

Various Stages and Innovations in Pre-Service Teacher Education Programs in India

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Abstract

Development in Teacher education in India was observable after post independence. It begins at various levels with the recommendation of commissions like, University Grants Commission (1948), Kothari Commission (1964-66), NPE (1986), POA (1988). National Policy on Education (NPE) 1986 states that teacher Education is a continuous process and its pre-service and in-service components are in-separable. Pre-service teacher education prepares teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. Also, various innovative programs of pre-service teacher education are running at different levels of education. The system of pre-service teacher education is as per need of system of education in contemporary India.

KEYWORDS: Teacher Education, Levels of Education, Pre-Primary, Primary, Elementary, Secondary, Higher Secondary and Tertiary

Introduction

Teacher education program in India serve the varying needs of the diploma /degree level of teacher education and prepare teachers from Pre primary level to Institution/University level. In context to Indian contemporary education system different areas like, subject related pedagogical theory and practical components, community work, practice teaching, internship, etc are being covered under teacher education programs. Teacher education in India prepares teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. In the coming paragraphs various stages of pre-service teacher education are discussed along with innovations in various stages of pre-service teacher education.

Teacher education program for Early Childhood Stage

Stage/ Level	Program Name	Mode	Duration
Pre-primary stage/Early Childhood Stage: Lower kinder garden(LKG) and upper kinder garden(UKG)	Diploma in Early Childhood Care and Education (DECE)	Distance	1 Years
	Early Childhood Education (ETC)	Regular	1 Years
	Diploma in Early Childhood Care and Education (ECCE)	Regular	1-2 Years
	Advance Information in Early Childhood Care and Education(AIECCE)	Regular	1 Years
	Nursery Teacher Training Correspondence Program(NTTCP)	Regular	1 Years
	N.T.T. (Early Childhood Health Care & Education)	Regular	1 Years
	Diploma in Nursery Teacher Training	Regular	2 Years

Pre-primary or preschool education covers the age group 3 to 5 years. At this stage program provides healthy and wholesome learning environment. It is also considered as a preparatory stage for the Universalization of Elementary Education. Different programmes under this are Elementary Teacher Education (ETE) which is a full-time Diploma course of two years duration run by State Council of Educational Research and Training (SCERT) in various states, Diploma in Early Childhood Care and Education (ECCE) duration of the course varies from one and two years, Diploma in Early Childhood Care and Education (ECCE) from distance courses is of 1 year course, Advance Information in Early Childhood Care and Education(AIECCE) is of 1 year course, Nursery Teacher Training Correspondence Program(NTTCP) is of 1 year course, N.T.T. (Early Childhood Health Care & Education) is of 1 year course, Diploma in Nursery Teacher Training is of 2 year course. Early Childhood Education (ECE) is Block Institutes of Teacher Education (BITEs) for preparation of elementary school teachers from SC/ST and Minorities Community are preparing teacher for early childhood stage. The duration of teacher education programme at this stage varies from 1 year course to 2 years course.

Teacher Education Program at Primary Stage

Stage/ Level	Program Name	Mode	Duration
Primary Stage (I TO VIII Class)	JBT Junior basic training • Primary stage (class I to V)	Regular	1 to 2 Years
	SBT Senior basic training • Upper primary stage (class VI to VIII)	Regular	1 to 2 Years
	Basic Training Course (BTC) (Example in Gujarat) • Class I TO VIII	Regular	2 Years
	B.Ed Elementary and DIET • Class I TO VIII	Regular	1 to 2 Years
	Bachelor of Elementary Education (B.El.Ed.) • Elementary Teacher Education	Regular	4 Years
	Diploma in Elementary Teacher Training (DETT)	Regular	2 Years

Primary education extends from class 1 to class VIII. It is further divided into lower primary (1-5 age group 5-11years) and upper primary (6-8 age group 12-14 years). This comes under the constitutional provision of providing free and compulsory education to all children up to 14 years includes both the lower primary and upper primary classes, i.e. from class I to class VIII. District Institute of Education and Training (DIET) and B.Ed. (Elementary) for elementary education prepares teachers for elementary school stage for classes I to VIII. There are State Institute of Education (SIEs) working in area of elementary education. Their functions comprise organization of in-service training for teacher and supervisory personnel, extension activities research and publication of instructional materials. In some state like Gujarat, Haryana and Rajasthan preparing teachers for primary stage is known as Junior Basic Training (J.B.T)/ Diploma in Education (D.Ed.) for classes 1 to 5 and

Senior Basic Training (SBT) for classes 6 to 8. The duration of teacher education programme at this stage varies from one year course to two years.

Teacher Education Program at Secondary Stage

Stage/ Level	Program Name	Mode	Duration
Secondary Stage (Class IX TO XII)	Bachelor of Education (B.Ed) • Secondary Stage (class IX to XII)	Distance	2 Years
	Bachelor of Education (B.Ed) • Secondary Stage (class IX to XII)	Regular	1 Year
	Bachelor in Science Education (B.Sc.Ed.) • Secondary Stage (class IX to XII) • Prepare Science Teachers	Regular	1 Year
	Bachelor of Education (B.Ed) • Under innovative Programmes	Regular	2 Years
	Bachelor of Physical Education (B.P.Ed.) • Secondary Stage (class IX to XII) • Prepare Teachers for Physical Education	Regular	1 Year
	Bachelor in Art Education (B.A. B.Ed.)	Regular	4 Years
	Bachelor of Education (B.Ed) • Under innovative Programmes (Enriched Programme)	Regular	1 Years
	Bachelor of Education (Special Education) • Autism Spectrum Disorder • Hearing Impairment • Intellectual Impairment • Physical Impairment • Speech-Language Impairment • Vision Impairment	Regular	1 Year
	Bachelor of Education (B.Ed) • Under innovative Programmes (RIE)	Regular	4 Years
	Bachelor of Education (B.Ed English) • Secondary Stage (class IX to XII) specially for English Language Teacher	Regular	1 Years

Teacher education program for secondary stage

Secondary teacher education program prepares teachers to teach in classes IX, X, XI and XII. The students who have completed bachelor's degree in any discipline and done B.Ed are eligible to teach at secondary stage. The students who have completed Masters Degree in any discipline along with B.Ed are eligible to teach in higher secondary section. The B.Ed. programme is offered in Colleges of Education and University departments of education also offered through centres of distance education/open universities prepare teachers for secondary schools. Centre of Advance Study in Education (CASE), Institutes of Advanced Studies in Education (IASes) and upgraded STEIs known as Colleges of Teacher education (CTEs) are working with the objective of preparing quality teachers. Also variety of secondary teacher education programs are running like B.Ed (Special Education), B.Ed advanced or enriched program like in Banasthali Vidyapith B.Ed. (Enriched).

For teaching in secondary stage, the qualification most sought after completion of one year Bachelor of education (B.Ed). However, in India several variations for first degree level qualification in teacher education such as B.Ed.(Special Education), B.Ed. through correspondence or distance education, Bachelor of Education (B.Ed.), Bachelor in Science Education (B.Sc.Ed.), Bachelor of Physical Education (B.P.Ed.) and Bachelor in Art Education (B.A. B.Ed.) are Four Year Course, Two-Year B.Ed. (Secondary), and Institute of Advanced Studies in Education (IASE) has one year B.Ed. Programme and Regional Institute of Education (RIE) for secondary teacher education has programmes varied from one year B.Ed from to four year B.Sc.B.Ed./BA.B.Ed. B.Ed. through correspondence or distance education mode of two years duration.

Tertiary Teacher Education program

Under tertiary teacher education Academic Staff Colleges (ASCs) has very important role to play. They are organizing mainly two types of courses for teachers of colleges and universities. First type of courses are called as orientation programs meant for teachers within 5 years of service in which they get interact with the senior faculty members on the components like linkage between society and education, Indian education, pedagogy, subject enrichment, policy management, etc and the duration of these courses are of 4 weeks. Second types of course are called as Refresher Courses. These courses are organized on specialized areas of a particular subject and of about 3 weeks' duration. The ASC provides training programmes for teachers of higher education. Other Various programmes are Master of Education (M.Ed.), Master of Physical Education (M.P.Ed.), and Master of Science Education (M.Sc.Ed.). Under RIE M.Ed., is one year programs and MSc.M.Ed., is four years programs. The Indra Gandhi National Open University has been organizing a diploma course in higher education. A brief in tabular form is present as follows.

Teacher Education Program at Tertiary Stage

Stage/ Level	Program Name	Mode	Duration
Tertiary stage	Academic Staff Colleges (ASCs) • Orientation programs within 5 years of service	Regular	4 weeks
	Academic Staff Colleges (ASCs) • Refresher Courses organized on specialized areas of a particular subject	Regular	About 3 Weeks
	Master of Education (M.Ed.) • Prepare Teacher educator for various school subject	Distance	1 Year
	Master of Education (M.Ed.) • Prepare Teacher educator for various school subject	Distance	2 Years
	Master of Physical Education (M.P.Ed.) • Prepare Physical Teacher educator	Regular	1 Year
	MSc.M.Ed. • Prepare Science Teacher educator and provide Graduate Degree in science subject	Regular	4 years
	Master of Science Education (M.Sc.Ed.) • Prepare Science Teacher educator	Regular	1 Year

Innovation based teacher education programs

Some of the innovation in school education in India had started from pre independence India like in 1920 Gijubhai Bhadeka established a set of innovative pre-primary schools at Bhavnagar in Gujarat, in 1921 Rabindranath Tagore established Shantiniketan in West Bengal, in 1937 Mahatama Gandhi launched the scheme of Basic Education for the primary stage of education, in Wardha, Maharashtra. Some innovations in Post-Independence India in the area of teacher education are as follows.

1. Four Year Integrated Programme of Secondary Teacher Education Regional Colleges of Education, NCERT (1960).

The programme was introduced during the 1960s in NCERT's four Regional Colleges of Education in Ajmer, Bhubaneswar, Mysore and Bhopal. This programme was designed to prepare secondary school teachers in the Sciences and Humanities. The curriculum was designed to develop subject-based competency of the level of graduation along with professional competencies related to methodology of teaching and modification was done according to need. A composite degree of B.Sc. B.Ed. was awarded to the candidates on the successful completion of the course.

2. Secondary Teacher Education Programme, Gandhi Vidyapeeth: Vedchichi, Gujarat (1968) The Vedchichi programme of Teacher Education started in 1968 at Gandhi Vidyapeeth.

Vedchichi in the Surat district of Gujarat. It is a programme of one-year duration and admits 40-50 students each year. Based on Gandhian philosophy, student life on the campus is based on principles of self-help and self-reliance. Students engage in cooking, cleaning utensils, washing clothes and in the maintenance of the entire campus as part of their learning activities to be self-reliant. The main features of this programme are: learning through participation in activities; self-directed learning followed by group work and group discussion; independent analysis of a problem by student teachers and the practice of self-motivated learning based on experiences.

3. Hoshangabad Science Teaching Programme (HSTP): Training Teachers Eklavya, Madhya Pradesh (1982).

Every teacher was required to undergo residential training for three weeks every summer for three years. The basic philosophy was that every teacher should have done every experiment that children were required to do so that they could have firsthand experience of the skills and difficulties every experiment involved; to have engaged in discussions with their peers on the outcome of the experiments so that they could guide similar discussions with their students; and also had a chance to provide feedback on the feasibility of what was being attempted so that the curriculum could be modified accordingly, if necessary. This whole process of trial and feedback was important in developing a sense of ownership of the programme amongst teachers, which was an important characteristic of the programme. In addition to these activities, there were early morning sessions on "laghu prashna" in which participants were asked to respond to questions involving simple scientific investigation or observation that they carried out on the spot. During the training sessions, teachers were free to raise any question that agitated their minds.

4. Elementary Teacher Education: An Integral Approach Mirambika, Sri Aurobindo Educational Society, New Delhi (1983)

The programme aims, through a process of increasing self-awareness, the maximum development of capacities and qualities of the physical, affective and cognitive domains and self-discovery of deeper and subtler layers of one's soul and spirit.

Transaction processes include self-directed learning and self-observation leading the learner to conscious choices regarding study material; self-reflection and self-evaluation. Teacher-educators ensure that through self-motivated learning each one of the student-teachers is encouraged to discover personal strengths and weaknesses. Teacher also needs to go through a change in attitude related to her/his own professional functioning. Evaluation aims at an assessment that avoids judgment but gives positive feedback, is diagnostic and helps students to understand what has to be strengthened and identify the next goals in the learning process.

5. Four year Integrated Programme of Elementary Teacher Education The B.El.Ed., Maulana Azad Centre for Elementary and Social Education (MACESE), Faculty of Education, University of Delhi (1994)

The Bachelor of Elementary Education (B.El.Ed.) professional degree programme was offered after the senior secondary (Class XII or equivalent) stage of school. It is currently offered in six colleges of the University of Delhi.

The (B.El.Ed.) programme is designed to integrate the study of subject knowledge, human development, pedagogic knowledge and self-knowledge. The main aim of the B.El.Ed. is to prepare reflective practitioners who are socially sensitive.

The B.El.Ed. curriculum is cyclic in nature whereby the same issues are dealt with at different levels of complexity and within different contexts over the four years. Students explore and define their own approaches to educational issues. There is a sustained 17 weeks school internship programme in the fourth year where students attempt to translate their thoughts into action and critically reflect on this process. Students visit institutions engaged in innovative practice in elementary education and undertake research projects with an aim to further develop the process of reflective enquiry through classroom-based research. Through specially designed colloquia students learn specific professional skills like using theatre, art, crafts, story telling and music in education and creating a resource centre in schools.

6. The 'Anweshana Experience': A Participative Teacher Education programme: B.Ed. (Enriched), Department of Education, Banasthali Vidyapith, Rajasthan (1997)

This 'Anweshana' innovation is focusing on completely participative process oriented Teacher Education programme and approved by the NCTE as B.Ed. (enriched). The main aim was to explore the possibility of evolving such a flexible programme within the available resource-time frame and of finding out the extent to which the experience becomes 'participative'.

The Anweshana experience believes that there is need for and possibility of providing opportunities during TEP to all student teachers to truly participate and learn in one's own way. They should participate not as mere 'recipients' but as learners to evolve

curriculum and its transaction modes. The nature and number of learning experiences could emerge according to learner needs.

7. Comprehensive Teacher Education Programme: Gandhi Shikshan Bhawan, College of Education Mumbai University, Mumbai (2000)

Gandhi Shikshan Bhawan, an affiliated College of Education of Bombay University offers an integrated B.Ed. degree programme for secondary school teachers since 2000. It provides first hand experiences of a slum community. The aim is to make student teachers aware of the socio-economic, cultural traditions of the poor and backward and its impact on the education and development of children. Teachers are educated to develop the conviction and the professional skills to help children come out of such adverse conditions. Such an approach has now become a part of the B.Ed. degree programmes of all the Colleges of Education of Bombay University. Presentation of Innovation teacher education program in tabular form is present as follows.

Innovation Based Teacher Education Programs

Stage/ Level	Program Name	Mode	Duration
Innovative teacher education programs	Regional Colleges of Education (RIEs) • Secondary Teacher Education Programme	Regular	4 Year
	The Vedchichi programme of Teacher Education, Gandhi Vidyapeeth: Vedchichi, Gujarat • Secondary Teacher Education Programme	Regular	1 Year
	Hoshangabad Science Teaching Programme (HSTP): Training Teachers Eklavya	Regular	1 Year
	Elementary Teacher Education: An Integral Approach Mirambika • Elementary Teacher Education Programme	Regular	1 Year
	B.El.Ed., Maulana Azad Centre for Elementary and Social Education (MACESE) • Elementary Teacher Education	Regular	4 Years
	The 'Anweshana Experience': B.Ed. (Enriched) • Participative Teacher Education	Regular	1 Year
	Comprehensive Teacher Education Programme: Gandhi Shikshan Bhawan, College of Education Mumbai University	Regular	1 Year

Conclusion

Discussed programmes of teacher education at various levels are teacher education program for Early Childhood Stage, Primary Stage, Secondary Stage, Tertiary Teacher Education programs and Innovation based teacher education programs. Teacher education has a major part to play in this endeavour as teacher education

program at various stages plays a vital role in the preparation of teacher for various stages.

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