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## Privatization, Globalization and Autonomy in teacher education

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### Abstract

In the nineteen eighties witnessed disillusion with socialist economics which led to dissatisfaction with the public sectors. Education too was considered as a public good and the government set up institutions just as other public enterprises, which provided education to the masses. With passage of time these institutions became inefficient. As a reaction to the inefficient working of the state owned enterprises, the wave of privatization has spread all over the world, including India. This paper is compilation of Privatization, it's need, advantages and fear, it's features and how to professionalising the teacher and teacher education for global world and Autonomy in teacher education, it's need and challenges before autonomous institutions, it's uses and misuses in the field of teacher education Is to be analysed and care should be taken for effective development in teacher education.

**Keywords:** Privatization, Globalization, Autonomy, teacher education.

### 1. Introduction

At the time of independence India declared itself a socialist democratic state. Public sector undertakings were initiated and developed to provide for all and usher India towards development. But the nineteen eighties witnessed disillusion with socialist economics which led to dissatisfaction with the public sectors. Education too was considered as a public good and the government set up institutions just as other public enterprises, which provided education to the masses. With passage of time these institutions became inefficient.

As a reaction to the inefficient working of the state owned enterprises, the wave of privatization has spread all over the world, including India. The idea of privatization was seen as panacea to all the problems. India too could not remain unaffected and the wave of privatization has influenced education sector

### 2 Privatization

#### 2.1 Concept of Privatization

The term Privatization is referring many different educational programmes and policies. Privatization is the transfer of activities, assets and responsibilities from Government and Public institutions and organizations to private individuals and agencies. (Levin, 2001). Privatization involves a change in the ownership of enterprise from the public or government, to the private sector or individual private companies (Aggarwal, 2007). Privatization is the hottest currently being debated in the education sector, it is fast becoming a widespread trend when considering education reform, as it eases the pressure on government to meet immersing demand and relieves them of exclusive costs in developing countries, the issues at hands are provision and accountability there, privatization can be advantageous to parents who are given more freedom and choice when deciding on schools for their children are educated.

#### 2.2 Education and Privatization

Applied to the education sector, privatization can be seen as part of the wider reform of the public sector. Education is both a private and social investment. It is therefore the responsibility of both the individual including the student, his family and even his employers and the society which includes the community and the state. The areas of shift in the education sector are mainly decision and responsibility of money, administration and a

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relevant curriculum of high quality.

Privatization is management by private sector with total absence of government intervention. Such institutions generate their own funds through higher fees, user charges and full use of resources. They survive on the philosophy that they do not have to pay for those who can pay.

Privatization of higher education has emerged in several forms and types in the recent decade in India.

1. Privatization within government higher education institutions takes place in the form of introducing self-financing courses within government institutions.
2. Converting government aided private institution into private self financing institution.
3. Allowing to expand self financing private institution with recognition and also without recognition, which may be termed as commercial private higher education institutions.

### 2.3 Factors which are responsible for Privatization

- a. **Need for competitive efficiency:** A more competitive economic environment, Operation of public sector enterprises is considered inefficient is the main justification for privatization. It is believed that private ownership and control are more efficient in terms of resource allocation and work.
- b. **Growth in population:** India has a population of nearly one hundred and twenty five crores. 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.
- c. **Financial problem:** Higher education in India is in financial stress. The government of center and state 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 unfavourably 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.
- d. **For quality education:** 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 buildings, furniture, different types of laboratories and qualified and competent academic staff, who can be paid as per the demand, there is a need for privatization for quality education.
- e. **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.

f. **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 management, finance and administration.

g. **Need for Technological developments:** Information revolution has been brought about and strengthened due to technological developments such as microchips, genetics, communications, robots, lasers, growth of satellite TV and computer technologies. 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.

### 2.4 Advantages of Privatization

Tailor made services and provision of wide choice of courses and subjects to students.

- Competition
- Quality of education and training.
- Availability and better maintenance of resources transparency in all procedures. Utility of human and physical resources in proper way.
- Innovativeness in teaching and evaluation.
- Decentralization of educational institutions.

## 3. Globalization

### 3.1 Concept of Globalization

The term "globalization" means integration of societies and economics through cross country flows of ideas, information, technologies, good services finance, capital and people. Cross border integration can have several dimensions – social, cultural, economical and political. Globalization has made economic life more competitive and demanding, making human expertise development more significant. Only as educated workforce equipped with modern skills can compete and benefit from exploiting the opportunities created by globalization.

Globalization is an economic phenomenon that brings the producers and consumers of different continents and regions into functional relationship through the free exchange of goods, services and capital. For converging the world three factors are mainly responsible. The first factor, which has brought radical changes for globalization, is the dismantling of the Eastern Bloc and the emergence of new regional economic blocs like the SAARC, the EU and ASEAN. The second factor is the dominance of an ideology of market-led regulation, initially applied to financial and economic exchanges, and now applied to a variety of other sectors of human activities including health and education. The third factor, the introduction of technological and scientific innovations in the field of communication has removed all the boundaries which earlier blocked the process of coming closer of the nations of the world.

Globalization has entered discussion in various fields and branches. What follows is a critical review of contrasting perspectives on globalization as it relates to education. In each section, after these general considerations, concerns are narrowed down to the effects of globalization on education in relation to the teaching profession. Teacher identity will be explored in terms of the role of teachers in a given society and the way specific societies conceive of this identity and adopt criteria to judge teacher effectiveness and success.

Given the ascendancy of the global economic model, this discourse includes other agencies that are exerting their influence on teacher identities. Teacher education and its evolving nature cannot be isolated from teacher identity. The globalization way is conceived of, and the role one assigns to teachers in relation to it, will definitely bear an influence on the manner in which teacher education is structured.

### 3.2 Globalization and teacher education

If we are to select and prepare a new generation of teachers equipped with the knowledge and skills. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, skills, behaviors and attitudes. They require to perform their tasks effectively in the classroom, school and wider community. It is a programme that is related to the development of teacher competence and proficiency that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, motivation and sensitivity. Beyond the quality of its education system, no nation develops which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge.

### 3.3 Global education:

The purpose of globalization and global education is to develop a 'global perspective' and sensitize the youth for understanding the multicultural world and maintaining peace and harmony in the world. People in general and the youth in particular has to be aware of the global happenings and issues and the interdependence of people.

Global perspective means sharing and cooperation with others allowing them to use whatever resources are available to attain individual as well as common goals. Further, empathy towards others, i.e. understanding and sharing feelings, communication ability in order to exchange and express thoughts, feelings and information and resolving conflicts by finding satisfactory ways of dealing with disagreement between people, groups, societies or nations.

### 3.4 In Globalization challenges for teacher education-

**Research in teacher education:** Enhanced scope of Teacher education requires researchers and studies to visualize scope of teacher education in the context of globalization. Research must respond to the area of policy issues, curriculum issues, evaluation systems, classroom practices, training strategies, value inculcation, technology mediated education, school community relationship, quality in education, inclusive education, interactive education, practice teaching school etc.

**a. Curriculum based on competency:** The curriculum based on competency represents an approach to instructions, which emphasize the application of the knowledge in a manner, which may be measured. Curriculum based on competency guides focus on a components listing of most important objectives to be mastered and competencies which every student should be able to demonstrate often instruction is completed. Competency based lesson, which change the students in activities designed to apply learning with an increased emphasis on higher order thinking skills. Students are evaluated not only on knowledge, but also primarily on

their ability to perform tasks associated with knowledge acquired.

- b. Professionalism and Adaptability:** The standard of education will improve if all the teachers have global perspective, well prepared and provided with ongoing professional development and appropriate support. Teachers need to be adapted to the social, economical and cultural diversities of the students in order to complete in the international sphere.
- c. Quality of education:** Today we are now more interested in the quality of teacher education. High quality teacher education is one more challenge which is successes caters to the following conditions without any bias such as staff pattern as prescribed by NCTE, Infrastructure catering to the needs of teaching learning situations, effective technique assessment and effective learning outcome assessment.
- d. The need of skills long side knowledge:** The phenomenon of globalization as helped to widen the gap between those who globalized and those who are globalized of the process at the local, regional, national and International levels. Teaching to live together is synonymous with developing an understanding and appreciation of interdependence in spirit of respect for the value of pluralism, mutual understanding and peace.
- e. Use of Integrated Technology:** A growing challenge in education is, establishing and implementing strategies to develop the skills and knowledge necessary for the teacher to essentially use technology as instruction tool. The extent to which teacher is prepared to infuse technology into curriculum and instruction is major contextual factor.

### 4. Autonomy in teacher education

Higher education system in India is one of the largest in the world and is continuing to progress. Many universities are burdened with unmanageable number of affiliated colleges, because of which many of the reputed universities and colleges have lost their eminent positions. Only some universities and colleges manage to maintain their status and dignity in an environment of complex social and economical pressures and worldwide changes in approaches to the educational process.

#### 4.1 Concept of Autonomy

An attitude of the mind which can be equated with critical intelligence, independent mindedness, a determination and think things out for one self is called autonomy. One's own independent judgments freely choosing among alternatives and governing one's own action and attitudes in the light of one's own thinking consists by autonomy.

Etymologically, there are two features of autonomy viz. the nature of self i.e. 'autos' and the kind of norm and rule – 'nomos'. Put together autonomy would thus mean adopting for oneself "self norms" "self governance" and "responsibility". Autonomy thus introduces the idea of 'self direction' as well as recognition of norms. Autonomy therefore, essentially means the relative independence of an individual in guiding and regulating his or her own conduct without any external control.

Autonomy or 'freedom' is accompanied by 'accountability'. Autonomy means accountability to stakeholders and society. Therefore, it is important to strike a balance between stakeholders' needs, societal demands and institutional autonomy.

#### 4.2 Need for Autonomy:

In India some universities are too large and have many affiliating colleges. Managing its own post graduate courses, teaching and research is getting difficult by the day. Managing the colleges, conducting number of exams, recruitment of employee, declaring results and certification has become unwieldy. The colleges, on the hand feel restricted in developing themselves due to lack of freedom. They feel that too many controls only hinder in their development. It is also observed that same regulations govern all colleges irrespective of their performance or nonperformance, management or mismanagement, regularities or irregularities. The colleges which are doing well face the same appraisal. Academic freedom of teachers is also affected. The curriculum, its transaction as well as evaluation without consideration of the needs and aspirations of the students residing in different parts of the city decided by the university bodies. The teachers in an institution are too occupied completing what is mandated by the university and are not motivated to give beyond the minimum requirements.

#### 4.3 Challenges before autonomous institutions

- Running an autonomous institution is problematic and challenging.
- Survival depends on achievement. This is the same as free market economy, where there is greater productivity than in controlled economy.
- Institutions achievement measure on the basis of students placement and employability
- Autonomous institution has their own policy.
- It has to match declared objectives and performance.
- Autonomous Institutions has to ensure coordination of teachers for qualitative change.

#### 5. Conclusion

In this unit, we have discussed Privatization, it's concept, need and advantages. Globalization, it's concept, features and how to professionalizing the teacher and teacher education for global world. We have also discussed about autonomy, it's concept, need and challenges before autonomous institutions. It's uses and misuses in the field of teacher education is to be analyzed and care should be taken for effective development in teacher education.

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