



THE ROLE OF PUBLIC AND PRIVATE PARTNERSHIP: CONTRADICTIONARY SITUATIONS AND BRAND INEQUITY IN TEACHER EDUCATION

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“Teacher is my knowledge,” the Society rise the if teacher is good. If we go to the history of teacher education .Indian Teacher Education has been strengthened a lot during the past couple of years. The NCTE Regulation 2007 were revisited and modified by the NCTE and notified in 2009 The elementary School Teachers qualification were worked out and notified in August 2010. The TET inclusion in qualifications has been largely accepted and appreciated, wherein it was provided that even after & securing the required qualification the teacher will have to obtain at least 60% Marks in TET Norms and standards for Two year Diploma in Performing and non - Performing Art Education were worked out by the council and notified in August 2009 . Teacher Education New curriculum framework was designed and released during March 2010. The Study of Demand and supply of trained teachers in states and union territories at primary upper primary and secondary levels was completed by the council in 2010 and was published in 30 volumes.

At a large scale private and public sector introduces their innovative steps in teacher education. Aided , Non Aided ,colleges were introduced in the premises of teacher education. The role of public and private sector in the teacher education changing widely., it has more commercial motive , teacher education has been largely commercialized due to the private sector. The recognition and the bifurcation of below standard Teacher's Education Institutions was withdraw. A large number of Teacher Education institutions have shifted to their own premises. Bridge courses have been introduced to strength Teachers Education where found necessity online application and self disclosure drives were introduced.

Present paper makes an attempt to throw a light in the issues and outcomes of the public and private partnership in the area of teacher education.

One can see that public private dichotomy in teacher education completely brought the change in “Quality Education”. The teacher education degrees conferred by the universities and institutions are non comparable are TETs, SETs, NETs the solution. If the contradiction leads in the inputs and process then how can quality of the grater loss, then education institutions questioning the legitimacy of their own product.

India a multi cultural, multi dimensional country, due to the divergence of state, society, Judiciary and education there is a institutional inertia.

The questions always removed unanswered who is accountable? The state? The Judiciary? The System? The politics? The economy? The education? or all of them?

Present paper takes the critical review of the present scenario of teachers education and contradictory situation and brand inequity in teacher education and its future forthcoming time with respect to public private partnership. Education has its own identity. It has its own values, principles and the existence Nobody should try to superimpose and dictate education. The political hub, educational hub even economic hub should be kept separate from each other.

Now days the economy is overarching both the state and society. The private and corporate sector has more of commercial motive education has been largely commercialized.

The issues and problems of access of equity, quality relevance and inclusiveness in education, especially higher and professional educations are issues which are relevant in all parts of the world and many countries.

Seeing the current status of teacher education in India we are in a flux because of public private partnership.

- On the one hand- positive because one may notice that so much focus on teacher education.
- On the second hand little consensus and clarity on the teacher education space is going to look like.

This clarity is never going to go away completely. Teacher education space is a reflection of the present society and we are living in a world which is fast changing with dynamic knowledge society and so the only constant in this world is change.

Access, Quality, Equity and Relevance is not going to be achievable without innovation and reform in teacher education.

One may notice the reforms and the change in teacher education. The role of public and private partnership is rising in the provision of teacher education.

Contradictory situation due to the Public- Private Partnership in Teacher Education arises the questions:

- Do we really feel that the poor people or economically backward class can be the part of this kind of expensive stream ? can we make them to participate in the PPP?
- What are the few short coming way way for the society, so they can be the part of such progress that we are looking for the PPP?
- What about the recruitment and assurance to working SET/NET professors on the ground of service count in PPP?
- The pay scale issues and the promotions.
- We must look after the participated group under the public private partnership in teacher education like the Bharati University and Dr. D.Y. Patil University etc.
- Examine the result if this partnership in the comparison of private and public sector.
- Where we are lacking to produce the researches based on quality?

The results are totally based on the contradictory /paradoxical situations.

Obstacles in the qualitative Teacher education With respect of Public- Private Partnership :

1. Quality Crisis
2. Overgrowing enrollment in Teacher Education
3. Mismatching Teacher
4. Lack of mastery and Poor integration of Skills
5. Alienated and Incompatible Models of Education
6. Little concentration and contribution to higher education
7. Outdated philosophies and need of instantaneous theory.
8. Lack of Innovative work/research scenario work in teacher education
9. Inadequate Technology infusion.
10. Infrastructure and vision regarding teacher education
11. Insufficient planning and management regarding the man power and its.
12. Unequipped laboratories'.
13. Aptitude of the insufficient practice teaching.
14. over activism of Distance / open universities.
15. Inactive role of in-service and convincing teacher education
16. Invalid and take accreditation and evaluation recognition.
17. No teacher education policy
18. Indifference and fault finding mentality with teacher education

Conclusion :

The teacher education becomes very commercial due to the PPP. The candidate whoever can pay much can be the part of such institutions. So the question became very important that conventional paradox seen because of teacher education with uneducated/untrained teacher because the institution most of the private institution just doing and serving the institution by admitting the candidate on the basis of quantity.

If we want to improve the quality of teacher education we need the equal Participation of teacher parents, students, society, politician, administrative section and govt. policy unless and until we try to make a soothe bond among the above agents we can't improve the quality of teacher education.

The future of teacher education will be bright if we try to overcome the above obstacles. To form the perfect harmony in teaching learning process and in teacher education the teacher education polity should be drawn.

The foregoing analysis highlights the malaise paving the Indian teacher education system. It calls for revolutionary changes. There should be open forums and public debates on teacher education policy, rather than leaving it to some selected committees and commissions.

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