

**ADMITTING & RECRUITING THE BEST: FUTURE OF TEACHER EDUCATION
IN INDIAN AND FINNISH CONTEXT****Mr. Lonkar Chandrakant Sakharam¹ & Smita S. Kale²**¹*UGC NET Senior Research Fellow, Department of Education and Extension,
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Teacher recruitment process plays vital role in any country's inclusion of quality teachers in the education system or exclusion from the education system. Every nation has her teacher recruitment process system, it affect or effect the quality education of the nation overall. We all know the statement of Kothari Commission "Quality education depends upon the quality of teachers and quality of teachers depend upon the quality of teacher education." It suggests that a country needs quality teachers and quality teacher education, training. But without transparent and quality teacher recruitment process, toppers or quality human resource will not join the education system. India cannot fulfill the dream of quality teachers and quality teacher education of Kothari Commission. The researcher aims to present quality and transparent teacher recruitment process of Finnish education system and other side corrupt and dark sides of Indian teacher recruitment process.

Keywords: *Teacher Recruitment Process, Indian Teacher recruitment process, Finnish Teacher Education and Recruitment process, Inclusion of quality human resource in education, exclusion of quality human resource from education.*



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Introduction:

Teacher admission and recruitment process is a unitary system in Finland. All over the country the system is same. India is a diverse country and so teacher recruitment process is also replica of diversity. Central Government (CBSE Central Board of Secondary Education affiliated) has its own recruitment process, KVS (Kendriya Vidyalaya Sngathan), NVS (Navodaya Vidyalaya Samiti), Army Schools, Sainik Schools and Private Public schools have their own teacher recruitment process etc. In every state, we have different State Boards and their separate recruitment process for Govt. schools, Govt. aided schools, Govt. non-aided schools, permanently non-grant schools, Minority schools, Sainik Schools, Ashram Schools and Private Public Schools etc. Indian teacher recruitment process is a Khichadi (Food of varied mixture) type recruitment process but not tasty.

Burning Problem:

This varied recruitment process is the major problem of quality education system. In 2015, Maharashtra Govt. banned teacher recruitment process because of teacher selection process. Without solving this, we cannot stop dark and corrupt sides of Indian education system. Quality and transparent teacher recruitment process will leads to golden days of future

education system in India. It will attract high IQ and human resources and retain them in the education system. Therefore, the researcher purposefully studied World's top most education system (Finland).

Finnish Teacher Education and Recruitment Process:

Passi Sahlberg in his book, *Finnish Lessons* (Teachers College Press, 2011) writes “Stated quite plainly, without excellent teachers and modern education system, Finland’s current international achievement would have been impossible.” This statement suggests that teacher education and teacher recruitment processes are excellent in the country.

In Finnish education, the role of Govt. and NBE (National Board of Education) is typical. The Ministry of Education and Culture is responsible for education policy and legalization. The NBE is the National Agency for the implementation, monitoring and development of education policy for the Ministry of Education and Culture.

There is five-year master’s degree programme for teacher education. Nationwide entrance test and a personal interview include for admission process. It is a tough and rigorous admission process. The Municipalities are the local responsible stakeholders of local education administration. Basic and Secondary schools are maintained by local authorities. These make the decisions of allocation of funding, local curricula and staff recruitment. Municipalities can choose to delegate decision making powers to school Principals to recruit their school staff.

This process of teacher recruitment is a government administered process. There is no interference of political parties and leaders. The teachers are recruited by local Municipal administration or school Principal’s administration process. Teacher recruitment process is under the control of local administration. They advertise as per requirement and hire quality teachers.

Indian Teacher Education: Admission and Recruitment Process:

In India, we have Central Govt. and each state has its State Govt. Central Government has separate Ministry for education known as Ministry of Human Resource and Development (MHRD). At the centre there are policy maker and regulatory bodies like UGC, NCTE, NCERT, CAGE and CBSE etc. Every state has Ministry of Education and Universities, SCERT, DIET etc. to prepare policy and regulate and implement them.

Comparing table of Finland’s admission process and minimum eligibility with Indian admission process and minimum eligibility and tenure are drastically different as follows:

Sr. No.	Education Level	Finnish Eligibility	Indian Eligibility
1	Pre-Schools (Kindergarten) Level	Bachelor’s Education Degree	in 10 th pass and 6 Months Certificate Course
2	Primary (Basic) Level	Master’s Education Degree	in 12 th pass and 2 Year’s Diploma Course
3	Middle (Elementary) Level	Master’s Education Degree	in Bachelor’s Degree and 2 Year’s Degree
4	Secondary/ High School Level	Master’s Education Degree	in Bachelor’s Degree and 2 Year’s Degree

When we compare the teacher education and qualifications of both the countries, we understand apparently high and low quality parameters of education standards. In India, there

is a poor admission process to get admission in teacher education colleges. There is a provision of entrance test but this is a nominal test, mostly those students are not admitted in other professional courses will turn towards these courses. High IQ and topper students in the Secondary and Higher Secondary education rarely join education colleges. Private colleges mushroomed every state in India, ill-backed teacher products have prepared in the country. Teaching degrees and certificates do not ensure the quality teaching skills and knowledge.

Teacher recruitment process is a Khichadi (Food of varied mixture) type process in the Indian education system which is totally contradictory to the nation's best unitary Public Service Commission recruitment processes like UPSC and MPSC etc. There are major NVS, KVS, Army Schools, Sainik Schools and private CBSE Schools and each has typical recruitment process. Mostly these schools and bodies recruitment processes are corruption free and fairly good in the country. Every state has State Board of education and affiliated schools to these boards are Govt. schools, Govt. aided schools, Govt. un-aided, English Medium Private Schools etc.

The recruitment processes of these schools are different. The Govt. schools recruitment process is administered by Govt. administration. Meritorious candidates in the CET will be recruited in the Govt. schools. Very rare corruption occurs in CETs recruitment process because this process is administered by Class I Govt. Public Service Authorities.

The Govt. aided or granted schools are the sole authority of the Institute President/Body. This is the worst corrupt place of recruitment process of teacher (not all). They have powers to recruit teachers in the institute. They legally recruit teachers but illegally for the post they mostly receive huge money (not all). Therefore every institute President and Body of un-aided school wants to get Govt. aided status (granted) and permanently non-grant bodies are fighting for their de-recognition of permanently non-grant status to get Govt. aided status (not all).

ASER Report (2013) suggests that Govt. schools student enrollment is decreasing and private schools students' enrollment is increasing. Some Govt. schools divisions are closed by lack of student's enrollment and teachers of these schools are in excess status. Somehow teachers, Govt. policies, infrastructural facilities etc. and private Govt. aided schools (not all) are responsible factors for the closing down Govt. schools in Maharashtra.

When, I thought deeply about the private granted (aided), non-granted (un-aided) and other institute owners (President/Body), I tried to modify the past status of teacher in the ancient era of education system as in the present education system with the President of an institute as follows:

In the past teacher is like the most respectable figure like God.

Gurur-Brahmaa Gurur-Vissnur-Gururdevo Maheshvarah |

Gurure[-I]va Param Brahma Tasmai Shrii-Gurave Namah ||1||

The Guru is Brahma (The God of Creation)

The Guru is Vishnu (The God of Sustenance)

The Guru is Shiva (The God of Annihilation)

My Salutation to such a Guru, who is verily the Supreme God

In the present era, the President of the institute is the most respectable (because of fear, not all) Sansthachalakaya-Brahmaa Sansthachalakaya - Sansthachalakaya -Gururdevo aheshvarah |

Sansthachalakaya Param Brahma Tasmai Shrii- Sansthachalakaya Namah ||1||

President (Body of the institute) is the creator of the institute like the Creator of the Earth (Brahma).

President (Body of the institute) is the nourisher of the institute like the Nourisher of the Earth (Vishnu).

President (Body of the institute) is the destroyer of the institute element like the Destroyer of the Earth (Shiva).

My Salutation to such a president, who is verily the powerful like God.

This over exaggerated statement is the cause of following questions:

How can India make the top most quality education system in the World?

How can India attract and retain the top most (teacher) human resources in the World?

How can India make ideal corruption free teacher recruitment process in the World?

These are the big challenging questions before us in the future of teacher education. Considering about top most Finnish education system in the World. We can mould according our culture and some alternative recommendations are as follows:

1. Constitutional amendment bill should pass in the Parliament for teacher recruitment process and at the Central level Union Teacher Service Commission UTSC (similar to UPSC) should possess statutory status to recruit quality and transparent teachers in the country.

2. At the state level, bill should pass in the State Assembly for teacher recruitment process and possess statutory status similar to MPSC as Maharashtra Teacher Service Commission (MTSC) to recruit quality and transparent teachers recruitment's in the state.

3. Urgent need of Govt. aided institutes Nationalization process because their major objectives are building and serving the nation. They are receiving funds from state and Central Govt.

4. Teacher selection committee should include 50% members from IAS, IPS, cadres and IFS or State level Class I Administrators who have teacher education background and remaining 50% from educationists.

5. 30 years limited service guarantee for teachers to intake fresh blood and continuous employment cycle to attract high IQ and quality students from the education system.

6. Govt. should ensure corruption free, political-pressure free, institute President's interfere free teacher recruitment process.

Conclusion:

India is a democratic country which represents unity in diversity. The paper dwelt upon Finnish top most education system in the World. It also dwelt upon what are the lacunae's of Indian education system. It gives some urgent alternative initiatives to step on in the concerned issues. Maharashtra Govt. banned teacher recruitment process for selection process of teachers in the state. These affirmative actions will lead to bring golden era of education in the country.

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