

## **Public Private Partnership in Teacher Education: Its Prospect and Strategies**

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**Abstract:** *India has one of the largest systems of teacher education in the world. Besides the University departments of education and their affiliated colleges there are a number of govt. and govt. aided institutions and self financing colleges and open universities who are engaged in teacher education. Though most teacher education programmes are nearly identical their standard vary. Uncontrolled growth of the number of self-financing teacher training institutions in the recent years has led to the unevenness in the quality of teacher training institutions. The implementation of RTE Act creates an enormous need for teacher education of 12.84 lakh teachers for providing quality education to all children in the country irrespective of gender, caste, creed, religion and geographies. This study is formulated to identify the role of public private partnership in teacher education to meet the crisis of trained teachers and to reform the teacher education programme ensuring quality.*

**Keywords:** *Public Private Partnership, Teacher Education, Accreditation, Quality Teacher*

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### **I. Introduction**

According to NCTE(1998) in any educational programme teacher is the most important element as he plays the pivotal role in the implementation of the whole educational process. The teacher is the one who determines learners achievements and weaknesses by his professional competency. So it is evident that the quality of education basically depends on the quality of teachers.

The RTE Act 2009 attaches great significance to the role of teachers in the reformation of the elementary education. In Section 23 emphasis is given on the need for making available professionally trained teacher for both the elementary and High/Higher secondary schools, though it was recognized that some states may not have the capacity for professional training of teachers as required.

Section 24 specifies the academic duties of teachers including completion of curriculum, provide additional support where required, ensure contact with parents of children. This surely needs recruitment of quality teachers in the schools of India in a proper teacher student ratio.

### **II. Need for establishing New Teacher Training Colleges**

India has one of the largest systems of education. There are nearly 5.98 lakh primary schools, 76 lakhs elementary schools and 98 thousand high or higher schools in the country. In 2009 10 there were around 5.23 lakh teacher posts vacant under state quota with large inter state variations. Uttar Pradesh had the highest vacancy of 1.65 lakh teachers followed by West Bengal(52,764), Bihar(51,074), Orissa(37,901), Chattishgarh(34,985) and Rajasthan (29,356). Estimates prepared by NUEPA and MHRD in 2009 showed that to implement the RTE Act recruitment of 5.1 lakh additional teacher posts have been sanctioned under the combine RTE SSA programme. Again, out of about 4.52 million teachers in the country nearly 3 million are teaching at the elementary level. A sizeable number of them are untrained or under training. One of the major problems confronting the states with large teacher vacancy and inadequacy of trained teachers is the inadequate number of the teacher training institutions and their annual intake capacity.

### **III. Role of Private Sector**

To meet up the crisis a large number of initiatives have been taken by private sectors. Their presence is urban dominated and market driven. Though the private sector helps in expanding the capacity for training teachers it is characterized by imbalances leaving much gap for the regional disparities. The proliferation and mushrooming of self financing institutions granted recognition by the NCTE for various teacher education courses has raised serious doubts about the teaching and training capacity available in these institutions and quality of courses transacted by them. The position of courses recognized by the NCTE on all India basis is shown below  
**:Course-wise recognition granted by NCTE upto 31.07.2011**

Course	No. of Govt. institutions	Approved intake	No. of private institutions	Approved Intake	Total Intake (Govt. + pvt.)
<b>Elementary (D.Ed.)</b>	757	49,089	4,831	2,98,278	3,47,367
<b>secondary (B.Ed.)</b>	224	20031	5,730	6,09,486	6,29,517
<b>M.Ed.</b>	102	3672	790	25,285	28,957
<b>B.P.E.D.</b>	19	1284	538	28,150	29,434
<b>Others</b>	76	16760	800	51,422	68,182
<b>Total</b>	1178	90836	12,689	10,12,621	11,03,457

#### IV. Need for Public Private Partnership

The availability of government aided and self financing institutional capacity for teacher preparation varies across states .States such as Andhra Pradesh,Delhi,Gujarat,Haryana,Himachal,Karnataka,Kerala,Madhya Pradesh,Maharashtra,Punjab,Rajasthan,Tamil Nadu and Uttarakhand have low percentage of untrained teachers and sufficient capacity to prepare teachers in respect of demand for teachers. Whereas states like Assam,Bihar,Jharkhand ,Orissa , Chattisgarh , Jammu and Kashmir , Uttar Pradesh and West Bengal have high percentage of untrained teachers and low teacher preparation capacity as evident from the following table:

State	Untrained teachers	Annual D.Ed Capacity	Annual B.Ed capacity	Teacher Vacancy
Assam	8,758 (11.43%)	1,320	4,310	42,550
Bihar	1,73,167 (51.51%)	2,000	6,210	2,62,351
Chhattisgarh	33,714 (29.98%)	2,070	10,280	62,466
Jharkhand	73,281 (54.50%)	1,460	5,550	43,839
Orissa	33,401 (17.64%)	3,290	1,775	25,138
Uttar Pradesh	1,36,088 (27.29%)	18,775	1,22,900	3,12,222
West Bengal	1,68,138 (40.50%)	4,180	13,505	1,80,945

In the states of North Eastern region the problem is essentially of large percentage of untrained teachers and inadequate training capacity. However, they do not have the problem of large teacher vacancies.

With this backdrop and increasing demand for teachers , there is a need for developing understanding of public private partnership in teacher education . Public private partnership is an approach under which services are delivered by the private sector , while the responsibilities for providing the resources rest with the government . Public private partnership is formed to bring together a set of action for common goal based on shared roles and principles. It is the form of agreement that entails reciprocal obligations and mutual accountability, the sharing of investment and reputation risks and joint responsibilities for administratives and executives. Public private partnership is being encouraged in view of the former’s inability to meet the requirement duo inadequate resources and poor management.

For the reformation of the teacher education in India the public private partnership in teacher education should focus on :

- . Providing pre service and in service training to a large number of teachers without compromising with quality.
- . Strengthening District Institutes of Education and Training (DIETs) and Colleges of Teacher Education (CTEs).
- Improving quality through ICT.
- □Teacher capacity building.

#### V. Models of Public Private Partnership in Teacher Education

##### Joint Venture Model

Private sector forms a joint venture company along with the government where private sector is responsible for investment in construction and management of the operations while government contributes by way of fixed assets at a predetermined value, whether it is land, buildings or facilities or it may contribute to the share holding capital.

##### Management Contract Model

Private sector invests in infrastructure and runs operations and management and the government takes the responsibility to pay the private investor for specified services.

### **Equity Model**

The government and private sector both invest in infrastructure and the management operations are done by private investors.

### **Annuity Model**

The private sector invests in the infrastructure and the government runs the operations and management of the institutions in turn making annualised payments to private investor.

## **VI. Conclusion**

Public private participation in teacher education can work successfully following the recommended measures :

- Building trust as core value between the public and private sector.
- Negotiating a fair deal structure.
- Securing consistent and coordinating leadership.
- Designing transparent management system.
- Establishing an accreditation ensuring quality teacher education.

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