

Chartered Teachers: Liberalising Higher Education in India

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Abstract: India has third largest higher education system in the world. The new education policy 2020 makes an attempt to align the higher education framework to meet the expectations of knowledge economy and industry 4.0. This paper reviews the current status of higher education in India, with regard to faculty issues and explores Chartered Teacher approach for India. Education is the soul of a nation. A nation without education is like a body without a soul. A country aspiring to realise its true potential in the world characterised by disruption cannot succeed with outdated and irrelevant higher education. The new education policy has adopted visionary approach towards structural reforms but ignores the faculty issues. Chartered Teachers in India can overcome the faculty issues facing higher education sector. Chartered Teacher approach is driven by passionate individuals working as professionals. Accreditation system in India needs to shift focus from accreditation of institutions to accreditation of teachers, so that motivated individuals are able to achieve better control of academic activities as professional and strengthen their economic status, in addition to operational autonomy and better outcomes for students and other stakeholders. Chartered Teachers has the potential to reap demographic dividend for the country by nurturing young talent.

Keywords: Higher Education, India, Chartered Teachers, Professionalism, Faculty and Demographic Dividend.

1. INTRODUCTION:

India has the third largest education system in world. The predominantly young demographic profile in the country can be nurtured by a relevant higher education system to reap demographic dividends. This opportunity can be realised only if motivated teachers are available to mentor the young minds. Historically India's cultural heritage has given prominent place and respect to teacher in the role of mentor, guide, trainer and a neutral expert to guide the rulers about policies and means to achieve the purpose of human life and human existence. However in the period following invasion by Mughals and later British rulers, the systemic erosion of the teacher (Guru) as the role model was a strategic move by the invaders to eliminate the soft power of the people of India by depriving them of their mentor and spiritual purpose of existence was replaced by lure for lavish life style that suited the invaders plan to make people of India to follow the life style which invaders wanted them to live. The modern education system replaced the role of education from character building and skill enhancement to English speaking slaves looking to find a master under whom they can do certain kind of job and remain slaves (servants) who can have certain degree of material wealth devoid of any spiritual and moral values. Faculties are not given salary and respect that they deserve in India (Yash Pal, 2009). Quality of Indian higher education has been a cause of concern when compared with global standards (Altback, 2014).

Indian higher education need to give priority to critical thinking, creativity, communication and collaboration (Sharma, 2013). Indian higher education system has poor accountability (Tiwari, Anjum, 2014a). According to Transparency international 89% people in India consider corruption in government services as a big problem. 39% people have to pay bribe at least once for public services in India according of global corruption barometer of Transparency international. India ranks 86th globally in corruption perception index 2020 issued by Transparency international (Transparency international, 2021). World Bank President Robert Zoellick had highlighted the problem of corruption in his remarks "Corruption is a cancer that steals from the poor, eats away at governance and moral fibre and destroys trust" (Times of India, 2021). India has the highest rate of bribery in Asia. It has been observed that 18% people offered bribe in favour of votes, and 11% people has suffered sextortion (Business Standard, 2020). Justice Karnan had levelled charges of corruption on fourteen Supreme Court judges and nineteen high court judges, though he was sentenced to six month jail for contempt of Court (Mahapatra, 2020).

The nexus between bureaucrats, politicians and businessmen has converted into a cartel looting the country. The nexus spreads to judiciary as well as other agencies of government. Now education has also become a business for earning wealth without any tax obligations. Most of the educational institutions are owned by politicians and the purpose is to earn tax free income and grab cheap land. The corruption in civil services has reached the highest level and investigating agencies can't do much due to legal constraints. Political will, public vigilance and media role can play a constructive role (Raghavan, 2016, Saxena, 2019). Central Bureau of Investigation (CBI) has filed criminal and corruption cases against 139 bureaucrats between January 2014 and November 2017 (The New Indian Express, 2018). Judiciary is not isolated in the decline of moral values and indulgence in corruption. Attorney General has commented "Five judges of the Supreme Court who have said that democracy has failed in the Supreme Court – which is what Bhushan said in his tweets. Secondly, I have nine judges of the Supreme Court saying that there is corruption in the

higher judiciary. Two of them made statements while they chaired (not clear). Seven of them said so immediately after their retirement. I have extracts from all of them. I myself made a speech in 1987 in the Indian Law Institute". The 19th Chief Justice of India, Justice Venkatramaiah had commented that "The judiciary in India has deteriorated in its standards because such judges are appointed as are willing to be influenced by lavish parties and whisky bottles" (Venkatesan, 2020).

Regulation of higher education is also infected with the corruption virus. Cases have been filed by Central Bureau of Investigation against officials working in regulatory authorities of higher education (Pandey, 2009; The Indian Express 2009). Indian government spent only 3.1% of GDP on education in 2019-20, though education policies have repeatedly recommended spending at-least 6% of GDP on education (Khaitan, 2021). Lack of budgetary support has led to a situation where states do not have funds to hire permanent teachers to fill up the vacant posts. One out of every six teaching positions in Indian government schools is vacant. In Delhi the national capital of the country, only 56% posts are filled up with permanent regular teachers, rest are temporary daily wage teachers who earn 42% of the salary as compared to a regular teacher (Kalra 2017). Indian higher education system does not provide scope for growth, which reduces the morale and motivation of faculties (Tiwari, Anjum, 2014b). There is no surprise that demotivated teachers are producing unemployable unskilled graduates, as half of grade VI students in Delhi cannot read (Kalra, 2017). The callousness of regulatory authorities towards teachers is gradually making teachers insensitive towards students learning outcomes. The power distance between teachers and students is a cause of concern for mentorship of students (Tiwari, Anjum, 2014c). The tendency of government to run away from their responsibility towards education is questionable (Tilak, 2003).

2. METHODOLOGY:

The paper reviews the current scenario of higher education in India in terms of challenges of faculty motivation. The paper explores opportunity of developing Chartered Teachers to resolve faculty problem and enhance outcome of Indian higher education. Paper draws upon the literature on initiatives of Chartered Teacher in Scotland.

3. CHARTERED TEACHERS IN INDIA:

The problem of shortage of teachers can be resolved by liberalising teaching profession. Low admissions and poor utilization of resources and capacity has deteriorated the financial viability of educational institutions built up by acquiring cheaper land (Anjum and Tiwari, 2012a). It is not easy to manage inorganic growth (Tiwari, Singh and Mathur 2018). Instead of solely research oriented performance evaluation, 360 degree evaluation of teachers is needed for encouraging holistic education (Tiwari, Anjum, 2014d). Low cost and simplicity can lead to profitability in difficult operating conditions (Tiwari et al. 2018). High level of commitment provides the ability to manage challenging operating conditions (Choudhuri et al. 2015). Good governance and autonomy enhances the outcome (Sharma et al. 2013). The information technology and digital platforms have made online education a viable option for the masses. Technology is useful to empower marginalised sections of society; farmers (Tiwari et al. 2020) and women (Anjum and Tiwari, 2012b). Availability of smart phones and digital platforms provide an opportunity to explore virtual mode of education. The present Modi government in India is supporting technology adoption for betterment of human life (Rana and Tiwari, 2014). Chartered Teachers can resolve the problems of shortage of teachers in Indian education system. Technology has played a constructive role in improving inclusiveness of growth due to participation of private sector (Anjum & Tiwari 2012c).

4. SIGNIFICANCE OF CHARTERED TEACHERS GLOBALLY:

The concept of Chartered Teachers originated during consultations for significance of Continuing Professional Development (CPD) coming out as McCrone Report (SEED, 2000). Chartered Teachers get benefitted with additional salary. Faculties in private sector are driven by intrinsic factors (Tiwari, Anjum, 2014e). The Chartered Teacher accreditation is a benchmark of professional development which is reflected in Standard for Chartered Teacher (SEED, 2002). The first Cohort began working for Chartered Teacher status in Scotland in 2003. The cohort of 98 teachers was the first to be awarded with the status of Chartered Teacher in United Kingdom in 2019 (Education and Training Foundation, 2019). Experienced teachers are able to acquire Chartered Teacher status. Skill Hierarchy motivation model of teacher motivation is consistent with the approach of Chartered Teachers (Tiwari, Anjum, 2018). Connelly, McMohan, 2007 found in a study of Chartered Teachers in two universities that Chartered Teachers were not only satisfied with the enhanced financial benefits but also the academic outcomes were better as perceived by teachers. Chartered Teachers status enhances the professionalism aspect of a teacher. Chartered Teachers are role models for other teachers (Connelly, McMohan, 2007). Teachers should enhance collaboration with other stakeholders (Tiwari, Anjum, 2014f) as collaboration fastens the learning curve (Tiwari, Anjum, 2015). Chartered teachers explore collaborations with other stakeholders (Smith, 2010). Collaboration provides platform for promoting entrepreneurship among teachers and students (Tiwari et al. 2017). Collaboration positively influences skill development (Tiwari, Anjum,

2014g). Indian faculties need to promote entrepreneurship among students for economic prosperity. Unemployment is adversely affecting economic growth in India (Khem Chand et al. 2017). Chartered Teacher status raises the standards of service of teachers by making them professionals rather than just people doing some job. It also enhances outcomes for society as the standards are devised after consultations with various stakeholders (O'Brien and Draper (2003). Chartered Teachers status provides a mechanism for securing a space for teachers (Reeves and Forde, 2004). Contributions of Chartered Teachers are being observed at school level, authority level and also national and international level. Chartered Teachers have been recognized in Scotland as experts in teaching and learning and emerging as a face of professionalism (Mc Mohan et al. 2009). Chartered Teachers are able to accomplish better professional values and commitments, professional action, professional and personal attributes professional knowledge and understanding (Christie, 2006).

5. CONCLUSION:

The demographic opportunity of India can be converted into a powerful tool to develop human capital for growth and development. Teaching needs to be identified as a profession with accreditation of Chartered Teachers. The role of private educational institutions as a trader of knowledge of dedicated teachers has given poor outcomes for the society. It has made politicians and businessmen wealthier while teachers continue to live a marginalized life. Student interest is taken for granted and students mostly get frustrations after spending many years in the modern education institutions. Chartered Teachers will resolve the problem of shortage of teachers and students will have more choice choosing study option with dedicated teacher. Moral values and holistic development can be enhanced by engagement of student with experienced Chartered Teachers.

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