector because management only focused on filling seats at any cost.
3. **Lack of Professional Ethics:** Privatization of teacher education is the major cause of decline in the professional ethics and decline in ethical values in education. In current scenario in majority of cases private institutions become market commodity and students become costumers, even admission procedure become an advertisement with full of advertising institute course as a branded product that attract students as customers. Private teacher institutions serve customers with satisfaction as possible due to competition in the market of teacher education in this case professional ethics disappears from these institutions.
4. **Lack of Quality Teacher Education:** In the era of privatization of teacher education the assurance of quality teacher education is day dream because in private B.Ed. institutions there is no assurance of quality education. No regular classes, practical, co-curricular and extracurricular activities conducting in private institutions it only records in paper. Even single teacher present in many private teacher training institutions and other faculty present in records and PAR submitted on NCTE website.
5. **Expensive Teacher Education:** Government declared 15000 INR as fee of B.Ed. in First year and 1200 INR in Second year in state Uttar Pradesh however in private B.Ed. college fees is 51250 INR in first year and 30000 INR in second year. So education from private teacher training institution is more expensive it is three times than government fees. It means private educational institute takes more fees with less facilities and regular classes.
6. **Exploitation of Teacher Educators:** There is a set norm and regulation of UGC for teachers in Teacher Training Institution that is 57700 INR but private teacher institution B.Ed. College not giving proper salary to teachers. Private B.Ed. colleges offer salary between 20,000 to 30,000 INR that is very less and a kind of financial exploitation of teachers in private institution. Some private college takes sign on 30,000 and gives 20,000 to teachers only via signed checks institute take 10,000 rupees back in College account. This is story of majority of cases of private teacher education institution. Qualified and skilled faculty suffers financially in private Teacher Training Institution. Exploitation is not limited in form of salary but it is seen that management of private B.Ed. institutions gives threat of jobs time to time to faculties teaching in institutions. In case of resignation done by teachers private B.Ed. College continues names in record of approved teachers for long time without concern of teacher. Even some time teachers don't know about this corruption because private institutions plays unfair games with affiliated university in which members of university and management of college in involved. Majority of Private B.Ed. College appoints ineligible and less qualified teachers on less salary and management negotiate with qualified teachers and offer limited salary with limited leaves and incentives.



7. **Lack of Inclusive Education:** Marginalized candidates are unable to take admission in private B.Ed. College due to charge high fees. In this case inclusive education is not possible in these private B.Ed. colleges however some college gives admission to student on zero fees but charge full scholarship from student account provided by state government of Uttar Pradesh. It is kind of cheating with candidates belonged from marginalized sections because scholarship is for stationary and other requirements of studies for students.
8. **Zero merit Admission:** Private B.Ed. college gives admission to candidates on zero merit those who given entrance examination of B.Ed. conducted State University of Uttar Pradesh. This attitude of private college decline in quality education and ineligible candidates becomes teacher without competency and character.
9. **Proxy Attendance:** Regular classes are not run by private B.Ed. Colleges in majority of institution it is seen. College lacks proper faculties and resources and students, Either regular classes not conducted in college or students not taking classes regularly but their attendance maintain in registers continue and this is proxy attendance that set and set for university formalities. Private B.Ed. College mark proxy and fake attendance in register over 75% and send concern universities before examination at the time of filling of examination form of university.
10. **Fake approval and Multiples approvals:** Game of approval is seen in private B.Ed. colleges with universities that provides affiliation to private college. State University gives affiliation to private B.Ed. College and management of private B.Ed. College and some greedy staffs of university committee appointed for approval of teaching staffs doing corruption in teacher education in approvals. It is mandatory physical presence attendance during the approval with photo click as proof of approval process. But approvals of teachers done on documents without physical presence and committee members of university duly signed and approved the list of faculty. Some time it is seen that one teacher is approved in many colleges in different regions it is case of multiple approvals and some time it is seen that a teacher from north zone approved in eastern zone it is case of fake approval that is only possible by collusion of management, principle and approval committee member they share their part in this corruption. This is the most popular corruption in teacher education in private teacher training institution under the shadow of NCTE and NCTE couldn't develop any software to detect this corruption however Pan Card and Aadhar Card is mandatory along with documents during approval. NCTE must need to take action against such activities of corruption. Some time it is seen that interview conducted by member of university and candidates approved in B.Ed., M.Ed. and other courses of teacher education but private college didn't appoint approved faculty in college and run teacher's name and document of college as approved faculty and also submitted PAR on NCTE website however candidates suffers.
11. **Dummy Candidates:** In teacher education it is also seen in last decade that dummy candidates appears in interview in order to fill the quorum of university and NCTE and after that private college not appoint any candidate. College offered 5000 to 10000 rupees to these dummy candidates and fulfilled the requirement of norms and regulation of affiliated University and NCTE. In the lack of objectivity these private college remain in action and unpunished.



12. Lack of Extracurricular Activities: Extracurricular activities of sports, events, excursion, educational tours are very important for development of teacher trainees but majority of private B.Ed. college didn't offered these facilities to students due to many reasons but they kept records ready by maintaining photographs either its paste in wrong batch and wrong year.

13. Lack of Objectivity: Private institutions are not objective they are subjective and it is seen in many private B.Ed. institutions that marks were not awarded on ground of objectivity and rationalism. It's seen that many institutions marked student internal marks on ground of caste, relations and other background while eligible and devoted student suffers in lack of transparency in private college.

14. No fear of NCTE and NACC: It is seen that these private institutions are mainly run by political persons their relatives, education mafia and retired officers and they are not afraid of any higher authority such as NACC and NCTE. They maintain relationship with higher authorities on ground of capital they just maintained and show basic requirement at time of inspection and survive for longtime till next inspection. It is seen that complaint against any private B.Ed. college regarding any aspect didn't reach to higher authorities and RTI act became less effective in this case. It is seen that many NACC graded college lacks staffs and basic facilities without regular students some time college is appear as zoo in absence of students and staffs. NCTE must need to develop some software that is one Teacher one approval in India.

NCTE needs to supervise teacher training institutions regularly and officially visit private college after PAR submission and directly connected with students and staffs with e-mails in order to keep these institutions corruption free. NCTE also required to keeps vigilance team with visiting team members (VT member) of NCTE that does inspection of private B.Ed. College.

Conclusion:

Teacher education is only way to fulfill the requirement of teachers in schools and for schools, teachers training colleges are required such as private B.Ed. college because government institutions are less in numbers and cannot fulfill the need of fastest growing population state in Uttar Pradesh. State government need to establish at least two more government B.Ed. colleges in every district to maintain the quality teacher education in Uttar Pradesh and controls the private B.Ed. College with regular inspections and bans over rules violating college in state. All state universities authorities are responsible for proper and effective governance in field of teacher education. Government and officers need more control and monitoring over private college for effective execution, corruption free and quality teacher education in Uttar Pradesh in upcoming years. The more effective, monitoring and vigilance results smooth and proper run of private B.Ed. College, it results in skilled, competent teachers with professional teaching ethics.

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