

Dialogue Paper 1:Topic: Teacher Education
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Introduction:

Teacher Education is the specialised part of Higher Education with sole purpose to prepare qualified teachers for imparting quality school education. Such institutions are generally termed as Teacher Education Institutions. These are affiliated to particular university and most of them are in ' Self- financed ' category meaning funding is exclusively from fees collected from students. Consequently, fees for Teacher Education Programme, even run by colleges maintained and managed by the university, is very high in comparison to other courses. Regulating Authority for T. E. Is. is National Council of Teacher Education and Research(N. C. T. E. R.).

National Education Policy'2020 and Teacher Education: Para 15 of NEP'2020 formulates provision for Teacher Education in our country. It describes its aim as follows:

" By 2030,only educationally sound, multi- disciplinary and integrated teacher education programme shall be in force."

Under this provision Composite multi- disciplinary T. E. Is. Will only survive. So danger of closure of large number of TEIs will become reality as the report of a Study, conducted by Azim Premji University, on teachers and teachers education in India, under the head mapping the landscape of TEIs in India is alarming. As per report," number of TEIs in India is 17503 out of which more than 90% are privately owned, stand alone institutions, offering single programme localised in certain geographies. U. P., Rajasthan, Maharashtra and Tamil Nadu together have 541 TEIs. in India. Only 12 States/UTs have at least one TEIs. in each district."

It reflects unplanned and uneven growth of TEIs in our country leading to great regional mismatch between demand and supply. It further results in regional divide in terms of TEIs amidst social, economic and gender divide in TE Programmes. Other provisions of NEP' 2020 will also be applicable in Teacher Education and it will

further lead to over- centralisation, Corporatisation, division in the name of indian traditions in Teacher Education excluding marginalised people.

Other provisions include:

- To establish Education Department
- All TEIs will offer 4 year Integrated Teachers Preparation Program by 2030
- There will be three type Teacher Education Programme namely 2 year B. Ed course for students who have already received a Bachelor Degree in specialised subjects and 1 year B. Ed. Course for students with 4 year undergraduate degree in a specialised subjects. 4 year Integrated B. Ed. Course is the third category of Teacher Education Programme.

Admission in Teacher Education programme will be made through Aptitude Test centrally by National Testing Agency encroaching upon autonomy of the university/College.

- Ph. D. Students will also have a minimum number of hours of actual teaching experience gathered through teacher assistantship and other means. It may lead in curtailment of recruitment of qualified quality teachers.
- SWAYAM/ DIKSHA for online training of teachers in service which may lead to compromise with professional skills , academic pursuit and intellectual engagement of teachers.
- National Mission for Mentoring shall be established which may result in unnecessary government interference through backdoor.

Present Status of TEIs:

TEIs. Specially self- financed ones are grazing grounds for many. Whether it be affiliation by the university and the government, recognition by NCTE , admission, evaluation, internship and others, money works. It compromises with human value and social obligations. This observation is also substantiated by the report of a Study conducted by Azim Prem Ji University on teachers and teacher education in India.

Four papers of Study together explore-

1. Landscape of TEIs.

As per report number of schools is 1.5 millions and number of teachers is 9.0 million. On average one school has 6 teachers which much less than prescribed limit as per law. More of the structure is diverse and unequal.

2. Corruption in private TEIs:

The picture as per report gloomy and alarming.

- " There are many sub- standard and dysfunctional TEIs. functioning as commercial shop. "

3. The support system needed for teachers:

- TEIs. deliberately neglected basic curriculum requirements.
- Classes are neither conducted seriously nor taken seriously by the students.
- Allmost all Private TEIs. allowed students with shortage of attendance to appear for examination.
- More than 60% TEIs allowed students who had not completed their school internship to appear for examination.
- At least 70% TEIs had an average student attendance below 80%

4. Problem of those who are on contract:

- prevalence of contract teachers who are recruited for short periods on inadequate salaries with little or no benifit.
- This has caused long term damage to not just the teaching profession, but has also affected students learning.

Besides this, there's a great problem of Ghost Faculty- the non- attending faculty on roll getting meagre consolidated amount for use of their name on teacher roll. Such ghost faculty simultaneously works in many TEIs.

Conclusion: Though there are many loose links and gaps in existing TEIs. NEP'2020 was supposed to address these problems in right perspective as per aspirations of our people. On the contrary it looks for solutions in the interest of corporate, elite and rich. People, in general, will find themselves at loosing end and will be pushed from quality education. So people have to be mobilised through public debate and public discourse at mass level to make them aware of inherent dangers of implementation of NEP'2020.

We are for Public Education, not for Corporate and Elite Education.